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SCHOOL

an introduction to education



➔ **EDWARD S. EBERT, II**

➔ **RICHARD C. CULYER, III**



Interstate New Teacher Assessment and Support Consortium (INTASC)

The Interstate New Teacher Assessment and Support Consortium (INTASC) is dedicated to the improvement of education by raising the quality of teaching. INTASC has as its focus developing the proficiencies that beginning teachers should bring to the classroom.

INTASC was created in 1987. In particular, it works with state agencies that are responsible for teacher licensing, program approval, and professional development.

INTASC has identified 10 principles that underlie effective teaching. Each of the principles is further divided into three categories: knowledge, dispositions, and performances that characterize effective teaching. The chart on the opposite page lists the 10 principles and correlates each with chapters of this book. You can find a detailed explanation of the principles and their subcategories by visiting the INTASC Web site at http://www.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/.

INTASC Principles by Chapter

Principles	Chapters													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	X	X	X	X	X	X			X			X	X	X
Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.	X	X			X	X		X			X	X		
Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	X	X	X		X	X	X	X	X	X		X	X	
Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	X	X			X		X							X
Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	X	X	X		X	X	X	X	X	X		X		X
Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	X	X	X									X		X
Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	X	X			X	X				X	X	X	X	X
Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.	X					X								
Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	X			X			X		X	X	X		X	X
Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	X		X	X					X		X	X	X	X

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An Introduction to Education



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*The authors are pleased to dedicate this book to all teachers
who bring the world to their students each and every day.*

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Brief Contents

Unit One: The Profession	1
CHAPTER 1 The Teacher	2
CHAPTER 2 The Strategic Nature of Teaching	30
CHAPTER 3 Student Diversity	56
CHAPTER 4 Becoming a Teacher	102
Unit Two: Curriculum, Management, and Assessment	149
CHAPTER 5 Understanding Curriculum	150
CHAPTER 6 Contemporary Curricula: Influences and Standards	180
CHAPTER 7 Classroom Pragmatics	212
Unit Three: The Institution of Education	251
CHAPTER 8 A History of American Education	252
CHAPTER 9 Philosophy and Education	286
CHAPTER 10 Ethics in Education and Matters of Law	316
CHAPTER 11 Education: Purpose, Organization, Governance, and Funding	358
Unit Four: Challenges for Today and Tomorrow	397
CHAPTER 12 Social Issues Affecting Students and Schools	398
CHAPTER 13 Reform Efforts and the Professional Educator	424
CHAPTER 14 Innovations and the Future	452

Contents

List of Features **xii**

Preface **xv**

Acknowledgments **xviii**

Preface to Unit I **1**

Unit One: The Profession **1**

CHAPTER 1 The Teacher **2**

- Introduction 4
- You, the Teacher 4
- Pedagogy 6
 - The Art of Teaching 7
 - The Science of Teaching 9
- Pedagogical Competencies 10
 - Purpose 11
 - Content 14
 - Communication Skills 17
 - Professional Development 22
- Conclusion 25
 - Key Terms 25
- Educational Engineering 25
 - Case Studies in Education 25
- Designing the School of the Future 27
- Praxis Practice 28

CHAPTER 2 The Strategic Nature of Teaching **30**

- Introduction 32
- The Strategic Nature of Teaching 33
- Facilitating Learning 33
 - Arranging Experiences 34
 - Instructional Techniques 37
 - Monitoring and Flexibility 48
- Modeling 49
 - Are Teachers Role Models? 49

- Are Teachers Role Models
 - Away from School? 51
- Conclusion 52
 - Key Terms 52
- Educational Engineering 53
 - Case Studies in Education 53
- Designing the School of the Future 54
- Praxis Practice 55

CHAPTER 3 Student Diversity **56**

- Introduction 58
- General Ways in Which Students Differ 59
 - Culture, Ethnicity, and Race 59
 - Religion 69
 - Gender 69
 - Language 71
 - Motivation 74
 - Academic Self-Concept 75
 - Temperament 75
 - Learning Styles 79
 - Reading Ability 79
- Learning, Sensory, and Physical Diversity 80
 - Perspectives on Intelligence 81
 - Meeting the Needs of Students
 - with Cognitive Exceptionalities 83
 - Learning Disorders 87
 - Sensory Aspects of Student Diversity 92
 - A Perspective of Empathy 96
- Conclusion 97
 - Key Terms 97
- Educational Engineering 97
 - Case Studies in Education 97
- Designing the School of the Future 99
- Praxis Practice 100

CHAPTER 4 Becoming a Teacher **102**

- Introduction 105
- Earning a License to Teach 105

Accreditation of the Teacher	
Education Program	105
National Influences on Teacher	
Education	107
Traditional Teacher Education Programs	109
Alternative Teacher Education Programs	118
Where Teachers Teach	121
Teaching in Public Schools	121
Teaching in Private Schools	121
Teaching in Charter Schools	122
Using Your Teacher Licensure	
in Other Fields	123
Getting a Job as a Teacher	124
Teaching Positions	124
Tools for Getting Hired	125
Teachers and Salary	127
What to Expect as a New Teacher	127
Development as a Teacher	130
Performance Appraisals	130
Professional Development	130
Professional Organizations and Affiliations	132
Generalized Organizations	
for Professional Educators	132
Subject Area Organizations	133
Administrative/Supervisory	
Organizations	134
Research-Oriented Organizations	135
Freestanding Publications	136
Special Service Organizations	138
Conclusion	138
Key Terms	139
Educational Engineering	139
Case Studies in Education	139
Designing the School of the Future	140
Praxis Practice	141

Unit Workshop I 142

Preface to Unit II 149

Unit Two: Curriculum, Management, and Assessment 149

CHAPTER 5 Understanding Curriculum 150

Introduction	152
Understanding "Curriculum"	153
Defining "Curriculum"	153

The Purpose of Curriculum	156
The Four Curricula	157
Perspectives of Curricula	162
The Cognitive and Affective	
Perspectives	163
The Cognitive Perspective	163
The Affective Perspective	169
Conclusion	175
Key Terms	176
Educational Engineering	176
Case Studies in Education	176
Designing the School of the Future	178
Praxis Practice	179

CHAPTER 6 Contemporary Curricula: Influences and Standards 180

Introduction	182
Influences on the Curriculum	183
Parents and the Schools	183
Special Interest Groups	184
State Legislatures	185
The Schools	186
Textbooks	188
Emerging Standards	190
Mathematics	193
Science	194
Language Arts	195
Social Studies	196
Foreign Languages	197
The Arts	197
Physical Education	198
Vocational/Technology/	
Computer Education	199
Issues in Curriculum	200
Testing	200
A National Curriculum?	202
Emergent Literacy Programs	204
School Uniforms	206
Conclusion	208
Key Terms	209
Educational Engineering	209
Case Studies in Education	209
Designing the School of the Future	210
Praxis Practice	211

CHAPTER 7 Classroom Pragmatics 212

Introduction	215
Assessment	215
The Aims of Assessment	215

Standardized and Classroom Assessment	216		
Assessment as Part of Instruction	218		
Assigning Grades	220		
Classroom Management	224		
Some Perspectives on Classroom Management	225		
Keys to Successful Classroom Management	228		
Establishing a Learning Environment	233		
Noninstructional Tasks and Responsibilities	240		
Outside of the Classroom	240		
Committee Work	240		
Planning for a Substitute Teacher	241		
Conclusion	242		
Key Terms	243		
Educational Engineering	243		
Case Studies in Education	243		
Designing the School of the Future	244		
Praxis Practice	245		
Unit Workshop II	246		
Preface to Unit III	251		
Unit Three: The Institution of Education	251		
CHAPTER 8 A History of American Education	252		
Introduction	254		
The Emerging Need for Education	254		
The Ancient Greeks	254		
The Ancient Romans	256		
The European Middle Ages	258		
Education in America	259		
The New World (1600s)	259		
The New Nation (1700s)	262		
Developing an Educational System for a New Nation (1800s)	265		
Education in 20th-Century America	273		
The First 50 Years of the 20th Century	274		
The Second Half of the 20th Century	278		
Conclusion	281		
Key Terms	282		
Educational Engineering	282		
Case Studies in Education	282		
Designing the School of the Future	283		
Praxis Practice	284		
CHAPTER 9 Philosophy and Education	286		
Introduction	288		
Developing Your Philosophical Perspective	289		
More Philosophical Perspectives	289		
Conceptual Clusters of Philosophical Questions	290		
Metaphysics	290		
Axiology	291		
Epistemology	292		
Logic	293		
Schools of Philosophy	293		
Idealism	294		
Realism	295		
Pragmatism	298		
Existentialism	300		
Philosophies in Schools	301		
Perennialism	302		
Essentialism	303		
Progressivism	305		
Social Reconstructionism	306		
Psychology: The Pragmatics of Philosophy	308		
Behaviorism	308		
Humanism	309		
Constructivism	310		
Conclusion	311		
Key Terms	313		
Educational Engineering	313		
Case Studies in Education	313		
Designing the School of the Future	315		
Praxis Practice	315		
CHAPTER 10 Ethics in Education and Matters of Law	316		
Introduction	318		
Ethics	319		
Morals, Ethics, and Laws	319		
You as an Ethical Person	319		
You as an Ethical Teacher	322		
A Code of Ethics for the Teaching Profession	323		
Teachers and the Law	325		
The Teacher and the Protection of Due Process	326		
Employment: Contracts, Tenure, and Dismissal	326		
Tort Law and Teacher Liability	328		
Reporting Child Abuse	329		
Reasonable Force	330		

Copyright Laws	331
Freedom of Expression	332
Lifestyle	334
Private Sexual Behavior	335
Conduct with Students	335
Students and the Law	336
The Student and Due Process	336
Suspension and Expulsion	336
Corporal Punishment	337
Freedom of Speech	340
Sexual Harassment	341
Records and Students' Right to Privacy	342
Schools and Religion	343
Prayer in the Public Schools	343
Religious Instruction in Public Schools	344
Public Funds for Parochial Schools	344
Religious Clubs/Prayer Groups	344
Federal Law	344
Higher Education	345
Elementary and Secondary Schools	345
Civil Rights	346
Exceptional Education	347
Compensatory Education	349
School Subjects and Topics	351
Information and Research	351
Challenges to the Law	353
Conclusion	355
Key Terms	356
Educational Engineering	356
Case Studies in Education	356
Designing the School of the Future	357
Praxis Practice	357

CHAPTER 11 Education: Purpose, Organization, Governance, and Funding 358

Introduction	360
An Overview of Schools: Purpose, Grade Levels, and Options	361
Purpose of Schools	361
School Levels	362
Purpose of Each Level	365
School Options	368
The Federal Role in Education	371
The State Role in Education	372
Characteristics of State Control	372
The Governor	373

State Superintendent and the Board of Education	373
“Grading” the Schools	374
Education and the State Legislature	374
Judicial Influence	375
The Local Role in Education	375
The Local School Board	375
Superintendent of Schools	376
District Personnel	376
Building-Level Administration	378
Financing Education	381
The Federal Role	381
The State Role	383
The Local Role	385
Channeling Funds to the Schools	385
Conclusion	388
Key Terms	389
Educational Engineering	389
Case Studies in Education	389
Designing the School of the Future	390
Praxis Practice	390

Unit Workshop III 391

Preface to Unit IV 397

Unit Four: Challenges for Today and Tomorrow 397

CHAPTER 12 Social Issues Affecting Students and Schools 398

Introduction	400
Socioeconomic Issues	401
Family Structure	401
“At-Risk” Students	404
Poverty	406
Homelessness	407
Child Abuse and Neglect	411
The Society in Which We Live	413
Issues Facing Children and Adolescents	413
Substance Abuse	413
School Violence and Vandalism	414
Teen Pregnancy	416
Adolescent Suicide	417
Other Societal Influences on Social Development	418

Conclusion	420
Key Terms	421
Educational Engineering	421
Case Studies in Education	421
Designing a School of the Future	423
Praxis Practice	423

CHAPTER 13 Reform Efforts and the Professional Educator 424

Introduction	426
Change and Reform	427
The Reform Model	429
Higher Education: The Reform Model Finds a Home	429
Business: Who Will Blink First?	430
Politics: The Assumption of Expertise	432
Parents	434
A Brief Look at Some Reforms and Interventions	435
Reforms	436
Interventions	438
What Makes a Reform Effort Exemplary?	441
Category I: The Need for the Program	442
Category II: The Nature of the Program	443
Category III: Implementation	445
Conclusion	448
Key Terms	449
Educational Engineering	449
Case Studies in Education	449
Designing the School of the Future	451
Praxis Practice	451

CHAPTER 14 Innovations and the Future 452

Introduction	455
Understanding “Technology”	455
Technology Past and Present	456
Technology in the Schools	456
Technology Issues	459

Technology and Tomorrow	461
Logistical Innovations	461
Instructional Innovations	472
Fiscal Education	481
Funding Education	481
Economic Education	482
The Global Community	483
Conclusion	484
Key Terms	485
Educational Engineering	485
Case Studies in Education	485
Designing the School of the Future	487
Near Vision	487
Distant Vision	487
Praxis Practice	487

Unit Workshop IV 488

Appendix A: Case Studies in Education 493

Appendix B: Designing a School of the Future 499

Appendix C: State Departments of Education 501

Appendix D: The Praxis Series 507

Appendix E: Answer Key for Unit Workshop Quizzes 509

Glossary 513

References 521

Subject Index 541

Name Index 552

List of Features

Ice Breakers

I Want to Be a Teacher Like . . .	3
Challenging Your Students to Think	31
What's Your Style?	57
First Year	103
What Did <i>You</i> Learn About?	151
A Standards Sampler	181
How Should You Be Graded?	213
Meet the Folks!	253
What Is Your Philosophical Disposition?	287
Are You Legal?	317
It Costs <i>How</i> Much?	359
A Short (and Fictional) Family History	399
Have You Been Reformed?	425
Let's Get Creative!	453

Activities

Activity 1.1: Why Teach?	6
Activity 1.2: Field Observation Activity—A Philosophy of Teaching	12
Activity 1.3: Examining Attitudes and Styles	14
Activity 1.4: Go Online! Coursework and the Teacher	16
Activity 2.1: Go Online! PCs and Teaching Machines	36
Activity 2.2: Developing Inference Questions	44
Activity 2.3: Applying the Various Instructional Techniques	46
Activity 2.4: Field Observation Activity—Observing How Teachers Adjust	48
Activity 2.5: Go Online! Are Teachers Role Models?	50
Activity 3.1: Field Observation Activity—Observing Student Demeanor	78
Activity 3.2: Identifying Student Differences	81
Activity 3.3: Go Online! Requirements for Admission to Gifted/Talented Programs	87
Activity 3.4: Sitting in Their Place	96
Activity 4.1: Field Observation Activity— Relating Your Coursework to Your Observations	113
Activity 4.2: Go Online! Comparing Certification Requirements	120
Activity 4.3: Go Online! Considering Alternative Certification Programs	122
Activity 4.4: Go Online! Exploring Professional Organizations	136
Activity 5.1: Class Discussion to Define Curriculum	154
Activity 5.2: The Tyler Rationale: Answering Fundamental Curriculum Questions	157
Activity 5.3: Field Observation Activity—The Explicit Curriculum	158
Activity 5.4: Go Online! Redesigning the Extra-Curriculum	161
Activity 6.1: Field Observation Activity—Attending a Meeting of the Legislature or School Board	185
Activity 6.2: Evaluating Textbooks	188
Activity 6.3: Go Online! Considering the Pros and Cons of Issues in Education	200
Activity 7.1: Go Online! An “A” for Effort	222
Activity 7.2: Gain Scores or Mastery of Objectives?	223
Activity 7.3: Rules in the Classroom	229
Activity 7.4: Field Observation Activity—Identifying Classroom Procedures	230

Activity 7.5: What Teachers Will Say about Working with Parents	241
Activity 8.1: Assessing the Themes	259
Activity 8.2: Go Online! What Was Teaching Like Then?	264
Activity 8.3: Field Observation Activity—The New Issues and the Old	280
Activity 9.1: Go Online! A Brief Look at Eastern Philosophy	297
Activity 9.2: Identifying Long-Lasting Consequences	299
Activity 9.3: Who Is Most Represented in a Perennialist Curriculum?	304
Activity 9.4: Field Observation Activity—Behaviorism in the Contemporary Classroom	309
Activity 10.1: If Not Now, When?	321
Activity 10.2: Field Observation Activity—Should All Teachers Affirm an Oath of Ethical Conduct?	325
Activity 10.3: Go Online! Researching Federal Law	349
Activity 10.4: Go Online! Researching Court Rulings Concerning Education	353
Activity 11.1: Field Observation Activity—The Purpose of School	363
Activity 11.2: Go Online! Who's Who? Education Officials in Your State	373
Activity 11.3: Go Online! Who's Who on the Local Level?	381
Activity 11.4: State and Local Education Expenditures in Your Hometown	387
Activity 12.1: Field Observation Activity—Talk with School Officials	410
Activity 12.2: Go Online! Possible Interventions	418
Activity 13.1: Reforms You Have Known	428
Activity 13.2: Field Observation Activity—Interviewing the Decision Makers	435
Activity 13.3: Go Online! Evaluating a Reform Effort	447
Activity 14.1: Field Observation Activity—Computers in the Schools and in Your Class	460
Activity 14.2: Identifying Common Characteristics of Schools and Their Campuses	462
Activity 14.3: Go Online! Around the Curriculum in 180 Days	470
Activity 14.4: Janus in the Classroom: Considering the Past and the Future	473
Activity 14.5: What Are the Experiences of Life That Should Be Experiences of School?	477
Activity 14.6: From a Node to Nations: The Global Creative Problem-Solving Consortium	478

In Their Own Words

Feature 8.1: Aristotle	257
Feature 8.2: W. E. B. DuBois	268
Feature 8.3: Horace Mann	271
Feature 8.4: John Dewey	275
Feature 8.5: Maria Montessori	277
Feature 9.1: Robert Maynard Hutchins	302
Feature 10.1: Chief Justice Earl Warren Writes the Opinion of the Supreme Court in <i>Brown v. Board of Education</i>	338
Feature 14.1: Bill Gates Discusses Education and Technology	475

Teacher Testimonials

Feature 1.1: A Student Teacher's Experience	8
Feature 2.1: Lynette Turman Provides Insights from 40 Years of Teaching	42
Feature 3.1: Student Diversity	64
Feature 4.1: Getting Certified to Teach	110

Feature 5.1: The Teacher’s Curriculum	164
Feature 6.1: The Impact of Teachers on Curriculum	192
Feature 7.1: On Classroom Management	226
Feature 11.1: The Care and Feeding of the Principal	378
Feature 12.1: Unique Challenges and Opportunities	408
Feature 13.1: Education Reform and the Teacher	438



Preface

■ Empowerment

Welcome to the beginning of your studies toward becoming a teacher. While reading through these pages and progressing through the teacher education program, you will find that teaching is a dynamic and complex profession. Therefore, this book has been written not only with the intention of telling you *about* education but also to *empower* you as a professional educator and instructional leader. To do this, we must draw out *your* thinking rather than simply expecting you to read a book and assimilate what it has to say. Perhaps a brief story will help to explain just what I mean.

When I was in seventh and eighth grades, one of my teachers was in her first and second year of teaching. I have to admit that we gave her a pretty rough time during that first year. It was not malicious by any means, but my classmates and I were perhaps a bit more rambunctious than a first-year teacher was ready to face. No doubt she often said to herself, “They didn’t tell me about this in college!”

My particular story, however, is about an incident on one of the last days in her class during my eighth-grade year. I was in my typical seat—last row, last column, over by the window—as Miss Agostino was returning our term papers. She commented that if we wanted to read a very well-written paper, one that was mechanically sound, we should read Vicki’s. That sounded familiar. But she then went on to say that if we wanted to read “a really interesting paper, a paper that had something to say,” we should read . . . Eddie’s. There was an audible gasp in the room. Most audible of the gasps was mine. At that moment the paper arrived at my desk. There was a large A emblazoned on the cover page. My classmates turned and looked at me in disbelief as I stared at the graded paper. In my mind’s eye I can still see that page.

I was not a terrible student but certainly not an outstanding one. As far as I was concerned, school was simply the place where kids had to be during the day. I was just there. A major part of my ambivalence toward school was that I disliked writing papers that received uninspiring grades merely for errors of grammar and punctuation. This time, and it was the first time that I can recall, a teacher had valued my *thinking*.

It would be difficult for me to express how much of an effect that one act has had on my life. No, it’s not the reason that I became a teacher, but when Miss Agostino recognized the ideas in that paper she *empowered* me as a thinker. What I had to say had merit. I often refer to that event when telling students of education that they need to empower the children (of any age) in their classrooms. A sure way to foster student thinking is to find merit in their ideas. Finding that merit, however obscure it may be, is what makes a teacher a professional.

Miss Agostino never knew that on that last day of her second year of teaching she had touched someone for a lifetime. Unfortunately, that’s part of the territory that goes along with teaching. She probably taught for a number of years, got married, maybe raised a family. Perhaps she enjoyed a long and rewarding career as an educator. What is important now, however, is that *you* are at the threshold of preparing to have the same effect on some child. Someone is waiting

to be empowered by *you*. That's pretty exciting, isn't it? It certainly is, and we want to help!

You will likely discuss “teacher empowerment” during your teacher education program. This refers to bringing the considerable talents of teachers to discussions and decision making across all levels of organized education. We believe that the future of education depends upon teachers rising to a new level of professionalism and expanding their influence beyond the confines of the classroom. This does not minimize the teaching part at all, but instead broadens the teacher's influence. We want you to understand that organized education needs your insight and your expertise in all facets of providing an education to children and young people. We want you to become an instructional leader whose talents are brought to bear in the classroom, in the conference room, with curriculum committees, with community committees, and as a key player—an acknowledged expert—in the planning of school.

It takes no great stretch of the imagination to realize that before long humankind may begin to colonize new worlds. Prominent political figures early in the 21st century have already expressed a vision for establishing a base on the moon. How will educational systems be established for the families who first venture some 200,000 miles from Earth? Who will go? Will we send the best and brightest to extend the reach of our species? Will we send the incorrigible as exiles to a distant prison? Will we send those who are so dissatisfied with the state of affairs in their own land that existence in a harsh and difficult environment is a price worth paying to hold to one's beliefs (i.e., history repeating itself)? Or will it simply be folks like you and me—adventuresome, inquiring, seeking to understand more than we understand now? Whatever the circumstances, a system of organized education can be expected to emerge. Will it be significantly different from what we know of as “education” today? Should it be?

Even if your career as an educator is entirely on terra firma, education will prove to be a vibrant endeavor that will continue to evolve to accommodate the challenges of the new millennium. Educational reform on the national, state, district, and building levels is an ongoing concern. What are the lessons that should be remembered as new schools are established or old schools changed? What mistakes have been made that we don't want to perpetuate? What efforts have failed but perhaps could succeed with appropriate correction?

So many questions! Rather than considering education as a historian or as a technician, we urge you to be an active participant as a creative problem solver: an *educational engineer*. We want you to see yourself as part of what energizes education. See yourself as becoming a teacher *and* an instructional leader among educators. A new century is upon us, and the frontiers are even more fantastic than those faced hundreds of years ago by the Native Americans, the Pilgrims, the immigrants, the burgeoning populace of a new nation. Use this book as your thinkbook, rather than just as a textbook, for writing the new story of education—for a new world—wherever that world may be.

■ How Shall We Go About It?

It has been said that teachers, and in particular elementary school teachers, are the most practical example of a liberal arts education. That's because teachers must have knowledge of many things. After all, students see the teacher as the source for answers to all questions. Students will ask their teachers about schoolwork, about what they heard on TV, and about personal problems and issues. Because teachers

must have knowledge of many things, *School* discusses a wide range of topics including history, philosophy, U.S. government, instructional practices, sociology and psychology of the learner, a solid consideration of the future, and a unique chapter about a unique facet of education: education reform. We want you to understand that education in all aspects is an enterprise that needs dynamic and broadly educated people.

Our intention is to empower you as a thinker by engaging you in many critical and creative thinking opportunities. Effective teachers are adept at both of these thinking skills, and this book has been designed to help you exercise and develop your abilities. To accomplish this, numerous activities are provided throughout the book. These are designed to encourage additional and open-ended consideration of the topic. The activities rarely look for one specific answer, but instead offer you a chance to explore ideas in the directions that your own interests will take you. Each chapter will begin with questions to think about as you read, and you will also find a brief activity to help get your higher-order thinking skills in gear. We call these activities Ice Breakers because they are intended to help overcome that about-to-read-a-chapter inertia. Additionally, questions are often asked within the text. You don't have to write out answers to all of these questions, but we want to demonstrate to you that the topics presented here are topics that you should think about and consider in terms of your own perspective and opinions.

At the end of each chapter and each unit you will find two specialized sets of activities. Each provides a conceptual strand that is maintained throughout the book. One strand, Case Studies in Education, will exercise your critical thinking through a look at education from the context of an individual student. You begin by selecting a student from the six brief biographies in Appendix A: Case Studies in Education. If you follow along with this strand, you will gather more and more information about that student with each chapter that you read. By the end of the term, you will have compiled a case study about the child that reflects personal likes and dislikes, family background, standardized test scores, classroom achievement, goals and aspirations, and many other perspectives. It is an exercise intended to introduce you to the depth of those people who will one day be your students.

The other strand, Designing the School of the Future, focuses on the larger institution of education. Here you will find opportunities to foster your creative thinking abilities as you consider education as you have known it and then "design" a school for the new millennium. Either working alone or with a group, with this exercise you will consider each section of the text and think of it in terms of an organized system of education. What sort of philosophy should underlie education? What are the goals of an institution of education? What part, if any, should teachers play beyond classroom instruction? How should schools be funded? How could the schools themselves become centers for innovation? These are just some of the questions you may wish to entertain. When you are finished, you should have a much deeper understanding of this grand experiment we call . . . *school*.

We hope that you will accept this book as your formal invitation to become a professional educator. If so, empowerment as an instructional leader begins with you right now. So, let's get started!

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Julie Allen	Richard Puffer

The Case Studies in Education were compiled by:

Sharon Moser	Joe Albin
Susan Sturgis	Tara Thompson

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Edward S. Ebert II
Richard C. Culyer III
January 2007

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School

An Introduction to Education



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Appendix A

Case Studies in Education

Below are descriptions of six students: two elementary school students, two middle school students, and two high school students. Each description (and the information that appears at the end of each chapter) has been written by a classroom teacher, and each represents a *composite* of students they have known: It would be an extremely inappropriate invasion of privacy to provide such personal information about an actual student. However, keep in mind that while the “student” may be fictitious, what the teachers are describing to you comes from experience in the classroom each day.

Read each of the descriptions and then choose one to be the case study you follow. You might select a student in the grade range you wish to teach, or one whose situation is of interest to you. The choice is yours. Following the last of the descriptions you will find directions for working with the case study. Before getting into all of that, take some time to be introduced to these students.

■ Brief Biographies

Elementary School

Student's name: Davon

Age: 5

Grade: Kindergarten

Ethnicity: African American **Gender:** Male

General Description: Davon lives with his mother and four siblings, two older and two younger. Davon is tall and has a sturdy build for his age. He comes to school dirty and wearing tattered clothing that is often not appropriate for the weather. He frequently wets his pants and even comes to school wearing dried soiled clothing. Davon regularly shares worries of moving. He talks about how he loves his school and wants to stay. Davon's eyes and smile will light up your heart. Each morning he greets his teacher with a smile and a hug. Davon is quick to defend himself and points out anyone who is treating him unfairly or disrespectfully. He is a sponge for knowledge and loves learning. Davon loves to be a helper and puts forth his best effort in all that he does.

Student's name: Andy

Age: 9

Grade: 3

Ethnicity: Caucasian **Gender:** Male

General Description: Andy has big brown eyes and strawberry blonde hair. He is personable and respectful of adults. He laughs easily and has a good sense of humor. Andy responds well to the special attention he receives from the teacher in his resource room and in his reading classroom. He lives with his grandparents, who received custody of him last year. His brother continues to live with his mother and stepfather. Andy has been diagnosed with Attention Deficit Disorder

with Hyperactivity (ADHD). He has a history of struggling in reading and was almost retained in second grade. He is currently on a first-grade reading level.

Middle School

Student's name: Judith

Age: 13

Grade: 7

Ethnicity: Caucasian

Gender: Female

General Description: Not a strong student, Judith enjoys reading (fourth-grade level) much more than math or science. Neither parent completed school. The gross household income is barely above the poverty level. Judith's clothes are well worn and often in need of washing; opportunities for bathing and personal hygiene are apparently infrequent. This is becoming more problematic as she becomes an adolescent. Judith seeks a sense of belonging and desperately wants to have and be a friend, despite the teasing she takes from other children. For her 13th birthday she invited her "friends" to a party, and on the invitations had written "Please bring a present." No one showed up. Never a problem to her teachers, she seeks out their acceptance with a smile and conversation. This youngster wants to give to others, but needs a teacher willing to help her along in matters beyond the curriculum.

Student's name: Tiffany

Age: 11

Grade: 6

Ethnicity: Caucasian/Hispanic

Gender: Female

General Description: Tiffany is from an upper-middle-class family. Both of her parents are professionals who have traveled extensively. Her father is from the northeastern United States. Her mother, the daughter of a Spanish diplomat, was born in Barcelona, Spain, and has lived around the world as the result of her father's assignments. Tiffany is a polite and pleasant child who has an enormous oral vocabulary. She loves to read and enjoys mind puzzles as a recreational activity. During her third-grade year, Tiffany's teachers recommended her for the Gifted and Talented program. She was placed there beginning her fourth-grade year.

Socially, Tiffany has no close friends. Most of her classmates consider her obnoxious and egotistical, and ignore her during nonstructured times. She enjoys talking and interacting with the adults and usually has a fair knowledge of current world events or local concerns to participate in the conversation.

During a parent-teacher conference, her parents and teachers expressed concerns that Tiffany is becoming too much of a perfectionist. They are also worried about her lack of social skills and close friends. Her parents have tried to get her involved in many activities, but she has no interest in any extracurricular sports or hobbies. They have tried taking her for counseling through her church and privately but to no avail. In fact, Tiffany has now proclaimed herself an atheist and verbalizes her belief whenever given the chance. She spends evenings reading in her bedroom. She does not enjoy talking on the telephone and finds television to be, as she says, "immature."

High School

Student's name: Sam

Age: 16

Grade: 11

Ethnicity: African American

Gender: Male

General Description: Sam is a handsome, polite, and reserved young man. He has a medical diagnosis of Attention Deficit Disorder (ADD), confirmed in mid-

dle school, for which he is prescribed medication. Sam is also a special needs student; his eligibility for special education services was first determined in kindergarten. Results of psychological and educational assessments place him in the Low Average range of intellectual ability with significant learning disabilities, which appear to be primarily language-based, in the areas of reading, math, and written language. Specific areas of concern included receptive and expressive vocabulary, auditory processing, and thinking and reasoning skills. In order to address these deficits, Sam received language therapy through sixth grade, at which time assessment results indicated that language performance and cognitive ability were commensurate, and speech/language services were discontinued. However, Sam's speech is still difficult to understand; he has a very soft voice and mumbles, often making it necessary to ask him to repeat what he says.

Sam lives with his mother and his younger sister. Extracurricular activities include participation in the school cross country/track program and, interestingly, concert choir.

Student's name: Bao

Age: 16

Grade: 11

Ethnicity: Asian American

Gender: Female

General Description: Meet Bao. She moved here from Vietnam when she was three and is fully adjusted to American life. In some ways, she is proud of her ethnicity: She goes to temple with her family, brings Vietnamese food to school for class parties, and enjoys family trips to Vietnam. In other ways, however, Bao is uncomfortable with her background. At school, her classmates and teachers call her Katy; at home, she responds to her parents in English.

Being Asian hasn't been an issue at school. A junior, Bao is a cheerleader and member of Future Business Leaders of America. Her grades, Bs and Cs, are just barely good enough to satisfy her parents. Bao gets along well with her teachers, and is well liked by most of her peers. She is cheerful to the extreme and shies away from conflict, so you'll never see her confronting her teachers or sharing an unpopular opinion during class discussion. All in all, she is known for being a good student, friendly and involved without really standing out in the crowd.

■ Setting Up a Case Study Folder

Though case studies can be used on a chapter-by-chapter basis as you consider the topics discussed in the text, this activity is designed so that you can compile a reflective dossier concerning one child as a semester-long project. If you take that approach, you will complete your introduction to education course with a product that documents *your* thinking about many issues and aspects related to teaching. Even the teachers who wrote these composites have commented that the experience allowed them to appreciate their own students to a greater degree.

You could make copies of a standard page (see Figure A-1) and then fill out the record by hand, but it is likely that you will compile your Educational Record using a word processor. Whether or not it must be printed and placed in a notebook or folder will depend upon the requirements in your course. We will describe the process assuming that you will use your word processor and then assemble the pages into a folder.

1. Prepare a cover page for the document. You might want to follow this example:

[Course Title]
Case Studies in Education
Educational Record

[Your Name]

[Semester, Year]

We recommend a cover page to help keep your student’s information confidential. Of course, these student profiles are composites, not identifiable individuals, but you can begin the practice of maintaining confidentiality right now.

2. The next page after the cover page should list the student’s name and basic information as given in the Brief Biographies. Include the general description of the student as well. You may wish to elaborate on the information provided by describing the community in which the child might live and attend school. You may decide to use a photograph of a local school as the context for your case study. Do not, however, include a picture of a child. Even though we all know that the case study does not describe the child in the photo, other people who see the folder may assume it does.

3. Now format a page to serve as a template for your educational records. The master page might look like the example in Figure A-1. Fill in your student’s name, age, grade, gender, and ethnicity.

Figure A-1
Educational Record Information Sheet

Educational Record

Chapter (No. and Title): _____ Date: _____

Student: _____

Age: _____ Grade: _____ Gender: _____ Ethnicity: _____

Category: _____

Information: _____

Category: _____

Information: _____

Category: _____

Information: _____

Question: _____

Question: _____

Question: _____

As you complete each chapter in the book, use your master page to create a new page for that chapter. At the top of the new page, enter the chapter number and title so that your record will have a context among all the topics discussed in the book. Under “Category” fill in the topic areas from the table at the end of each chapter. For example, Chapter 1 has three categories of information: (1) Type of Person the Student Responds To, (2) The Student’s Academic Demeanor, and (3) Parents’ Perspective of the School. No chapter has more than three categories.

Now fill in the information provided for the student you are studying. The entries are brief.

Finally, fill in the questions that are asked for that particular chapter.

4. A complete folder will have 14 of these pages, one for each chapter. Following each chapter page should be the all-important pages that you add as you answer the questions. A brief heading such as the one that follows will help keep the pages in order:

Educational Record—Personal Perspectives

Chapter No. _____

Date: _____

Question No.: _____

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Appendix B

Designing a School of the Future

Designing a school of the future is an open-ended activity that allows you to go in any direction you wish. This activity is very different from the Case Studies in Education that we described in Appendix A. Though the case studies allow you to express your own thinking about issues, they are nonetheless very “structured” activities. As you will find over the years, assessing and providing for student needs *is* a very structured activity. Yet teachers can be “visionary” as well, and so we have provided this opportunity to design a school of the future.

The format for presenting your future-school design will be determined by you and by the requirements of your course. You may wish to present a folder that documents your work or that of your group or class, or you may want to prepare an electronic presentation using programs such as PowerPoint. The activity provides you with specific tasks and issues from chapter to chapter so that the project is not overwhelming, but you have in this activity the opportunity to provide brochures, requirements for certification, curriculum guides, and drawings for facilities or instructional tools. If you are really ambitious, you can build models of what you develop.

We recommend that you begin by establishing some parameters for the project. For instance, how far into the future do you want to go: five, 10, 20, or 50 years? Obviously, this decision will affect everything else you do. Likewise, *where* will you go in the future? That is, are you designing a school for the area in which you live now? Or a school system for the entire state or country? Or perhaps you want to consider school in new environments such as deep-sea communities or on permanent space stations. Though these seem fanciful at first, the ideas you develop for these challenging situations could, in fact, have implications for more traditional approaches to school.

Give your school system a name. Invest ownership in it as early on in the project as you can. Most importantly, see no constraints in the design of your school, only problems to be solved. Your instructor may wish to impose particular parameters that represent experiences he or she wants you to have. For instance, some professors emphasize traditional schools, some emphasize the possibilities offered by charter schools, and some emphasize the student rather than the “school” at large. All of these can help you to focus your work without confining your thinking.

Finally, when you come up with something for education that really excites you, that really seems to stimulate thinking about what education could be, let us know! We would very much like to hear about it: eebert@coker.edu.

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Appendix C

State Departments of Education

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Alabama

Alabama Department of Education
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Montgomery, AL 36104-3833
Phone: (334) 242-9700
Fax: (334) 242-9708
Web site: <http://www.alsde.edu/html/home.asp>

Alaska

Alaska Department of Education and Early
Development
801 W. 10th St., Ste. 200
Juneau, AK 99801-1894
Phone: (907) 465-2800
Fax: (907) 465-4156
Web site: <http://www.eed.state.ak.us/>

Arizona

Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
Phone: (602) 542-4361
Toll-Free: (800) 352-4558
Fax: (602) 542-5440
Web site: <http://www.ade.state.az.us/>

Arkansas

Arkansas Department of Education
General Education Division Room 304 A
Four State Capitol Mall
Little Rock, AR 72201-1071
Phone: (501) 682-4204
Fax: (501) 682-1079
Web site: <http://arkedu.state.ar.us/>

California

California Department of Education
P.O. Box 944272
1430 N St.
Sacramento, CA 95814
Phone: (916) 319-0791
Fax: (916) 319-0100
Web site: <http://www.cde.ca.gov/>

Colorado

Colorado Department of Education
201 E. Colfax Ave.
Denver, CO 80203-1704
Phone: (303) 866-6600
Fax: (303) 830-0793
Web site: <http://www.cde.state.co.us/>

Connecticut

Connecticut State Department of Education
State Office Building
165 Capitol Ave.
Hartford, CT 06106-1630
Phone: (860) 713-6548
Toll-Free: (800) 465-4014
Fax: (860) 713-7017
Web site: <http://www.state.ct.us/sde/>

Delaware

Delaware Department of Education
John G. Townsend Building
P.O. Box 1402
Federal and Lockerman Sts.
Dover, DE 19903-1402
Phone: (302) 739-4601
Fax: (302) 739-4654
Web site: <http://www.doe.state.de.us/>

District of Columbia

District of Columbia Public Schools
Union Square
825 N. Capitol St. NE
Washington, DC 20002
Phone: (202) 724-4222
Fax: (202) 442-5026
Web site: <http://www.k12.dc.us/dcps/home.html>

Florida

Florida Department of Education
Turlington Building, Ste. 1514
325 W. Gaines St.
Tallahassee, FL 32399-0400
Phone: (850) 245-0505
Fax: (850) 245-9667
Web site: <http://www.fldoe.org/>

Georgia

Georgia Department of Education
2054 Twin Towers East
205 Jesse Hill Jr. Dr. SE
Atlanta, GA 30334-5001
Phone: (404) 656-2800
Toll-Free: (800) 311-3627
Fax: (404) 651-6867
Web site: <http://www.doe.k12.ga.us/index.asp>

Hawaii

Hawaii Department of Education
Room 309
1390 Miller St.
Honolulu, HI 96813
Phone: (808) 586-3310
Fax: (808) 586-3320
Web site: <http://doe.k12.hi.us/>

Idaho

Idaho Department of Education
Len B. Jordan Office Building
650 W. State St.
P.O. Box 83720
Boise, ID 83720-0027
Phone: (208) 332-6800
Toll-Free: (800) 432-4601
Fax: (208) 334-2228
Web site: <http://www.sde.state.id.us/Dept/>

Illinois

Illinois State Board of Education
100 N. First St.
Springfield, IL 62777
Phone: (217) 782-4321
Toll-Free: (866) 262-6663
Fax: (217) 524-4928
Web site: <http://www.isbe.net/>

Indiana

Indiana Department of Education
State House, Room 229
Indianapolis, IN 46204-2795
Phone: (317) 232-6610
Fax: (317) 233-6326
Web site: <http://www.doe.state.in.us/>

Iowa

Iowa Department of Education
Grimes State Office Building
E. 14th and Grand Sts.
Des Moines, IA 50319-0146
Phone: (515) 281-3436
Fax: (515) 281-4122
Web site: <http://www.state.ia.us/educate/>

Kansas

Kansas State Department of Education
120 South E. 10th Ave.
Topeka, KS 66612-1182
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Fax: (785) 296-7933
Web site: <http://www.ksde.org>

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Kentucky Department of Education
500 Mero St., 19th Floor
Frankfort, KY 40601
Phone: (502) 564-3421
Toll-Free: (800) 533-5372
Fax: (502) 564-6470
Web site: <http://www.kentuckyschools.org/>

Louisiana

Louisiana Department of Education
1201 N. Third
P.O. Box 94064
Baton Rouge, LA 70804-9064
Phone: (225) 342-4411
Toll-Free: (877) 453-2721
Fax: (225) 342-7316
Web site: <http://www.louisianaschools.net/lde/index.html>

Maine

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Phone: (207) 624-6600
Fax: (207) 624-6601
Web site: <http://www.maine.gov/education/>

Maryland

Maryland State Department of Education
200 W. Baltimore St.
Baltimore, MD 21201
Phone: (410) 767-0100
Fax: (410) 333-6033
Web site: <http://www.msde.state.md.us/>

Massachusetts

Massachusetts Department of Education
350 Main St.
Malden, MA 02148
Phone: (781) 338-3000
Fax: (781) 338-3395
Web site: <http://www.doe.mass.edu/>

Michigan

Michigan Department of Education
Hannah Building
608 W. Allegan St., 4th Floor
Lansing, MI 48933
Phone: (517) 373-3324
Fax: (517) 335-4565
Web site: <http://www.michigan.gov/mde/>

Minnesota

Minnesota Department of Education
1500 Hwy. 36 W.
Roseville, MN 55113-4266
Phone: (651) 582-8200
Fax: (651) 582-8727
Web site: <http://education.state.mn.us>

Mississippi

Mississippi Department of Education
359 North West St., Ste. 365
Jackson, MS 39201
Phone: (601) 359-3513
Fax: (601) 359-3242
Web site: <http://www.mde.k12.ms.us/>

Missouri

Missouri Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65102-0480
Phone: (573) 751-4212
Fax: (573) 751-8613
Web site: <http://dese.mo.gov/>

Montana

Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501
Phone: (406) 444-2082
Toll-Free: (888) 231-9393
Web site: <http://www.opi.state.mt.us/>

Nebraska

Nebraska Department of Education
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: (402) 471-2295
Fax: (402) 471-0117
Web site: <http://www.nde.state.ne.us/>

Nevada

Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
Phone: (775) 687-9141
Fax: (775) 687-9111
Web site: <http://www.nde.state.nv.us/>

New Hampshire

New Hampshire Department of Education
101 Pleasant St.
State Office Park South
Concord, NH 03301
Phone: (603) 271-3495
Fax: (603) 271-1953
Web site: <http://www.ed.state.nh.us/>

New Jersey

New Jersey Department of Education
P.O. Box 500
100 Riverview Plaza
Trenton, NJ 08625-0500
Phone: (609) 292-4469
Fax: (609) 777-4099
Web site: <http://www.state.nj.us/education/>

New Mexico

New Mexico Public Education Department
Education Building
300 Don Gaspar
Santa Fe, NM 87501-2786
Phone: (505) 827-6516
Fax: (505) 827-6588
Web site: <http://www.sde.state.nm.us/>

New York

New York State Education Department
Education Building
Room 111
89 Washington Ave.
Albany, NY 12234
Phone: (518) 474-5844
Fax: (518) 473-4909
Web site: <http://www.nysed.gov/>

North Carolina

North Carolina Department of Public Instruction
Education Building
6301 Mail Service Center
Raleigh, NC 27699-6301
Phone: (919) 807-3300
Fax: (919) 807-3445
Web site: <http://www.ncpublicschools.org/>

North Dakota

North Dakota Department of Public Instruction
Department 201
600 E. Boulevard Ave., 11th Floor
Bismarck, ND 58505-0440
Phone: (701) 328-2260
Fax: (701) 328-2461
Web site: <http://www.dpi.state.nd.us/>

Ohio

Ohio Department of Education
25 South Front St.
Columbus, OH 43215-4183
Toll-Free: (877) 644-6338
Fax: (614) 752-3956
Web site: <http://www.ode.state.oh.us/>

Oklahoma

Oklahoma State Department of Education
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105-4599
Phone: (405) 521-3301
Fax: (405) 521-6205
Web site: <http://sde.state.ok.us/>

Oregon

Oregon Department of Education
255 Capitol St. NE
Salem, OR 97310-0203
Phone: (503) 378-3600
Fax: (503) 378-5156
Web site: <http://www.ode.state.or.us/>

Pennsylvania

Pennsylvania Department of Education
333 Market St.
Harrisburg, PA 17126-0333
Phone: (717) 787-5820
Fax: (717) 787-7222
Web site: <http://www.pde.state.pa.us/>

Rhode Island

Rhode Island Department of Elementary and
Secondary Education
255 Westminster St.
Providence, RI 02903-3400
Phone: (401) 222-4600
Fax: (401) 222-2537
Web site: <http://www.ridoe.net/>

South Carolina

South Carolina Department of Education
1006 Rutledge Building
1429 Senate St.
Columbia, SC 29201
Phone: (803) 734-8492
Fax: (803) 734-3389
Web site: <http://myschools.com/>

South Dakota

South Dakota Department of Education
700 Governors Dr.
Pierre, SD 57501-2291
Phone: (605) 773-3553
Fax: (605) 773-6139
Web site: <http://doe.sd.gov/>

Tennessee

Tennessee Department of Education
Andrew Johnson Tower, 6th Floor
710 James Robertson Parkway
Nashville, TN 37243-0375
Phone: (615) 741-2731
Fax: (615) 532-4791
Web site: <http://www.state.tn.us/education/>

Texas

Texas Education Agency
William B. Travis Building
1701 N. Congress Ave.
Austin, TX 78701-1494
Phone: (512) 463-9050
Fax: (512) 475-3447
Web site: <http://www.tea.state.tx.us/>

Utah

Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114-4200
Phone: (801) 538-7500
Fax: (801) 538-7521
Web site: <http://www.usoe.k12.ut.us/>

Vermont

Vermont Department of Education
120 State St.
Montpelier, VT 05620-2501
Phone: (802) 828-3135
Fax: (802) 828-3140
Web site: <http://www.state.vt.us/educ/>

Virginia

Virginia Department of Education
P.O. Box 2120
101 N. 14th St.
Richmond, VA 23218-2120
Phone: (804) 225-2020
Toll-Free: (800) 292-3820
Fax: (804) 371-2455
Web site: <http://www.pen.k12.va.us/go/VDOE/>

Washington

Office of Superintendent of Public Instruction
Old Capitol Building
600 South Washington
P.O. Box 47200
Olympia, WA 98504-7200
Phone: (360) 725-6000
Fax: (360) 753-6712
Web site: <http://www.k12.wa.us/>

West Virginia

West Virginia Department of Education
Building 6, Room 346
1900 Kanawha Blvd. E.
Charleston, WV 25305-0330
Phone: (304) 558-0304
Fax: (304) 558-2584
Web site: <http://wvde.state.wv.us/>

Wisconsin

Wisconsin Department of Public Instruction
125 South Webster St.
P.O. Box 7841
Madison, WI 53702
Phone: (608) 266-3390
Toll-Free: (800) 441-4563
Fax: (608) 267-1052
Web site: <http://www.dpi.state.wi.us/>

Wyoming

Wyoming Department of Education
Hathaway Building
Second Floor
2300 Capitol Ave.
Cheyenne, WY 82002-0050
Phone: (307) 777-7675
Fax: (307) 777-6234
Web site: <http://www.k12.wy.us/>

Territories

American Samoa

American Samoa Department of Education
Pago Pago, AS 96799
Phone: (684) 633-5237
Fax: (684) 633-4240

Commonwealth of the Northern Mariana Islands

Commonwealth of the Northern Mariana Islands Public School System
P.O. Box 501370
Saipan, MP 96950
Phone: (670) 664-3721
Fax: (670) 664-3796
Web site: <http://www.pss.cnmi.mp/>

Guam

Guam Department of Education
P.O. Box DE
Agana, GM 96932
Phone: (671) 475-0462
Fax: (671) 472-5003

Puerto Rico

Puerto Rico Department of Education
P.O. Box 190759
San Juan, PR 00919-0759
Phone: (787) 763-2171
Fax: (787) 250-0275

Virgin Islands

Virgin Islands Department of Education
44-46 Kongens Gade
St Thomas, VI 00802
Phone: (340) 774-2810
Fax: (340) 779-7153



Appendix D

The Praxis Series

Presently, nearly 80 percent of the states that include tests as part of their teacher licensure and certification process use the **Praxis series** of assessments. In addition, many colleges and universities use the Praxis series as a qualifying exam for entry into their teacher education programs.

The Praxis series of assessments are standardized tests that include multiple choice and essay exercises. The tests are administered at designated sites around the country under controlled conditions. Praxis I: Pre-Professional Skills Test can also be taken online. Candidates schedule appointments with designated computer testing centers.

The Praxis series consists of three categories. Students applying for admission to a teacher education program will complete **Praxis I**. This series of tests includes reading, writing, and mathematics components.

Praxis II: Subject Assessments will be completed by candidates who are applying for teacher licensure/certification following a program of teacher education. The number of tests and the specific tests are determined by the state licensing agency with regard to the candidate's major. The Praxis Series Registration Bulletin (likely available at your Education Department's office on campus) details the requirements by state.

The first year of teaching is assessed with the **Praxis III: Classroom Performance Assessments**. You will receive more information about the Praxis series (if your state requires it) as you reach various milestones in your teacher education program. You can obtain detailed information by logging on to the Educational Testing Service (ETS) Web site at <http://ets.org/praxis>.

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Glossary

academic freedom: Extends to teachers the right to speak freely about the subjects they teach and to introduce varied—and competing—viewpoints on an issue to encourage inquiry, experimentation with new ideas, and critical consideration of topics.

academy: The Greek school established by Plato. The term is often used to refer to a liberal arts college.

accreditation agency: An organization, most notably the National Council for Accreditation of Teacher Education, that certifies that an institution's teacher preparation program has met a series of rigorous standards.

activity curriculum: The designing of educational experiences based on the interests of particular students at a particular time.

add-on certification: The addition of one or more areas of additional certification. It requires the successful completion of additional coursework and a passing score on the corresponding standardized achievement test such as Praxis.

adoption states: Those states that narrow the list of eligible textbooks to a small number (usually five or fewer) and require school districts to select materials from that list. Texts usually must meet state criteria related to grade-level standards and be certified as based on scientifically based research. In nonadop-

tion states, each school district makes its own determination.

affective perspective: The aspect of the curriculum that emphasizes feeling and valuing.

alternative certification: Certification that does not include study in a teacher preparation program. It may involve on-the-job coursework or, at a minimum, passing a test in the subject area to be taught, with the person having a college or university degree in any field.

American Federation of Teachers (AFT): A teacher's union formed in 1916. It is part of the American Federation of Labor/Congress of Industrial Organizations (AFL/CIO) umbrella. Its membership, while nationwide, is more concentrated in large population centers in the North.

ancillary businesses: Businesses with services that directly relate to the successful functioning of the school. Examples include transportation and food services and medical and psychological personnel.

assessment: The means by which a teacher gathers information to make a variety of decisions. It may include paper-and-pencil activities, demonstrations, reports, teacher observation, projects, and so on.

assistive technology: Applications of technology that improve the educational experience for students with special needs.

at-risk students: Students who are achieving sufficiently below their potential and/or grade level so as to be likely to drop out of school or to be unable to acquire the competence needed to function in the larger society.

Attention Deficit/Hyperactivity Disorder (ADHD): A persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequently displayed and severe than is typically observed in individuals at a comparable level of development (American Psychiatric Association).

autism: A developmental disability that significantly affects a child's verbal and nonverbal communication, social interaction, and educational performance (Individuals with Disabilities Education Act).

axiology: The branch of philosophy that considers the study of fundamental ideas or principles (i.e., the universally accepted truths of ethics and aesthetics).

base salary: The minimum amount of money that is paid to an educator based on his or her certification(s), job description, and years of experience.

behaviorism: The perspective that since behavior is caused, altering the surrounding circumstances alters the behavior. Examples of behaviorism include classical conditioning and operant conditioning.

bilingual education: Education provided to children with limited English-speaking ability.

blended family: A family in which both partners (whether married or not) bring children from previous relationships to the new relationship.

block grants: Grants that allow state education agencies the flexibility to use the funds to meet their specific needs within the framework of the federal law. In essence, a number of special programs are folded into a block grant.

breach of contract: The failure of either party in a contract to meet obligations.

broad fields curriculum: Also known as integrated, or fused curriculum, it attempts to make logical connections among various subject areas and encourage the application of the information to real-life situations.

Carnegie Unit: A course credit for the successful completion of a specified high school course (e.g., Spanish I, Algebra II). It includes satisfactory grades and may also include passing an end-of-course test developed by the state.

categorical funding: The funding by the federal government of special programs (e.g., free lunch program for economically disadvantaged students, school construction, work programs for high school students).

categorical grants: Grants that allow state education agencies maximum flexibility to apportion the funds according to their specific needs.

certification: The process one undergoes (e.g., in an elementary or secondary education program) to obtain a teaching license.

certification examination: A standardized achievement test, frequently from the Praxis series,

that prospective teachers must pass prior to their receiving certification.

change agent: One who participates in curriculum or instructional dialogue with the purpose of making positive changes in the school program. A change agent is also one who institutes curriculum or instructional reform in the classroom or at the school level.

character education: The introduction of moral and ethical issues into the curriculum along with the traditional subject matter.

charter school: A public school formed or reconstituted to deal either with special concerns of a community (e.g., providing a back-to-basics, technology, or fine arts emphasis) or with a particular group (e.g., at risk of dropping out, exceptional education) or to secure a greater degree of school and local control.

child abuse and neglect: At a minimum, any recent act or failure to act on the part of a parent or caretaker that results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act that presents an imminent risk of serious harm.

classroom assessment: Assessments that are typically designed by the classroom teacher to assess a very specific population with regard to material specifically presented in that class.

classroom management: Activities in which a teacher engages before, during, and after interacting with students. These activities, which focus on the prevention of misbehavior, allow instruction to take place.

classroom pragmatics: Tasks that a teacher routinely accomplishes apart from “instructional” activities. Examples include classroom

management and the assessment of student performance.

clinical experience: Experience during which a prospective teacher engages in classroom activities by observing, assisting a teacher and students, participating in other educational activities. Sometimes called *field service* or *internships*.

cognitive perspective: The aspect of the curriculum that focuses on the acquisition of knowledge.

common schools: Free schools for working-class students, both girls and boys.

compulsory education: A requirement that parents enroll and send their children to school. In America it dates to the Massachusetts Act of 1642.

computer-assisted instruction (CAI): The use of computers to deliver pre-programmed instructional tasks.

computer-managed instruction (CMI): The use of software that helps track grades and manage other clerical aspects of the teacher's role.

consequences: The results that inevitably follow when students fail to observe the rules.

constituencies: Those groups of people to whom educators are responsible. They include students, parents, the community in general, the school administration, and their colleagues.

constructivism: The perspective that students “build” their knowledge as new experiences are related to previous experiences.

consumables: Materials and supplies that must be discarded after use. Examples are handwriting paper, workbooks, and photocopier paper.

contract: A binding agreement between two parties.

convergent thinking: The process of taking one or more sources of

information and drawing conclusions about their characteristics (perhaps similarities or differences) or implications.

cooperative learning: A philosophy and set of practices in which heterogeneous groups of students work together on clearly defined and meaningful goals.

core curriculum: A curriculum that emphasizes a particular body of knowledge within the subject areas that all students should learn.

critical needs area: (1) A professional area (e.g., mathematics, exceptional education) in which there is a shortage of teachers. (2) A geographical area (e.g., rural, inner city) in which it is difficult to secure sufficient numbers of certified and qualified teachers.

cultural pluralism: Acceptance of and interaction between multiple cultures in one society.

culture: The values, attitudes, and beliefs that influence the behavior and the traditions of a people. They are social, not biological, dimensions.

curricular reform: An education reform based on the development or adoption of the content to be taught at various points in a student's educational experience. The content is organized in grade-level standards.

curriculum: The program by which a school meets its educational goals. It includes planned as well as unplanned experiences and involves the means and materials with which students interact.

dame schools: Colonial schools typically run by educated widows or housewives in their own homes for a fee. They provided initial academic instruction for boys, particularly those from the middle and upper classes.

direct instruction: A means of delivering instruction by specifically explaining or demonstrating a skill and having the students attempt to replicate it.

disaggregate analysis: An analysis of test data that identifies the performance of students by ethnic group, by economic status of the family (through eligibility for free or reduced school lunches), and by gender. The performance of students for whom English is a second language is also being increasingly factored into the equation, as is the performance of students with varying exceptionalities.

discipline: Actions a teacher takes after misbehavior occurs.

discovery learning: An approach to instruction that focuses on students' personal experiences as the foundation for conceptual development. Students are expected and assisted to use their prior knowledge as a basis for making inferences and drawing conclusions.

discussion: Involves the interchange of ideas. With this approach a teacher hopes to develop greater depth of ideas and to foster the manipulation of information for solving problems rather than just the acquisition of knowledge.

distance education: Delivery of instructional programs to people in sites remote from the school setting.

divergent thinking: The process of taking information and creating new ideas or adapting it in original (to the thinker) ways.

diversity: The ways in which individuals and groups differ from each other.

drill and practice: An instructional technique that emphasizes the repetition of previously learned information or skills to hone the skill or provide a strong cog-

nitive link to the information to improve remembering it.

due process: Procedures intended to ensure fairness and accountability of both parents/guardians and educators. They include the rights of parents to have evaluations conducted by personnel outside the school system and to request a hearing when they disagree with the school's proposed plans.

dynamic content: The knowledge and skills that a teacher uses to do the teaching. This can change at any time based on what is happening in the immediate environment.

economic pragmatics: Skills in managing money.

educational reform: The process of improving one or more aspects of education on the local, state, or federal level, either piecemeal or as a total package. It may focus on curriculum and/or instruction and is usually based on some philosophical perspective.

electronic books: Books in a format that is electronically (computer) based.

emotional/behavioral disorder: A condition exhibiting one or more of the specific characteristics over a long time and to a marked degree that adversely affect a student's educational performance: (1) An inability to learn that cannot be explained by intellectual, sensory, or other health factors, (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (3) inappropriate types of behavior or feelings under normal circumstances, (4) a general pervasive mood of unhappiness or depression, (5) a tendency to develop physical symptoms or fears associated with personal or school problems (Individuals

emotional/behavioral disorder,
continued

with Disabilities Education
Act).

English as a Second Language

(ESL): Any program designed to teach English to nonspeakers of English while providing instruction in the various areas of the curriculum.

English Grammar Schools: As a response and alternative to the Latin Grammar School, these secondary schools emphasized a practical education with classes conducted in English rather than in Latin. Some English Grammar Schools admitted females.

epistemology: The branch of philosophy that considers how people come to know what they know. It is concerned with the nature and origin of truth and knowledge.

e-publishing: Electronic publishing that enables each state to custom-tailor the text materials to its specific interests.

equal access: The federal requirement that buildings and facilities be structured in such a way that physically handicapped people have access to the same information and opportunities as do people without handicaps.

essentialism: The perspective that there are core skills and knowledge that all students should acquire. Doing so ensures the maintenance of our cultural heritage and the sustaining of our society.

ethnicity: Sense of common identity based upon common ancestral background and the sharing of common values and beliefs.

evaluation: The process of placing a value (a grade) on a piece of student work.

existentialism: The philosophy that emphasizes thoughtful per-

sonal reflection about one's identity, beliefs, and choices. It places the responsibilities that come with being a human on the shoulders of each individual.

experiential education: An approach that seeks to make what is taught as part of school as realistic as possible. Field trips are an example.

explicit curriculum: The subjects that will be taught, the identified "mission" of the school, and the knowledge and skills that the school expects successful students to acquire. *See* **implicit curriculum**.

extended family: A family structure that includes the presence of several generations, which can include aunts and uncles or other relatives as well as grandparents.

extra-curriculum: All of the school-sponsored programs (e.g., athletics, band) that are intended to supplement the academic aspect of the school experience.

field experience or field service:
See **clinical experience**.

flexibility: The ability to make adaptations or major changes in diagnostic, instructional, or evaluative procedures based on an awareness of student behavior. It depends on careful monitoring.

formative assessment: An assessment in which information is gathered for instructional purposes. Usually the assessment is based on a relatively small body of information.

foster care: A family placement for children who are separated from their parents (for example, if the parents are deceased or the children are removed from the home for child welfare reasons).

gain score: The difference between pretest and posttest scores, thus

the student progress in a specific body of information.

gender: The social aspect of sexuality; behaviors that are considered masculine or feminine.

gender bias/sexism: Preferential treatment toward or discrimination against individuals or groups based on their gender or sex.

general education: A program of courses that almost every college and university student is required to take (except for those who enter with International Baccalaureate or advanced placement credits earned in high school or who exempt courses by passing placement tests).

gifted and talented: Students who show evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities (United States Congress). The gifted student has superior intelligence while the talented student shows unusually high ability in some special field of knowledge (Feldhusen).

higher education: Any postsecondary education (e.g., community college, junior college, four-year college or university, graduate school).

high-stakes tests: Standardized achievement tests that are used for promotion, graduation, or assignment of school grades and that carry penalties for poor schoolwide performance (as well as rewards for good performance). Thus, they have serious negative implications for students and schools that do not meet predetermined criteria.

homeschooling: Education provided to children in the home by the parent or caregiver.

hornbook A copy of the alphabet laminated onto a paddle-shaped piece of wood using a thin transparent sheet made from a cow's horn.

humanism: A philosophy that emphasizes the value and meaning of education rather than the mere dissemination and acquisition of facts. Students are viewed as individuals with unique desires and needs. Erasmus applied humanism to education, which formed the foundation of the Reformation.

idealism: The philosophy that the only true reality is that of ideas. It includes classical, modern, and religious aspects.

implicit curriculum: The lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture. *See explicit curriculum.*

in loco parentis: "In the place of parents."

inclusion: A model in which an exceptional-education teacher provides assistance in a regular classroom to a student who has been identified as having a disability identified by one of the related laws.

individualized education program (IEP): A written plan, specific for each child, that consists of a description of the child's current performance, the goals for the year, the services to be rendered, and the means by which the results will be measured.

induction period: A probationary period, typically from one to three years, during which a newly hired teacher is mentored and evaluated.

inquiry: A sophisticated technique that attempts to engage students

in generating relevant and meaningful questions about the topic under consideration.

instructional reform: An educational reform based on a set of coordinated and differentiated strategies (both diagnostic and instructional) by which teachers and students address the curriculum.

intelligence: An individual's capacity to learn from experience and to adapt to the environment (Sternberg & Powell). It differs from academic achievement, knowledge, and skillful ability in one domain or another.

intelligence quotient (IQ): The relationship between a person's mental age and his or her chronological age. A score of 100 (or a range from 85 to 115) is considered "average."

internships: *See clinical experience.*

intervention: An education effort that supplements normal procedure either by providing remediation or enrichment or by extending or reducing a teacher's responsibility or authority (as in a pull-out program).

land-grant colleges: Colleges established and funded for the study of agriculture and the mechanical arts. Funds were secured from the rent or sale of public lands in each state.

latchkey children: Students who carry a house or apartment key, return to an empty home in the hours immediately after school, and often have little or no supervision between the time they leave school and the time their parent(s) get home from work.

Latin Grammar Schools: The forerunners to what we now consider "high school," they were patterned after schools in Europe and prepared students to enter divinity schools.

learning disability: A disorder in one or more of the basic psychological processes involved in understanding or in using language, either spoken or written, which manifests itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (Individuals with Disabilities Education Act).

learning styles: The means by which individuals learn best (e.g., auditory, visual, kinesthetic, vocalic). Other aspects of learning styles include group size (e.g., individual or pair or group work) as well as environmental influences (e.g., heat, light, noise).

least restrictive environment (LRE): The requirement that, to the extent possible, a handicapped child must be educated with nonhandicapped children, that is, in a mainstreamed environment.

lecture: An instructional technique in which the teacher takes the active role of providing information while students take a more passive role by listening. Characterized by limited dialogue between teacher and student.

liability: Legal responsibility for an incident.

license: A document that certifies that the holder has successfully completed an education program in one or more areas of education.

local education agency: A separate school district responsible for administering the education program for a county, city, or other local education unit.

logic: The branch of philosophy that seeks to bring order to the reasoning process. It includes inductive and deductive reasoning.

logistical innovations: Innovative changes that affect the physical aspect of school: the building,

logistical innovations, continued

the interior and exterior facilities, the movement of people, and so on.

Lyceum: The Greek school founded by Aristotle. He considered philosophy, ethics, and science and emphasized rational thinking for good citizenship.

magnet schools: Public schools that focus on a particular academic, vocational, or specialty study.

mainstream: An approach to integrating students with special needs into the general education population.

mandated reporter: A person, such as a teacher, who is required by law to report suspected child abuse or neglect, and thus is immune from prosecution or lawsuit for doing so.

mastery learning: A series of educational practices based on the belief that given appropriate instruction and sufficient study time, almost all students can meet the specified learning standards.

McGuffey Readers: Six volumes written by the Reverend William H. McGuffey and published from 1836 to the early 20th century. Poems and stories emphasized honesty, truth, obedience, and hard work. Their message of moral virtue influenced generations of Americans.

mental modeling: A technique used to foster students' ability to direct their own learning. It involves careful modeling of the cognitive processes required to solve problems.

mentoring: The process by which an experienced educator helps a less experienced educator in some aspect of teaching or professional development in a one-on-one setting.

metaphysics: The branch of philosophy that considers questions about the physical universe

(e.g., the nature and origin of the physical world).

methods courses: Courses that address diagnostic, instructional, and evaluation strategies as they relate to specific subjects (e.g., reading, math, science).

monitoring: Observing student academic and social behavior, both individually and collectively, during a variety of activities.

multiculturalism: The social psychology perspective of how various cultural groups interface with each other.

National Board for Professional Teaching Standards (NBPTS):

A national organization that establishes rigorous standards by which teachers can be certified by demonstrating exemplary classroom performance and reflecting critically on the effectiveness of their curriculum and instruction strategies and the needs of diverse learners.

National Education Association

(NEA): The largest (with over 2,000,000 members) professional association for teachers, administrators, and other school personnel.

New England Primer: An illustrated textbook that offered religious readings. Originally published in 1690, the *New England Primer* was the mainstay of colonial education for more than 100 years.

norm group: A group of test-takers specifically identified as being representative of the population for whom the assessment was designed. Results from the norm group are used to set the standard for the test.

normal curve: A statistical model in which 34 percent of the scores fall at or just below the middle score, and another 34 percent fall at or just above the middle. Another 13 percent of

the scores fall farther above the middle while 13 percent more fall farther below the middle. About 3 percent of the scores fall at one extreme and another 3 percent at the other. (Sometimes called the *bell curve*.)

normal schools: The forerunners of teacher-preparation colleges and universities. They taught their prospective teachers the normal practices for teaching children.

nuclear family: A family structure that consists of one or more parents or guardians or foster parents and may include one or more children.

null curriculum: The options students are not afforded; the perspectives they may never know about, much less be able to use; the concepts and skills that are not a part of their intellectual repertoire (Eisner).

outcome-based education (OBE): The practice of establishing the specific expected outcomes of education.

parent-teacher organization (PTO): A school-based organization that attempts to strengthen the relationship between parents and the school by promoting open communication and activities involving the joint participation of parents and teachers.

parochial schools: Schools affiliated with some religious group. They originally were established by churches such as Baptist, Catholic, Mennonite, and Quaker.

pedagogue: Literally, the Greek adult who led a child to school, discussing important issues (and thus tutoring) the child on the way. In colonial days the term was used to refer to a teacher.

pedagogy: The art and science of teaching children.

perennialism: The perspective that certain ideas and truths

transcend time and are prevalent in the great literature of the ages. An organized study of these themes, which provide an insight into the universe and the role of individuals in the society, should be provided to students.

portfolio: A visual and physical record of achievement.

practicum: See **clinical experience**.

pragmatism: The theme that ideas must serve a useful purpose. It focuses on identifying processes that help people reach their goals.

Praxis series: A series of three tests developed by Educational Testing Service (ETS). Prospective teachers take these tests at various points in their professional preparation program.

private venture schools: Schools established with private rather than public funds. They include parochial schools as well as non-denominational private schools.

privatization: The management of public schools by private enterprises, often referred to as *education management organizations*.

problem-solving conference (sometimes called conflict-resolution conference): A meeting involving the teacher and student (and perhaps the parents/guardians) to help a student assume responsibility for his or her actions and find a way to resolve the situation without losing the student's sense of dignity.

procedures: The ways in which particular activities (e.g., taking attendance, collecting money, moving from place to place) are conducted.

professional development: Activities in which educators engage to expand their knowledge, skills, and general competence or contribute to the profession (e.g., engaging in research, mentoring, reading

professionally, taking courses, attending conferences).

professional development schools:

Public schools that function in close cooperation with a college or university's teacher education program. Many prospective teachers do their field service/practicum/internship and student teaching in the professional development school.

professional education: A program of education courses that provide overviews of topics important for prospective teachers.

professional organization: A group of educators organized to promote a particular interest. It may be general (as a group advocating on behalf of teachers, supervisors, and/or administrators, such as the National Education Association and the American Federation of Teachers) or specific (as a curriculum-related organization, such as the National Council of Teachers of Mathematics and the International Reading Association).

progressivism: The philosophical focus on positive change that individuals with various educational backgrounds can provide. Problem solving is emphasized over passing on the culture, and learning by doing is preferred over knowing a specific body of knowledge. The education application is a child-centered approach.

quadrivium: The study of four subjects—arithmetic, geometry, music, and astronomy—in the medieval university. See **trivium**.

question and answer: Instructional technique in which the teacher poses questions soliciting content-specific responses from the student.

realism: The philosophy that maintains that matter is real and that ideas underlie matter.

Therefore, the study of matter leads to an understanding of ideas. Realism includes classical, modern, and religious aspects.

reciprocity: The act of accepting in one state the credentials issued in another state.

reflection: The process of thinking critically about experiences or observations and making connections with other ideas and/or drawing inferences for further consideration.

reform model: A model developed and instituted to implement a philosophical and educational perspective about how best to achieve the goals of the school and community.

role models: Those who engage in personal and professional behavior that provides an opportunity for students to observe desirable characteristics in practice.

routines: Behaviors that are learned or demonstrated so well that they become automatic.

rules: Descriptors of required observable behaviors.

scholasticism: The religious-philosophical study resulting from the rediscovery in the 11th century of Aristotle's works.

school choice: An array of options beyond the child's neighborhood, traditional school placement.

sex: A biological distinction between male and female.

sexual harassment: Unwanted and unwelcome sexual behavior that interferes with the victim's life.

sexual stereotyping: The expectation that males should fill particular roles while females fill other roles.

site-based management: The legal ability of a school to conduct its own governance, subject to specific local, state, and federal requirements. Charter schools are an example of site-based management.

social reconstructionism: The perspective that schools are the agency for solving societal problems.

solar collectors: Panels that capture heat from the sun and use it to heat water or heat the facilities.

Sophists: Ancient Greek teachers with a wide range of expertise in many fields who taught rhetoric and oratory. Today's concept of the liberal arts was founded in the Sophists' curriculum of grammar, logic, and rhetoric.

special interest groups: Groups that advocate and lobby for a particular direction, focus, or policy. A group may represent the interests of a particular culture, ethnicity, or religious group and may address issues from a liberal or conservative perspective.

specialization courses: Courses that focus on the teaching of particular subjects or other topics related to curriculum and instruction.

standardized testing: The use of norm-referenced tests to determine the performance of individual students, the grade and school achievement levels, and the progress of students from one year to the next (spring to spring or fall to spring administrations).

state education agency: A state department of education responsible for directing and overseeing the local education

agencies within its jurisdiction.

static content: The curriculum that teachers are responsible for teaching. It is static because it doesn't change.

strategy: A means of coordinating the implementation of a set of procedures. A strategy combines subject matter, techniques, and the skills for implementing instruction.

student-centered curriculum: A curriculum that emphasizes the natural interests and curiosity of the child.

student teaching: A culminating experience in a teacher education program that provides an extended opportunity for the prospective teacher to assume fuller responsibility, under the guidance of the supervising teacher, for providing instruction to an entire class.

subject-centered curriculum: A curriculum that emphasizes the subjects that all students should learn.

substance abuse: Most commonly this refers to minors' inappropriate use of alcohol, tobacco, marijuana, or another controlled substance.

summative assessment: An assessment given to assign a grade. Usually it is based on a relatively large amount of information and addresses content that will not be retaught.

teacher accountability: The concept that the teacher is responsi-

ble for the achievement of students, regardless of their circumstances (e.g., cognitive, social, psychological, environmental, physical).

technology: The combining of information to make new products or processes that extend our capabilities.

tenure: An ongoing contract to teach (sometimes referred to as a *continuing contract*).

tort law: A civil or private wrong other than a breach of contract.

trivium: In medieval Europe, an educational curriculum based upon the study of grammar, rhetoric, and logic. See **quadrivium**.

vernacular schools: Schools established by Protestants. These schools used the common language rather than Latin for instruction.

virtual school: An electronic, telecommunications-based presentation of course work to students who are home-bound or in remote sites, or even just as an alternative to being in a traditional school setting.

vocational training: Training as preparation to enter the world of work in some trade (e.g., as a carpenter, electrician, mason, mechanic).

voucher: An allocation equal to the average per-pupil cost for a child's education in a specific area's public school.



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Subject Index

A

Abington School District v. Schempp, 344
 Abolitionist Society, 264
 Academic freedom, 333–334
 Academic language skills, 67
 Academic self-concept, 75
 Academy of Plato, 255
 Accidents, liability for, 329
 Accomplished Teaching Validation Study, 132
 Accountability movement, 279
 Accreditation agency, 105–107
 Activity curriculum, 174–175
 Add-on certification, 109
 Adequate Yearly Progress (AYP), 71, 73–74, 368
 states, role of, 374
 ADHD (attention deficit hyperactivity disorder), 90–91
 Administration
 communicating with, 19–20
 intervention, administrative, 440
 in nineteenth century, 266
 on purposes of school, 362
 reform, administrative, 437–438
 Administrative/supervisory organizations, 134
 list of, 137
 Adoption states for textbooks, 189–190
 Advanced degrees, 131
 Advanced placement (AP) credits, 109
 Aesthetics and axiology, 291–292
 Affective perspective, 169–175, 276
 transfer of learning and, 164
 African Americans, 61–62. *See also* Separate but equal doctrine
 at-risk students, 405
 in colonial America, 262
 early years of nation, education in, 264
 measures for working with, 62
 in nineteenth century education, 266–267
 normal schools for, 266–267
 single-parent families, 402
 African Free School, 264, 265
 Agriculture Department, 381
 Alcohol use, 51–52, 335
 abuse of, 413–414
 Allergies, 95
All I Really Need to Know I Learned in Kindergarten (Fulghum), 361
All Talk, No Action, 108
 Alphabet and kindergarten, 427
 Alternative certification, 118–119
 online information, 122
 Alternative schooling, 279
 Alternative teacher education programs, 118–121
 The Amendments to the Individuals with Disabilities Education Act (IDEA), 348

American Association for the Advancement of Science (AAAS), 194
 national education standards and, 191
 American Association of University Women (AAUW), 341
 American Association on Mental Retardation (AAMR), 83, 85
 American Council on the Teaching of Foreign Languages (ACTFL), 197
 national education standards and, 192
American Educator's Encyclopedia (Dejnozka & Kapel), 345
 American Federation of Labor/Congress of Industrial Organizations (AFL/CIO), 133
 American Federation of Teachers (AFT), 132, 133
 founding of, 271
 American Foundation for Vision Awareness, 93
 American Psychiatric Association (APA)
 on ADHD (attention deficit hyperactivity disorder), 90
 on emotional disorders, 92
 American Sign Language (ASL), 94
 American Speech-Language-Hearing Association (ASHA), 93
American Spelling Book (Webster), 264, 265
 The Americans with Disabilities Act (ADA) of 1990, 348
 Ancestral identity, 67–68
 Ancillary businesses, 471–472
 Angry students, 76
 Anorexia nervosa, 96
 Anxiety disorders, 92
 Aphasia, developmental, 88
 Appearance issues, 334–335
 Applications for employment, 125
 Arranging experiences, 34–37
 Art of teaching, 7–9
 Arts standards, 197–198
 Asian Americans, 64–66
 nineteenth century education and, 273
Assertive Discipline (Canter & Canter), 225
 Assessment, 215–224. *See also* Formative assessments; Grades; Objectives; Summative assessments
 aims of, 215–216
 classroom assessment, 217
 evaluation compared, 217
 instruction and, 218–220
 keys to, 219–220
 prepackaged assessments, 219
 by school districts, 377
 standardized testing, 216–218
 Assistive technologies, 459
 for mentally retarded students, 86
 Asthma, 95
 Athens, education in, 254–255
 Athletics. *See* Physical education

At-risk students, 404–406
 cooperative learning and, 172
 latchkey children, 402–403
 Attitude
 examining, 14
 and purpose, 12–13
 Auditory learning style, 79
 Auditory sensory disabilities, 93–94
 Autism, 89–90
 Autism Society of America, 89
 AV (audio-visual) equipment, 35
 Axiology, 291–292, 319

B

Baby Think It Over program, 416–417
 Back to basics movement, 279, 427
 Baptist education, 261
 Base salaries for teachers, 127, 128
 Behavioral disorders, 91–92
 Behaviorism, 308–309, 312, 427
 in classroom, 309
 Behaviors. *See also* Classroom management
 ADHD (attention deficit hyperactivity disorder) students, 91
 of autistic students, 90
 home environment and, 408–409
 modeling of, 50–51
 Bell curve, 216–217
 Bias, gender, 70
 Bible readings, 344
 Bilingual education, 72, 74
 history of, 278
 teaching positions in, 124–125
 The Bilingual Education Act, 349
 Bill for the More General Diffusion of Knowledge (Jefferson), 263, 265
 Bill of Rights and copyrights, 331
 Bill of Rights for Student Teachers, 133, 134–135
 Bisexual students, 96
 Black History Month, 420
 Blacks. *See* African Americans
 Blended families, 402–403
 Blindness, 92–93
 Block grants, 349
 Bloom's taxonomy, 17, 38
 synthesis, 41
 Board of education
 funding by, 386–387
 state board, role of, 373
Board of Education v. Allen, 344
 Bodily kinesthetic intelligence, 83, 84
 Books. *See also* Textbooks
 electronic books (e-books), 479–480, 482
 parents' concerns, 184
 special interest groups and, 184
 Boston Latin Grammar School, 263
 Boston's Mentoring Program, 131
 Brain injuries, 88, 95

Branching programs, 167
 Breach of contract, 327
 Brevity, copyright law and, 332
 Broad fields curriculum, 172–173
 Brookings Institution charter school studies, 123
Brown v. Board of Education of Topeka, 274, 278, 353, 413
 Warren, Earl, on, 337, 338–339
 Buckley Amendment, 342, 346–347
 Buddhism, 297
 idealism of, 294
 Bulimia nervosa, 96
 Bullying, 415
 Business
 ancillary businesses, 471–472
 demands of, 432
 funding from, 387
 involvement of, 431–432
 purposes of school, 361
 and reform model, 430–432
 tax funding and, 431

C

California Standards Test, 182
 Campus design, 461–466
The Canterbury Tales (Chaucer), 112
Cardinal Principles of Secondary Education, 275
 Carnegie units, 158, 272
 Categorical funding, 274, 349
 Catholic education, 261
 CD-ROM, 35
 Census Bureau
 on diversity, 60
 on literacy, 80
 Center for the Advancement of Ethics and Character, 156
 Centers for Disease Control and Prevention, 467
 Cerebral palsy, 94–95
 Certification, 22. *See also* Licensing
 add-on certification, 109
 alternative certification, 118–119
 comparing requirements, 120
 defined, 109
 examinations, 109
 legal eligibility for, 118
 as National-Board Certified teacher, 131–132
 other fields, use in, 123–124
 Praxis series, 119–120
 teacher testimonial, 110–111
 Change, reform and, 427–428
 Change agents, 447
 Chaperoning functions, 240
 Character education, 156, 170, 439–440
 Charter schools, 369
 teaching in, 122–123
 Chicago Renaissance 2010 project, 369
 Child abuse and neglect, 411–412
 reporting, 329–330, 411–412
 signs of, 412
 Child Abuse Prevention and Treatment Act, 329, 347, 411
 Childhood Education and Development Act, 351
 Child Nutrition and WIC (Women, Infants, and Children) Reauthorization Act, 351
 Christmas, 420
 Church of England, 262
 ethnic minorities, education of, 264
 Cigarette smoking, 414
 Civil rights
 legislation, 346–347
 Supreme Court cases, 354
 The Civil Rights Act of 1964, 346
 Classical conditioning, 308
 Classical idealism, 294
 Classical realism, 295–296
 Classroom assessment, 217
 Classroom lessons, 34–35, 37
 Classroom management, 224–240. *See also*
 Consequences; Discipline;
 Procedures; Routines; Rules
 arrangement of classroom for, 239
 concerns, list of, 232
 effective teachers, traits of, 238–239
 expectations, communicating, 233–234
 modeling behavior, 226–227
 perspectives on, 225–227
 planning for, 231–232
 practicing, 232
 Principles of Effective Discipline, 233–234
 procedures, 230–231
 proximity of teacher to students, 239
 teacher behaviors, 238–240
 teacher testimonial, 226–227
 terminology of, 228–231
 traditional perspective, 225
 Classroom pragmatics. *See also* Assessment;
 Classroom management
 defined, 215
 Class rules. *See* Rules
 Class size
 instructional reform and, 437
 physical plant design and, 464–465
 Clinical experiences, 106
 Clinical practice, 106
 Clubs
 as extracurricular activities, 160
 religious clubs, 344
 Codes of ethics, 323–325
 Cognitive development model, 17
 Cognitive perspective, 276
 Cognitive perspective on curriculum, 163–169
 Collaboration
 with colleagues, 129
 informed collaboration, 441
 Colleagues
 collaboration with, 129
 communicating with, 19–21
 meetings, 380
 Colleges and universities
 curriculum, entrance requirements and, 187–188
 land-grant colleges, 272–273, 345
 legislation affecting, 345
 in Middle Ages, 258
 preparation perceptions, 127–128, 129
 and reform model, 429–430
 Colonial America, education in, 259–262
 Combined (CB) behaviors, 91

Committee for Economic Development, 156
Committee for Public Education v. Regan, 344
 Committee of Ten on Secondary Studies, 271–272
 Committee of Thirteen on College Entrance Requirements, 272
 Committee work, 129, 240–241
 principals assigning, 380
Common School Journal (Mann), 270
 Common schools, 267
 advocacy for, 270–271
 Communication, 10–11, 17–22. *See also*
 English language
 Asian American students and, 66
 in classroom management, 227
 of expectations to students, 233–234
 Hispanic students and, 66–67
 with homeless families, 410
 Community. *See also* Local governments
 communicating with, 21–22
 design of schools and, 470–471
 global community, 483
 and Internet, 477–478
 Compensatory education, 349
 Competencies of teachers, 186
 Competency-based education (CBE), 167
 Competitive students, 78
 Comprehensive arts standards, 197–198
 Compulsory education, 261
 Computer-assisted instruction (CAI), 167–168
 Computer-managed instruction (CMI), 168
 Computers, 36
 in curriculum, 167–169
 games, influence of, 419, 420
 history of, 456
 mastery learning and, 167
 for mentally retarded students, 86
 programmed instruction and, 309
 reliance on, 35
 standards for curriculum, 199
 voice-recognition computers, 459
 Conceptual intervention, 440
 Conceptual reform, 437–438
 Conditioned stimulus/response, 308
The Condition of Education, 345
 Conduct disorders, 92
 Conduct with students, 335–336
 Conferences
 parent conferences, 240
 problem-solving conferences, 236–237
 Confidentiality requirements, 114–115
 Confident students, 77
 Conflict resolution, 237
 Confucianism, 297
 Congress, 345
 role in education, 371
 Consequences, 230
 academic consequences, 235
 enforcement of, 235–236
 extenuating circumstances, recognizing, 236
 pragmatism and, 298, 299
 problem-solving conferences, 236–237
 protests of, 236
 responding to misbehavior, 235
 students identifying, 235
 Consistency in consequences, 230

Constituencies for communication skills, 11
 Constructivism, 310–311, 312
 Consumables, 466
 Content, 10–11, 14–17
 elementary content, 15
 in mastery learning, 166
 multicultural content, 68
 secondary content, 15–16
 Continuing education, 22, 131
 Contracts, employment, 326–327
 Convergent thinking, 41
 Conversational language skills, 67
 Cooperative learning, 171–172
 activities, 62
 Cooperative students, 78
 Copyright Act of 1976, 331
 Copyright laws, 331–332
 Core commonalities, 173
 Core curriculum, 165–166
 Corporal punishment, 337–338
 Corporations. *See* Business
 Coursework, 109–111
 continuing coursework, 22, 131
 and field observations, 113
 Crack babies, 414
 Crack cocaine use, 414
The Cracker Barrel Journal, 50
 Creative intelligence, 299
 Critical needs areas, 117
 Cultural diversity, 59–69
Cultural Literacy (Hirsch), 304–305
 Cultural pluralism, 60
 Cultural synchronization, 61
 Cumulative effect, copyright law and, 332
 Curriculum. *See also* Extracurricular activities
 activity curriculum, 174–175
 for ADHD (attention deficit hyperactivity disorder) students, 91
 affective perspective of, 164, 169–175
 alternative certification and, 119
 broad fields curriculum, 172–173
 cognitive perspective, 163–169
 college entrance requirements and, 187–188
 computers in, 167–169
 cooperative learning, 171–172
 core curriculum, 165–166
 cultural diversity and, 60
 defined, 153–156
 ethnic diversity and, 61–62
 experiences and, 154
 explicit curriculum, 158, 318
 and field observation, 114
 four curricula, 157–162
 humanistic education, 170–171
 implicit curriculum, 158–159
 inquiry curriculum, 173–174
 interventions, curricular, 439–440
 in later twentieth century, 279
 legislators and, 191
 mastery learning, 166–167
 for mentally retarded students, 86
 national curriculum debate, 202–204
 national education standards, 191–192
A Nation at Risk: The Imperative for Educational Reform affecting, 279–280
 in nineteenth century, 266
 null curriculum, 159–160
 outcome-based education (OBE), 167

outcomes and, 154–155, 167
 parents and, 183–184, 191
 perspectives of, 162–175
 problem-solving curriculum, 173–174
 purpose of, 156–157
 reforms, 436
 relevant curriculum, 173–174
 schools, influence of, 186–188, 191
 school uniforms issue, 206–208
 special interest groups and, 184, 191
 standardized testing and, 187
 state legislatures and, 185–186
 student-centered curriculum, 163, 169–170
 subject-centered curriculum, 163–165
 teacher testimonials, 164–165, 192–193
 testing as issue, 200–202
 textbooks and, 188–190, 191
 Curriculum specialists, 376–377

D
 Dame schools, 260
 Dance standards, 197–198
 Dark Ages, 258
Davis v. Monroe County Board of Education, 341–342
 Deductive reasoning, 293
 realism and, 296
 Defense Department, 381
Democracy and Education (Dewey), 275–276
Democracy in America (de Tocqueville), 360
 Demographics for teaching positions, 124
 Den, Idol of the, 296
 Depression, 91–92, 96
 suicide and, 418
 Design of schools, 461–466
 ancillary businesses and, 471–472
 community activities and, 470–471
 equal access considerations, 463
 expandability issues, 465
 flow of school, 468–469
 layout considerations, 466–469
 modular schools, 465–466
 necessary facilities, 466
 physical education considerations, 466–469
 physical plant design, 463–466
 postfederal design, 462–463
 prefederal design, 461–462
 size requirements, 464–465
 use of facilities and, 469–471
 year-round schools, 469–471
 Developmental aphasia, 88
 Deviation IQ, 82
 Diabetes, 95
 Dialogue, 41
 Differences in children, recognizing, 226
Digest of Education Statistics, 351, 481
 Diplomacy and staff communication, 20–21
 Direct instruction, 38–39
 for learning disabled students, 89
 in taxonomy of instructional techniques, 47
 Disaggregate analysis, 374
 Discipline. *See also* Classroom management;
 Consequences
 administrators, communicating with, 20
 behaviorism and, 309

corporal punishment, 337–338
 defined, 228
 parents, communicating with, 18
 privacy of disciplinary records, 342
 school uniforms and, 207
 teaching, 226
 violence and, 414–416
 Discovery learning, 44–45
 in taxonomy of instructional techniques, 47
 Discussion
 Asian American students and, 65–66
 in taxonomy of instructional techniques, 47
 techniques, 41
 Dismissal from employment, 328
 Distance education, 458–459
 District personnel. *See* School districts
 Divergent thinking, 41
 Diversity, 58
 in academic self-concept, 75
 cultural diversity, 59–69
 empathy for, 96
 gender diversity, 69–71
 in intelligence, 81–83
 of language, 71–74
 learning diversities, 79, 80–96
 in motivation, 74–75
 physical diversities, 80–96
 of reading abilities, 79–80
 religious diversity, 69
 of sensory disorders, 92–96
 sensory diversities, 80–96
 Supreme Court cases, 354
 teacher testimonial, 64–65
 Divorce, 402
 Donations, asking for, 129
 Drama programs, 160
 Drill and practice, 39
 in taxonomy of instructional techniques, 47
 Dropout rates
 ethnicity and, 405, 406
 for Native American students, 63
 Drug use, 335, 413–414
 testing for, 340
 Dual attitude, 12–13
 Due process
 for handicapped children
 education, 348
 and students, 336
 and teachers, 326
 DVDs, 35, 419–420
 Dynamic content, 10–11, 15, 16–17
 Dyslexia, 88

E
Early Childhood Today, 136–137
 East Asian students, 64
 Eastern philosophy, 297
 Eating disorders, 92, 96
 Echolalia, 90
 The Economic Opportunity Act, 345, 346
 Economic pragmatics, 482
 Economics
 of school uniforms, 207
 of teaching, 9
 textbooks and, 189

- Edison Project, 369
 Educable mentally retarded (EMR), 85–86
 Educational Excellence for All Children Act, 350
 Educational reforms. *See* Reforms
 Educational Research Act, 351
 Educational Testing Service (ETS) Praxis series, 119–120
 Education Amendments of 1974, 351
 Education Amendments of the Indian Education Act of 1972, 346
 Education Consolidation and Improvement Act (ECIA), 349
 Education Department, 381–383
Education Digest, 136
 Education for All Handicapped Children Act, 279, 347–348
 Education for Economic Security Act, 351
 Education management organizations (EMO), 369
 Education of Mentally Retarded Children Act, 347
 Education of the Handicapped Act
 Amendments of 1983, 348
 Education of the Handicapped Act
 Amendments of 1986, 348
Education Week, 136
 Effective teachers, traits of, 238–239
 Effort, grade points for, 221–222
 Electronic books (e-books), 479–480, 482
 Electronic media, copyright law and, 332
 Electronic walls, 473–474
 Elementary and Secondary Education Act (ESEA), 15, 278
 Title VII of, 267, 349
 Elementary and Secondary Education
 Amendments of 1968, 347
 Elementary and Secondary School
 Improvement Amendments, 349
Elementary School Journal, 136
 Elementary schools, 362
 content, 15
 federal legislation, 345–346
 financing for, 383
 purpose of, 366
 ELLs (English language learners), 67, 71–72
 demographic data for, 72–73
 reading abilities and, 79
 teaching strategies, 74
 E-mail, English usage and, 460
 Emergent literacy programs, 204–206
 Emotional behaviors
 disorders, 91–92
 diversity in, 75–78
Emotional Intelligence (Goleman), 76
 Empathy, 96
 Employment issues, 326–328
 Energy Department, 381
Engel v. Vitale, 343, 354
 English grammar schools, 263
 English language. *See also* ESL (English as a second language)
 e-mail and text messaging and, 460
 ESOL (English for speakers of other languages), 71
 Hispanic students and, 66–67
 Environmental Education Act, 351
 Environmental noise, 93
 Epilepsy, 95
 Epistemology, 292–293
 E-publishing, 189
 Equal Access Act, 344
 Equal access requirements, 344, 463
 ERIC (Educational Resources Information Center), 138
 ESL (English as a second language), 67, 71–72
 at-risk students and, 405
 teaching positions in, 125
 ESOL (English for speakers of other languages), 71
 Essentialism, 303–305, 312
 social reconstructionism
 compared, 307
 Establishment Clause, 344
 Ethics, 319–325, 322–323
 articulating ethical beliefs, 320–321
 axiology, 291, 319
 in character education, 170
 codes of, 323–325
 curriculum and, 156
 honorable teachers, 323
 National Education Association (NEA)
 code of, 132–133
 Oath of Ethical Conduct, 325
 personal ethics, 319–320
 Ethnicity, 59–71, 402
 and at-risk students, 405
 and charter schools, 123
 early years of nation, education in, 264–265
 land-grant colleges and, 272–273
 National Board Certification and, 131
 and poverty, 406
 public schools, representation in, 60
 television viewing and, 419–420
 Evaluation
 assessment compared, 217
 summative assessment as, 218
 Evidence for reform, 442
 Evolution as null curriculum, 159
 Exceptional children, 81–82
 assistive technology, 459
 equal access requirements, 463
 legislation, 347–348
 Supreme Court cases, 354
 Exclusionary criteria for learning disabilities, 88
 Existentialism, 300–301, 301, 312
 Expectations
 for behavior, 226
 communication to students, 233–234
 Experiences
 arranging experiences, 34–37
 curriculum and, 154
 experiential education, 476–479
 Experimentalism, 299
 Explicit curriculum, 158, 318
 Expulsion of students, 336–337
 Extended family, 402
 Extensive support for mentally retarded, 86
 Extracurricular activities, 160–162
 and character education, 170
 design of schools and, 466–469
 influence of, 418–419
 Extrinsic-reward aspect, 309
 Extroverted students, 77
 Eye contact, 227
- F**
 Facilitating learning, 33–49
 Faculty. *See* Colleagues
 Families. *See also* Parents
 alternative structures, 403–404
 blended families, 402–403
 extended family, 402
 homelessness, 407–410
 nuclear family, 401–402
 poverty, 406–407
 single-parent families, 402–403
 Family Educational Rights and Privacy Act (FERPA), 342, 346–347
 Federal government
 categorical funding, 274, 349
 in early years of nation, 265
 financing education, 381–383
 national defense and education, 278
 in nineteenth century education, 272
 reform model and, 433
 role in education, 371
 Federal laws, 319, 344–355. *See also*
 Legal issues
 challenges to, 353–355
 table of legislation, 352
 Fetal alcohol syndrome, 414
 Field observations, 112–116. *See also*
 Student teaching
 adjustment by teachers, 48
 attendance during, 115
 curriculum, learning about, 114
 demeanor of students, 78
 policy handbooks, examining, 114
 record/react/reflect in, 115–116
 for specialization courses, 111
 teachers, learning about, 113–114
 Field trips, 36–37
 as experiential education, 476
 liability for, 329
 and Progressivist movement, 277
 Fifth Amendment and copyrights, 331
The Fifth Discipline (Senge), 483
 Fights, legal issues and, 330–331
 Financing education, 381–388. *See also* Grants
 channeling funds to schools, 385–388
 future and, 481–482
 local governments, 385
 reforms, costs of, 446
 school districts, role of, 377
 states, role of, 383–385
 Fingerprinting teachers, 112
 Firing of teacher, 328
 First Amendment
 copyright laws and, 331
 free speech issues, 333
 First-year teachers, 103–104
 Flexibility, 48–49
 Flexible scheduling, 277
 Florida A&M, 273
 Flow of school, 468–469
 Follow Through, 346
 Foreign languages standards, 197
 Formal appraisals, 130

Formative assessments, 210, 217–218
conducting, 219
Forms (Aristotle), 295
Foster care, children in, 404
Foundations, funding from, 387
Four Idols (Bacon), 296
Four-phase learning cycle, 45
Fourteenth Amendment
free speech issues, 333
tenured teaches, 328
A Framework for Understanding Poverty
(Payne), 406, 409
Freedom of expression, 332–334
Freedom of speech, 333, 340–341
Functional academics/curriculum, 86
Functionally blind students, 93
Funding education. *See* Financing education
Fused curriculum, 172
Future. *See also* Technology
and funding education, 481–482
and global community, 483

G
Gain scores, 222, 223
Gays and lesbians
parents, 404
students, 96
GED (general equivalency degree), 383
Gender
bias, 70
cognitive differences and, 70–71
colonial American, women's education
in, 262
defined, 70
diversity in, 69–71
dropout rates and, 405, 406
learning disabilities and, 88
in nineteenth century education, 267
and physical education programs,
198–199
General education courses, 109–110
General welfare clause, 344–345
The GI Bill, 345
Gifted and talented students, 86–87
Global community, 483
Goals. *See* Objectives
Golden Mean, 163, 296
Goss v. Lopez, 354
Government. *See* Federal government;
Local governments; States
Governor, role of, 373
Grades
assignment of, 220–224
at-risk students and, 405
consequences involving, 235
effort, points for, 221–222
gain scores, 222, 223
humanistic education and, 223
inflation, 222–224
normal curve and, 216–217
objectives, meeting, 221
principals and policy, 379–380
responsibility for, 128
Grammar school, 263
Grants
block grants, 349
categorical grants, 274, 349
corporate grant funding, 432

funding from, 387
Title VI grants, 386
writing, 129
Great Books, 427
The Great Conversation (Hutchins), 302–303
Greek role in education, 254–256
Guest speakers, 36, 37

H
Handicapped Children's Early Education
Assistance Act, 347
Hanna Perkins School v. Simmons-
Harris, 354
Hanukkah, 420
Happiness and classroom management, 227
Happy students, 76
Harvard University
establishment of, 260
Project on the Next Generation of
Teachers, 121
Hazelwood School District v. Kuhlmeier, 354
Hazing, 415
Head Start, 278, 346, 365
financing, 383
Health and Human Services Department,
381, 383
child abuse and death, 411
Health impaired students, 94–96
Hearing disabilities, 93–94
Hebrew role in education, 257
Hidden curriculum, 158
Hierarchy of Needs (Maslow), 17,
170–171, 310
Higher education. *See* Colleges and
universities
The Higher Education Act of 1965, 345
High schools, 362
evolution of, 263
federal legislation, 345–346
financing for, 383
purpose of, 367–368
High-stakes tests, 350
Hinduism, 297
idealism of, 294
Hispanic American Month, 420
Hispanic Americans, 66–67
dropout rates for, 405, 406
as ELLs (English language learners), 72
nineteenth century education, 267
single-parent families, 402
History of education
in America, 259–273
in early years of nation, 262–265
Greece, role of, 254–256
matter of law, education as, 260–261
in nineteenth century, 265–273
second half of twentieth century, 278
of secular education, 260
in twentieth century America, 273–281
Holiday observances, 420
Holographic displays, 474–475
Homelessness, 407–410
Homeschooling, 279, 369–371
Homosexuals. *See* Gays and lesbians
Honesty, 320
Honig v. Doe, 354
Honorable teachers, 323
Hornbooks, 261

“How to Make Our Ideas Clear”
(Peirce), 298
Humane treatment of others, 320
Humanism, 170–171, 309–310, 312, 427
in classroom, 309–310
in Renaissance, 258–259
Humor and classroom management, 227
Hunger, 409
The Hurried Child (Elkind), 419

I
Idealism, 294–295, 301, 312
classical idealism, 294
modern idealism, 294–295
religious idealism, 294
Idols (Bacon), 296
IEPs (individual education plans), 347
Ill-defined problems, 174
Illinois Standards Achievement Test
(ISAT), 182
Illiteracy, 80
Illnesses, students with, 95–96
Imitation in social learning theory, 50
Immigration, 273
Implementation of reforms, 445–447
Implicit curriculum, 158–159
Improving America's Schools Act, 349
Improvisation IXV (Kandinsky), 292
Inclusionary criteria for learning
disabilities, 88
Inclusion model, 89
Indexes of vulnerability, 67
Individuals with Disabilities Education Act
(IDEA), 348
on ADHD (attention deficit hyperactivity
disorder), 90
on autism, 90
emotional/behavioral disorders, 91–92
on learning disabilities, 88
on physical and health impairments, 95
on visual sensory disability, 93
Induction period, 327
Inductive reasoning, 293
Inference questions, 44
Inflation of grades, 222–224
Informed collaboration, 441
Ingraham v. Wright, 354
In loco parentis, 325, 434
Inquiry approach, 45–47, 277
curriculum, 173–174
in taxonomy of instructional
techniques, 47
In-service programs, 22–23
Institutio Oratoria (Quintilian), 256
Instructional interventions, 440
Instructional techniques, 37–47, 41. *See*
also Classroom management
application of, 46
assessment and, 218–220
combination of techniques, applying,
46–47
direct instruction, 38–39
discovery learning, 44–45
drill and practice, 39
innovations in, 472–475
inquiry approach, 45–47
lecture, 39, 40
for mentally retarded students, 86

Instructional techniques, continued
 mental modeling, 41–44
 question-and-answer technique, 39–40
 reforms, 436–437
 taxonomy of, 47

Instructor, 136

Integrated curriculum, 172

Integration cases, 353

Intelligence
 defined, 82
 diversities in, 81–83
 intelligence quotient (IQ), 82, 86–87
 multiple intelligences theory, 83, 84
 normal curve representing, 82–83

Intelligence quotient (IQ), 82
 gifted and talented students, 86–87

Intentional torts, 329

Intermittent support for mentally retarded, 86

Internalizing disorders, 91–92

International Baccalaureate (IB) credits, 109

International Reading Association (IRA), 21
 on diversity, 58
 standards development, 195–196

Internet
 copyright law and, 332
 distance education, 458–459
 and experiential education, 476–477
 local issues and, 477–478
 teaching positions, looking for, 126

Interpersonal musical intelligence, 83, 84

Interventions, 436, 438–440
 administrative interventions, 440
 character education, 439–440
 curricular interventions, 439–440
 instructional interventions, 440

Interviews
 of decision makers, 435
 for teaching positions, 126–127

Intrapersonal musical intelligence, 83, 84

Introverted students, 77

IRAs (individual retirement accounts), 482

Islam, 297

“I Wonder . . .” model, 41, 42–44

J
 Jim Crow laws, 266
 Job Corps, 278
Journal of Learning Disabilities, 137
 Judiciary, role of, 375
 Junior high. *See* Middle school

K
 Kappa Delta Pi (KDP), 135
 Kentucky Education Reform Act, 372
 Keyboarding skills, 168
 Kindergarten
 alphabet and, 427
 history of, 266
 purpose of, 365–366
 Kinesthetic learning style, 79
 Kwanzaa, 420

L
 Laboratory School of University of Chicago, 272
 Labor Department, 381, 383

Land-grant colleges, 272–273, 345
 Land Ordinance Act, 265
 Language. *See also* English language
 curriculum standards, 195–196
 diversity and, 71–74
 foreign languages standards, 197
 Hispanic students and, 66–67
 immersion, 72
 teacher/school expectations, 73–74

Lanham Act, 1950 Amendments to, 346

Latchkey children, 402–403

Latin Grammar Schools, 260, 261

Latino/a Americans. *See* Hispanic Americans

Lau v. Nichols, 278, 354

Laws. *See* Federal laws; Legal issues

Layout of facilities, 466–469

Learners, development as, 22–23

Learning disorders, 81, 87–92, 88–89

Learning strategies, 89

Learning styles, 57–58
 diversity of, 79

Least restrictive environment (LRE), 348

Leaving profession, reasons for, 6

Lectures, 39, 40
 in taxonomy of instructional techniques, 47

Lee v. Weisman, 343

Legal issues
 for certification eligibility, 118
 child abuse, reporting, 329–330
 conduct with students, 335–336
 contracts, employment, 326–327
 copyright laws, 331–332
 corporal punishment, 337–338
 dismissal from employment, 328
 due process, protection of, 326
 employment issues, 326–328
 expulsion of students, 336–337
 freedom of expression, 332–334
 freedom of speech, 340–341
 induction period, 327
 liability of teachers, 328–329
 lifestyle decisions, 334–335
 marriage of students, 337
 matter of law, education as, 260–261
 parenthood of students, 337
 pregnancy of students, 337
 reasonable force, use of, 330–331
 religion in schools, 343–344
 search and seizure, 338–339
 self-defense, right to, 331
 sexual behavior, private, 335
 sexual harassment, 341–343
 of students, 336–343
 suspension of students, 336–337
 teachers and, 325–336
 tenure, 327
 tort law, 328–329

Legislatures. *See also* Congress
 state legislature, role of, 364

Lemon Test, 344

Lemon v. Kurtzman, 343, 344

LEPs (limited English proficiency), 71, 72

Lesbians. *See* Gays and lesbians

Lesson plans, 118

Letter-sound associations, 205

Levels of school, 362–365
 structure of, 364

Liability insurance coverage, 329

Liability of teachers, 328–329

The Liberal Education of Boys (Erasmus), 258

Library funding, 386

Licensing
 accreditation agency, 105–107
 defined, 109
 other fields, use in, 123–124
 reciprocal licensing agreements, 107

Lifestyle decisions, 334–335

Limited support for mentally retarded, 86

Linear programming, 167

Linguistic intelligence, 83, 84

Lip reading, 94

Litchfield Academy, 267

Literacy, 79. *See also* Reading
 emergent literacy programs, 204–206
 illiteracy, 80

Literature-based instruction, 206

Local community. *See* Community

Local education agency, 184

Local governments, 375–381
 district personnel, 376–378
 financing education, 385
 school boards, 375

Locker searches, 340

Logic, 293

Logical-mathematical intelligence, 83, 84

Logistical innovations, 461

Look-say method, 427–428, 436–437

Lord's Prayer, 344

Lotteries, 385

Low vision students, 93

Loyalty, 320–321

Lunch duty, 240

Lunch subsidies, 382

Lyceum of Aristotle, 256, 295

M
 Magazines, influence of, 419–420

Mager objectives, 221

Magnet schools, 368–369

Maieutics, 294

Mailbox Teacher, 137

Mainstreaming, 89

Major premise, 293

Mandated reporters, teachers as, 330

Marijuana use, 414

Marketplace, Idol of the, 296

Marriage of students, 337

Maryland Business Roundtable for Education, 457–458

Massachusetts Act of 1642, 261

Massachusetts Act of 1647, 261

Massachusetts Comprehensive Assessment System (MCAS), 182

Master's degrees, 22

Mastery learning, 166–167

Materials
 in classroom management, 227
 and curriculum, 155
 for reform programs, 446
 technology and, 479–481

Mathematics
 new math, 427
 standards, 193–194

Mayflower Compact, 260

McGuffey Readers, 266

- The McKinney Education of Homeless Children and Youth Act (EHCY), 409–410
- Media and Methods*, 137
- Media influences, 419–420
- Mediating conflicts, 416
- Melting pot metaphor, 59–60, 274
- Mennonite Baptist education, 261
- Mental modeling, 41–44
in taxonomy of instructional techniques, 47
- Mental retardation, 83, 85–86
classification of, 85–86
levels of support for, 86
- Mentoring, 23–24
as administrative intervention, 440
being a mentor, 130–131
- Metaphysics, 290–291
- Methods courses, 110–111
- Michigan State University, 272
- Mid-continent Research for Education, 457
- Middle Ages, education in, 258
- Middle school, 362
purpose of, 367
- Mild hearing loss, 94
- Mills v. Board of Education of the District of Columbia*, 354
- Minimal brain dysfunction, 88
- Minor premise, 293
- Modeling, 49–52. *See also* Mental modeling; Role models
in social learning theory, 50
- Moderate hearing loss, 94
- Moderate-severe hearing loss, 94
- Modular schools, 465–466
- Moments of meditation, 344
- Monitoring, 48–49
- Montessori methods/materials, 276
- Mood disorders, 92
- Moral standards, 51, 319
- Morrill Act of 1862, 272, 345
- Motivation
and classroom management, 227
diversity in, 74–75
of teachers, 5–6
- Multiculturalism, 60
and content, 68
as reform movement, 438–439
- Multidimensional student development, 62
- Multimedia presentations, 35–36, 37
- Multiple disabilities, 95
- Multiple intelligences theory, 83, 84, 87
- Multiple situations, supervision of, 238
- Music
programs, 160
standards, 197–198
- Musical intelligence, 83, 84
- My Pedagogic Creed* (Dewey), 6
- N**
- NAACP (National Association for the Advancement of Colored People), 268, 270
- Name-calling by teacher, 320
- National Assessment of Educational Progress (NAEP), 202–203
Assessment Authorization, 351, 353
on charter schools, 123
Hispanic students and, 73
- National Association for Sport and Physical Education (NASPE), 192, 199
- National Association for the Education of Young Children (NAEYC)
on diversity, 58
ethics codes from, 323
- National-Board Certified teachers, 131–132
- National Board for Professional Teaching Standards (NBPTS), 10, 131–132
- National Center for Education Statistics, 349
on ELLs (English language learners), 72
on homeschooling, 370
on reading proficiency, 367–368
- National Center for History in the Schools (NCHS), 192
- National Center for Research in Vocational Education, 199
- National Clearinghouse for Bilingual Education, 72
- National Coalition for the Homeless, 407
- National Commission for Excellence in Education, 279–280
- National Commission on Testing and Public Policy, 187
- National Council for Accreditation of Teacher Education (NCATE), 24
on alternative certification, 119
standards of, 105–107
- National Council for the Social Studies (NCSS), 192, 196
- National Council of Teachers of English (NCTE), 192, 195–196
- National Council of Teachers of Mathematics (NCTM), 21
curriculum/assessment standards, 193–194, 204
national education standards and, 191
- National curriculum debate, 202–204
- National defense, 273, 278
- National Defense Education Act (NDEA), 153, 278, 351
- National Defense Student Loans (NDSL), 438
- National Education Association (NEA), 132–133
Committee of Ten on Secondary Studies, 271–272
Committee of Thirteen on College Entrance Requirements, 272
ethics codes from, 323–324
Fact Sheet on Teacher Quality, 108
founding of, 271–272
Second Curriculum Committee, 274–275
Teacher Education Initiative, 24
- National education standards, 191–192
- National Household Survey on Drug Abuse, 414
- Nationalism, 304–305
- National Joint Committee on Learning Disabilities (NJCLD), 88
- National Parent-Teacher Association, 415
- National Reading Recovery Center, 440
- National Research Council, National Academy of Sciences, 194
- The National School Lunch Act, 346
- National Science Education Standards, 194–195
- National Science Teachers Association (NSTA), 21
and national curriculum, 204
national education standards and, 191
Scope, Sequence, and Coordination Project, 194
- National Society for Autistic Children, 89
- National Youth Tobacco Survey, 414
- A Nation at Risk: The Imperative for Educational Reform*, 279–280, 304
- Nation's Report Card, 203
- Native American Month, 420
- Native Americans, 60–61, 63–64
in colonial America, 262
depression in, 96
early years of nation, education in, 264
philosophy of, 290
- The Natural Investigator*, 42–43
- Naturalistic musical intelligence, 83, 84
- Nature-deficit disorder, 461
- Nature of reforms, 443–445
- Navajo culture, 63
- NCBLA. *See* No Child Left Behind Act
- Need criteria for learning disabilities, 88
- Need for reforms, 442–443
- Neglect. *See* Child abuse and neglect
- Negligence
cases, 328–329
child abuse, reporting, 329–330
- Networking for teaching positions, 126
- New England Primer*, 261, 262
- Newspapers, influence of, 419–420
- New Teacher Advocate*, 135
- New World education, 259–262
- Nineteenth century, education in, 265–273
- No Child Left Behind Act, 15, 108, 187.
See also Adequate Yearly Progress (AYP)
charter schools and, 123
ELLs (English language learners) and, 71, 73–74
essentialism and, 305
National Assessment of Educational Progress (NAEP) and, 203
primary grades, purpose of, 365–366
standards of, 108–109
states, role of, 374
testing and curriculum issues, 200–202
vouchers and, 368
- Noninstructional tasks
committee work, 240–241
outside classroom, 240
substitute teacher, planning for, 241–242
- Nonverbal communication
in classroom management, 227
cultural preference for, 63
- Normal curve, 216–217
- Normal hearing, 94
- Normal schools, 267
- Norm groups, 216
- North American Council for Online Learning, 458
- The Northwest Ordinances, 345
- Northwest Regional Laboratory (NWREL), 444

Northwest Territories, education in, 265
 Novelty, appreciation of, 77–78
 Nuclear family, 401–402
 Null curriculum, 159–160

O

Oath of Ethical Conduct, 325
 Objectives
 of cooperative learning, 172
 grades and, 221
 of reform programs, 445
 Obsessive-compulsive disorder, 92
 Ockham's razor, 35
 Office staff, communicating with, 20–21
 Ohio State University, National Reading Recovery Center, 440
 The Old Deluder Satan Act, 261
 Omnibus Consolidated and Emergency Supplemental Appropriations Act, 351
On Civil Disobedience (Thoreau), 156
 Online learning, 458
 Open classroom plans, 186
 Open-ended questions, 219
 Operant conditioning, 308
 Oppositional defiant disorder, 92
 Oral/aural methods, 94
 Orthopedic impairments, 95
 OSHA (Occupational Safety and Health Administration), 93
 Other health impairments, 95
 Outcome-based education (OBE), 167
 Outcomes and curriculum, 154, 167
 Outside classroom tasks, 240
 Overweight/obese students, 467
 Oxford University, 258

P

Pacific Islander students, 64–66
Paideia Proposal: An Educational Manifesto (Adler), 303
 Parents
 autism and, 89
 communicating with, 18–19
 complaints of, 128
 conferences, 240
 and curriculum, 183–184, 191
 education, lack of, 409
 involvement, lack of, 409
 pressure from, 419
 on purpose of schools, 361
 in reform model, 434–435
 single-parent families, 402–403
 students as, 337
 working with, 240–241
 Parent-teacher organizations (PTOs/PTAs), 133
 curriculum, influence on, 183
 responsibilities for, 240
 teachers, responsibilities of, 129
 Parochial schools
 in colonial America, 261
 public funds for, 344
 teaching in, 121–122
 PDS model, 24
 Pedagogues, 256

Pedagogy, 6–10, 429
 competencies, 10–11
 defined, 6
 and higher education, 429–430
Pedagogy of the Oppressed (Freire), 290
Pennsylvania Association for Retarded Citizens (PARC) v. Pennsylvania, 354
 People for the American Way, 184
 Perceptual disabilities, 88
 Perennialism, 163, 302–303, 312
 social reconstructionism compared, 307
 Performance appraisals, 130
 Performance-based education (PBE), 167
 Perry Preschool Project, 346
 Personal appearance issues, 334–335
 Personality
 development theories, 17
 diversity in, 75–78
 Pervasive support for mentally retarded, 86
 Phi Delta Kappa (PDK), 135
Phi Delta Kappan, 135
 Philadelphia Academy, 263
Phillips v. Lincoln County School District, 329
 Philosophy, 288–289, 301–307. *See also*
 specific philosophies
 axiology, 291–292
 conceptual clusters, 290–291
 constructivism, 310–311, 312
 and curriculum, 186–187
 Eastern philosophy, 297
 epistemology, 292–293
 essentialism, 303–305, 312
 existentialism, 300–301, 312
 idealism, 294–295, 312
 logic, 293
 metaphysics, 290–291
 perennialism, 302–303, 312
 personal philosophy, developing, 289–290
 pragmatism, 298–300, 312
 purpose and, 11–12
 realism, 295–297, 312
 schools of, 289, 291, 293–301
 social reconstructionism, 306–307
 of teaching, 9
 word derivation, 289
 Phoneme-grapheme correspondence, 205
 Phonics, 195, 205, 427, 436–437
 and emergent literacy, 204–205
 Physical disabilities, 81, 94–96. *See also*
 Exceptional children
 Physical education
 design of schools for, 466–469
 as extracurricular program, 160, 161
 implications of programs, 468
 standards for, 198–199
 Physical plant design, 463–466
Pickering v. Board of Education, 333
Pietà (Michelangelo), 292
 Pilgrims and education, 259–260
 PL 76-849, 346
 PL 78-346, 345
 PL 79-396, 346
 PL 83-531, 351
 PL 83-597, 346
 PL 85-864, 351
 PL 85-926, 347
 PL 88-352, 346
 PL 88-452, 345, 346
 PL 89-10, 349
 PL 89-329, 345
 PL 90-247, 347, 349
 PL 90-538, 347
 PL 91-516, 351
 PL 92-318, 346
 PL 93-112, 347
 PL 93-247, 347
 PL 93-380, 351
 PL 94-142, 347–348
 PL 95-561, 351
 PL 97-35, 349
 PL 98-199, 348
 PL 98-377, 351
 PL 99-457, 348
 PL 100-297, 349
 PL 100-407, 348
 PL 101-239, 351
 PL 101-336, 348
 PL 101-542, 347
 PL 101-600, 351
 PL 103-33, 351, 353
 PL 103-227, 347
 PL 103-239, 351
 PL 103-382, 349
 PL 105-17, 348
 PL 105-277, 351
 PL 105-285, 350
 PL 107-110. *See* No Child Left Behind Act
 PL 108-265, 351
 Planning, 16
 for classroom management, 231–232
 by school districts, 377
 for substitute teacher, 241–242
 Pledge of Allegiance, 51
 Policy handbooks, 114–115
 Politics and reform model, 432–434
Politics (Aristotle), 257
 Portable classrooms, 463
 Portfolio
 preparation, 116
 for teaching positions, 125–126
 Positive behavior support, 90
 Postfederal school design, 462–463
 Post-traumatic stress disorders, 92
 Poverty, 406–407
 extracurricular activities and, 419
 language achievement and, 71
 learning disabilities and, 88
 Power
 and reform politics, 434
 struggles, 236
 Practicing classroom management, 232
 Pragmatism, 298–300, 301, 312
 foundation for, 298
 Prairie View A&M, 273
 Praxis series, 119–120
 Prayer groups, 344
 Prayer in school, 343–344
 Predominantly Hyperactive-Impulsive (HI) behaviors, 91
 Predominantly Inattentive (IN) behaviors, 91
 Prefederal school design, 461–462
 Pregnancy of students, 337, 416–417
 Prekindergarten, purpose of, 365–366
 President's Advisory Commission, 2000, 66
 Pressured children, 419

- Pre-vocational education, 199
 Primary grades, 362
 purpose of, 365–366
 Principals, 378–381
 teacher testimonial, 378–379
 Principles of Effective Discipline, 233–234
 Principles of Learning Test (PLT), 120
 Privacy requirements, 115
 students' rights, 342–343
 Private schools, 261. *See also* Parochial schools
 in second part of twentieth century, 279
 teaching in, 121–122
 Privatization of public schools, 369
 Probable cause and search and seizure, 339–340
 Probationary period, 327
 dismissal during, 328
 Problem-solving
 conferences, 236–237
 curriculum, 173–174
 Dewey, John on, 299
 Procedural due process, 326
 Procedures, 230–231
 implementing, 237–238
 practicing, 232
 Professional development, 10–11, 22–24, 130–132
 and student teaching, 117
 technology and, 457
 Professional education, 110
 Professionalism in field observations, 114–115
 Professional organizations, 132–138. *See also* specific organizations
 administrative/supervisory organizations, 134, 137
 communication with, 21
 ethics codes from, 323–324
 generalized organizations, 132–133
 and national education standards, 192
 research-oriented organizations, 135
 special service organizations, 138
 subject area organizations, 133–134, 137
 Profound hearing loss, 94
 Programmed instruction, 309
 Progressive Education Association (PEA), 276
 Progressivism, 170, 300, 305–306, 312, 427
 challenges to, 276–277
 Dewey, John and, 275–276
 Property taxes, 385
Proposals Relating to the Education of Youth in Pennsylvania (Franklin), 263
 Protestant vernacular schools, 259
 Proximity of teacher to students, 239
 Psychology of teaching, 9
 Publications, 136–137
 Public schools
 privatization of, 369
 religious instruction in, 344
 salaries for teachers, 127
 teaching in, 121
 Pull-out programs for ELLs (English language learners), 72, 74
 Purdue University, 272
 Placement Manual, 125
 Puritan view, 260
 Purpose, 10–11, 11–14, 361–362, 363
 attitude and, 12–13
 business demands and, 432
 in classical realism, 296
 of curriculum, 156–157
 levels, purposes of, 365–368
 and philosophy, 11–12
 of reforms, 442–443
 and style, 13–14
- Q**
 Quadrivium, 154, 258
 Quaker education, 261, 262
 for slaves, 264
 Question-and-answer technique, 39–40
 in taxonomy of instructional techniques, 47
The Quick Reference Guide to Educational Innovations (Orange), 448
- R**
 Race. *See also* specific races
 diversity of, 59–71
 early years of nation, education in, 264–265
 learning disabilities and, 88
 Radical empiricism, 298
 Reading. *See also* Literacy; Phonics; Whole Language
 curriculum standards, 195–196
 diversity of abilities, 79–80
 emergent literacy programs, 204–206
 instructional intervention, 440
 instructional reform, 436–437
 Reading Excellence Act, 351
 Reading First program, 71, 350
 Reading Recovery, 440
 Realism, 295–297, 301, 312
 classical realism, 295–296
 religious realism, 296
 Reasonable force, use of, 330–331
 Reasonable suspicion and search and seizure, 339–340
 Reasons
 for entering profession, 5–7
 for leaving profession, 6
 Recall in question-and-answer technique, 40
 Reciprocal licensing agreements, 107
 Record/react/reflect
 in field observations, 115–116
 in student teaching, 118
 Rectification requirements, 22
 Reflection. *See also* Record/react/reflect
 in question-and-answer technique, 39–40
 Reflexive conditioning, 308
 The Reformation, 258–259
 Reform model, 429–435
 business and, 430–432
 common purpose, finding, 430
 higher education and, 429–430
 parents in, 434–435
 politics and, 432–434
 Reforms, 426–427. *See also* Interventions
 administrative reform, 437–438
 change and, 427–428
 claims of program, 444–445
 comparable programs, availability of, 443
 costs of, 446
 curricular reform, 436
 development of program, 444
 evaluating, 447
 exemplary reforms, 441–447
 implementation of, 445–447
 instructional reform, 436–437
 material requirements, 446
 nature of program, 443–445
 need for program, 442–443
 personnel implementing, 445
 purpose of, 442–443
 teacher testimonial, 438–439
 training requirements, 446
Regents of the University of California v. Bakke, 354
 Regional issues
 in colonial America, 261–262
 in early twentieth century, 274
 Regrouping plans, 34–35
 The Rehabilitation Act, Section 504, 347
 Relevant curriculum, 173–174
 Religion. *See also* specific religions
 colonial American education and, 261
 diversity of, 69
 early years of nation, education in, 264
 homeschooling and, 370
 idealism, religious, 294
 legal issues, 343–344
 in Middle Ages, 258
 in New World, 260
 prayer in school, 343–344
 realism, religious, 296
 Supreme Court challenges, 354
 Remedial education, 350
 Renaissance, education in, 258–259
 Renaissance 2010 project, Chicago, 369
 Replicability of reforms, 444
 Representation of school, 21
The Republic (Plato), 255–256
 Research
 classroom-based research, 24
 federal legislation, 351, 353
 organizations for, 135
 professional development and, 24
 Resegregation trend, 61
 Responsibilities as teacher, 127–129
 Resumes for teaching positions, 125
The Right Method of Instruction (Erasmus), 258
Roberts v. City of Boston, 266
 Role models, 49–50
 away from school, 51–52
 classroom management, modeling in, 226–227
 Roman role in education, 256–257
 Romantic naturalism, 305
 Routines, 230–231
 implementing, 237–238
 practicing, 232
 Rules. *See also* Consequences
 defined, 228–229
 drafting of, 234
 enforcement of, 235–236
 expectations, communicating, 233–234

Rules, continued

- positive words in, 229
- practicing, 232
- Principles of Effective Discipline and, 234
- teacher's behavior and, 239
- tips for making, 229

S

- Sad students, 76–77
- Safe Schools Act, 347
- Safety issues, 333
- Salad bowl metaphor, 59, 60
- Salaries
 - base salaries, 127, 128
 - for National-Board Certified teacher, 131–132
 - postgraduate work and, 109
- Sales taxes, 385
- San Antonio v. Rodriguez*, 384
- Santa Fe Independent School District v. Doe*, 343–344
- Savage Inequalities: Children in America's Schools* (Kozol), 385
- Scanners, 168
- Schizophrenia, 91, 92
- Scholasticism, 258
- School assignments, 128
- School boards, 183–184
 - local school boards, 375
- School choice, 368
- School districts, 376–378
 - assessment by, 377
 - curriculum specialist, 376–377
 - financial management, 377
 - personnel of, 377–378
 - planning by, 377
- School Dropout Prevention and Basic Skills Improvement Act, 351
- The School Milk Program Act, 346
- School privatization, 369
- Schools. *See also* Purpose
 - and curriculum, 186–188, 191
 - options for, 368–371
- The Schools We Have: The Schools We Want* (Nehring), 58
- School-to-Work Opportunities Act, 351, 383
- School-to-work programs, 199
- School uniforms, 206–208
- Science for All Americans* (Rutherford & Ahlgren), 155
- Science in the Multicultural Classroom: A Guide to Teaching and Learning* (Barba), 437
- Science of teaching, 9–10
- Science standards, 194–195
- Scientific management, 266
- Search and seizure laws, 338–339
 - drug tests, 340
 - probable cause and, 339–340
 - reasonable suspicion and, 339–340
- Secondary content, 15–16
- Secondary schools. *See* High schools
- Second Curriculum Committee, 274–275
- The Secret of Childhood* (Montessori), 277
- Secular education, 260
- Self-concept, 75
- Self-defense, right to, 331
- Self-determination, 300–301
- Self-esteem, 172
- Self-fulfilling prophecy, 75
- Sensory disorders, 81
 - diversity of, 92–96
- Separate but equal doctrine, 266–267, 413
 - Brown v. Board of Education of Topeka*, 274, 278
 - challenge to, 268–270
 - land-grant colleges and, 272–273
- The Servicemen's Readjustment Act, 345
- Sesame Street*, 420
- Severe hearing loss, 94
- Sex, defined, 70
- Sex discrimination, 279
- Sex education, 416–417
 - and null curriculum, 159
- Sexism, 70
- Sexual behavior, 335
- Sexual harassment, 341–343
- Sexual stereotyping, 70
- Shortage of teachers, 124
- Shunning, 415
- Silent prayer sessions, 344
- Single-parent families, 402–403
- Site-based management, 122–123, 241
- Slaves, education of, 264
- Slight hearing loss, 94
- Smith v. School District of the Township of Darby*, 328
- Social interaction, 311
- Social learning theory, 50
- Social observances, 420
- Social promotion, 350
- Social reconstructionism, 306–307, 312, 401
- Social studies standards, 196
- Socioeconomic issues, 401–413. *See also* Poverty
 - divorce, 402
 - single-parent families, 402–403
 - teacher testimonial, 408–409
- Sociology of teaching, 9
- Socratic method, 294
- Software and copyrights, 332
- Sophists, 255
- The Souls of Black Folk* (DuBois), 268–269, 290
- South Asian students, 64
- South Carolina State University, 273
- Southeast Asian students, 64
- Soviet Union. *See* Sputnik
- Spanish-speaking skills, 66–67
- Sparta, 254–255
- Spatial intelligence, 83, 84
- Special Education in Contemporary Society: An Introduction to Exceptionality* (Gargiulo), 83
- Special interest groups
 - and curriculum, 184, 191
 - and textbook selection, 189
- Specialization courses, 110–111
- Special needs children. *See* Exceptional children
- Special service organizations, 138
- Speech
 - freedom of, 333, 340–341
 - synthesizers, 459
- Spontaneity, copyright law and, 332
- Sputnik, 153, 273–274
 - National Defense Education Act (NDEA) and, 351
- progressivism and, 306
- reforms and, 438
- Standardized tests, 216–218
 - and at-risk students, 405
 - and curriculum, 187
 - high-stakes tests, 350
 - principals, role of, 380
- Standards 2000 for mathematics, 194
- Stanford-Binet test, 82
- State education agencies (SEAs), 109, 374, 381
- States
 - curriculum, legislatures and, 185–186, 191
 - financing education, 383–385
 - governor, role of, 373
 - grading of schools, 374
 - judiciary, role of, 374
 - legislature, role of, 374
 - per-pupil expenditures by, 383–384
 - politics of reform, 432–434
 - reform model and, 433
 - role in education, 372–375
 - state education agencies (SEAs), 109, 374, 381
 - superintendent of education, 372, 373
 - textbooks, influence over, 188–189
- Static content, 10–11, 14, 15–16
- Stereotypes
 - of mental retardation, 83
 - sexual stereotyping, 70
- Strategy of teaching, 33
- Strip searches, 340
- Structure of education, 157
- Student-centered curriculum, 163, 169–170, 290
 - core curriculum as, 165
 - progressivism and, 305
- Student government/organizations, 160
- Student projects, 277
- The Student Right-to-Know Campus Security Act, 347
- Student teaching, 106, 112, 116–118
 - Bill of Rights for Student Teachers, 133, 134–135
 - career objectives and, 116–117
 - preparation for, 117–118
 - record/react/reflect in, 118
 - supervising teacher, requesting, 117
- Style
 - examining, 14
 - learning styles, 57–58, 70
 - purpose and, 13–14
- Subject area organizations, 133–134
 - list of, 137
- Subject-centered curriculum, 163–165
- Subject matter
 - federal legislation, 351
 - perennialism and, 303
- Substance abuse, 413–414. *See also* Alcohol use; Drug use
- Substantive due process, 326
- Substitute teachers, 241–242
- Success for All, 427
- Suicide, 96, 417–418
 - warning signs for, 418
- Summa Theologica* (Aristotle), 258
- Summative assessments, 218
 - constructing, 219–220
 - development of skills, 219

Summerhill, 301
 Summer vacations, 5
 Superintendent of education for state, 372, 373
 Superintendent of schools, local, 376
 Supreme Court. *See also* specific cases
 federal law, challenges to, 353–355
 Suspension of students, 336–337
Swann v. Charlotte-Mecklenburg (North Carolina) Board of Education, 353
Sweatt v. Painter, 353
 Symbolic expression, 333
 Synthesis, 41

T
 Tactile learning style, 79
 Talmud, 257
 Taoism, 297
 Taxes, 385
 business, tax funding and, 431
 future of funding with, 481–482
 Taxonomies
 of educational objectives, 17
 of instructional techniques, 47
Taxonomy of Educational Objectives Handbook I: Cognitive Domain (Bloom et al.), 38, 169
The Taxonomy of Education Objectives: Affective Domain, 169
Taylor v. Simmons-Harris, 354
Teacher, 136–137
 Teacher accountability movement, 279
 Teacher-centered perspective, 290
 Teacher-designed tests, 187
 Teacher Education Initiative, 24
 Teacher education programs, 105–107
Teachers and the Law (Fischer, Schimmel & Kelly), 326
 Teach for America, 119
 Teaching positions, 124–125
 demographics of, 124
 geography of, 124–125
 interviewing skills, 126–127
 networking for, 126
 portfolio for, 125–126
 resumes, 125
Teaching Pre-K-8, 136–137
 Teasing/taunting, 415
 Technology, 35, 455–456. *See also* Computers
 assistive technology, 86, 459
 design of facilities and, 461–466
 distance education, 458–459
 electronic walls, 473–474
 and experiential education, 476–479
 Gates, Bill on, 465
 holographic displays, 474–475
 and instructional techniques, 472–475
 issues, 459–461
 logistical innovations, 461
 and materials, 479–481
 for mentally retarded students, 86
 for professional development, 457
 in schools, 456–459
 standards for curriculum, 199
 for students, 457–458
 for teachers, 457
 Technology-Related Assistance for Individuals with Disabilities Act, 348

Teen pregnancy of, 337, 416–417
 Television, 35, 419–420
 Temperament, diversity in, 75–78
 Tenth Amendment, 344
 Tenure, 327
 for college professors, 430
 dismissal of tenured teacher, 328
 TESOL (teaching English to speakers of other languages), 71
 Testing. *See also* Assessment;
 Standardized tests
 con point of view on, 201–202
 as curriculum issue, 200–202
 high-stakes tests, 350
 pro point of view on, 200–201
 teacher-designed tests, 187
 Texas A&M, 272
 Texas Assessment of Knowledge and Skills (TAKS), 182
 Textbooks
 adoption states, 189–190
 and curriculum, 155, 188–190, 191
 electronic books (e-books), 479–480, 482
 e-publishing and, 189
 homogenization of, 189
 technology and, 480–481
 Text messaging, 460
 Theater standards, 197–198
 Theatre, Idol of the, 296
Tinker v. Des Moines Independent School District, 340
 Title I services, 350, 382
 Title IX of Education Amendments of 1972, 198–199, 279, 337
 on sexual harassment, 341
 Title VI grants, 386
 Title VII of ESEA, 267, 349
 Tobacco use, 414
 Tope Integration for Macro-Learning Experiences (TIME), 478
 Tort law, 328–329
 Total communication, 49
 Totally blind students, 93
 Touch-screen capabilities, 168
 Traditional schedule, 364–365
 Traditional teacher education, 109–118
 Trainable mentally retarded (TMR), 85–86
 Transfer of learning, 164
 Transitions, teachers handling, 238–239
 Traumatic brain injury, 95
 Tribe, Idol of the, 296
 Trivium, 154, 258
 Troy Seminary, 267
 Truth. *See* Philosophy
 TSWBAT (the student with be able to) format, 221
 Turnover rate for teachers, 124
 Tuskegee University, 267–268, 273
 2000 School Survey on Crime and Safety, 415
 Tyler rationale, 157

U
 Uniforms in schools, 206–208
 Unintentional torts, 329
 United States Department of Education, 138
The United States v. The Miami University, 343

University of Bologna, 258
 University of California, 272
 University of Chicago, Laboratory School of, 272
 University of Nebraska, 272
 University of Paris, 258
 University of Pennsylvania, 263
 University of Salerno, 258
 Upward Bound, 278

V
 Values
 of African American students, 61
 -centered education, 170
 Vandalism, 414–416
 VCRs, 35
 Vernacular schools, 259
Vernonica School District v. Acton, 340
 Videotapes and copyrights, 332
 Violence in schools, 154, 414–416
 mediating conflicts, 416
 Violence in the United States Public Schools, 415
 Virtual classroom, 371
 Virtual schools, 458
 VISTA, 346
 Visual arts standards, 197–198
 Visual learning style, 79
 Visual sensory disability, 92–93
 Vocalic learning style, 79
 Vocational education, 427
 business demands for, 432
 in colonial America, 261
 federal financing, 383
 perennialism and, 303
 standards, 199
 Voice-recognition computers, 459
 Vouchers, 368

W
Wallace v. Jaffree, 344
 War on Poverty, 278
 Well-defined problems, 173–174
Westside School District v. Mergens, 344
 White American students, 67–69
 White House Conferences on Education, 1956, 1964, 163
 Whole Language, 195, 205, 427, 436
 and emergent literacy, 206
 look-say method, 427–428
Who's Who Among American High School Students, 405
 William and Mary College, 263
 Withdrawal disorders, 91–92
 “Withitness” of teachers, 238
 Women’s History Month, 420
 World War II, 276–277

Y
 Year-round schools, 364–365
 design considerations, 469–471

Z
Zelman v. Simmons-Harris, 354
 Zen Buddhism, 297
Zorach v. Clawson, 344



Name Index

A

Abedi, J., 73, 350
 Achilles, C. M., 437
 Adler, Mortimer, 156, 303, 312
 Ahlgren, A., 155
 Alba, R., 68
 Alber, S., 129
 Alcuin, 258
 Allen, Julie, 408–409
 Allen, R., 405
 Allington, R. L., 79, 350
 Allman, C. B., 93
 Allsop, D. H., 88
 Altwerger, B., 205
 Amato, P. R., 403
 Amschler, D. H., 467
 Anderson, E., 409
 Anderson, J., 343
 Anderson, L. W., 155
 Anderson, P. J., 67
 Andre, T., 160
 Aquinas, St. Thomas, 258, 296, 312
 Aristotle, 163, 256, 257, 288, 293,
 295–296, 298, 312
 Asakawa, K., 65
 Ashford, E., 372
 Atkins, J., 45
 August, D., 79
 Augustine, St., 294, 312
 Ayers, W., 369

B

Bacon, Francis, 293, 296, 298, 312
 Bagley, William C., 303–304, 312, 429
 Bandura, Albert, 50
 Banks, James A., 59, 438
 Barba, Robertta, 437
 Barbe, W., 79
 Baren, M., 91
 Barkley, R., 91
 Barone, D., 350
 Barton, P., 402, 405
 Baruth, L. G., 60
 Bathurst, K., 403
 Bedden, D., 405
 Beller, A., 403
 Benezet, Anthony, 264, 265
 ben Gamala, Joshua, 257
 Bentley, M., 41, 42–44, 311
 Berkeley, George, 294–295, 312
 Berliner, David, 119, 182, 239
 Besharov, D., 346
 Best, A. M., 88
 Biancarosa, G., 80, 367
 Bickerstaff, L., 420
 Bielick, S., 370
 Biemiller, A., 366

Binet, Alfred, 82
 Binkney, R., 350
 Bird, G., 403
 Birman, B., 23
 Black, S., 72, 73, 74, 93, 416
 Blackmon, David W., 378–379
 Blair, J., 131
 Block, James, 166
 Bloom, Benjamin, 17, 38, 166, 218, 279
 Blow, Susan, 266
 Bobo, J., 403
 Bobok, B. L., 6
 Bode, Boyd, 306, 429
 Boers, D., 19
 Borgers, S. B., 402
 Borich, G. D., 230
 Boyer, Ernest, 173
 Bracey, G., 123
 Brameld, Theodore, 307, 312
 Bransford, J., 16, 224
 Brendtro, L. K., 92
 Brenna-Holmes, Megan, 110–111
 Brophy, J. E., 75, 236, 377
 Browder, D., 86
 Brown, Bradford, 160–161
 Brown, W. K., 92
 Brozo, W., 88
 Bruner, Jerome, 155, 157, 159, 279, 433,
 478, 482
 Buchanan, B., 467
 Bugeja, M., 405
 Burden, P. R., 229
 Burgess, J., 126
 Burmeister, L. E., 79
 Burns, M., 439
 Burns, R., 239, 469
 Bushweller, K., 405
 Butterfield, R. A., 63
 Butts, R., 274

C

Calvin, John, 258
 Cambourne, B., 35
 Canedy, D., 405, 406
 Cangelosi, J. S., 224–225
 Canter, L., 225
 Canter, M., 225
 Cantor, J., 420
 Carbo, M., 79
 Carnoy, M., 123
 Carrasquillo, A. L., 67
 Carroll, John, 166
 Carter, R., 68
 Caulfield, R., 417
 Cetron, K., 461
 Cetron, M., 461
 Chandler, K., 370
 Chao, C. M., 66

Charlemagne, 258
 Chaucer, Geoffrey, 112
 Chavers, D., 63
 Checkley, K., 84
 Chen, X., 124
 Cheng, L. L., 65, 66
 Chung, S., 403
 Cilley, M., 88
 Cizek, G. J., 405
 Clements, B. S., 231
 Close, D. W., 91
 Cohen, S. A., 166–167
 Cole, N., 70
 Collier, V., 74, 349, 405
 Collins, Marjory, 252
 Collins, P. A., 420
 Conley, D. T., 188
 Cook, G., 374
 Cook-Cottone, C., 96
 Counts, George, 307, 312
 Coutinho, M. J., 88
 Crandall, Prudence, 253–254, 266
 Crawford, J., 72, 73
 Cremin, L., 274
 Csikszentmihalyi, M., 65
 Cuban, L., 428
 Culyer, G., 445
 Culyer, R., 23, 41, 201, 445

D

Dalberg, John, 434
 Darling, S., 128
 Darling-Hammond, L., 16, 24, 224
 Dean, M., 161
 Dearman, C., 129
 Dejnozka, E., 345, 347
 Denmark, V., 131
 Descartes, Rene, 294–295, 312
 Deshler, D., 33, 78
 Desimone, L., 23
 de Tocqueville, Alexis, 360
 Devito, Al, 242
 Dewey, Alice, 272
 Dewey, John, 6, 163, 169–170, 174–175,
 253–254, 272, 275–276, 298–300,
 305, 312, 429, 432, 438, 439
 Deyhle, D., 63
 Dietel, R., 73, 350
 Dougherty, J., 329
 Dronkers, J., 404
 Druck, K., 415
 Drucker, M. J., 349
 Duarte, A., 60
 DuBois, W. E. B., 253–254, 268–270, 290
 Duke, N., 366
 Dunn, R., 79
 Dyer, P. C., 350

E

Ebert, C., 41, 42–44, 311, 455, 478
 Ebert, E., 41, 42–44, 311, 455, 478
 Edelsky, C., 205
 Einstein, Albert, 455
 Eisner, E., 159, 160
 Eitzen, D. F., 403
 Eliot, Charles, 261
 Elkind, D., 419
 Elliott, Beth, 226–227
 Ellis, E., 33
 Elmer, J., 403
 Emmer, E. T., 231, 238, 239
 English, J., 410
 Epstein, J., 19
 Erasmus, Desiderius, 258
 Erikson, E., 17
 Essex, N., 342, 347
 Evans, G., 407
 Evertson, C. M., 231

F

Fagan, Juanita, 407–408
 Feldhusen, J. F., 87
 Fenzel, L. M., 403
 Fermanich, M. L., 4
 Finn, J., 464
 Fischer, L., 326, 327, 334
 Fiscus, L., 37
 Fiske, Edward, 187
 Flaxman, S., 232
 Flores, M., 205
 Fombonne, E., 78
 Franklin, Benjamin, 263, 264
 Franklin, V. P., 61
 Freeland, R., 58
 Freire, Paulo, 290
 Frelow, V. S., 468
 Freud, Sigmund, 17
 Froebel, Friedrich, 253–254, 266, 297
 Fulghum, Robert, 361
 Futrell, J., 404
 Futrell, M. H., 405

G

Galileo, 293
 Gambrell, L., 40
 Gans, H., 68
 Garan, E. M., 350
 Garcia, E. E., 67
 Garcia, S. B., 65
 Gardiner, S., 405
 Gardner, Howard, 83, 84, 87
 Garet, M., 23
 Gargiulo, Richard M., 83, 85
 Garrett, Joyce, 323
 Gates, Bill, 475
 Gates, J., 368
 Geis, S., 124
 Gifford, V., 161
 Gilchrist, L., 403
 Gilligan, Carol, 70
 Gilroy, M., 72, 74, 405
 Glasser, William, 232

Golden, O., 410
 Goleman, Daniel, 76
 Golombok, S., 404
 Gomez, J., 405
 Good, T. L., 75
 Goode, S., 460, 461
 Goodlad, John I., 104, 122
 Gordon, A., 409
 Gordon, E. E., 80
 Gordon, E. H., 80
 Gordon, J. A., 65
 Gordon, S. P., 6
 Gottfried, A. E., 403
 Gottfried, A. W., 403
 Gould, H., 93
 Gould, M., 93
 Greenway, R., 458
 Gresham, F., 91
 Griffin, A., 345
 Guisbond, L., 350

H

Haas, M. E., 172
 Hakuta, K., 74, 79
 Halverson, S., 322
 Hamnuna, R., 257
 Hampden-Thompson, G., 404
 Hardman, D., 350
 Harris, William, 163
 Hastings, J. T., 218
 Helfand, D., 68
 Helgeson, L., 6, 121
 Hendrie, C., 340
 Henke, R., 124
 Henkoff, R., 384
 Heraclitus, 427
 Herbart, Johann Friedrich, 297
 Hirsch, E. D., Jr., 152, 154–155, 156, 166,
 304–305, 312
 Holland, A., 160
 Hoover, D. W., 91
 Hopkins, B. J., 387
 Huguley, Sally, 192–193
 Hunsader, P. D., 405
 Huston, A. C., 420
 Hutchins, Robert Maynard, 253–254,
 302–303, 312
 Hyman, J., 166–167
 Hymowitz, K., 434

I

Ingersoll, R., 6, 124
 Irvine, Jacqueline Jordan, 61
 Ishizuka, K., 458, 461
 Ivey, G., 366

J

Jackson, N. E., 79
 Jacobsen, R., 123
 Jacobson, L., 75
 James, William, 298, 312
 Jamieson, A., 404
 Jansorn, N. R., 19
 Jefferson, Thomas, 253–254, 263, 265

Jencks, C., 71
 Jennings, J., 350
 Johannessen, L. R., 6
 Johnson, D. W., 171, 172
 Johnson, J., 419
 Johnson, R. T., 171, 172
 Jones, L., 229, 231
 Jones, V., 229, 231
 Jordan, L., 88
 Joyce, T., 403
 Joyner, C., 346
 Jurmaine, R., 416

K

Kaestner, R., 403
 Kagan, S. L., 468
 Kandinsky, Wassily, 292
 Kann, L., 413
 Kapel, D., 345, 347
 Kaplowitz, M., 415
 Karplus, R., 45
 Keca, J., 96
 Keith, B., 403
 Kelley, L., 457
 Kelly, C., 326, 327, 334
 Kemerait, L., 403
 Kennen, E., 124
 Khmelkov, V., 23
 Kierkegaard, Soren, 300, 312
 Kilpatrick, William, 174–175
 King-Sears, M. E., 193
 Kirst, Michael, 189
 Klonsky, M., 369
 Kluckhohn, F., 68
 Knight, George, 300
 Koblinsky, S., 409
 Kohn, A., 225
 Kominski, R., 404
 Korenman, S., 403
 Korn, James H., 11–12
 Kounin, Jacob, 238–239
 Kozol, Jonathan, 385, 413
 Krashen, S., 67, 350
 Krathwohl, D., 17
 Krathwohl, O. R., 155

L

Laczko-Kerr, I., 119
 Lafreniere, K. D., 416
 LaRoche, C., 336
 Larson, Charyl, 64–65
 Lasley, T. J., 38
 Lazar, A., 19
 Lecca, P. J., 65
 Lee, Chungmei, 61
 Lenhardt, A. C., 415
 Lenz, B., 33
 Levine, D., 165
 Lewis, A., 4, 19, 79, 119, 348, 350,
 372, 374
 Lewis, S., 93
 Lickona, Thomas, 439
 Livingston, A., 121
 Locke, John, 292, 296–297, 312

Long, N. J., 92, 224
 Lopez, E., 124
 Lorain, P., 126
 Louv, Richard, 461
 Luckasson, R., 85
 Luther, Martin, 258

M

Madaus, G. F., 218
 Mager, R., 221
 Major, C., 24
 Mann, Horace, 253–254, 266, 270–271, 303, 318, 432
 Manning, M. L., 60
 Marshall, Patricia, 62, 64, 66, 67
 Marshall, Thurgood, 333
 Martinez, G., 404
 Maslow, Abraham, 17, 170–171, 310, 312
 Matczynski, J. J., 38
 Mather, Cotton, 264, 265
 Mathews, R., 65, 73
 Mathis, W. J., 350
 Maxey, S., 6
 McCann, T. M., 6
 McCarthy, Joseph, 278
 McCubbin, H., 404
 McDaniel, T., 329
 McEwan, Elaine, 429, 434, 438, 440
 McGerald, J., 116
 McGuffey, William H., 266
 McGuiness, D., 80
 Meier, T., 60
 Mercer, A. R., 88
 Mercer, C. D., 88
 Michelangelo, 292
 Milian, M., 72
 Milch, R., 91
 Miller, J., 467
 Million, J., 18
 Miranda, L. C., 406
 Mishel, L., 123
 Mohr, K. A. J., 74
 Montessori, Maria, 253–254, 276, 277, 297, 438
 Moore, Roy, 69
 Morrill, Justin, 272
 Morse, W., 224
 Muther, Connie, 189

N

Napoleon, 254
 Neau, Elias, 264, 265
 Nehring, James, 58
 Neill, A. S., 301
 Neill, M., 350
 Newman, R., 434
 Nidds, J. A., 116
 Nieto, S., 5, 172
 Nietzsche, Friedrich, 300, 312

O

O'Connor, Sandra Day, 340
 Oppenheimer, T., 400, 461
 Orange, Carolyn, 427, 440, 449

Orfield, G., 61, 405
 Ornstein, A., 165
 Oswald, D. P., 88
 Oswald, R. F., 404
 Otto, L. B., 419
 Out, J. W., 416

P

Paplia, A., 410
 Parkay, F., 184
 Parks, E., 68
 Patterson, M. J., 37
 Pavlov, Ivan, 308, 312
 Payne, Ruby, 71, 406, 409
 Peabody, Elizabeth, 266
 Peirce, Charles Sanders, 298, 312
 Penn, William, 264
 Pestalozzi, Johann, 266, 270, 297
 Phillips, M., 71
 Piaget, Jean, 17, 311, 312
 Pickering, Marvin, 333
 Pierce, Sarah, 267
 Pines, R., 24
 Pitler, Howard, 456, 457
 Pizzolongo, P., 323
 Plato, 255–256, 260, 293, 294, 295, 312
 Podsen, I., 131
 Pong, S., 404
 Ponticell, J., 23
 Poon-McBrayer, K. R., 65
 Porter, A., 23
 Powell, J. S., 82
 Protagoras, 255
 Puffer, Richard, 438–439
 Puma, M. J., 350

Q

Qingfeng, Xia, 4
 Quinlan, A., 416
 Quintilian, 256–257

R

Ravitch, Diane, 426, 428
 Renchler, R., 406
 Ricca, B. P., 6
 Rickover, Hyman, 277
 Riley, J., 79
 Riley, Richard, 193
 Ringstaff, C., 457
 Roan, S., 91
 Robelen, E. W., 15
 Roberts, Sarah, 264
 Rogers, Carl, 170, 309–310, 312
 Rolon, C. A., 60
 Rosenblatt, R., 68
 Rosenshine, B., 39
 Rosenthal, R., 75
 Rothstein, R., 123
 Rousseau, Jean-Jacques, 169, 305, 312
 Rowe, Mary Budd, 40
 Rowley, J. B., 38
 Rubin, L. J., 402
 Rust, F., 5
 Rutherford, F. J., 155

S

Sartre, Jean-Paul, 300, 312
 Schimmel, D., 326, 327, 334
 Schinke, S., 403
 Schlesinger, Arthur, 63
 Schroeder, K., 80, 128, 129, 350, 415
 Schurz, Margarethe, 253–254, 266
 Scott-Little, C., 468
 Senge, Peter, 430, 483
 Shank, M., 91, 93, 94
 Shannon, S., 72
 Shaughnessy, M., 456
 Sheurer, D., 184
 Shuler, D., 225
 Shulman, L., 16
 Sikorski, J. F., 11
 Simon, Theophile, 82
 Simpson, E., 17
 Sizer, Theodore, 156
 Skinner, B. F., 308, 312, 457
 Slavin, R. E., 171, 172
 Slostad, F., 19
 Smith, A. C., 407
 Smith, D. I., 407
 Smith, S. J., 93, 94
 Snell, M., 86
 Snow, C., 367
 Snow, W., 403
 Socrates, 253–254, 255, 293, 294, 312
 Souther, David, 340
 Spring, Joel, 184
 Steele, C. M., 61
 Sternberg, R. J., 82
 Stevens, B., 18
 Stevens, John Paul, 340
 Stiggins, R., 187, 218, 219–220, 442
 Stone, J., 131
 Strodtbeck, F., 68
 Stronge, J., 12, 18, 119, 120
 Stuht, A., 368
 Sunal, C. S., 172
 Suppes, Patrick, 167
 Swassing, R., 79
 Sweeney, J., 440

T

Takona, J. P., 126
 Tanner, L., 467
 Tasker, F., 404
 Taylor, Frederick, 266
 Taylor, J., 350
 Teitel, L., 24, 117
 Terman, Lewis, 82
 Thomas, D., 404
 Thomas, W., 74, 349, 405
 Thompson, A., 404
 Thompson, E., 404
 Thomson, M., 417
 Thoreau, Henry D., 156
 Toch, T., 5, 6
 Tollafeld, A., 18
 Tomlinson, C., 33
 Trueba, H. T., 64, 65
 Turman, Lynette, 42–43
 Turnbull, A., 93, 94

Turnbull, R., 88, 93, 94
Twain, Mark, 361
Tyack, D., 428
Tyler, Ralph, 157, 276

V

Vail, K., 407, 467
Vanourek, G., 458
Veronikas, S., 456
Viadero, D., 122
Vygotsky, Lev, 311, 312

W

Waddilove, Joe, 8–9
Wagner, E., 329
Walker, H. M., 91
Warren, Earl, 337, 338–339
Washburne, Carlton, 306
Washington, Booker T., 253–254,
267–268, 269

Washington, George, 361
Watson, John, 308, 312
Weaver, C., 350
Webber, J., 91
Weber, W., 224
Webster, Noah, 253–254,
263–264, 265
Wechsler, David, 82
Weinberg, W. A., 77
Weintraub, M., 87
Wendel, F. C., 387
Wenglinski, H., 23
Westberg, S., 128
White, C., 348
White-Clark, R., 73
Whittle, Christopher, 369, 431
Wildavsky, B., 223
Willard, Emma Hart, 267
Willert, H. J., 415
Willingham, W., 70
Winn, M., 420
Wise, Arthur, 119

Wolkomir, J., 93
Wolkomir, R., 93
Wong, Harry K., 214, 231, 440
Worsham, M. E., 231
Worthy, J., 367
Wright, Clint, 164–165
Wright, J. C., 420

Y

Yaden, D. B., Jr., 66
Yardley, J., 68
Yatvin, J., 350
Yoon, K., 23
Young, J., 88

Z

Zeller, R. W., 91
Zepeda, S., 23
Zill, N., 346
Zirkel, P. A., 20, 347

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The National Board for Professional Teaching Standards (NBPTS), like INTASC, is committed to the improvement of education by raising the quality of teaching. The NBPTS was also formed in 1987. Its inception followed the 1983 landmark report on the condition of education in the United States, *A Nation at Risk*. The National Board is a nonprofit, nonpartisan organization. The board is comprised primarily of classroom teachers and also includes school administrators, elected officials, teacher union leaders, and business and community leaders.

The NBPTS recognizes five core propositions that reflect accomplished teachers and effective teaching. Each of the five propositions is further detailed in terms of what teachers should know and be able to do. In addition, the NBPTS has described standards for accomplished teaching within every subject area. To pursue National Board certification you will need to have completed a baccalaureate degree and at least three years of teaching in a public or private school. The cost, which many states subsidize for successful candidates, is currently \$2,300. The certificate is valid for 10 years. The table on the opposite page correlates each of the core propositions with the chapters in this book. For a more detailed explanation of the propositions and their subheadings, visit the NBPTS Web site at http://www.nbpts.org/the_standards/the_five_core_propositio.