

Seventh Edition

# Introduction to Teaching

Becoming a Professional

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# About the Authors

## Don Kauchak

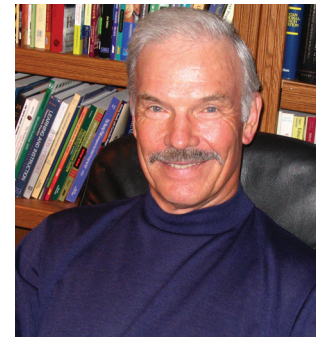
Don has taught and worked in schools and in higher education in nine different states across the country and at every level, including preschool and kindergarten. He is married to a teacher, and his son is also a teacher. He has published in a number of scholarly journals, including the *Journal of Educational Research*, *Journal of Experimental Education*, *Journal of Research in Science Teaching*, *Teaching and Teacher Education*, *Phi Delta Kappan*, and *Educational Leadership*. In addition to this text, he has co-authored or co-edited six other books on education. He has also been a principal investigator on federal and state research grants examining teacher development and evaluation practices. He currently volunteer-tutors in a local elementary school. Besides helping him keep in touch with classrooms, teachers, and students, it's also a lot of fun and provides him with valuable insights into how hard it is to be a good teacher.



## Paul Eggen

Paul has worked in higher education for nearly 40 years, and during that time he has spent literally hundreds of hours in public and private school classrooms working directly with teachers and students at all levels ranging from kindergarten through 12th grade. He is a consultant for public schools and colleges in his university service area and has provided support to teachers in 12 different states. Paul has also worked with teachers and in classrooms in 23 different countries in Africa, South Asia, the Middle East, Central America, South America, and Europe. He has published numerous articles in national journals, is the co-author or co-editor of six other books, and presents regularly at national and international conferences.

Public school education is central to Paul's life. His wife is a middle school teacher in a public school, his daughter is also a public school teacher, and his daughter and son are graduates of public schools and state universities.





# Preface

## About This Book

*Welcome to the seventh edition of the most interactive and applied introduction to education book in the field!*

Teaching—the hardest job you’ll ever love. Yes, teaching is challenging. Ask any teacher. But it’s also rewarding. Again, ask any teacher. And, when you ask them why, they’ll tell you that no other job carries with it the knowledge that you are helping kids grow and also helping to make the world a better place. This is what motivates so many people to go into teaching.

As you open this text, two questions should be uppermost on your mind.

- Do I want to become a teacher?
- If so, what kind of teacher do I want to become?

You are probably asking yourself these questions, and we wrote this edition with the explicit goal of helping you answer them.

We capture realistic images of classroom life by taking an interactive, case-based approach. Cases inserted throughout the book provide concrete examples of teaching in the real world and how changes in society and teaching affect the lives of real teachers and their students. Each chapter begins with a case that provides the framework for the content that follows, and we integrate other, shorter vignettes throughout every chapter to help you to experience the classrooms you’ll encounter when you become a teacher. We designed these realistic classroom snapshots to help you understand how educational ideas are connected to classrooms and schools. Deciding to become a professional educator and wrestling with the kind of teacher you want to become require a great deal of thought and effort. This process is demanding and these decisions aren’t easy. To facilitate your journey, we have designed interactive features that help you connect with text content.

Teaching isn’t for everyone, and we hope that reading this text will encourage you to think about and reflect on what you want to do with the next phase of your life. This text will help you make that important decision. And, if you decide that you do indeed want to be a teacher, we hope it will also help you answer the second question, “What kind of teacher do I want to become?” As a new teacher, you’ll be faced with a myriad of personal and professional decisions about yourself, the way you interact with students, and how you’ll teach when you have your own classroom. The information in this text is designed to encourage your thinking about what being a good teacher means and how you can develop into the teacher you want to become. We believe the world needs more caring, conscientious, and intelligent teachers who not only change students’ lives but also help shape the teaching profession in the future.

## New to This Edition

- The theme of **Professionalism**, integrated throughout, provides valuable information about strategies for finding a teaching job, describes factors that contribute to a successful first year in teaching, and offers guidance toward career-long professional development (Chapter 13).
- The theme of **Diversity**, integrated throughout every chapter, describes ways in which the evolving American family affects learning and teaching and addresses

the influence of socioeconomic factors on teachers, students, and schools (Chapter 2) and guides readers through the impact of cultural and language diversity, gender differences, and exceptionalities to help them understand how to meet the needs of all students (Chapter 3).

- The theme of **Reform**, integrated throughout every chapter, focuses on how reform influences the lives of teachers and explains how reform is changing and transforming schools and classrooms, by highlighting such current trends as standards and accountability (Chapter 9), instructional alignment and accountability (Chapter 11), value-added models of teacher evaluation (Chapter 12), essentialism and reform (Chapter 5), high-stakes testing (Chapter 12), restrictions on tenure (Chapter 12), and the move toward merit pay (Chapter 12).
- **Implications for Teaching**, found in every chapter, describes how chapter content applies to teachers and teaching, including the following: school violence (Chapter 2), immigrants and education (Chapter 7), learning to use the internet effectively (Chapter 9), teaching soft skills (Chapter 9), and bias in classroom management (Chapter 10).

**New Topics** provide current information about the changing nature of the teaching profession. Examples include: teacher walkouts (Chapter 1), the opioid crisis and schools (Chapter 2), minorities and special education (Chapter 3), combatting unreliable information on the internet (Chapter 9), and the Every Student Succeeds Act (Chapter 12).

## New to This Edition: MyLab Education

One of the most visible changes, and also one of the most significant in the seventh edition, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online homework, tutorial, and assessment program designed to engage learners and improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to bring learners more directly into the world of K–12 classrooms and to help them see the real and powerful impact of ideas covered in this book, the online resources in MyLab Education with the Enhanced eText include:



- **Video Examples.** Three or four times per chapter, an embedded video provides an illustration of important ideas in action. These video examples illustrate students and teachers working in classrooms, and also describe how students and their teachers wrestle with challenges and dilemmas they encounter in classrooms.
- **Self-Checks.** In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading, multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly but also provide rationales for both correct and incorrect answers.
- **Application Exercises.** These exercises give learners opportunities to practice applying the content from the chapters. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

## Key Content Updates by Chapter

Chapter 1: **New Topics:** Politics and Education, Teacher Walkouts: What Is the Story?; Teachers as Parents, and Parents as Teachers; **Updated Topics:** Finding a Job: An Update on the Teacher Shortage, Teacher Salaries

Chapter 2: **New Topics:** Transgender Students, The #MeToo Movement and Sexual Harassment, #MeToo and Sexual Harassment in Teaching, School Violence: Is Arming Teachers the Answer?, The Opioid Crisis and Schools, Technology and Teaching: Should We Be Worried About Addiction to Technology?; **Updated Topics:** Cyberbullying, Homeless Children, Students' Use of Alcohol and Other Drugs, Sex Education

Chapter 3: **New Topics:** Immigrants and Schools, Diversity: Are Children from Linguistically and Culturally Different Backgrounds Over- or Underrepresented in Special Education?, Religious Diversity; **Updated Topics:** Diversity: Culturally Responsive Teaching

Chapter 4: **Updated Topics:** The Search for Equality: Where Are We Now?, Evaluating Compensatory Education Programs, Technology and Teaching: A Brief History of Technology in the Classroom, Head Start, Equity for Women

Chapter 5: **Updated Topics:** Philosophy of Education and Technology in Classrooms, Essentialism and Educational Reform, Social Reconstructivism: Implications for Teaching, The High-Stakes Testing Debate, Philosophy and Cultural Minorities

Chapter 6: **Updated Topics:** Recent Trends in Educational Funding: Implications for Teaching, School Funding Sources, Savage Inequalities: The Search for Funding Equity, Money and Your First Job

Chapter 7: **New Topics:** Immigrants and Education: Implications for Teaching; **Updated Topics:** Legal Challenges to Teacher Tenure, Teachers' Private Lives, LGBTQ Issues and Sexual Behavior, Students' Freedom of Speech and Technology, Data Mining and Student Privacy

Chapter 8: **Updated Topics:** Distance Education: Implications for Teaching, Early Childhood Programs, The Push for Universal Preschool, Alternatives to Comprehensive High Schools, School Principals: Implications for Teaching

Chapter 9: **New Topics:** Learning to Use the Internet Effectively: Combatting Conspiracy Theories and Fake News, Soft Skills: Where Do They Belong in the Curriculum?, Technology in the Curriculum: Teaching Students to Code; **Updated Topics:** Continued Controversies About the Common Core

Chapter 10: **New Topics:** Promoting Socio-emotional Learning, Diversity: Fighting Bias in Classroom Management; **Updated Topics:** Involving Parents, Using Technology to Communicate with Parents, The Use of Punishment in Classroom Management

Chapter 11: **New Topics:** Data-Driven Instruction, Personalized Learning; **Updated Topics:** Personal Qualities of Effective Teachers, Technology in Your Classroom

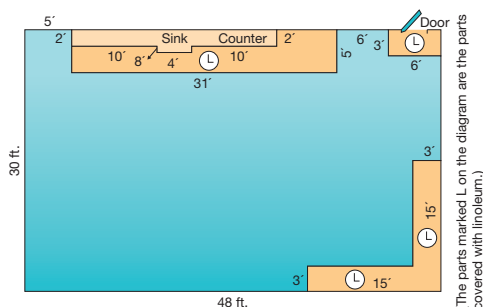
Chapter 12: **New Topics:** Every Student Succeeds Act (ESSA), edTPA and Teacher Evaluation for New Teachers, Backlash Against Standardized Testing and High-Stakes Evaluation; **Updated Topics:** Value-Added Teacher Evaluation, Merit Pay for Teachers, Teacher Tenure, Teacher Evaluation, Charters, Vouchers

Chapter 13: **New Topics:** U.S. Supreme Court Changes the Rules for NEA and AFT; **Updated Topics:** Finding a Job, Interviewing Effectively, Private School Employment, Traditional or Alternative Licensure? Induction and Mentoring Programs, Using Technology for Your Professional Development

Laura Hunter, a 5th-grade teacher at Bennion Elementary, is trying to teach her students about area by involving them in a problem-based learning activity. The class has studied perimeter and area and can find perimeters and areas of regular geometric figures, such as squares and rectangles. They haven't had experience finding the areas of irregularly shaped figures, however.

Laura begins by posing the following problem, "Our principal is planning to re-carpet our classroom and needs to know how much carpeting to order." The complexity of the problem is increased by the fact that linoleum covers part of the floor, and it won't be carpeted, so the carpeted portion will have an irregular shape.

Breaking students into groups of four, she has each group devise a strategy for determining how much carpet will be needed. As the different groups work, two strategies emerge. One is to find the total area of the room and subtract the non-carpeted parts of the room—the parts covered with linoleum. The other is to compute the area of a rectangle within the carpeted area and then add on additional, irregularly-shaped carpeted sections. As students discuss their strategies, they use the following diagram and calculators to find the area.



Different groups select and implement their unique strategies and report back to the whole class. The class discusses both the different strategies used to solve the problem and the interpersonal problems that came up in the group work.

In evaluating their results, the class finds that the answers generated by the different groups differ, and the class discusses possible reasons for the differences. Laura asks for suggestions about ways to make the answers more accurate, and students suggest starting with common numbers and using the same strategies.

## Additional Features

### Case Studies Provide Realistic Perspectives on Teaching

The case studies we provide throughout the text were selected from our work in classrooms and are designed to provide you with glimpses into the real world of teaching. Hopefully they will provide you with an accurate look at the realities of classrooms and what it's like to be a teacher.

**Case-Based Approach:** We capture realistic images of classroom life through written case studies inserted throughout the book. We use cases to provide concrete examples of teaching in the real world and how it affects the lives of real teachers and their students. Each chapter begins with a case that provides the framework for the content that follows, and we integrate other, shorter vignettes throughout every chapter to help you vicariously experience the classrooms you'll encounter when you become a teacher. We included these realistic classroom snapshots to help you understand how educational ideas are connected to classrooms and schools.

### Applied: Interactive Features Promote Personal Decisions about the Teaching Profession

Deciding to become a professional educator and wrestling with the kind of teacher you want to become require a great deal of thought and effort. This process is demanding and these decisions aren't easy. To facilitate your journey, we have designed the following interactive features that help you connect with text content.

**What I Believe:** This inventory begins each chapter and invites you to assess your own beliefs about important issues in teaching and learning. We address each of the items as we discuss the content of each chapter.

## What I Believe

### Student Diversity and Me

Consider whether you agree with each of the following statements. As you read this chapter, you will encounter discussions of these issues. Each of the items will be addressed in the sections *Revisiting My Beliefs*.

1. Culturally responsive teachers treat all students the same way.
2. Students who aren't native English speakers learn English most effectively by hearing the teacher use correct English.
3. Boys generally get better grades in school than girls.
4. It is important for me to adapt my instruction to the individual learning styles of my students.
5. Experts in special education advocate the creation of special classrooms to meet the needs of students with exceptionalities.

#### Revisiting My Beliefs

This section addresses the first item in What I Believe, "Culturally sensitive teachers treat all students the same way." This statement isn't true and is, in fact, the opposite of culturally responsive teaching. To be most effective, you'll need to adapt your instruction to your students' cultural backgrounds.

#### Teaching and You

Are you good at taking tests? How will tests influence your future as a teacher? What can you do right now to prepare yourself for these tests?

**Revisiting My Beliefs:** These features in every chapter ask readers to revisit their responses to the chapter opening *What I Believe* inventory and reflect on the new information they've learned over the course of the chapter.

**Teaching and You:** This book is not only about the field of education but also about you—how you'll enter, adapt to, and change the world of teaching. *Teaching and You* asks questions that you will need to answer when you begin teaching. It also invites you to personally consider important ideas in education and evaluate their applicability and value to you as a prospective teacher. This feature is interspersed throughout each chapter to encourage you to evaluate new educational ideas and how they'll change your life as a teacher.



**Issues You'll Face in Teaching:** This reflective feature presents the pros and cons of different educational reforms and asks you to make a personal decision about their value to you and the profession.

## Issues You'll Face in Teaching

### Money and Your First Job

As you've seen, much of this chapter, is about money and how it will influence your professional life. Most people don't go into teaching for the money, but we all need to eat, put gas in our cars, and wear decent clothes. So how important will money be when you consider your first teaching job?

We know several things about teachers and money. First, relative to other occupations, teachers are underpaid, earning 20% less than other college graduates (Krugman, 2018). We also know that money influences teacher morale. In a national poll, over half the teachers said they were dissatisfied with their salaries, and these dissatisfied teachers viewed their working conditions less favorably than other teachers (National Center for Education Statistics, 2018). In addition, a teacher shortage exists in our country, and the shortage is expanding (Burnette, 2019). Further, research suggests that higher salaries would encourage more people to go into teaching (Han, Borgonovi, & Guerriero, 2018). Money makes a difference in teaching, both

in terms of the attractiveness of the profession to young people such as yourself, as well as the satisfaction of teachers already in classrooms.

We can think about money in teaching in two ways: how much goes in, and how much reaches teachers. With respect to the amount that goes in, we know how much each state spends per student. As we saw in Table 6.2, the amount different states spend on each student varies considerably, and this money is reflected in the books, supplies, and number of students you'll have in your classroom. When faced with budget problems, states cut back on educational funding, and these budget cuts influence the quality of your professional life as a teacher because almost half of the funding for the district you'll work for comes from state funds.

But that's only part of the story. As we saw earlier in the chapter, different districts within a state also vary greatly in the amount of money available for teachers (Brimley et al., 2016).

Districts in wealthy areas with high tax bases can afford to spend money on things like art and science supplies, technology, and field trips. They also can spend more money on their teachers' salaries, benefits, and professional development, offering classes and workshops to help their teachers keep up with evolving trends in education.

#### The Issue

How important should money be when selecting your first teaching job? Should you move to another state to access better funding and consider only districts that pay well? Here are arguments on both sides of this complex professional decision. The pro position suggests that money is very important in making a decision about your first job, and the con position makes the opposite argument.

#### Pro

- Money influences our quality of life. It can make the difference between owning a home or renting, driving a new, reliable car or a clunker, and being able to afford a nice vacation or staying close to home. Your first teaching job should allow you to enjoy a decent standard of living, and housing costs in many cities are beyond the reach of teachers (Handy, 2018).
- Money is a surrogate for the way a state or district supports education. States and districts that spend more money on schools communicate to the community and teachers that education is important. Teacher compensation influences

people's decisions about entering and staying in teaching or leaving the profession (Cañas, 2016; Cortez, 2018b).

- The amount states and districts spend on education influences working conditions, including class sizes, supplies, and professional development opportunities (Gebelof, 2018).

#### Con

- Most teachers don't go into teaching for the money. We become teachers because we believe we can make a difference in our students' lives and the world (Ni & Rorrer, 2018). Monetary reward, while important, is clearly secondary.
- Factors such as working conditions influence teachers' job satisfaction much more than money (Brooks, 2018). The principal you work for and the teachers, students, and parents you'll work with will largely determine how happy you are with teaching and ultimately will determine whether you remain in the profession (Ubben, Hughes, & Norris, 2016).
- Some of the places that might not pay as well are also places where students need good teachers the most (Luschel & Jeong, 2018). Large urban and small rural districts urgently need good teachers, and working in these high-need areas can have a powerful influence on these students' lives.

#### The Question

Now it's your turn to take a position on the issue. Should financial considerations be a primary factor in determining where you seek your first teaching job? What do you think?

**Diversity and You:** These sections, found in every chapter, explore different forms of diversity—culture, language, gender, socioeconomic status, and exceptionalities—and how they will influence your life and success as a teacher. This feature presents a case-based problem to analyze based upon different dimensions of diversity.

## Diversity and You

### The Gender Gap in Teaching

Several teachers are talking over lunch. Topics range from the weather to life in general.

"Sometimes when I look around, I wonder if I'm lost or in the right place. Do you realize I'm the only male teacher in this school?" Jeff Ridges comments jokingly to his colleagues. "Sometimes I feel like an endangered species."

"Don't feel so bad," Sharon Stanton replies. "I felt the same way in my science department before I switched to the elementary level. I was the only woman in the department."

"At least it's not so bad at the sixth-grade level. When I go to district sixth-grade math meetings, at least I'll find a few others like me. But I read somewhere that at the preschool and kindergarten levels, 98% of the teachers are women."

"Hmm. I didn't realize it was that bad. Well, the kids don't seem to mind," Sharon replies.

"They don't mind, but I wonder if this is good for them. Don't the boys need male role models? And what about the science department you left? Don't the girls in high school need female role models?"

#### Questions to Consider

1. Is the predominance of female teachers a positive influence on the profession?
2. What about students? As Jeff asked, do children need male role models as teachers?
3. Is gender a factor in teaching effectiveness, that is, are men better at teaching male students, and women better at teaching female students?
4. What do you predict in terms of this trend for the future?

## Instructor Resources

This edition of *Introduction to Teaching: Becoming a Professional* provides a comprehensive and integrated collection of supplements to assist students and professors in maximizing learning and instruction. The following resources are available for instructors to download from [www.pearsonhighered.com/educator](http://www.pearsonhighered.com/educator). Enter the author, title of the text, or the ISBN number, then select this text, and click on the “Resources” tab to download the supplement you need. If you require assistance in downloading any resources, contact your Pearson representative.

### Instructor’s Resource Manual

The Instructor’s Resource Manual includes chapter overviews, chapter outlines and outcomes, lists of PowerPoint® slides, presentation outlines, teaching suggestions for each chapter, Going Into Schools, which contain suggestions for student field experiences, and student portfolio activities.

### PowerPoint Slides®

The PowerPoint® slides highlight key concepts and summarize text content. The slides also include questions and problems designed to stimulate discussion, encourage students to elaborate and deepen their understanding of the topics in each chapter, and apply the content of the chapter to both the real world of teaching and their daily lives. The slides are further designed to help instructors structure the content of each chapter to make it meaningful for students.

### Test Bank

The Test Bank provides a comprehensive and flexible assessment package. The Test Bank for this edition has been revised and expanded to make it more applicable to students. To provide complete coverage of the content in each chapter, all multiple-choice and essay items are grouped under the chapters’ main headings and are balanced between knowledge/recall items and those that require higher level thinking. Feedback is provided for all essay items, providing clear explanations for correct answers.

### TestGen®

TestGen® is a powerful test generator available exclusively from Pearson Education. You can install TestGen® on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for your use in creating a test, based on the associated textbook material. Assessment may be created for both print and testing online.

The tests can be downloaded in the following formats:

- TestGen Testbank File—PC
- TestGen Testbank File—MAC
- TestGen Testbank File—Blackboard 9 TIF
- TestGen Testbank File—Blackboard CE/Vista (WebCT) TIF
- Angel test Bank (zip)
- D2L Test Bank (zip)
- Moodle Test Bank
- Sakai Test Bank (zip)

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Finally, we would sincerely appreciate any comments, suggestions, or questions about anything that appears in the book or any of its supplements. Please feel free to contact either of us at any time. Our email addresses are: don.kauchak@gmail.com and peggen@unf.edu.

Good luck and best wishes on your educational journey.

*Don Kauchak*

*Paul Eggen*

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