

CHAPTER 1

Getting Ready for the Classroom

The human contribution is the essential ingredient. It is only in the giving of oneself to others that we truly live.

—ETHEL PERCY ANDRUS

OVERVIEW

Teachers must be mentors, effective subject matter experts, counselors, and social psychologists. To be more effective in the classroom, teachers must also understand the social forces and theoretical thoughts that have shaped schools and teaching. Effective teachers must (a) engage in quality planning and preparation, (b) prepare a positive classroom environment, (c) use proven instructional techniques, and (d) exhibit professional behavior.

Teachers teach students. The intent is to bring about learning. Therefore, to maximize learning, one must take into account student differences. Many factors will influence development, teaching, and learning; we will focus our attention, however, on those that are relevant to the classroom.

Becoming a teacher requires that you meet state and national standards. Most states require that you demonstrate that you are a highly qualified teacher by passing a state or national exam.

Finally, teachers must be knowledgeable of educational law. Teachers must have a working knowledge of students' rights and teachers' rights and responsibilities.

OBJECTIVES

After completing your study of Chapter 1, you should be able to do the following:

1. Describe some of the historical changes and major theoretical influences that have helped shape American education.
2. Define teaching and explain the concept of teaching as an art and a science.
3. Describe the characteristics and skills associated with effective teaching and reflective teaching as well as the constructivist approach to learning.

4. Explain the purposes of accreditation agencies and analyze the benefits of accreditation for various constituencies.
5. Explain the purpose of the state licensure/certification process.
6. Give an overview of students' and teachers' major rights and related court litigation.

What makes a “good” teacher, an “effective” teacher, a “successful” teacher? Are there certain identifiable skills that make one an effective teacher? Let’s set the stage for our study of effective methods by focusing on what it means to teach and on standards for preparing effective teachers.

Teaching

What does it mean to teach? Moore (2007) defines teaching as “the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development” (p. 5). The personal characteristics and skills needed to accomplish this noble task have been debated for years. Generally, the argument centers on the following questions: (a) Is teaching an art or a science, and (b) exactly what is effective teaching?

Historical Perspective on Teaching

American public schools have always been dedicated to the concept of providing an education to the children and youth of the nation. Schools will continue to change, but if history is a guide, this change will come slowly. A brief overview of the important historical changes in the role of American education can be found on the web-based student study site (www.sagepub.com/moore4e). Schools will likely continue to be based in communities, and teachers will continue to provide instruction to diverse groups of children in self-contained classrooms. However, expectations for teachers and students and the educational impact of technology are factors that likely will change drastically in the decades ahead.

Teaching as an Art and a Science

Do some teachers have better instincts for teaching than others? If so, can these instincts be identified and taught? Some educators argue that teachers are born, not made, and that the ability to be an effective teacher cannot be taught. Conversely, other educators argue that teaching is a science, with specific laws and principles that can be taught.

Those who think teaching is an art may argue that good teaching is primarily a creative act. That is, teachers create learning in a spontaneous manner by combining individual pieces of education and experience into a new whole that is specially made for their circumstances. These individuals may recognize the need for a strong educational background but believe that once you are in the classroom, you operate from a gut-level feeling that leads you to know how to put theory into practice. This theory of teaching suggests that there are some who possess a special teaching gift with natural teaching instincts. And although this idea doesn’t leave the prospective teacher with a list of tangible

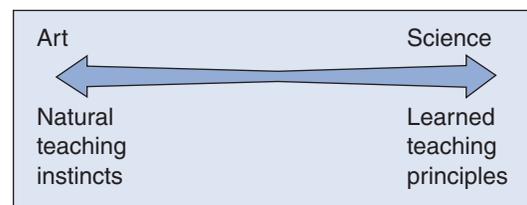
options for putting together the pieces of education, it does explain a mysterious aspect of teaching that many spend a lifetime seeking. Indeed, this may be the mystery that has motivated so much research on teaching and learning in the hope that perfect formulas will be discovered to direct us in our search for best practices and methods in education.

Those holding that teaching is a science believe that good teaching is the result of having a deep knowledge of the subject matter and a solid understanding of the principles of teaching and learning. They believe it is possible to learn and master the skills and strategies needed to be a successful teacher. Decades of research have provided specific information about how learning occurs, what influences motivation, and which particular teacher skills produce learning. Promoters of the teaching-as-a-science theory offer specific methods and skills that are attainable for the prospective teacher. It is believed that persons who learn to use these skills will be successful.

Today, most educators are in agreement with Gagne (1985), who argues that there is a scientific basis for the art of teaching. Experienced teachers know it is not simply a matter of sharing what they know with their students. Teaching is a complex and challenging profession. A good teacher must be able to transform knowledge into learning activities that motivate students to learn. Thus, teaching can be viewed as having both artistic and scientific elements. Essentially, educators are accepting the viewpoint that

individuals who have an interest in teaching fall somewhere along a continuum like that shown in Figure 1.1. Furthermore, many agree that specific artistic and scientific elements can be transmitted effectively.

Figure 1.1
Teaching as an Art
and a Science



Teaching as Decision Making

Decision making is one of the most important teaching skills of effective teachers. Indeed, it is essential that teachers be reflective decision makers. They must be able to reflect continuously on their actions as teachers and make a wide range of decisions that will have an impact on their classroom teaching effectiveness. Some decisions will be deliberation about curriculum issues and instructional goals; many more must be made almost instantaneously as teachers and students interact. Teacher decisions can be divided into three major decision-making phases: planning, teaching, and analyzing and evaluating.

The planning phase of decision making consists of all those decisions that are made prior to instruction. They include decisions regarding relevant curriculum standards, prerequisite skills, goals and objectives, homework assignments, what students already can do, appropriate learning methods and activities, selection of instructional materials, and assessment of goals and objectives. Because society today is becoming increasingly more diverse and technology has assumed such importance in everyday life, both should be embraced in the planning process. By addressing diversity and using technology, the classroom will become much richer and new routes to learning will be created. Essentially, however, most planning decisions should relate to student needs.

Decisions during the teaching phase include all decisions made during the immediacy and spontaneity of instruction. Thus, a large number of decisions will

be made based on the teacher's observation of the class—what is being done and who is doing it (classroom management). Instructional adjustments must be made so that all students have an opportunity to succeed. Instructional decisions will include maintaining and keeping student attention, asking questions, giving feedback, and making ongoing adjustments to the lesson. Time management is also often an indispensable element in the teaching phase. Teachers must prioritize classroom time and tasks so they can spend more time teaching and less time dealing with nonteaching tasks. For example, teachers should streamline taking attendance, keeping track of missing work, and organizing all class materials. Above all, teachers must learn to say no.

Reflective phase decisions are generally made following instruction. They include reflection and analysis of the time spent on various components of the lesson taught, the success of the lesson, and the behaviors that occurred during instruction.

Three major factors will influence teacher decision making: relationship with students; experience; and lesson context (content being taught, resources available, environment, and even time of day). There is no denying that effective teachers also need people skills. Teachers are required to interact continuously with students, colleagues, and parents. As such, teachers must be thoughtful, evaluative professionals who make decisions and take action within a changing social, economic, technological, and professional environment.

Keep in mind also that the government may establish the standards and suggest ways of assessment, and administrators may direct the teachers in methods and techniques, but it is the teacher who teaches. Therefore, it can be argued that teachers are responsible for society. Teachers must learn to examine their practice and the practice of other teachers and make decisions about how such practice can be transformed to improve student learning. These decisions should often be collaborative.

Theorist Thoughts That Shaped Teaching

The search for effective teaching is not a new one. Good teaching requires a large repertoire of skills and the ability to put these skills to use in different situations. However, human beings are complicated. Few theories explain and predict perfectly. Because no one theory offers all the answers to effective teaching, this text will address only some of the commonly agreed-on thoughts.

For many years, a teacher's personal qualities were believed to be the most important attributes for effective teaching. Teachers who were warm and loving were thought to be more effective than those who lacked such attributes. This belief has a measure of truth to it, but it also gives an incomplete picture of effective teaching.

When we consider what effective teachers do, we think of the day-by-day instruction of students. The overall framework for thinking about effective teaching comes mainly from two sources: the teaching strategies and procedures that research has produced over the past 50 years, and the wisdom of practice of experienced teachers.

Lev Vygotsky

Lev Vygotsky (1896–1934), a Russian developmental psychologist, emphasized the role of social interaction in students' construction of knowledge. Although children

can learn some things independently, Vygotsky suggested that their learning is enhanced and extended by interacting with significant others such as their parents, teachers, siblings, and peers. Vygotsky believed that learning takes place when children are working within their **zone of proximal development**, or ZPD. Tasks within the ZPD are ones that a child cannot yet do alone but could do with the assistance of more competent peers or adults. To facilitate, or **scaffold**, children's educational efforts, teachers build structured learning environments with plentiful opportunities for modeling and interaction. Vygotsky believed that as a result of teacher-learner collaboration, the learner uses concepts acquired in the collaborative process to solve problems independently of the teacher. His theories laid the foundation for cooperative learning and the basic tenets of constructivism.

Jean Piaget

One of the most complete theoretical statements about critical periods in the intellectual development of the individual was presented by the Swiss psychologist Jean Piaget (1896–1980). According to Piaget, children progress through a sequence of stages of cognitive development (see Table 1.1).

Piaget believed that all people pass through the same four stages of cognitive development in the exact same order. Although these stages are generally associated with specific ages, these are only general guidelines for teachers. A classroom of students often

TABLE 1.1 Piaget's Stages of Cognitive Development

Stage	Cognitive Skills
Sensorimotor (infancy; birth–2yrs)	<ul style="list-style-type: none"> Uses senses to explore world Egocentric perspective Recognizes events may be caused by intentional actions Realizes objects exist even when not present Focuses on the present
Preoperational (toddler/early childhood; 2yrs–7yrs)	<ul style="list-style-type: none"> Uses representational symbols Rapidly develops language Less dependence on senses Classifies objects by a single feature Believes everything happens for a reason
Concrete operational (elementary/adolescence; 7yrs–11yrs)	<ul style="list-style-type: none"> Thinks logically about objects and events Classifies objects by several features Understands numbers Realizes objects can appear in different forms
Formal operations (adolescence/adulthood; 11yrs–adult)	<ul style="list-style-type: none"> Solves complex verbal and hypothetical problems Thinks through symbols Able to reason scientifically and logically Capable of abstract thinking that includes past, present, and future

represents multiple stages of cognitive development. Indeed, a student might operate at a different cognitive level in different academic content areas! Piaget's theories focused attention on the idea of developmentally appropriate education. To align with this, teachers should provide learning environments, curriculum materials, and instruction that correlate with students' stages of cognitive development. They should introduce new concepts with realistic, hands-on activities followed by more abstract learning experiences. Piaget's developmental stages help teachers decide what to teach, how much to teach, and when to teach it.

Piaget also developed the **schema theory** in which students group similar types of information into schemata (categories) according to similarities and differences. When students encounter new concepts, they either assimilate the information into an existing schema based upon similar characteristics or accommodate by creating a new schema. In view of this theory, effective teachers systematically plan introductory activities that connect new topics with students' existing personal and academic experiences. They also use graphic organizers, such as concept maps, to help students see the interconnectedness of related concepts.

John Dewey

John Dewey (1859–1952) was an educational reformer during what was known as the Progressive Era. Dewey was arguably the most influential American educator in the 20th century, as he was instrumental in developing modern education theory.

Dewey's theory of schooling emphasized students and their interests rather than subject matter. From this theory came the child-centered curriculum and child-centered schools. The progressive movement also maintained that schools should be concerned with preparing students for the realities of today rather than some vague future time. Dewey believed that learning activities about life and the skills necessary for living should come out of daily life.

Jerome Bruner

Jerome Bruner (1915–), an American psychologist, emphasized the importance of understanding the essential concepts of a subject, the need for active learning as the basis for true understanding, and the value of inductive reasoning in learning. Because Bruner believed that students must be active in their own learning, he identified three sequential modes of learning: learning by doing, called the *enactive mode*; learning by forming mental images, called the *iconic mode*; and learning through a series of abstract symbols or representations, called the *symbolic mode*. As children grow older, they depend less on the enactive mode and more on mental imagery and symbolic operations. Bruner suggested that teachers give students more opportunities to learn on their own. Bruner's ideas laid the foundation for a process that has been called discovery learning (see Chapter 11).

Erik Erikson

Erik Erikson (1902–1994) offers a basic framework for understanding how people grow in relation to the way they interact with others. His theory of **psychosocial development** suggests that personal and social changes are due to cultural factors and that

they proceed in stages. According to Erikson (1980), people pass through eight psychosocial stages as they grow and progress through life. Each stage marks a major crisis that must be satisfactorily resolved to proceed normally with life. Each crisis requires that individuals deal successfully with a particular aspect of personality or with the way they relate to others. If not resolved satisfactorily, each crisis must be dealt with later in life. Table 1.2 summarizes Erikson's stages.

John Bransford

More recently, John Bransford was instrumental in the development of the anchored instructional model (Bransford, Brown, & Cocking, 2000). The theoretical underpinnings of anchored instruction are derived from well-known theorist such as John Dewey who stressed the importance of viewing aspects of knowledge as tools. Anchored instruction closely resembles problem-based learning (PBL) and is based upon social constructivist theory. Social constructivism is constructivism in a social setting, whereby groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts and shared meanings.

Anchored instruction emphasizes the use of instructional technology. It allows teachers to move from a role as “dispenser of knowledge” to that of coach or mentor. It is technology-based on a general model of problem solving. The teacher designs instruction activities around a realistic, authentic “anchor” event—this may be a theme, story, case study, issue, or problem to solve. This approach makes learning more relevant, useful, and meaningful to students. Students take ownership as they use technology (World Wide Web, audio clips, video clips, etc.) to explore problems and issues. Anchored instruction gives students an opportunity to practice 21st century skills in communication, knowledge sharing, critical thinking, and the use of relevant technologies.

TABLE 1.2 Erikson's Psychosocial Stages

Crisis Stage	Approximate Age	Successful Resolution	Unsuccessful Resolution
Trust vs. mistrust	0 to 1	Sense of trust and trust in self	Feelings of mistrust and anxiety
Autonomy vs. doubt	1 to 3	Sense of independence and self-assertiveness	Sense of inadequacy and doubt
Initiative vs. guilt	3 to 6	Sense of confidence and inventiveness	Sense of fear and low self-worth
Industry vs. inferiority	6 to 12	Sense of competence and capability	Lack of self-confidence
Industry vs. role confusion	Adolescence	Sense of self as person	Fragmented sense of self
Intimacy vs. isolation	Early Adulthood	Closeness and commitment to others	Loneliness and isolation
Generativity vs. stagnation	Middle adulthood	Expansion of future generations	Concern only for self
Integrity vs. despair	Later adulthood	Sense of completeness and wisdom	Feelings of hopelessness

SOURCE: Adapted from Erikson, E. H. (1980). *Identity and life cycle*, 2nd ed. New York: W. W. Norton.



"I can't tell you what a relief it is to relax after a whole year of teaching!"

SOURCE: Created by Ford Button.

Constructivism

Constructivism is an increasingly popular theory to explain how knowledge is constructed when new information comes into contact with existing knowledge. Based on the work of Dewey, Piaget, and Vygotsky, constructivism constitutes a paradigm shift in how teaching is viewed. The essence of the constructivist approach to learning is the idea that learners individually discover and build their own knowledge (Anderson, Greeno, Reder, & Simon, 2000; Fosnot, 2005; Waxman, Padron, & Arnold, 2001). Learners construct a unique mental image by combining information in their heads with the information they receive from their sense organs. With the constructivist approach, students control some of the learning focus and activities; teacher-centered strategies, such as telling and explaining, are minimized; multiple ways of knowing (e.g., through arts) are honored; learning activities and assessments are often rooted in authentic situations; and much learning occurs in groups. The constructivist theory views learners as active participants in their own learning, not as passive recipients of information. Learners construct their own meaning by negotiating that meaning with others, making connections with and modifying prior conceptions, and addressing content in a variety of contexts. This approach calls for a more active role for students in their own learning than is typical in many classrooms. Learning is a search for meaning. This constructivism perspective can be conveyed through the ancient Chinese proverb: "I hear and I forget; I see and I remember; I do and I understand."

Constructivism is basically a theory about how people learn. It says that students will construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences. When students encounter something new,

Teaching is both an art and a science.



they have to reconcile it with their previous ideas and experiences, maybe changing what they believe, or maybe discarding the new information as irrelevant. Meaning requires understanding wholes as well as parts, and parts must be understood in the context of wholes. The learning process focuses on primary concepts, not isolated facts. In any case, with this approach, students will be active creators of their own knowledge. To do this, they must be allowed to ask questions, explore, and assess what they know. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the “right” answers and regurgitate someone else’s meaning.

Teachers must focus on making connections between facts and fostering new understanding in students. They must tailor their teaching strategies to student responses and encourage students to analyze, interpret, and predict information. Teachers must rely heavily on open-ended questions and promote extensive dialogue among students. Students cannot be treated as though their brains are blank slates to be written upon or empty vessels to be filled up. Learners are not, in other words, passive; rather, they are often quite active in learning. Students need to use and test ideas, skills, and so on through relevant activities. Often, this involves concrete experiences that combine with abstract ideas that have just been presented to learners.

The constructivist view of learning requires a reconceptualization of teaching. Teachers must focus on helping students construct understanding of concepts themselves. Instead of spending time memorizing material, filling in the blanks on worksheets, and repeating large numbers of similar problems, students need to learn to solve novel problems, integrate information, and create knowledge for themselves. The teacher’s role is to foster and direct this work on the part of students. The teacher encourages students to use active techniques (e.g., experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understandings are changing. The teacher makes sure he or she understands the students’ preexisting conceptions and guides the learning to address them and then build on them. Constructivist teachers encourage students to constantly assess how the learning activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become “expert learners.”

which gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn *how to learn*. Teaching is getting students to see things in new ways, and one of the biggest jobs becomes asking good questions.

Models of Teaching

Joyce and Weil (2008) and Joyce, Weil, and Calhoun (2004) have identified and described more than 20 major approaches to teaching. Each model differs in its basic rationale or philosophical base and in the goals it is designed to achieve. Obviously, it is unrealistic to ask a teacher to be this prescriptive in a single classroom when he or she must deal with such a wide variety of students. However, each model shares many effective procedures and strategies, such as the need to motivate, define expectations, and involve students in their own learning. This text will address many of these shared procedures and strategies from the work of Joyce, Weil, and Calhoun that are based on traditional perspectives about teaching and learning. The text will also focus on the wisdom of practice of experienced teachers.

Effective Classroom Teaching

Effective teachers know that good teaching is more than simply explaining, lecturing, and discussing. To be effective, teachers must be sensitive to the changing needs of society and must be well organized. Valuable insight into your reflective and self-monitoring efforts can be provided by websites such as those established by ProTeacher (www.proteacher.net), Middle Web (www.middleweb.com), and Teachers At Risk (www.teachersatrisk.com), and by resources such as *MORE Best Practices for High School Classrooms* (Stone, 2010). The following Through the Eyes of Teachers interlude gives an overview of the ProTeacher site.

THROUGH THE EYES OF TEACHERS

ProTeacher Community (www.proteacher.net)

A popular and carefully moderated discussion site for elementary schoolteachers, ProTeacher is host to hundreds of active and changing discussions and tens of thousands of teaching ideas contributed by teachers nationwide.

Professional classroom teachers, specialists, substitute teachers, student teachers, and administrators working in early childhood, elementary, and middle school are invited to participate—and many do. Although ProTeacher has been designed primarily for elementary schoolteachers, the discussions and ideas are often applicable to all grade levels.

Participation is free of charge, and no registration is required. All newcomers, however, should first read their “tips and guidelines” page, which contains helpful advice for first-time visitors as well as established rules and policies. Special rules apply to student teachers.

The ProTeacher motto is “By sharing ideas and being helpful, we’re encouraging others to do the same!” With experienced teachers from across the country doing just that, ProTeacher is definitely worth a visit!

Effective Organization

Classrooms can be organized or disorganized. Better quality instruction is structured around appropriate content, materials and methods, and interaction patterns. The thoughtfully structured classroom is one in which students engage in meaningful tasks. Matching instructional tasks with all the interacting variables in a classroom, however, is not easy because of the differences in student ability and potential for learning.

Well-organized classrooms are businesslike. Time management will be the thread running through almost all aspects of teaching in a well-organized classroom—the day will be organized, the classroom, how long and how often to teach a subject, keeping records, or keeping time to a minimum in dealing with classroom problems. Effective instruction begins with efficient classroom organization and time management—and vice versa.

In well-organized classrooms, classes get started on time, and students know what they are to do with class time. Moreover, students know when it is time to get back to work, and they understand the reasons behind and importance of assignments.

Finally, when a lesson is presented or a group activity is conducted, it should be well organized, with clear, well-illustrated explanations. Lesson content should be constructed and presented in logical order, with ideas that are interrelated and interwoven. In effect, thoughtful lessons are designed so students have meaningful and coherent material to learn. Outlines, schematic diagrams, and hierarchies are effective techniques for organizing and presenting lesson content.

Skills of Effective Teachers

Effective teaching is a complex occupation requiring the development of knowledge and essential teaching skills, as well as continuous professional growth. After a thorough analysis of current research, Danielson (2007) suggested four main skill areas for effective teaching. Effective teachers (a) engage in quality planning and preparation, (b) prepare a positive classroom environment, (c) use proven instructional techniques, and (d) exhibit professional behavior. These skill areas are derived from the work of the Educational Testing Service (ETS) in the development of Praxis III. Praxis III: Classroom Performance Assessments is used to assess actual teaching skills and classroom performance. The Danielson skill areas are grounded in the constructivist approach to learning and are based on formal analyses of important tasks required of beginning teachers: reviews of research, analyses of state regulations for teacher licensing, and extensive fieldwork.

Quality Planning and Preparation

Many people assume that all you really need to be an effective teacher is an understanding of content. They assume that once you know your content, it is simply a matter of telling others what you know. In reality, knowing your subject is only part of the instructional process. Effective teachers must spend considerable time and energy planning the activities, materials, and evaluation elements associated with teaching the content. Danielson (2007) found that effective teachers need the following:

- A knowledge of content and pedagogy (know their subject and how to teach it)
- A knowledge of students (know how students learn and develop)
- The ability to select instructional goals (set appropriate expectations)

- A knowledge of resources (can locate materials and people that will enhance instruction)
- The ability to design instruction (can plan effective lesson plans)
- The ability to design student evaluation (can design fair and meaningful evaluation)

Effective teachers must carefully orchestrate these elements into a coherent teaching plan of instruction. They must be sensitive to and plan these elements for a diverse classroom of students from a rapidly changing society. There has always been diversity in our classrooms, but in today's society it is even more important to embrace it and make positive use of it when planning.

The Classroom Environment

Effective teachers must create and maintain an environment in which learning can take place. Danielson (2007) found that planning classroom environments that allow for positive student learning experiences requires skill in the following areas:

- Creating an environment of respect and rapport (create caring teacher-student and peer relationships)
- Establishing a culture for learning (create an environment in which learning is valued and meaningful experiences occur)
- Managing the classroom (success at management of the business of the classroom)
- Managing student behavior (effectively responding to appropriate and inappropriate student behavior)
- Organizing physical space (positive use of classroom space)

To be successful, it is especially important for teachers to have expertise in classroom management. Teachers must know what they want and what they don't want and hold students accountable. Classrooms are multidimensional and crowded with people, tasks, and time pressures. Therefore, teachers must be effective at managing this multidimensional environment. They must be able to create and maintain a positive learning environment; establish classroom rules and procedures; and establish effective communication with students, parents, and school administrators.

Instructional Techniques

Instructional techniques must be planned that will captivate the interest of students and motivate them to learn. Techniques include such skills as questioning, using student ideas and contributions, and reinforcing. Danielson (2007) found that effective teachers plan and use instructional techniques that achieve the following:

- Communicating clearly and accurately (strong verbal and written communication skills)
- Using effective questioning and discussion techniques (different types of questions and responses)
- Engaging students in learning (students' active involvement in learning)
- Providing feedback to students (information on progress)
- Flexibility and responsiveness (spontaneous modification of lessons based on feedback)



Video Link 1.1:
Watch a video about displaying student work at www.sagepub.com/moore4e



Video Link 1.2:
View a video about different instructional strategies at www.sagepub.com/moore4e

The prevalence of technology in students' daily lives makes it an exciting source for classroom motivation. Therefore, as much as feasible, teachers should blend the use of social media and technology into the instructional process to open the classroom to the world.

Professional Behavior

Teaching often goes beyond traditional classroom instruction. Effective teachers embrace these extra tasks and strive to improve their knowledge and skills in instruction while working to make significant contributions to their school and community. They work to become true professionals. Danielson (2007) found that true professional teachers conduct the following practices:

- Reflection on their teaching (thoughtful consideration of what was taught and how well it was taught)
- Maintaining accurate records (written records to document student learning)
- Communication with families (written and verbal contact with families to support student progress)
- Contributions to the school and district (supporting functions of the school and district)
- Growth as professionals (taking courses and workshops and consult with others)
- Professionalism (serving as advocates for students and families)

Teachers, like other professionals, must continue to grow professionally. To this end, teachers have established a number of professional organizations that are vitally concerned with issues of special interest to teachers. Professional teachers are involved in such organizations and strive to continuously improve their skills and make teaching a profession. The professional teacher is dedicated to continuous learning—both about the teaching-learning process and about the subject(s) taught.

To be effective, you must be well organized. However, your orientation, dispositions, and attitudes toward students and learning will often affect students.

Dispositions and Attitudes

The National Council for Accreditation of Teacher Education (NCATE) defines dispositions as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator's own professional growth. Dispositions are guided by beliefs and **attitudes** related to values such as caring, fairness, honesty, **responsibility**, and social justice.

Schools and teachers bear a responsibility to include dispositions among educational goals. Teachers teach knowledge and skills, but this does not guarantee that they will be used and applied. For example, it is likely that most students have listening skills, but they may or may not have the disposition to be good listeners. Therefore, teaching practices should take into account ways that the disposition associated with skills can be strengthened. However, not all dispositions are desirable. For example, the disposition to complain or whine would be undesirable. Teaching practices therefore must seek to weaken these undesirable dispositions. It is important that teachers include dispositions among important outcomes of education at every level. By doing so teachers will direct more attention to ways in which to strengthen desirable ones, and undesirable ones can be weakened.

REFLECTIONS ON TEACHER PRACTICE 1.1**Making Education Meaningful**

1. Are schools today setting students up for failure? If so, how must schools change to provide success for all students?
2. What is the attitude of most parents regarding school involvement? How can teachers involve parents and the community to a greater extent in our schools?

Education should be painless. I believe the education of students should be a partnership between teacher and student and it is the greatest gift we can give a student.

Students approach education in different ways. Some are easily stimulated and are easily taught. Others are harder to reach. The trick is to balance the teaching approach to benefit each student as an individual. Education should encompass a variety of experiences that add up to a complete entity—the educated person.

Students need encouragement, a stable classroom and school environment, and a chance to succeed. In our modern world of fast-moving images and strong media influence, a student's ability is often taken for granted. As we are inundated with information, it is easy to assume students are being educated when they are out of the classroom. In most cases, however, this is not the case. Students need a stable classroom environment in which to be the students they are and learn what they need to know.

Students deserve the chance to succeed. By manipulating some situations, it is possible to give each student the satisfaction of being a success.

Effective teachers should be flexible and should be able to wear a lot of different hats. Sometimes these different hats have to be worn at once, so flexibility is paramount. Flexibility allows for trial and error. If one teaching method or strategy isn't working, something new should be tried. A teacher isn't just a teacher anymore, which accounts for the many hats. A teacher has to assume the role of parent, counselor, and disciplinarian. An effective teacher should be able to assimilate these roles into one package. In addition to flexibility and juggling hats, an effective teacher has to be both receptive and perceptive. A receptive teacher is open to new ideas, which is important when trying to teach a

variety of different students. A perceptive teacher is able to see the student. By keeping a close watch on students and student performances, you open up opportunities to reach them.

Teachers should involve families and the community in the school. Parents should be seen as partners in the education of students. Parents should be kept informed of progress, both good and bad. The old adage, "No news is good news" is outdated. Parents need to be made a part of the education of students. When possible, parents should be used as a classroom resource. Many parents have skills or experiences that can be tapped for classroom use as a speaker or helper.

The community should be welcome in the school. The community supports public schools financially through taxes and fundraising and should feel a part of the school. In most cases, the school is a central focus in the community. This focus should be a good thing, not a bad one. The community has vast resources for schools both financial and academic. Through programs like "adopt a classroom" and others, the community can be brought into the school for a purpose and both school and community benefit. The education of students should not occur behind closed schoolhouse doors. The community and parents should feel a connection to the school and feel they are part of the education of our children.

—Rachel, elementary school teacher

Please visit the student study site www.sagepub.com/moore4e for additional discussion questions and assignments.

SOURCE: Reprinted with permission from ProTeacher, a professional community for elementary school teachers (www.proteacher.net).

Although every teacher holds his or her own dispositions and attitudes, there are several common dispositions and attitudes that effective teachers hold. First of all, effective teachers are real. Within reason, they share their true selves with students.

Second, effective teachers have positive expectations for *all* students. They have realistic yet challenging expectations for *all* of their students. Third, effective teachers are caring about their students. They have an attitude of acceptance and trust. Fourth, effective teachers are excited about teaching and learning. They demonstrate love of teaching and learning. Fifth, effective teachers value diversity. They treat *all* students equally and fairly. Finally, effective teachers are willing to collaborate. They see themselves as part of an educational team and community. Great teachers do not just love kids. They facilitate a love of learning in the students they teach.

This completes our introduction to teaching. Table 1.3 summarizes the concepts addressed in this section. Review the summary and complete Reflect and Apply Exercise 1.1.

TABLE 1.3 Teaching Concepts

Concept	Description
Teaching as art	Effective teachers have natural instincts for teaching.
Teaching as science	Effective teaching comes from learned laws and principles of teaching.
Organized classroom	Classroom is structured around a businesslike atmosphere and well-planned appropriate lessons.
Transfer	Successful learning involves the ability to use information acquired in one situation in new situations.

REFLECT AND APPLY EXERCISE 1.1 The Skills Associated With Effective Teaching

REFLECT

- Teachers have many different responsibilities in today's schools. Do you think teachers are asked to do too many things? If so, what can be done to improve the working conditions of teachers?
- Brainstorm a list of the roles of elementary, middle school, or high school teachers. Do you feel qualified to carry out these roles? Which roles would best use your strengths? Do you have any weak areas?
- Understanding and willingness to adapt instructional strategies and responses to students are often suggested as attributes of the successful teacher. Do you possess these attributes? What other attributes do you feel effective teachers must have?

APPLY

- Consider how the learning theories presented in this chapter will apply to your future students. Create a two-column chart with these headings—theory, rationale. In the "theory" column, write at least five elements of the various theories that you found the most important. In the "rationale" column, state why each element is important. Be ready to share.
- Are effective teachers born, or can an individual be taught to be an effective teacher?

Professional Teaching Standards

Research shows that what teachers know, do, and value has a significant influence on the nature, extent, and rate of student learning. Recognition of the critical teacher impact

and relationship between teacher and learner highlights the need to better define and build on what constitutes effective teaching. Professional teaching standards provide a powerful mechanism for achieving this aim.

Challenges in Meeting Standards

Many new regulations from local, state, and federal agencies have brought new challenges to teaching. Many states have adopted new standards that delineate what beginning teachers should know and be able to do to be successful in the classroom. Texas educators, for example, must meet standards based on the Learner Centered Schools for Texas and successfully complete the Texas Examinations of Educator Standards (TExES). As you prepare for a career in teaching, you will become familiar with state standards, rules that govern such things as length of time spent on subjects taught, textbooks used for instruction, guidelines for teacher conduct and interactions with students, and requirements for student promotion.

Regulating agencies also require institutions, like the university or college you are attending, to meet rigid standards within teacher education programs that are preparing teachers for the classroom. There are standards and benchmarks used to measure instruction and student learning that will affect you as you prepare to learn the necessary skills of a beginning teacher. Although a growing number of new requirements are guiding the profession, many teachers express satisfaction with the amount of control they have in presenting instruction within their classrooms. On the other hand, some teachers may feel somewhat isolated and miss adult interaction. Has your state or subject area established standards that you must meet as a teacher?



Video Link 1.3:
View a video about teacher preparation at www.sagepub.com/moore4e

Common Core Standards

The Common Core is a set of nationally crafted academic standards initiated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide clear and consistent framework to prepare students for college and the workforce. The Common Core represents benchmarks for what students should know by the end of their grade level. The standards align with college and work expectations, include rigorous content and application of knowledge through higher-order skills, build upon strengths and lessons of current state standards, and are evidence based. The standards focus on critical thinking, problem solving, and communication skills—and social networking and digital media tools must play a significant role in building these skills. These standards are likely to have an immediate impact on how student performance is perceived. The Common Core has been adopted by 46 states, the District of Columbia, four territories, and the Department of Defense Education Activity.

No Child Left Behind (NCLB)

On January 8, 2002, President Bush signed the No Child Left Behind (NCLB) Act of 2001 into law (U.S. Department of Education, 2004). The act was created to ensure

accountability and flexibility as well as to increase federal support for education. The major goal of NCLB is to ensure all public schools provide each student with a solid education. The central tenet is to require every state to test all students, and schools should pay a penalty when their students don't meet state performance targets. Moreover, NCLB requires that test scores be broken down by group, forcing schools to publicly document the performance of minority groups and low-income students. NCLB requires yearly gain among all students, regardless of race, income, or English ability. Schools must assess their students' academic skills in Grades 3 through 8, with the ultimate goal of 100% of students reaching the proficient level by 2014. Schools identified as academically troubled and in need of improvement face consequences ranging from having to permit students to transfer to other, higher achieving schools or paying for tutoring to replacing the faculty. NCLB is seen as an aggressive response to a national problem with the reading and mathematics performance of fourth graders and eighth graders. However, some states are lowering their standards and benchmarks so schools can avoid consequences that come with missing annual progress goals (Zuckerbrod, 2007).

NCLB couples testing requirements with a push for qualified teachers in all core academic subjects (English, math, science, social studies, art, music, and foreign language). The original act mandated that states require all teachers to (a) hold at least a bachelor's degree, (b) hold a license or certificate to teach in the state of employment, and (c) have proven knowledge in core academic subjects they teach. States have been asked to establish a plan for improving the quality of teachers and increasing the number of highly qualified teachers. However, some states are finding it difficult to meet this mandate. Also, due to extensive criticism and extreme shortages in certain areas, the federal Department of Education has become more flexible in how a teacher can be considered highly qualified. Many states are increasing the number of highly qualified teachers by implementing more alternative paths toward licensure or certification. Some states also have turned to online alternative paths toward receiving full licensure or certification. Still others are bringing in teachers from foreign countries to fill shortage areas.

NCLB also requires schools that receive Title I funding to notify parents at the beginning of each school year if their child has been taught for 4 consecutive weeks by a teacher who is not highly qualified. NCLB also requires that paraprofessionals who are funded with Title I funds and who provide instructional support complete 2 years of study at an institution of higher education, obtain an associate's degree, or meet a rigorous standard of quality and demonstrate knowledge of certain core subjects. New paraprofessionals must now meet these requirements prior to being employed, and current paraprofessionals had until January 2006 to meet the requirements. Finally, NCLB targets resources to support learning in the early years, requires that more information be provided to parents about their child's progress, and gives parents the option to transfer their child out of low-performing schools.

NCLB has opened new issues and debate on the adequacy of education in the United States. While NCLB has been praised for forcing schools to become more accountable for the education of poor and minority students, it has been derided for its focus on test results, which has led to some notorious cheating scandals. It is also faulted for labeling so many schools low performing that it rendered the judgment meaningless.



In 2007, NCLB was due for renewal, but Congress has shown no signs of taking action. Instead, the Obama administration has issued waivers to 34 states and the District of Columbia freeing them from central provisions of the law, raising the question of whether the decade-old federal program has been essentially nullified (Rich, 2013). In exchange for the waivers, schools and districts must promise to set and raise curriculum standards, establish accountability systems that reward high-performing schools and single out low-performing schools for interventions, and tether teacher and school evaluations in part on student achievement and standardized tests.

As a result of the NCLB waivers and the Obama administration Race to the Top competitive grants, many states are now making student test scores a component of their teacher evaluation system. Florida, for example, has implemented a value added model of teacher evaluation. The model is designed to “level the playing field” by accounting for differences in the proficiency and characteristics of students assigned to teachers in the teacher evaluation system. The model takes into account student performance evaluation, student characteristics, classroom characteristics, and school characteristics on teacher evaluation (also see Chapter 8).

Because of the uncertainty associated with NCLB and other federal programs, at the time of this writing the future of NCLB and other federal programs is uncertain. Complete Expansion Activity 1.1: Teacher Preparation to further explore your thoughts on highly qualified teachers.

Establishing Standards

Several national groups and professional associations have invested considerable time, energy, and resources in establishing a rationale for teaching standards and in working with classroom practitioners to design and test various models and approaches to professionalize teaching. These efforts resulted in the recommendation and establishment of standards and **teacher testing**. Playing a central role in these efforts were NCATE, the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the Educational Testing Service (ETS). Most teacher preparation programs are specifically aligned with the INTASC standards at the undergraduate level (initial licensure) and with the NBPTS at the graduate level (advanced licensure). In addition, some states require teacher education programs that prepare teachers (early childhood, English, mathematics, science, special education, etc.) and other school personnel (counselors, principals, superintendents, etc.) to meet specific Specialized Professional Association (SPA) standards.

The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) are the two national agencies that have accredited colleges, schools, or a department of education in the United States. However, NCATE and TEAC have recently merged into the Council for Accreditation of Educator Preparation (CAEP). CAEP will now be the sole national accreditor for educator preparation in the United States. CAEP recently adopted the next generation of accreditation standards and performance reporting for educator preparation. A brief discussion of CAEP, NBPTS, and INTASC can be found on the web-based student study site (www.sagepub.com/moore4e).

Expansion Activity 1.1 TEACHER PREPARATION

Most states now require that prospective teachers pass licensure/certification exams to be highly qualified. Some states even require that beginning teachers be supervised by an entry-year committee during their initial year of teaching and be recommended for their permanent license by this committee. Are these good ideas? Why do you support or oppose a teacher testing requirement or an entry year of supervision for teachers? Some states also grant a teaching license/certificate to anyone who holds a degree and receives a passing score on a state-required teacher exam. Why should individuals with only a degree and no teacher preparation training be allowed to teach by simply passing a test? What potential problems do you see with this policy? Discuss these issues in class with classmates.

Assessing Standards

To ensure that the INTASC standards are being met, many states are requiring all teacher candidates to successfully pass a standardized test that assesses their understanding of the subject they will teach and knowledge of teaching and learning. One exam that is commonly used for the purpose is the Praxis II, which was developed by the ETS. Some states, however, have developed state tests to assess whether candidates meet INTASC standards. Forty states now use the Praxis Series to assess the national standards.

The ETS developed the Praxis Series to assist state education agencies in making licensing decisions. The Praxis Series: Professional Assessments for Beginning Teachers is a set of rigorous and carefully validated assessments designed to provide accurate, reliable licensing information. An overview of the Praxis Series can be accessed at the ETS website (www.ets.org/praxis). The Praxis Series is presently used by nearly 80% of states that include tests as part of their licensing process. Access www.ets.org/praxis/prxstate.html to check Praxis test requirements for specific states.

The three categories of assessment in the Praxis Series correspond to the three decision points in teacher preparation:

- Entry into a teacher training program: Praxis I: Academic Skills Assessments
- Requirement for initial licensure into profession: Praxis II: Subject and Pedagogy Assessments
- Requirement for permanent licensure: Praxis III: Classroom Performance Assessments

Only the Praxis I and II are presently used extensively by states in their licensure process. The Praxis I: Academic Skills Assessments (Pre-Professional Skills Tests, or PPST) tests candidates relative to their reading, writing, and mathematics abilities. The Praxis II: Subject and Pedagogy Assessments contains two types of tests: Multiple Subjects Assessments and Principles of Learning and Teaching Assessments. However, the Praxis II may soon be replaced by the educational Teacher Performance Assessment (edTPA) in many states. The national preservice edTPA was developed by Stanford University and the Council for Chief State School Officers (CCSSO) for teacher preparation across the nation. The American Association of Colleges for Teacher Education (AACTE) and the Teacher Performance Assessment Consortium (TPAC) have endorsed and assisted in the development of the edTPA. The edTPA gives teacher education programs access to a multiple assessment system aligned to state and national standards, including Common Core State Standards and INTASC standards. The edTPA has been field tested and is now available for use nationally. Several states have formally adopted or are considering the edTPA for use to license new teachers or to approve teacher education programs. For example, candidates applying for initial certification in New York after May 1, 2014, will be required to take and pass the edTPA. Currently, 24 states, the District of Columbia, and Western Governors University are participating members of the Teacher Performance Assessment Consortium (TPAC). A brief discussion of the Praxis II can be found on the web-based student study site (www.sagepub.com/moore4e).

Because you will probably be required to demonstrate competency relative to the INTASC standards during your initial teacher preparatory program and perhaps to the NBPTS in an advanced program, we will focus on these standards throughout this text. The Deconstructing the Standards exercises located on the web-based student study site (www.sagepub.com/moore4e) are also designed to assist you. In addition, we will indicate how the text content relates to sections of the Praxis II: Principles of Learning and Teaching Assessments.

Teaching in the 21st Century

Education has changed considerably over the past few decades. During this time, schools in the United States have been experiencing changing demographics, and these changes will have an impact on education well into the 21st century. The most important demographic shifts have been the increasing number of students who have ethnic or racial heritages that are non-European, who learn English as a second language, and who live in poverty. Linguistic diversity constitutes one of the most rapidly growing shifts in

education, as an increasing number of non-English-speaking students enter the public schools. Today, most of these students speak Spanish as their native language. However, some observers argue that poverty will be the most urgent issue facing the nation and schools in the 21st century. They further argue that poverty is at the core of most failure. Poverty is most severe among blacks, Latinos, and American Indian children.

The fact remains, however, that the most important element of a quality education is the quality of the teacher. Teachers must teach students in the 21st century who are digitally literate, busy with extracurricular activities, and fascinated with technology and social media. Add to this the fact that information is growing almost as quickly as new technologies develop. With this information growth continuously accelerating, teachers must place less emphasis on learning facts and more on learning how to learn. Above all, future teachers must function in a changing society. The importance of teachers as architects of our future generation demands that only the best find their way into the classroom. Indeed, a nation with incompetent teachers is a nation at risk!

Knowledge Base for Teaching

To be effective and successful, teachers must be knowledgeable in four areas. First, they must know the content they are teaching. You can't teach what you don't know.

Second, they must have professional knowledge related to teaching in general. This includes information about the historical, philosophical, and psychological aspects of schooling, students, and education. It also includes knowledge about learning, diversity, technology, legal issues, pedagogy, and the roles and responsibilities of teachers and other school personnel. Third, teachers must have pedagogical knowledge, which includes general effective teaching concepts, theories, and research. This entails general teaching methods that relate to all grade levels and subject areas. Finally, teachers must have pedagogical content knowledge. This involves teaching methods that relate to a particular subject such as art, mathematics, language arts, science, or physical education.

Thus, future teachers must be provided with rich knowledge about content, foundation information about teaching and learning, information about students, and knowledge about teaching methods in general and methods that are content specific. Effective teachers use this knowledge base to guide the art and science of their teaching practice.

Teaching in a Multicultural Society

For the past several decades, schools have been trying to cope with an ever-increasing diverse student population. As a result, an important goal of schools and teachers is the creation of culturally sensitive classrooms with the elimination of racism, sexism, and ethnic prejudice, while providing equal educational opportunities for *all* students.

Teachers are a key ingredient to the melting pot of today's society. However, many teachers are concerned about whether they can handle the range of diversity they will face in the classroom, so assistance systems have been established in most schools to help teachers respond to the range of student needs. Besides having other teachers and administrators to help, most schools have specialists, such as counselors, school psychologists, gifted and talented teachers, special education teachers, and nurses, who can give teachers valuable advice or direct help with students. A growing number of schools also provide advice and help from parents and parent councils. Teachers' aides are sometimes provided who speak the language of substantial minorities. In addition to support

personnel, some schools provide special programs to address some dimensions of student diversity. Multicultural and bilingual education, special education, and programs for gifted and talented students have evolved out of concern for school diversity.

One of the main barriers to student school success, especially for minority students, is lack of adequate academic language. **Academic language** is the language used in textbooks, in classrooms, and on tests. It is different in structure and vocabulary from the everyday spoken English of social interactions. Academic language includes such things as specialized vocabulary, conventional text structures within a field and other language-related activities typical of classrooms, discussing an issue, and asking for clarification. Many students who speak English well have trouble comprehending academic language. Low academic language skills have been shown to be associated with low academic performance in a variety of educational settings. Since academic language is the language needed by students to understand and communicate in the academic disciplines, the educational Teacher Performance Assessment (edTPA) requires *all* teacher candidates from *all* content areas demonstrate competency in providing academic language instruction.

As society changes, expectations for schools also change. Culturally sensitive teachers should consider students' cultures and language skills when planning learning goals, objectives, and activities. Teachers must integrate and discuss diverse ethnic groups' heritages, values, and rituals in the school curriculum. Teachers should encourage diversity-rich activities in the classroom. For example, they can create their own classroom library and encourage each student to contribute one book representing their culture written by an author from that country. Then, students can take turns reading the books and have an open discussion about the content.

Society wants well-rounded students who can contribute to everyday life and the working world. Today, more students than ever come from single-parent homes, from neglectful and abusive homes, from non-English-speaking homes, and from poor homes. More students than ever lack basic care, basic skills, or minimal parental expectations. Teaching—anywhere—is harder today. However, it can and should be done. Yes, kids have changed, parents have changed, society has changed, and schools must change. The rich diversity of today's society is already evident in our schools. It is no longer enough to educate some of our children. We must educate all children!

Teaching and Accountability

Standards are one of two aspects of the recent educational reform movement. The second is educational **accountability**, which is defined by testing children at Grades 3 through 12. The public tends to think that schools and teachers are responsible for promoting students' learning, though they are not always in agreement on what they should learn. The public also believes that teachers and schools should be held accountable for equalizing educational opportunity and maintaining high professional standards. This demand for accountability has resulted in national mandates on what students should learn in elementary, middle, and high school and testing student abilities to meet these standards. Because test scores have critical ramifications, many educators call the school testing process "high-stakes testing."

Test scores may affect promotion from one grade level to the next, access to special programs, placement in classes for special students, teacher tenure, school funding, and even high school graduation. Many teachers feel as though they are spending so much time preparing students for these high-stakes tests and giving tests that their actual time to teach has become limited. Accountability will be addressed in greater detail in Chapter 6.

REFLECTIONS ON TEACHER PRACTICE 1.2 The Standards Movement

1. Why should schools have to meet national and state standards? Do standards really lead to more effective teaching and learning?
2. What benefits and problems do you associate with high-stakes testing?

The establishment of standards has changed how most teachers teach. However, one problem with the “standards movement” is that advocates of standards-based classrooms have lost control of their message, as high-stakes state testing advocates have seized the “standards” language—tacking it onto the state accountability system without sufficient thought and certainly regarding the needed major investment in professional development required to make standards a meaningful tool to raise student achievement.

I’ve had the opportunity to observe standards-based classrooms where teachers are improving teaching and learning through the use of standards. In every case, the standards were developed or modified by the school system, with active teacher participation, and were accompanied by “performance standards” that showed teachers and students what is “good enough.” The standards-based initiative was accompanied by lots of professional development that linked standards to teaching practice, classroom assessment, etc. In these classrooms and schools, the decision to measure student progress against standards provoked deep conversations about the quality of lessons and teaching strategies, about the meaning of grades, and about the need to deepen content. Also, in every case, teachers were using all the provided creative teaching strategies.

Even with help, grasping and applying the standards-based approach to teaching and learning is very hard work. But in dozens of interviews with teachers in these schools, I heard over and over again that the standards-based approach to teaching was improving the curriculum, reducing duplicative teaching across grades in every subject area, and causing teachers to ask some difficult but important questions about the value of favorite projects that kids enjoyed but that did little to increase their skills and knowledge.

In many cases, the process of examining lessons from a standards perspective made it possible for teachers to modify those “favorite units,” retaining the fun and excitement while strengthening the academic purpose and the learning outcomes. None of this will have an impact unless teachers move beyond the point of simply trying to “match” a list of standards to their existing lesson plans.

I know there are teachers who have experienced the positives of standards-based teaching. However, in some schools, the growing pressure to perform on standardized state tests has actually stymied the move toward standards-based teaching, as principals and teachers have given in (understandably) to pressure from above to drill, drill, drill—to narrow curriculum and make the state test the Alpha and Omega of schooling.

I don’t believe excellent teachers are afraid to ask tough questions about their own teaching and the teaching in their schools. That’s what standards should be all about. Unfortunately, politicians and other folks who seek to gain an advantage by leveling blanket attacks on educators, without much clue about the realities of school, are turning the standards movement into a bludgeon. That’s a dead-end strategy that won’t help teachers, schools, or, most important of all, kids.

In closing, I believe it is possible to criticize the negative effects of high-stakes testing, champion constructive teaching, and still support the proposition that standards-based teaching can raise student achievement.

—John Norton, education writer

Please visit the student study site at www.sagepub.com/moore4e for additional discussion questions and assignments.

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Licensure/Certification

Licensure/certification is the process by which teachers receive state permission to teach (see Appendix A). Moreover, in some cases, large cities (e.g., New York, Chicago, Buffalo) have their own licensure/certification requirements that must be met.

The licensure of teachers is as old as the nation. Licensing is generally viewed as absolutely essential to ensure the quality of our teaching force. The goal is to have a fully qualified licensed teacher in every classroom. To receive a teaching license, all states require successful completion of an approved teacher education program that culminates with at least a bachelor's degree.

Teacher shortages in some areas and the growing criticism of current traditional teacher education practices have combined to spawn a wide movement toward alternative teacher certification. Every state in the nation has implemented or is now seriously working on the challenge of creating alternatives to the traditional undergraduate college teacher education program route for certifying teachers. These programs are designed for people who already have at least a bachelor's degree in a field other than education and want to become licensed to teach. More information on alternative teacher certification for each state can be obtained at the following sites:

<http://teach-now.org>

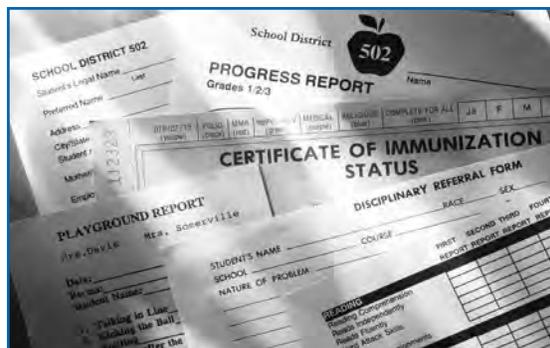
www.ed.gov/admins/tchrqual/recruit/altroutes/index.html

www.ncei.com/Alt-Teacher-Cert.htm

Preparing quality teachers is a complex and challenging process. Complex standards have been implemented to make sure teacher education programs are preparing teachers who can meet the challenges of our rapidly changing and diverse society.

Educational Law

Education is a serious responsibility and is often controversial. Argument over the most appropriate aims, the most propitious means, and most effective control continue to rage. Responsibility for and control of education, as it operates in the United States, is a state function under the Tenth Amendment, which provides that powers not delegated by the Constitution to the federal government are passed on to the states. It is important to note, however, that education is not a constitutional right but, rather, a privilege granted to people through state government. The federal Constitution does, however, affect public education.



Teachers and school personnel must meet state licensure/certification requirements.

The U.S. Supreme Court has increasingly been asked to resolve issues relating to education. This rise in educational litigation reflects the fact that education has assumed an importance in our society that it did not have a few decades ago. The growth in litigation has been paralleled by an increase in state and federal legislation affecting education and the need to provide a quality education to *all* children (Hollingsworth, 2005). Teachers face the dilemma of balancing the need for order in the school environment and classroom with the need to respect the legal rights of students and parents.

Student Rights

Student rights have been at the forefront of educational litigation over the past 50 years. Generally, Supreme Court decisions have reflected favorably on the rights of students and mandated substantive guarantees to protect students' rights and to establish equity (Looney, 2004). The Supreme Court addressed equity in the case *Brown v. Board of Education of Topeka*, which stated that separate (segregated) but equal is not equal (Brown, 2004). Subsequently, the Civil Rights Act of 1964 (PL 88–352) authorized the U.S. Commissioner of Education to support both state and local school districts in their efforts to racially desegregate public schools. New meaning was given to *Brown v. Board of Education of Topeka* with the enactment of Public Law 94–142, the Education of All Handicapped Children Act (1975), and its amendment in 1990 by Public Law 101–476, the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). PL 94–142 granted students with disabilities and their families many powerful rights by mandating free and appropriate public education services to *all* school-age children and youth, regardless of disability.

PL 94–142, the Education for All Handicapped Children Act, was enacted to require that every school system in the nation provide a free, appropriate public education for every child between the ages of 3 and 21. In 1990, PL 94–142 was recast as the Individuals with Disabilities Education Act (IDEA). IDEA spells out broad mandates for services to all children with disabilities. These include evaluation and eligibility determination, appropriate education and an individualized education plan (IEP), and education in the least restrictive environment. The IEP must state present levels of functioning, long- and short-term educational goals, services to be provided, and plans for initiating and evaluating the services. Carrying out IEP goals and objectives may require lesson modifications, such as adapting assigned work, developing special reproduced materials for teaching difficult concepts, planning and writing special study guides, and obtaining and using special equipment.

In 1997, the Individuals with Disabilities Education Act Amendments of 1997, or IDEA '97, was passed to reauthorize and strengthen the original act. Among the goals of this law are raising educational expectations for children with disabilities; increasing the role of parents in the education of their children with disabilities; ensuring that regular classroom teachers are involved in planning for and assessing these children, including students with disabilities in local and state assessments; and supporting professional development for all who educate children with disabilities. IDEA '97 was reauthorized and is now known as the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). The new IDEIA amendments resulted in significant changes in the way public schools refer, evaluate, identify, serve, and discipline students with disabilities. IDEIA incorporates most of the No Child Left Behind Act requirements for students with disabilities and emphasizes school accountability for ensuring that these students have access to and are successful in the regular curriculum.

In 1973, the federal government passed the Vocational Rehabilitation Act. Section 504 of the law prevents discrimination against individuals with disabilities in any program that receives federal money, such as public schools. If a student has a condition that substantially limits participation in school, the school must develop a plan for giving that student access to education. Section 504 offers accommodations to two major groups: students with medical or health needs, such as diabetes, drug addiction, severe allergies, communicable diseases, temporary disabilities resulting from accidents, or alcoholism, and students with attention-deficit/hyperactivity disorder (ADHD).

Through Section 504, all school-age children are ensured an equal opportunity to participate in school activities. The provisions of Section 504 broadly prohibit the denial of a public education or enjoyment of the benefits offered by public school programs because of a disability. The language of Section 504 provides for a free, appropriate public education to qualifying disabled students whose disabilities are not so severe as to create IDEA eligibility. To encourage compliance, Congress made future receipt of federal funds conditional on a district's compliance with Section 504 provisions.

Child Abuse and Neglect

Laws in all 50 states have enacted mandatory child abuse and neglect reporting in some form to satisfy the Child Abuse Prevention and Treatment Act (CAPTA) (December 2011 version). All states require certain professionals to report suspected child abuse, including teachers and other school personnel. Eighteen states have broad statutes requiring “any person” to report child abuse. The extent of the knowledge triggering the requirement to report often varies. Some states require reporting upon a mere “reasonable cause to believe” or a “reasonable suspicion,” whereas others call for the reporter to “know or suspect.” Failure to report suspected child abuse can result in criminal liability. In most states, it is a misdemeanor punishable by a fine. Keep in mind, however, that failure to report child abuse can result in civil liability.

CAPTA requires states to enact legislation that provides immunity from prosecution for reporting abuse and neglect. CAPTA also requires states to enact legislation for prosecution for false reporting of abuse and neglect. To report suspected child abuse and neglect, call your local Child Protective Service (CPS) agency or the CPS agency in the state in which the suspected abuse or neglect occurred.

Student Privacy

Students have the right to privacy. Student privacy is provided through the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. FERPA also gives students the right to inspect their own records. FERPA applies to any public or private elementary, secondary, or postsecondary school and any state or local education agency that receives federal funds.

FERPA has two parts. First, it gives students the right to review and inspect their own educational record, request corrections, halt the release of personally identifiable information, and obtain a copy of their institution's policy concerning access to educational records. Second, it prohibits educational institutions from disclosing “personally identifiable information in education records” without the written consent of the student or, if the student is a minor, the student's parents. However, several exceptions allow the release of student records to certain parties or under certain conditions. Records may be

released without the student's consent (a) to school officials with a legitimate educational interest, (b) to other schools to which a student seeks or intends to enroll, (c) to education officials for audit and evaluation purposes, (d) to accrediting organizations, (e) to parties in connection with financial aid to a student, (f) to organizations conducting certain studies for or on behalf of a school, (g) to comply with a judicial order or lawfully issued subpoena, (h) in the case of health and safety emergencies, and (i) to state and local authorities within a juvenile justice system.

Some records maintained by schools are exempt from FERPA, including (a) records in the sole possession of school officials, (b) records maintained by a law enforcement unit of the educational institution, (c) records of an educational institution's nonstudent employees, and (d) records on a student who is 18 years of age or older or who attends a postsecondary institution that is maintained by a health professional. FERPA also allows, but does not require, schools to release "directory information," including students' names and addresses, to the public. High schools, however, are now required to provide students' names, addresses, and telephone numbers to military recruiters unless a student or parent opts out of such disclosure.

Corporal Punishment

The United States, Canada, and one state in Australia are the only industrialized countries in the world that allow school corporal punishment. In the United States, 27 states and the District of Columbia presently ban corporal punishment through state regulation, by every local school board in the state, or by rescinding authorization to use. However, the debate on corporal punishment continues. Some advocates argue that such discipline is required to maintain order in our schools. Other opponents insist that such action is cruel and unusual punishment. It appears the pendulum is now swinging toward the abolishment of corporal punishment.

The U.S. Supreme Court addressed the issue of corporal punishment in a 1977 Florida case in which two junior high students were severely paddled. The students claimed the use of such punishment was a violation of the Eighth Amendment, which bars cruel and unusual punishment. The U.S. Supreme Court, in a five-to-four decision, ruled that the punishment was both severe and unreasonable yet was not a violation of the Eighth Amendment. Thus, the Court has supported the right of a teacher to use corporal punishment even over parental objections.

Corporal punishment may take other forms than striking or spanking a student. It is sometimes interpreted as any action that could cause emotional or physical damage to a student, such as taping a student's mouth or having a student stand with a book on his or her head.

The courts also generally oppose punishing all students for the misbehavior of one when the culprit cannot be identified. Such mass discipline affects the innocent as well as the guilty.

Teachers' Rights

The First Amendment clearly sets forth a person's right to freedom of expression (Looney, 2004). Before the 1960s, however, teachers were commonly dismissed or disciplined for expressing their opinions. A landmark case in 1968 changed this policy. It recognized

public schoolteachers' rights to free speech when the issue is of public concern. Moreover, the Supreme Court confirmed that teachers do not leave their constitutional rights at the door when they enter the school. Although the Court clearly indicated that teachers are protected under the First Amendment, court decisions since then have ruled that not all speech is protected, especially when it includes threats or vulgar language or if it endangers others.

Teachers have advanced considerably since the days when they were forbidden to drink or smoke and married women were not permitted to teach. Teachers are presently granted many privileges, but their behavior is still sometimes challenged and brought before the courts. Grooming, dress, and sexual behavior usually fall under a teacher's right to privacy unless it can be proved that the teacher's appearance or lifestyle affects his or her teaching.

At one time, teachers were considered role models and could be dismissed for almost any reason. Today, however, the laws are much broader and grant teachers the same constitutional protection as nonteachers. Teachers within the public school system have the right to privacy, freedom of religion, and freedom of association. Of course, such rights are limited in some situations. Regardless of the limitations, teachers, like students, have more rights than they did in years past.

A good understanding of teaching will greatly facilitate one of the major missions of education—literacy. To fully realize this mission will be difficult, but along with a greater knowledge of all aspects of education comes success. Complete the Reflect and Apply Exercise 1.2 to check your understanding of this process.

REFLECT AND APPLY EXERCISE 1.2 Professional Standards for Preparing Teachers

REFLECT

- Students must learn to accept, appreciate, and honor people from different cultural groups. Should this be required of all teachers?
- Most states now have assessment requirements for teacher licensure/certification. Many of these states require that prospective teachers pass licensure/certification exams or develop a competency portfolio. Are these good ideas? Why do you support or oppose testing and portfolio requirements for teachers?
- Why is it important that teachers be knowledgeable of educational law?

APPLY

- Many states have adopted standards related to teaching in a multicultural classroom. What multicultural standards has your state adopted?
- Go to this site: <http://education.uky.edu/AcadServ/content/50-states-certification-requirements>. What are the assessment requirements for teacher candidates to be licensed/certified in your state?
- Does your state require teacher candidates to pass a test series? Is it a state-developed test or the Praxis Series? To learn more about the Praxis exam requirements, go to www.ets.org and click on The Praxis Series Tests.
- Does your state require a portfolio for licensure/certification? If so, what should be included in a portfolio to demonstrate teacher competency?
- Go to your state's Department of Education site. Does your state offer alternative licensure/certification routes for teachers? What are the requirements?
- What is the policy on corporal punishment in the state in which you plan to teach? Do you agree or disagree with the policy? Why?

CLASSROOM DECISION MAKING

ANDREW

Andrew continued to stare at the planning books and state standards. He had to decide how to focus his teaching instructional time during the coming year. Students must be prepared to do well on the state tests. Indeed, the principal was on his back because his students didn't do well on the tests last year. The principal based teacher effectiveness on test results. Should he focus instructional time on the test, as many teachers do, or on student differences and materials needed to meet the state standards? The school wanted teachers to focus on the hard-core academic subjects so students did well on these state test areas. Indeed, instructional time was being pulled away from nonessentials, such as art, music, and physical education. The school was even limiting recess time at the elementary level in order to have instructional time for test preparation. Time away from mathematics, reading, and writing was viewed as time wasted.

1. How would you deal with Andrew's dilemma?
2. How can teachers meet a school's high-stakes testing demands and the needs of students?

SUMMARY

This chapter introduced you to teaching and professional teaching standards. The main points associated with specific objectives were as follows:

Learning Objective 1: Describe some of the historical changes and major theoretical influences that have helped shape American education.

- First law intended to meet educational needs of children passed in 1642 in Massachusetts.
- Boston grammar schools were forerunners of secondary schools.
- Middle school movement began in 1950s.
- Schools will continue to change, but most likely will be community based.

Learning Objective 2: Define teaching and explain the concept of teaching as an art and a science.

- Moore defines teaching as "the actions of someone who is trying to assist others to reach their fullest potential in all aspects of development."
- Some educators argue that effective teachers are born and not made, whereas others argue that effective teaching can be taught.
- Most educators now believe that there is a scientific basis for the art of teaching.

Learning Objective 3: Describe the characteristics and skills associated with effective teaching and reflective teaching as well as the constructivist approach to learning.

- Effective teaching is an art as well as a science.
- Decision making is one of the most important skills of effective teaching.
- Constructivism focuses on actively involving students in their own learning. Students construct their own meanings.

- Teaching requires a repertoire of skills and the ability to put these skills to use.
- Effectiveness depends on the subject, students, and environmental conditions.
- Danielson (2007) suggests four skill areas needed for effective teaching: quality planning and preparation, preparation of a positive classroom environment, use of proven instructional techniques, and professional behavior.
- The Educational Testing Service (ETS) developed the Praxis Series to assist state education agencies in making licensing decisions.
- The educational Teacher Preparation Assessment (edTPA) may soon replace the Praxis II in many states.

Learning Objective 4: Explain the purposes of accreditation agencies and analyze the benefits of accreditation for various constituencies.

- Accreditation agencies ensure that established standards are met.
- Accreditation agencies ensure that we are meeting the educational needs of all students.
- The Council for Accreditation of Educator Preparation (CAEP) will be the sole national accreditor for educator preparation in the United States.
- The goal is to have a fully qualified teacher in every classroom.

Learning Objective 5: Explain the purpose of the state licensure/certification process.

- Licensure regulations vary a great deal among states.
- Licensing ensures the quality of our teaching force.
- There is presently a wide movement toward alternative teacher certification.

Learning Objective 6: Give an overview of students' and teachers' major rights and related court litigation.

- Students and teachers do not lose their rights when they enter the schoolhouse door. They are protected under state and federal law.

DISCUSSION QUESTIONS AND ACTIVITIES

- 1. Teaching platform.** Develop a "teaching platform" that describes your current thinking about teaching, learning, and teacher effectiveness.
- 2. The challenge.** Think about the grade level you expect to teach. Consider at least two ways that your classroom at that grade level is likely to be challenging. Write about how you will cope with this.
- 3. Teaching knowledge.** Some teaching knowledge is gained only through experience and cannot be found in a textbook or college course. Do you agree with this statement? Give some examples.
- 4. Personal traits.** Make a list of personal traits you possess that will assist you in teaching at your planned grade level. If you plan to be an elementary teacher, compare your list with a future secondary teacher, and if you are planning to be a secondary teacher, compare your list with a future elementary teacher. Do differences exist? If so, in what areas?
- 5. Teacher effectiveness.** What do you think is the ultimate measure of a teacher's effectiveness? Explain your response.

TECHNOLOGY CONNECTION

Teachers must be technological leaders in their classrooms so they can help students develop their technological proficiency. Complete the following application activities to review the suggested technology skills for teachers and students.

- The International Society for Technology in Education (ISTE) created five broad categories of standards for teacher technological literacy. Access these standards at www.iste.org. Under the NETS tab, click NETS for Teachers, and then under NETS for Teachers resources, click on NETS-T (PDF). Rate your proficiency for each standard using a scale of 1 (low) to 5 (high). Discuss your technology competency levels with classmates.
- Return to the www.iste.org site. Under the NETS tab, click NETS for Students, and then under NETS for Students resources, click on NETS-S (PDF). Review the six standards. Go back a page and then click on Student Profiles. Examine the specific NETS-S profiles that address the standards for the grade level you plan to teach. Each indicator is followed by numbers within parentheses. These numbers are the standards that the indicators address. According to the student profiles, what types of activities need to be integrated in your teaching for students to meet technology-related standards? Discuss your results with classmates.

CONNECTION WITH THE FIELD

- 1. Classroom observation.** Observe a kindergarten, elementary school, middle school, and high school classroom and focus on teaching and learning effectiveness, the use of classroom time, and the characteristics of students. Collect and analyze data with regard to your observations.
- 2. Teachers' views of effective teaching and learning.** Interview several teachers. How do they define effective teaching and learning? How do they know when it has occurred in their classrooms? How would they measure effective teaching and learning? Are there differences at the elementary and secondary levels?
- 3. Principals' views of effective teaching and learning.** Interview two elementary and two secondary school principals. How do they view effective teaching and learning? Is their view the same as that of the teachers? If not, which view do you tend to support?
- 4. Evaluation of effective teaching and learning.** Visit at least two local school districts. Do these school districts evaluate their teachers? If so, who does the evaluation? What criteria are used? What do teachers think of the evaluative process? What do you think of the criteria? Would you want to be evaluated using the criteria?

STUDENT STUDY SITE

Visit the student study site at www.sagepub.com/moore4e for these additional learning tools:

- Video clips
- Web resources
- Web quizzes
- eFlashcards
- Full-text journal articles
- Portfolio Connections
- Licensing preparation
- Praxis Connection