

LOOSE-LEAF VERSION

# FOUNDATIONS OF AMERICAN EDUCATION

BECOMING EFFECTIVE TEACHERS IN CHALLENGING TIMES

James A. Johnson Diann Musial Gene E. Hall Donna M. Gollnick



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# PREPARING TEACHERS FOR THE 21ST CENTURY

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# FOUNDATIONS of AMERICAN EDUCATION

Becoming Effective Teachers in Challenging Times

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We dedicate this seventeenth edition to all educators who use interpretive, normative, organizational, and critical perspectives to wrestle with the demands of our rapidly changing society. There is no question that these four perspectives of *Foundations of American Education* are crucial components for making reasonable decisions in light of so many uncertainties. Without the thoughtful involvement of educators who struggle to open spaces for reflection and diverse voices, closed mindedness and violence will run rampant. As never before, the forthcoming generation of effective and reflective teachers will foster understanding our differences and facilitate continuing development of a peaceful and pluralistic societal fabric.

*James A. Johnson, Diann Musial, Gene E. Hall, and Donna M. Gollnick*





# PREFACE

The seventeenth edition of *Foundations of American Education* again provides updated, comprehensive coverage of the fast-paced world of information and underlying constructs that influence today's schools. In addition to being very current and thoughtful, this text, more than others in the market, clarifies and responds to the challenges that teachers are confronting head on and provides the foundational tools that will make the difference in their future success as teachers. Examination of critical topics related to the current social, political, and economic climate gives teachers a well-grounded perspective and realistic approach to their developing teaching career. This emphasis on current practice is informed by serious, reflective philosophical and historical principles. This mixture of reflection on principles in the midst of pressures to change and remain current makes this edition especially significant.

The new edition pays close attention to recent trends and issues in schools as well as the emergence of Common Core State Standards, Response to Intervention (RTI), recent changes in education laws, the rapid expansion of social media, the continuing emphasis on assessment, and the Every Student Succeeds Act (ESSA) among others. This edition offers multiple opportunities for students and educators to make sense of the rapid changes in the world, to determine a reflective response to the present, and to adjust responses and practices as new changes emerge.

The subtitle of this text, *Becoming Effective Teachers in Challenging Times*, emphasizes that today's educators must confront the reality of educational challenges including increasing budget restraints, overcrowded classrooms, and students coming from families who are grappling with economic hardship. These challenges have always existed; however, over the last decade, they have escalated. As a result, teachers must consider, reflect, and respond to divergent approaches to working with diverse classrooms with different types of learners. Teachers must pull ideas drawn from different disciplines of study, different points of view, different experiences, different contexts, and different voices. This text helps student educators analyze these divergent perspectives through academic disciplines that include history, philosophy, politics, sociology, and the law. Students must recognize their impact as teachers on important issues such as diversity, reform, and their personal educational philosophy. Students need to understand these foundational concepts in the beginning of their learning so they can apply them to each step of their continuing development as professional educators.

## NEW TO THIS EDITION!

The seventeenth edition is available as an enhanced Pearson e-text<sup>1</sup>, emphasizing student-centered learning, with the following features:

- **Embedded Video Notes:** Our new digital format allows us to directly link to videos introducing students to education professionals, diverse classrooms, teaching strategies, and educational challenges.
- **Video Analysis Exercises:** Every chapter presents an opportunity for students to critically examine a video and respond to open-ended questions in the Pearson eText using evidence from the video and an understanding of chapter concepts. Expert feedback is provided to scaffold student understanding.
- **Check Your Understanding:** Quiz questions align with learning outcomes and appear via a link at the end of each major chapter section in the Pearson eText. Using multiple-choice questions, the Check Your Understanding quizzes allow readers to test their knowledge of the concepts, research, teaching practices, and educational challenges discussed in each section. Expert feedback is provided after students answer the questions.

<sup>1</sup>Please note that eText enhancements are available only in the Pearson eText, not in third-party eTexts such as VitalSource and Kindle.

As with every revision of this text, the content and references from the previous edition were carefully edited and updated. Beyond that, however, the seventeenth edition has gone through even more extensive revisions that include coverage of:

- The Every Student Succeeds Act (ESSA)
- Recent technological advancements
- Social media in education
- The impact of immigration on schools
- The effect of economic stress on children and youth
- Current teacher employment information
- Teacher certification requirements

## WELCOME TO THE SEVENTEENTH EDITION!

This seventeenth edition of *Foundations of American Education* has been updated to acknowledge the fast-paced world of information that influences today's students and schools and the other challenges that teachers face daily. A teacher's identity emerges and evolves in response to these challenges. This edition offers multiple opportunities for student educators to make sense of the changes in the world, to determine a reflective response to the present, and to adjust responses as new changes emerge. It continues to prepare teachers for tomorrow's classrooms, today's diverse student population, and the emerging trends in education today.

# FOCUS ON PREPARING TEACHERS FOR TOMORROW'S CLASSROOMS

This seventeenth edition focuses on the importance of becoming an effective teacher in challenging times. Education constantly changes, and teachers need to continue learning through professional development and the use of educational research to improve their teaching in tomorrow's classrooms. With many new references and a focus on the emerging trends that are impacting our schools, such as the emergence of the Every Student Succeeds Act (ESSA), Common Core Standards, the use of evidence-based practices, and social and global networking, this text invites students to embrace new methods of instruction. Explore this content that helps prepare teachers to succeed in tomorrow's classrooms:

- **Learning Outcomes:** The major sections in each chapter are aligned with measureable learning outcomes that are, in turn, aligned with InTASC standards, which have guided the development of state and national standards for the preparation of teachers.

**LEARNING OUTCOMES**

After reading and studying this chapter, you should be able to:

1. Summarize the views and perspectives held by teachers, policy makers, and the general public that affect today's teachers. (InTASC Standard 10: Leadership and Collaboration)
2. Discuss the skills and dispositions needed to pursue teaching as a profession. (InTASC Standards 9 and 10: Professional Responsibility)
3. List and define the requirements, agencies, and systems in place to assure quality teaching. (InTASC Standards 1-10)
4. Articulate the purpose, importance, and opportunities to use reflection to improve teaching performance. (InTASC Standard 1-10)
5. Identify strategies specific to beginning and developing a teaching career. (InTASC Standards 1-10)
6. Outline current and likely future challenges to becoming a great teacher. (InTASC Standards 1-10)

- **Journal for Reflection:** Found in every chapter, these activities give students the opportunity to pause and reflect on chapter content and how it relates to their own experiences in the classroom.

**JOURNAL FOR REFLECTION 1.1**

Record your thoughts at this stage of your professional development about:

1. The teaching profession
2. Its strengths and weaknesses
3. Your interest in teaching as a career
4. Your excitement and doubts about working in the profession

- **Teaching in Challenging Times:** Students are presented with a professional dilemma they could face and are then asked to answer "What are my challenges?" allowing them to reflect on their responses to the dilemma or discuss them in small groups or with the entire class.

**TEACHING IN CHALLENGING TIMES**

**Standardized Tests**

Testing is pervasive in our educational system today. Many school districts and states require students to pass tests to move from one grade to another grade. They must pass tests to graduate from high school and to enter most colleges and universities. Teacher candidates, like you, are required to pass standardized tests to be licensed to teach.

Not only are students and teacher candidates tested regularly and often, but also their schools and universities are held accountable for their performance on these tests. The aggregated results are published in newspapers and on websites. Schools and colleges are ranked within a state. Some are classified as low performing and lose part of their public funding. In some schools, teachers' and principals' jobs depend on how well their students perform on these standardized tests.

The standardized tests that are being used in elementary and secondary education are supposed to test for evidence that students are meeting state standards. For the most part, they are paper-and-pencil tests of knowledge in a subject area. Although the state standards are advertised as being developed by teachers and experts, many educators argue that many of the standards expect knowledge and skills that are developmentally inappropriate at some grade levels. In areas such as social studies, recall of specific facts that cover spans of hundreds of years is not an uncommon requirement.

It probably comes as no surprise that some teachers are teaching to the test and even taking weeks out of the curriculum to coach students for the test. Some people believe that this constitutes a form of cheating. And due to pressure to do well on tests, some students find ways to cheat in an attempt to obtain higher scores.

**WHAT ARE MY CHALLENGES?**

1. What are your perspectives on standardized tests at this point in your professional development?
2. What are some things that teachers can do to deal with the problems of standardized tests?
3. What are some of the factors that probably cause students to cheat, and what are some things that a teacher could do to reduce cheating?

**SCHOOL-BASED OBSERVATIONS**

1. Begin a list of the teaching challenges that you observe in schools. Reflect on the challenges that you had not expected when you initially thought about teaching as a career and how those challenges may influence your decision to become a teacher. How much have the teaching challenges you have observed met your initial expectations?
2. Ask several teachers what their major challenges and satisfactions are as educators. Analyze their answers and think about the major challenges and satisfactions you may experience as an educator.

**PORTFOLIO DEVELOPMENT**

1. Find and organize the many materials, artifacts, and records that you currently have. Examples may include term papers, transcripts, awards, letters of recognition, and observation journals. Organize these materials into logical categories. At various points in the future, you will be drawing items out of the folio to develop a portfolio for completion of student teaching or to apply for a teaching position or national certification.

- **School-Based Observation Activities:** This end-of-chapter activity invites students to apply chapter content through focused observations. Students have a chance to connect to the schools and classrooms in which they will teach.

- **Portfolio Development Activities:** Students are encouraged to create artifacts for their teaching portfolio.