Introduction to Teaching

Becoming a Professional

Third Edition

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Merrill
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This text is designed to help you succeed on the Praxis™ Principles of Learning and Teaching (PLT) Exam as well as state-specific tests. As of January 2006, thirty-two states use Praxis exams as part of their teacher licensing requirement; the vast majority of the other states have developed teacher licensure tests that are very similar to the Praxis tests in both format and content. Most states, including those that use the Praxis exams, test prospective teachers’ knowledge of subject matter and grasp of basic skills as well as teachers’ knowledge of basic principles of learning and teaching. The four Praxis PLT exams are divided by grade level, one each for teachers seeking licensure for Early Childhood, and grades K–6, 5–9, and 7–12. We focus this discussion on how to succeed on the Praxis PLT exam, but the same basic knowledge and test-taking strategies apply to state-specific tests.

To find out which test your state is currently using, go to either this text’s Companion Website (www.prenhall.com/kauchak), which contains the addresses, phone numbers, and e-mail addresses of each state licensure office, or to the website developed by the University of Kentucky, which has the licensure requirements and Web addresses for all 50 states (www.uky.edu/education/tep/usecert.html).

The Praxis PLT exam has two parts (Educational Testing Service, 2006). One consists of 24 multiple-choice questions similar to those in the Kauchak and Eggen test bank and Companion Website interactive Practice Quizzes that accompany this text. The second part is based on four cases, which you will be asked to read and analyze, similar to the cases at the beginning and end of each chapter in this text. Three short-answer questions follow each case.

We have designed this text to help you succeed on the Praxis™ PLT exam by including cases and case-based questions at the end of each chapter and by providing feedback to these end-of-chapter questions on the Companion Website at www.prenhall.com/kauchak.

The PLT covers four broad content areas:

**Students as Learners** (multiple-choice and short answer question; 33 percent of total test)
- Student development and the learning process
- Students as diverse learners
- Student motivation and the learning environment

**Instruction and Assessment** (multiple-choice and short-answer questions; 33 percent of total test)
- Instructional strategies
- Planning instruction
- Assessment strategies

**Teacher Professionalism** (multiple-choice and short answer questions; 22 percent of total test)
- The reflective practitioner
- The larger community

**Communication Techniques** (short-answer questions; 11 percent of total test)
- Basic, effective verbal and nonverbal communication techniques
- Effect of cultural and gender differences on communications in the classroom
- Types of communications and interactions that can stimulate discussion in different ways for particular purposes
Preparing for the Exam

Plan ahead and acquaint yourself with the topics in the test. The Educational Testing Service booklet *Test at a Glance* (available online at www.ets.org/praxis or free by mail) includes detailed descriptions of topics covered in each of the four content categories as well as sample test questions. Study this booklet carefully, and take the sample tests available on this Website and in their print materials. Analyze the different kinds of questions asked and the feedback and criteria provided. Follow the same procedures for state-specific exams.

Using This Text to Succeed on the PLT

What strategies should you employ as you use the exercises in this text to prepare for your licensure exam? Experts offer the following suggestions (Educational Testing Service, 2006):

- **Read the test directions carefully.** Make sure you understand the test formats, what is being asked of you, and the time restrictions for each section.
- **Answer all parts of the question.** For instance, if the question asks you to identify five characteristics of professionalism that were demonstrated in a case, be sure that your response includes all five.
- **Demonstrate an understanding of the theory or pedagogical concepts related to the question.** As you analyze the case in writing, be sure to discuss key elements of the relevant concept or theory.
- **Demonstrate a thorough understanding of the case.** In your answers be sure to discuss the case in general, as well as specific details within the case that relate to the question.
- **Repeat key words from the question.** This helps to focus your response and communicates to the reader that you are directly responding to essential elements of the question. For example, if asked to list three important elements of student diversity, write, “Three important elements of student diversity are a, b, and c.”
- **Support your answer with details.** By specifically referring to the case and identifying the concepts that are being demonstrated, you will provide documentation for your answer.
- **Before you write a response, organize and outline your thoughts so they clearly represent your best thinking.**

After you’ve written your own answers to the case-based questions that appear at the end of each chapter in this text, you can receive feedback by going to the Preparing for Your Licensure Exam module for each chapter on the Companion Website at www.prenhall.com/kauchak.

For additional help in preparing for the Praxis exams, you might want to purchase a copy of the *Principles of Learning and Teaching Study Guide* published by the Educational Testing Service. To find information for purchasing the study guide, go to the ETS Website at www.ets.org/praxis.

**References**

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Welcome to the Third Edition!

This third edition of *Introduction to Teaching: Becoming a Professional* continues to introduce beginning education students to the real world of students, teachers, classrooms, and schools through an *integrated case-based approach*. This approach maximizes student understanding of new concepts by providing concrete frames of reference in every chapter. This new edition also offers the reader a *Guided Learning approach* based on solid principles of learning and teaching to help students understand important new educational concepts. As in the first two editions, this text continues to highlight the importance of understanding diversity and adapting teaching to meet the needs of diverse students. This third edition also emphasizes the challenges and rewards of teaching in an urban setting; the margin icon at the left identifies where these urban discussions occur. All in all, this emphasis on understanding these realities of students, teachers, classrooms, and schools helps readers answer two fundamental questions:

- Do I want to become a teacher?
- What kind of teacher do I want to become?

A Case-Based Approach

The book introduces readers to the real world of teaching through the use of case studies woven throughout the book. These compelling classroom snapshots help the reader understand new educational concepts by connecting them to the real world of classrooms and schools. Each chapter begins with a case study that provides the framework for the discussion that follows. Case study logos (as shown below) identify cases and vignettes that are integrated throughout every chapter to provide concrete frames of reference for educational concepts. When located at the top of the page, these case study logos let readers know that a case (or cases) is referenced within the discussion.

Text Themes

The book is organized around three themes, which provide the threads that bind the topics of the chapters together.

- Professionalism
- Diversity
- Reform
Professionalism

Professionalism strongly emphasizes the importance of acquiring knowledge in the process of becoming a professional and the ability to use this knowledge to make decisions in ill-defined situations. The text encourages readers to explore what it means to be a professional teacher and to apply professionalism to their own careers through the following chapter features:

NEW! Chapter 11, Creating Productive Learning Environments, emphasizes the human dimension of teaching, illustrates the importance of well-managed classrooms, and offers strategies for involving parents in their children’s education.

NEW! Professional Knowledge: Test Yourself! allows readers to test their knowledge of chapter content before reading the chapter by taking an interactive survey. We provide specific feedback throughout every chapter.

Decision Making: Defining Yourself as a Professional feature is located at the end of every chapter and helps students consider the implications for a situation related to chapter topics. Readers then decide what they would do in the situation and explore the implications for their development as a professional educator.

Preparing for Your Licensure Exam is a case-based, end-of-chapter feature that helps readers prepare to successfully pass the Praxis II™ exam as well as individual state licensure exams. Readers can take an online exam and receive immediate feedback on the Companion Website.

• NEW! The text’s Companion Website (www.prenhall.com/kauchak) also offers future educators in Florida and Texas the ability to explore state-specific educational content and standards while applying text content through state-specific activities. To see an example of these state-specific activities, go to this text’s Companion Website.
NEW! Becoming a Professional DVD offers two different video features to expand readers' understanding and connection to chapter content:

**In Today's Classrooms** video clips and in-text feature provide realistic glimpses of teachers working in real classrooms. Students read a summary of the real-world, unscripted, and unrehearsed video episodes, view the video on the DVD, and then respond to online questions by applying what they've seen to the content of the chapter (Chapters 1–3, 6, 7, and 10–13). Go to this text's Companion Website to see a sample video excerpt for Chapter 3.

**ABC News Video and the in-text Video Perspectives** features bring to life current and controversial educational issues discussed throughout the text. Readers then have an opportunity to answer questions and apply their responses to their professional philosophy or engage in group discussion (Chapters 1, 4, 5, 8, and 9).

**VIDEO PERSPECTIVES**

*The Test*

Go to the Becoming a Professional DVD included with this text and locate "The Test" segment. This ABC News video examines high-stakes testing in Florida from multiple perspectives. Interviews with students, parents, and administrators help us understand the implications of high stakes for a variety of people.

Think About This

1. What are the advantages and disadvantages of high-stakes testing?
2. What types of students are most adversely affected by high-stakes testing?
3. What can schools do to minimize the negative effects of high-stakes testing?

To answer these questions online and receive immediate feedback, go to the Companion Website at www.prenhall.com/kauchak, then to the Video Perspectives module for Chapter 1.

**Developing as a Professional: Online Activities** are located at the end of every chapter and include the following:

- **Going Into Schools**, a feature on the Companion Website, invites readers to apply the information in each chapter to themselves and school settings. Through focused observations and interviews, readers connect to the schools and classrooms in which they'll teach.
- **Virtual Field Experience: Using Teacher Prep to Explore the Profession** allows readers who do not have a formal field experience component as part of their course to explore issues and topics through Merrill/Prentice Hall's interactive Teacher Prep Website through video, artifacts, and research articles (Chapters 1, 3, and 11–13).
- **Online Portfolio Activities** are connected to INTASC standards and encourage readers to evaluate their own professional growth. Activities include visiting the Websites of professional organizations, beginning readers' work on their philosophy of education, as well as connecting with local districts and state offices of education. The first portfolio activity in each chapter involves a Personal Journal Reflection that asks readers to think about chapter content in terms of their own strengths and goals. Students are able to record their reflection's on the text's Companion Website.
Diversity

Culture, language, ability differences, gender, and exceptionalities are just some areas of diversity that require both teacher understanding and the ability to adapt classroom practices to maximize student learning. Visit the text's Companion Website at www.prenhall.com/kauchak to view Chapter 3, Helping Diverse Learners Succeed in Today's Classrooms, as well as a sample video clip for this chapter.

Readers explore today's diverse classrooms and the implications of diversity for classroom teaching through these special features:

NEW! Teaching in Urban Settings discussions allow students to learn about the challenges and rewards of teaching in an urban setting and how effective teachers adapt their teaching to meet the needs of students in urban areas. Margin icons identify where these discussions occur.

Exploring Diversity features help readers examine diversity issues in today's classrooms in more depth, consider diversity's important educational implications, and apply the issues to their own teaching philosophy.

Communicating with Parents

Classrooms with large numbers of students from diverse backgrounds present unique communication challenges. Lower parent participation in school activities is often associated with families that are members of cultural minorities, lower-socioeconomic status (SES) and having a child enrolled in either special education or English-as-a-second-language programs (Tiedt & Tiedt, 2005; C. Weinstein & Mignano, 2003). Each factor makes communication between home and school more challenging, both for parents and teachers.

Economic, Cultural, and Language Barriers

Economics, culture, and language can all create barriers that limit the involvement of minority and low-SES parents in school activities (Barton et al., 2004; Gollnick & Chinn, 2006). Low-SES parents frequently lack resources—such as child care, transportation, Internet access, and even telephones—that allow them to engage in school activities. Multiple jobs often prevent parents from helping their children with homework. In addition, high rates of family mobility can create obstacles to effective parent–school communication (Nakagawa et al., 2002).

Latine parents hesitate to become involved in matters they believe are best handled by the school, but teachers sometimes misinterpret this deference to authority as apathy (C. Weinstein & Mignano, 2003).

Language can be another barrier. Parents of bilingual students may not speak English, which leaves the child responsible for interpreting communications sent home by teachers. Homework also poses a special problem because parents cannot interpret assignments or provide help, and schools sometimes compound the difficulty by using educational jargon when they send letters home.

Involving Minority Parents

Teachers can narrow the home–school gap by offering parents specific strategies for working with their children (Epstein, 2001). Let's see how one teacher does this:

Nancy Collins, a middle school English teacher, has students who speak five different native languages in her class. During the first 2 days of school, she prepares a letter to parents, and with the help of her students, translates it into their native languages. The letter begins by describing how pleased she was to have students from
Standards, accountability, and testing—both teachers and students now encounter all of these as solutions to both educational and societal problems. Throughout the text, we explore the implications of the No Child Left Behind Act, a sweeping federal reform effort that has already changed schools and will continue to shape the profession for new teachers. Readers learn about additional reform issues in the following feature:

Teaching in an Era of Reform frames a specific reform issue in every chapter as it relates to chapter content and asks readers to make a personal evaluation of its potential.

Assertive Discipline

In their work with teachers, Lee and Marlene Canter (Canter & Canter, 1976, 2001) observed many classrooms that were chaotic, with students out of control. In response they developed a classroom management system called Assertive Discipline which was designed to address this problem.

What Is Assertive Discipline?

Assertive discipline is a comprehensive approach to classroom management that clearly specifies both teachers’ and students’ rights and responsibilities (Charles, 2005; Manning & Bucher, 2003). According to assertive discipline advocates, teachers have the right to teach in classrooms that are free from disruptions, and students have the right to learn in classrooms that are orderly and free from interruptions. Teachers create an orderly classroom by clearly communicating classroom rules and consistently enforcing the rules with consequences specified in advance. For example, if talking without being given permission is against classroom rules, the first instance of talking results in a consequence, such as the student’s name on the board; a second infraction results in a check by the student’s name, and a third leads to detention. The specific rules and consequences depend on the teacher’s judgment.

Compare the following teacher responses to a student who is talking instead of beginning an in-class assignment.

Assertive: John, you need to stop talking and begin your assignment, NOW. That’s a check by your name. One more and you stay in for recess.

Hostile: John, how many times do I have to tell you to stop talking and get to work. Your misbehavior is driving me crazy!

Nonassertive: John, I don’t know what I’m going to do with you. Please stop talking.

The assertive response clearly identifies the misbehavior and communicates the consequences for misbehaving. The other two don’t clearly address the misbehavior, nor do they describe consequences for continuing to misbehave.

The Issue

Assertive discipline is a successful but controversial approach to classroom management. Advocates laud the clear definition of teacher and student roles and responsibilities. Teachers are there to teach and students are there to learn, they argue, and the teacher has the right to establish and implement a management system that allows learning to take place.
For Every Student’s Success

The Guided Learning Approach

To make the third edition of the text more usable and reader friendly, we have adopted a Guided Learning approach to present the content. This approach is designed to maximize readers’ understanding of content. Grounded in basic principles of learning and teaching, the text provides readers with structure, opportunities to actively process the chapter content, feedback, and reviews—each an essential factor for learning from both text and classroom activities. The Guided Learning approach has the following features:

Specific Learning Objectives are linked to each of the major headings in the chapters.

Check Your Understanding questions at the end of each major section are directly aligned with the learning objective for that section. Readers can get feedback for these questions in Appendix A, which is located in the back of the text.

Making Connections questions throughout the text help integrate chapter topics with topics already studied. The Making Connections questions and feedback are on the Companion Website (www.prenhall.com/kauchak).

Meeting Your Learning Objectives section at the end of each chapter restates the learning objectives and provides a bulleted summary of the topics covered in each section.

Important Concepts section at the end of each chapter lists key terms and identifies the page on which each term is located and defined.

We hope the Guided Learning approach will make readers’ understanding of the teaching profession deeper and more meaningful.
Student Supplements

We designed the following features and materials to offer students the resources to succeed in their coursework as well as in their first classroom.

**Becoming a Professional DVD** Two sets of videos, *In Today’s Classrooms* videos and *ABC News Videos*, are included on the DVD with this text, allowing readers to view the videos outside of class.

**Companion Website** This text’s Companion Website is located at [www.prenhall.com/kauchak](http://www.prenhall.com/kauchak). The Companion Website provides readers with resources and immediate feedback on exercises and other activities linked to the text. In addition, these activities, projects, and resources enhance and extend chapter content to real-world issues and concepts. Each chapter on the Companion Website contains the following modules (or sections), unless specified otherwise:

- **Chapter Overview, Web Links, and Exploring Diversity Web Links**
- **Self-Assessment** Multiple-choice quizzes with automatic grading provide immediate feedback for students.
- **NEW! Making Connections** Readers can answer these chapter-integrated questions online and receive immediate feedback.
- **NEW! Professional Knowledge: Test Yourself!** Readers can print out and test their knowledge of chapter content before reading the chapter by taking an interactive survey. Specific feedback is provided throughout every chapter.
- **ABC News Video Perspectives** Thought-provoking questions correspond to the issue-based ABC News Video segments that appear within the text (in Chapters 1, 4, 5, 8, and 9).
- **In Today’s Classrooms** Readers can answer critical-thinking questions that connect the *In Today’s Classrooms* videos to chapter content (in Chapters 1–3, 6, 7, and 10–13). Visit [www.prenhall.com/kauchak](http://www.prenhall.com/kauchak) and click on the book cover for the third edition to view a video excerpt from Chapter 3.
- **Preparing for Your Licensure Exam Feedback** Answers are provided to the case-based exercises that are similar to those found on the Praxis™ exam and most state licensure exams.
- **NEW! State-Specific Education Materials** Future educators in Florida and Texas can explore state-specific educational content and standards, and apply text content through state-specific activities. Go to this text’s Companion Website to view an example.
- **Developing as a Professional: Online Activities**
  - **Going Into Schools**
  - **Virtual Field Experience—including connection to Merrill/Prentice Hall’s Teacher Prep Website**
  - **Online Portfolio Activities**

**OneKey Course Management Content** OneKey is Merrill/Prentice Hall’s exclusive new online resource for students and instructors. OneKey is available in the nationally hosted CourseCompass platform, as well as WebCT and Blackboard.

For more information about OneKey please contact your local Merrill/Prentice Hall representative before placing your textbook order.
For Every Professor’s Success

The text has the following ancillary materials to assist instructors in their attempts to maximize learning for all students:

**Instructor’s CD**

- **Instructor’s Manual/Media Guide and Test Bank** provides concrete chapter-by-chapter instructional and media resources.
- **PowerPoint Slides** are also available on the Companion Website and the Instructor's Resource Center.
- **Computerized Test Bank** questions give professors access to Multiple-Choice, Critical-Thinking, and Extended Response questions for each chapter. These questions are also available online in the Instructor's Resource Center.

**Becoming a Professional DVD**

- **In Today’s Classrooms** case videos are featured in Chapters 1–3, 6, 7, and 10–13.
- **ABC News Video Library** ABC News Video Perspectives are featured in Chapters 1, 4, 5, 8, and 9.

**Instructor Resource Center**

Instructor supplements can also be accessed at our Instructor Resource Center located at [www.prenhall.com](http://www.prenhall.com). The Instructor Resource Center opens the door to a variety of print and media resources in downloadable, digital format. Resources available for instructors include:

- Instructor Manual/Media Guide and Test Bank
- Computerized Test Bank
- PowerPoint slides
- Request and/or review OneKey, WebCT, and Blackboard course content
- Instructions for downloading a Blackboard or WebCT e-pack

Your one-time registration opens the door to Merrill/Prentice Hall’s premium digital resources. You will not have additional forms to fill out or multiple usernames and passwords to remember to access new titles and/or editions. Register today, and maximize your time at every stage of course preparation.

For instructors who have adopted this text and would like to receive book-specific supplements, please contact your Merrill/Prentice Hall sales representative, call Faculty Services at 1-800-526-0485, or e-mail us at Merrill.marketing@pearsoned.com. We look forward to hearing from you.
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ABC News Video and Video Perspectives

Now available on the DVD included with every copy of Introduction to Teaching: Becoming a Professional, Third Edition!

Engage your readers through ABC News video segments, available on the Becoming a Professional DVD, focusing on controversial educational issues that illustrate chapter content relevance and bring chapter content to life. ABC News Video Perspectives sections within the text indicate when a video is available and offer a short summary of each episode with discussion questions.

CHAPTER 1 Do I Want to Be a Teacher?
The Test examines the effects of accountability and high-stakes testing in the state of Florida.
Running Time: 19:44

CHAPTER 4 Changes in American Society: Their Influences on Today's Schools
The In Crowd and Social Cruelty analyzes social cruelty and bullying from the perspectives of students at different grade levels.
Running Time: 38:00

Action, Reaction, and Zero Tolerance examines the effects of zero tolerance policies on schools and students.
Running Time: 19:31

CHAPTER 5 Education in the United States: Its Historical Roots
The Reunion focuses on the reunion of the first group of Black and White students to integrate a wealthy Cleveland suburb during the Civil Rights Era of U.S. history.
Running Time: 39.01

CHAPTER 8 Governance and Finance: Regulating and Funding Schools
Failing Grade analyzes how financial problems and administrative mismanagement contribute to the problems of an urban school district.
Running Time: 20:43
CHAPTER 9 School Law: Ethical and Legal Influences on Teaching
A Battle Between Faith and Science examines the controversies surrounding the teaching of evolution and creationism in a small town in Pennsylvania.
Running Time: 19:42

In Today's Classrooms: Videos and Features

Included on the Becoming a Professional DVD, In Today's Classrooms video clips offer real-life, unrehearsed video cases and present students with a glimpse into the world of professional teachers. “In Today's Classrooms” boxed features throughout the text connect the video episodes to chapter content. Activities and guided reflection questions enable students to explore topics and determine how these concepts and experiences relate to them as professionals.

CHAPTER 1 Do I Want to Be a Teacher?
The Multiple Roles of Teachers focuses on a middle school teacher involved in instruction, collaborating with colleagues during a team meeting, and working with parents during a parent–teacher conference.

CHAPTER 2 Developing as a Professional
Succeeding in Your First Year of Teaching analyzes the experiences of a first-year middle school teacher as she describes the ups and downs, successes, and challenges of surviving and thriving during the beginning of a professional career.

CHAPTER 3 Helping Diverse Learners Succeed in Today's Classrooms
Culturally Responsive Teaching describes how a fourth-grade teacher adjusts her teaching to accommodate the religious beliefs of a Muslim girl in her classroom.

CHAPTER 6 Educational Philosophy: The Intellectual Foundations of American Education
Examining Philosophies of Teaching analyzes how different philosophies of teaching result in very different approaches to teaching social studies at the secondary level.

CHAPTER 7 The Organization of American Schools
The Principal's View of Professionalism focuses on what one middle school principal looks for when he interviews new teachers.

CHAPTER 10 The Curriculum in an Era of Standards and Accountability
Curriculum, Standards, and Accountability examines the influence of standards and accountability on a second-grade teacher's curriculum.

CHAPTER 11 Creating Productive Learning Environments
Establishing Rules and Procedures at the Beginning of the School Year describes how one teacher establishes rules and procedures to make her classroom a productive learning environment.

CHAPTER 12 Effective Instruction in American Schools
Essential Teaching Skills in an Urban Classroom illustrates how essential teaching skills can be integrated into the science classroom.

CHAPTER 13 Technology in American Schools
Integrating Technology Into Instruction examines how teachers integrate databases and PowerPoint presentations into their instruction.
Teacher Preparation Classroom

Your Class. Their Careers. Our Future. Will your students be prepared?

We invite you to explore our new, innovative and engaging website and all that it has to offer you, your course, and tomorrow’s educators! Preview this site today at www.prenhall.com/teacherprep/demo. Just click on “go” on the login page to begin your exploration.

Organized around the major courses pre-service teachers take, the Teacher Preparation site provides media, student/teacher artifacts, strategies, research articles, and other resources to equip your students with the quality tools needed to excel in their courses and prepare them for their first classroom.

This ultimate on-line education resource will provide you and your students access to:

**Online Video Library.** More than 250 video clips—each tied to a course topic and framed by learning goals and Praxis-type questions—capture real teachers and students working in real classrooms.

**Student and Teacher Artifacts.** More than 200 student and teacher classroom artifacts—each tied to a course topic and framed by learning goals and application questions—provide a wealth of materials and experiences to help make your students observe children’s developmental learning.

**Lesson Plan Builder.** Offers step-by-step guidelines and lesson plan examples to support students as they learn to build high quality lesson plans.

**Research Articles.** Over 500 articles from ASCD’s renowned journal Educational Leadership. The site also includes Research Navigator, a searchable database of additional educational journals.

**Teaching Strategies.** Over 500 research supported instructional strategies appropriate for a wide range of grade levels and content areas.

**Licensure and Career Tools.** Resources devoted to helping your students pass their licensure exam, learn standards, law, and public policies, plan a teaching portfolio, and survive their first year of teaching.

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How to ORDER Teacher Prep for you and your students:

For students to receive a Teacher Prep Access Code with this text, instructors must provide a special value pack ISBN number on their textbook order form. To receive this special ISBN, please email Merrill.marketing@pearsoned.com and provide the following information:

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