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SUNY Oneonta Education Department

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Foundations of Education

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SUNY Oneonta Education Department

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About this book

Foundations of Education was created as a broad introduction to the teacher education program at SUNY Oneonta. The faculty of SUNY Oneonta designed this book with the intention to give an overview of topics that would be returned to throughout the student's preparatory program. The authors strove to create a reader-friendly overview that would be used as the basis for classroom discussion as they welcomed future educators and asked them to reflect on what kind of teacher they will be.

About our Team

Foundations of Education was designed and developed by the Education Department at SUNY Oneonta in cooperation with the SUNY Oneonta Teaching, Learning, and Technology Center. This project was supported by SUNY OER Services with funds from New York State's 2018-2019 budget allocation for Open Educational Resources.

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CHAPTER OVERVIEW

1: Why Teach?

1.1: What do great teachers do differently?
1.2: Teaching Philosophy
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1.1: What do great teachers do differently?

ICEBREAKER

Think about your favorite teacher – a teacher that you learned a great deal from, who helped you to develop your potential or who made you feel at home in the classroom. What characteristics did this teacher have which allowed you to learn, be comfortable, or grow?

Think about your least favorite teacher – a teacher who you simply could not learn from, who interfered with your personal growth, or who created a sense of unease in the classroom. What characteristics did this teacher demonstrate which shut down your learning, stunted your personal growth, or made you uncomfortable?

In a short descriptive paragraph, compare the characteristics of your favorite teacher with the characteristics of your least favorite teacher. Prepare to share with others.

Guiding Questions

1. How do great teachers act?
2. What do great teachers do?
3. How do great teachers present themselves professionally?
4. How does a great teacher make you feel?
5. What is special about a great teacher?

Self Reflection

1. Does this describe the person I am?
2. What would I need to do to be this person?
3. Do I want to be this person?

DISCUSSION QUESTIONS: WHY TEACH?

- Why Teach?
- Why do people teach?

As we examine the characteristics of good and bad teachers in our school experience, it is likely we will see correlations between the student-teacher relationship (STR) and our performance or lack of ease in the classroom. As we look at teaching through this lens, we come to understand that teaching content is only one aspect of the teacher role. Creating an emotionally caring and educationally supportive environment in our classroom can give us an advantage in engaging students for learning.

The following TED Video is presented by Ms. Rita Pierson. Ms. Pierson is an inspiring former teacher who has a philosophy that all students can learn, and that a teacher can lift students to heights they never thought they could achieve. This presentation focuses on practical success and failure resulting from classroom relationships. Often pre-service teachers believe that they are preparing for a career that will require them only to teach the content. However, as teachers, we cannot shy away from the fact that we also teach complex human beings.

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1.2: Teaching Philosophy

Philosophy:

There are many different ways to teach, varying circumstances to take into account, and philosophies to apply to each classroom. And what better way to have a positive impact on the world than to offer knowledge for consumption? The term 'teacher' can be applied to anyone who imparts knowledge of any topic, but it is generally more focused on those who are hired to do so (teach, n.d., n.p.). In imparting knowledge to our students, it is inevitable that we must consider our own personal philosophies, or pedagogies, and determine not only how we decide what our philosophies are, but also how those impact our consumers.

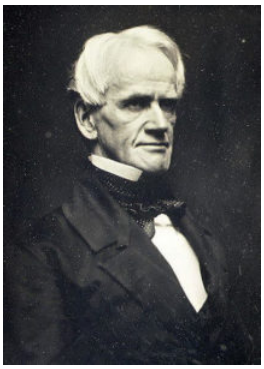
DISCUSSION QUESTIONS: TEACHING PHILOSOPHIES

- Why is content important?
- How might a philosophy shape the way a teacher delivers content?

Reading Activity:

- Read the following article written by Horace Mann

Horace Mann, from Report of the Massachusetts Board of Education (1848)



Horace Mann (May 4, 1796 – August 2, 1859) was an American educational reformer known for his commitment to promoting public education.

Without undervaluing any other human agency, it may be safely affirmed that the common school, improved and energized as it can easily be, may become the most effective and benignant of all the forces of civilization. Two reasons sustain this position. In the first place, there is an universality in its operation, which can be affirmed of no other institution whatever. If administered in the spirit of justice and conciliation, all the rising generation may be brought within the circle of its reformatory and elevating influences. And, in the second place, the materials upon which it operates are so pliant and ductile as to be susceptible of assuming a greater variety of forms than any other earthly work of the Creator. . . .

According to the European theory, men are divided into classes-some to toil and earn, others to seize and enjoy. According to the Massachusetts theory, all are to have an equal chance for earning, and equal security in the enjoyment of what they earn. A republican form of government, without intelligence in the people, must be, on a vast scale, what a mad-house without superintendent or keepers would be on a small one. . . . However elevated the moral character of a constituency may be, however, well-informed in matters of general science or history, yet they must, if citizens of a republic, understand something of the true nature and functions of the government under which they live. . . .

The establishment of a republican government, without well-appointed and efficient means for the universal education of the people, is the most rash and foolhardy experiment ever tried by man. . . . It may be an easy thing to make a republic, but it a very laborious thing to make republicans; and woe to the republic that rests upon no better foundations than ignorance, selfishness, and passion! . . .

Such, then, . . . is the Massachusetts system of common schools. Reverently it recognizes and affirms the sovereign rights of the Creator, sedulously and sacredly it guards the religious rights of the creature. . . . In a social and political sense, it is a free school system. It knows no distinction of rich and poor, of bond and free, or between those, who, in the imperfect light of this world, are seeking, through different avenues, to reach the gate of heaven. Without money and without price, it throws open its doors, and

spreads the table of its bounty, for all the children of the State. Like the sun, it shines not only upon the good, but upon the evil, that they may become good; and, like the rain, its blessings descend not only upon the just, but upon the unjust, that their injustice may depart from them, and be know no more.

DISCUSSION QUESTIONS: HORACE MANN

- What might be Mann's underlying philosophy, or purposes, for education?
- What is the historical context for Mann's argument for educating a citizenry?
- In what ways has Mann's philosophy changed since 1848?
- What has not changed since 1848?

In order to develop a teaching philosophy, a teacher should examine and continuously reflect on the following:

- Creation of an articulated philosophy that can become a foundation upon which an individual's life work can be built.
- Consideration of how your attitude is a function of who you are, how it affects your philosophy towards education, and how it shapes who you are as a teacher.
- Formulation of a teaching style that integrates teaching strategies with one's own personality and philosophy.

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1.3: Teachers' Purposes and Beliefs

One of the main charges to teachers is to convey content to their students. Teachers need to express why the content they teach is important to learn. For elementary teachers, the necessity for students to learn how to calculate, read, and write is a given, but the answer is not as clear for other subjects: music, science, physical education, history, and art. Many parents do not see the need for their children to study a subject past a certain point. In order to ground why content is important, reflection and creation of a personal philosophy is essential.

In conveying content, teachers need to use the most effective strategies available. Different content might require a variety of approaches. Another factor to consider is if technology will enhance student understanding. Teachers with a good grasp of strategies along with a wide variety of ways to instruct students during a lesson will be more successful.

Students' mindsets indicate how well and how much they are able to learn. Psychologist Carol Dweck, (2008) defines a growth mindset as the increase in ability to learn when a learner accepts that they may improve, and this improvement will lead to increased ability to learn more. Effort is valued because effort and self-efficacy lead to knowing more and therefore having more ability to learn. Individuals with a growth mindset also ask for help when needed and respond well to constructive feedback. In contrast, individuals with a fixed mindset assume that some people naturally have more ability than others and nothing can be done to change that. Individuals with a fixed mindset often view effort in opposition to ability ("Smart people don't have to study") and so do not try as hard and are less likely to ask for help since they believe that asking questions indicates that they are not smart. There are individual differences in students' beliefs about their views of intelligence. However, teachers' beliefs and classroom practices influence these students' perceptions, behaviors, and willingness to adopt a growth mindset.

Teachers with a growth mindset believe that the goal of learning is mastering the material and figuring things out. Assessment is used by these teachers to understand what students know so they can decide whether to move to the next topic, re-teach the entire class, or provide remediation for a few students. Assessment also helps students understand their own learning and demonstrate their competence. Teachers with these views say things like, "We are going to practice over and over again. That's how you get good. And you're going to make mistakes. That's how you learn" (Patrick, Anderman, Ryan, Edelin, & Midgley, 2001, p. 45).

In contrast, teachers with a fixed mindset are more likely to believe that the goal of learning is doing well on tests – and especially outperforming others. These teachers are more likely to say things that imply fixed abilities such as, "This test will determine what your math abilities are," or stress the importance of interpersonal competition, "We will have speech competition and the top person will compete against all the other district schools and last year the winner got a big award and their photo in the paper." When teachers stress competition some students will be motivated; however, there can only a few winners so there are many more students who believe they have no chance of winning. Another problem with competition as an assessment is that the focus can become winning rather than understanding the material.

Teachers who view assessment as promoting and developing learning rather than as a means of ranking students, or awarding prizes to those who did very well, or catching those who did not pay attention, are likely to enhance student willingness to identify and correct gaps in learning and understanding.

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1.4: Teacher Knowledge

Content Knowledge, Pedagogical Content Knowledge, And Curricular Knowledge

If teaching is the highest form of understanding as Aristotle claims, then what are the forms of understanding and how might we develop a framework for articulating this understanding?

This complex understanding is part of the foundational requisites of teacher knowledge. According to Gudmundsdottir & Shulman (1987), there are three main foci that form the foundation of teacher knowledge: Content knowledge, pedagogical content knowledge, and curricular knowledge.

Content knowledge: Teachers need to understand the truth claims of the discipline and interpretive community (professional organization) as well be able to explain why these accepted truth claims are warranted. For example, a Family and Consumer Science teacher would be able to explain what effective resume would look or appropriately tailor a cover letter.

Pedagogical Content Knowledge: Teachers need to understand the teachability of the content. Teachers need to be able to articulate the core topics of the discipline as well as the best examples (and worst) of the key concepts being taught. In addition, teachers should understand when illustrations and representations of key concepts of the discipline will be useful. Teachers need to understand which topics are easier or more difficult for students to learn. Moreover, teachers need to also understand the developmental appropriateness of the topic in relation to their students. For example, an English Language Arts/Reading teacher should be able to evaluate the readability and appropriateness of a certain novel selected for a class and then be able to provide appropriate accommodations for supporting students' comprehension of the text.

Curricular Knowledge: Teachers need to describe the range of programs designed to teach a particular topic or subject at a particular level. Teachers should be able to identify and evaluate the strengths and weaknesses of the instructional materials used to teach particular subjects or topics. For example, math teachers should be able to describe possible concepts that could be on the New York State Regents exam.

In addition to these three foci, a teacher needs to develop a philosophy, or purpose, in which they have an established opinion on the conditions of student learning, their goals for student learning, and how these goals are realized in the classroom. The development of and adherence to a self-identified philosophy of teaching and learning serve as a teacher's guidelines for curricular choices, classroom management strategies, and relationship with students as well colleagues.

Possible Discussion Activity:

- Choose a grade-level content area, explain what would be the best way to teach the content you chose (pedagogical content knowledge)
- Webquest: Go to **EnageNY.org**
  - Research and locate instructional materials for the grade and content you chose for the first discussion that may be used to deliver instruction. Evaluate the possible strengths and weaknesses of the instructional material. Do these correspond to your developing stances on education? If so, why? If not, why? (curricular knowledge)

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1.5: Communication

To teach is to communicate. One cannot be an excellent educator if they do not possess strong communication skills. According to Silver (2018),

> *Teaching is all about communication – listening, speaking, reading, presenting and writing. Teachers who hone their communication skills are prepared to instruct, advise and mentor students entrusted in their care. Additionally, teachers must communicate well to effectively collaborate with colleagues and update administrators on student progress. Frequently, parents call, visit or email, so teachers must be adept at answering questions verbally and in writing.*
>
> ***-Freddie Silver***

As noted above, teachers are engaged in communication with many different people. While much of a teacher's day is spent with their students, they must also interact with other teachers, paraprofessionals, administrators, parents, and community members. Many first-year teachers are surprised by how many different forms of communication they must engage in each day. Because of this, it is good to have a basic understanding of these different types of communication.

Communication with Students

Communication in a classroom is very different from communication in other aspects of life. Rarely is the teacher engaged in communication with one student while others wait patiently to be heard. Many interactions are happening concurrently. Disruptions happen frequently. It can be very confusing, to say the least. In classroom communication, you will find that it is helpful to understand its various functions. It helps to be aware that classroom communication serves three purposes at once: content, procedures and behavioral control (Wells, 2006).

Classroom events are often so complex that just talking with students can become confusing. It helps to think of the challenge as a problem in communication—or as one expert put it, of "who says what to whom, and with what effect" (Lasswell, 1964). In classrooms, things often do not happen at an even pace or in a logical order, or with just the teacher and one student interacting while others listen or wait patiently. While such moments do occur, events may sometimes instead be more like a kaleidoscope of overlapping interactions, disruptions, and decision—even when activities are generally going well. One student finishes a task while another is still only halfway done. A third student looks like she is reading, but she may really be dreaming. You begin to bring her back on task by speaking to her, only to be interrupted by a fourth student with a question about an assignment. While you answer the fourth student, a fifth walks in with a message from the office requiring a response; so the bored (third) student is overlooked awhile longer. Meanwhile, the first student—the one who finished the current task—now begins telling a joke to a sixth student, just to pass the time. You wonder, "Should I speak now to the bored, quiet reader or to the joke-telling student? Or should I move on with the lesson?" While you are wondering this, a seventh student raises his hand with a question, and so on.

One way to manage situations like these is to understand and become comfortable with the key features of communication that are characteristic of classrooms. One set of features has to do with the functions or purposes of communication, especially the balance among talk related to content, to procedures, and to controlling behavior. Another feature has to do with the nature of nonverbal communication—how it supplements and sometimes even contradicts what is said verbally. A third feature has to do with the unwritten expectations held by students and teachers about how to participate in particular kinds of class activities—what we will later call the structure of participation.

Communication with the Community

Since teachers have public personae that extend beyond the classroom, it is critical teachers are able to communicate effectively to multiple community stakeholders who may be invested in local, statewide, or national educational policies and decision making. There is a multitude of social contexts where teachers will be required to communicate and represent themselves, their students, and their schools. This poses a unique challenge to educators as they navigate these disparate communicative contexts.

As representatives for their schools and students, teachers may be asked opinions on various educational policies. Teachers need to be critically aware that these opinions will not be interpreted as entirely personal opinions, but rather their opinions could be seen as representing an official school or school board policy.

Teachers may also need assistance from outside agencies, media, and others to aid in building robust educational activities for their students. It is important, then, for teachers to consider the intended audience and purposes for their communication and ensure that the teachers' intentions can be easily discerned and that they fall within the legal confines of their position.

QUICK WRITE

- Think of one context in which teachers would need to communicate to the community.
- Describe the context including interlocutors and other intended audiences
- For what purposes is the communication intended?
- In what ways might the teacher represent the school? Students? The community? Self?
- What considerations, if any, should the teacher think about before any correspondence?

Teachers, as well as students, need to think critically and carefully about the public nature of social media–both in terms of affordances and perils. Teachers should curate their own professional learning networks (PLNs) using social media, i.e., Facebook, Twitter, Instagram, Blogster, etc… There are many excellent PLNs for pre-service, early career, and veteran teachers that support teachers and celebrate our profession:

- Bad Ass Teachers (**http://www.badassteacher.org/**)
- Save Our Schools (**https://www.facebook.com/OnTheMarchToSaveOurSchools/**)
- Edutopia (**https://www.edutopia.org/**).

Teachers also need to ensure that texts chosen to be made public are thought of critically with respect to the audience, purpose, medium, and possible consequences of the text. The following blog, written by a teacher, (Knoll, 2017) and the article from the NEA (Simpson, 2010), provide a guided discussion on the affordances and possible dangers of public, social media communication:

- We are teachers (**https://www.weareteachers.com/dos-donts-social-media-for-teachers/)**
- National Education Association (**www.nea.org/home/38324.htm)**

DISCUSSION QUESTIONS

1. What are some rules you will follow as a teacher about how you will communicate using social media?
2. Why should teachers celebrate our profession? What are some appropriate ways we can share and celebrate our teaching?
3. Why is medium just as important as the message? For example, why would a teacher blog be a more apt medium to write about educational policies and pedagogies than a Facebook post?

Communication with Colleagues

The colloquial isolated teacher in his/her classroom defies the collaboration that oftentimes takes place within and across grades levels and departments. Some teams of teachers collaborate to plan, including lesson planning and learning activities. This sharing of ideas makes teaching stronger and fosters a sense of collegiality. Lessons may be improved upon when a number of teachers incorporate their knowledge and expertise. Even new teachers have a voice within this environment and can have meaningful suggestions on what should be included.

Collective autonomy within a school is encouraged and bolstered by the administrative leader. As a result, morale is often more positive when the interaction between teachers is strong and positive. Teacher leadership affects the way the school performs, and the way school policies are carried out. Having an opinion and voicing that opinion helps the faculty come to a consensus.

Secretaries and custodians are colleagues also and should be treated with respect. Secretaries are key to gaining access to school officials while they are a great resource for filling out forms to procure a variety of items. Custodians work hard to keep rooms clean and respond to emergencies that occur on any given day.

Communication with Administration

Advocating for the great ideas a teacher wants to incorporate into lessons is one reason to plan on communicating well with the administration of the school. At times, a teacher needs to request additional money for a crucial program of essential equipment. Presenting a strong, well-planned argument is paramount in making any headway in changing funding or adding activities into the curriculum.

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1.6: Lifelong learning and professional development

Teachers engage in the process of lifelong learning as a way to meet the needs of their students, respond to best practices in the literature and research and try to integrate the newly acquired approaches to support student learning. Some examples of lifelong learning, also known as professional development, may be attendance at a conference, mentoring (either as the mentee or mentor), joining a professional organization and conducting research. As an undergraduate student pursuing your Bachelors Degree in education you are immersed in a constant environment of learning.

New York state has teacher induction requirements for first-year teachers. As a first-year teacher in New York State, you will be assigned a mentor in your district who will serve to support and guide you through the challenges, questions, and joys that your first year of teaching will offer. Strong mentor-mentee programs increase the development of a new teacher's connection to the school community and reduce isolations (NYSED, 2013).

ACTIVITY: THINK IT, INK IT

Think it, Ink it (5 minutes) and divide into groups of 4-5 students and share your answers.

1. As a first-year teacher what personal qualities would you hope for in a mentor?
2. What specific type of information do you want your mentor to provide you with?
3. How will you advocate for your needs as a first-year teacher/ mentee?

Report out to the class the results of the group's conversation.

Resources for professional development and learning

At some level reflection on practice is something you must do for yourself, since only you have had your particular teaching experiences, and only you can choose how to interpret and make use of them. But this individual activity also may benefit from the stimulus and challenge offered by fellow professionals. Others' ideas may differ from your own, and they can, therefore, help in working out your own thoughts and in alerting you to ideas that you may otherwise take for granted. These benefits of reflection can happen in any number of ways, but most fall into one of four general categories:

- talking and collaborating with colleagues
- participating in professional associations
- attending professional development workshops and conferences
- reading professional literature

Many teacher education preparation programs follow the INTASC Standards developed by the Council of Chief State School Officers. Standard nine outlines professional learning and ethical practice. Below you will find the exact excerpt from Standard 9. Notice Some of the relevant aspects are using data and evidence to support and evaluate classroom practices. Another key component to lifelong learning is engaging in ongoing reflective practice. Reflection is a hallmark of instructional leaders and assists teachers in meeting a diverse range of student needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community, and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of selfassessment and problem-solving strategies to analyze and refl ect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confi dentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and refl ection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy

Activity: How do you plan to integrate reflection into your practice as a teacher? How does reflection connect to teacher induction and mentor programs?

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1.7: The reflective practicitioner

In her role as the Director of the Sofia Center for Professional Development at Bosque School, Sheryl Chard hosts workshops, seminars, and retreats for Bosque School faculty and other educators in the community that are heavily informed by feedback from countless educators. These innovative professional development opportunities allow teachers to connect with local experts and other educators, explore their roles in education through art and personal expression, and provide teachers with opportunities to grow in a professional environment that recognizes the indispensable role they hold in our society.

> *The experience in reflective teaching is that you must plunge into the doing, and try to educate yourself before you know what it is you're trying to learn.*
>
> *—Donald Schön*

Donald Schön (1987), a philosopher and educational researcher, makes an important observation: learning to teach often means making choices and taking actions without knowing in advance quite what you need to learn or what the consequences will be. The problem, as we have pointed out more than once, is that classroom events are often ambiguous and ambivalent, in that they usually serve more than one purpose. A teacher compliments a student's contribution to a discussion: at that moment she may be motivating the student, but also focusing classmates' thinking on key ideas. Her comment functions simultaneously as behavioral reinforcement, information, and expression of caring. At that moment complementing the student may be exactly the right thing to do. Or not: perhaps the praise causes the teacher to neglect the contributions of others, or focuses attention on factors that students cannot control, like their ability instead of their effort. In teaching, it seems, everything cuts more than one way, signifies more than one thing. The complications can make it difficult to prepare for teaching in advance, though they also make teaching itself interesting and challenging.

The complications also mean that teachers need to learn from their own teaching by reflecting (or thinking about the significance of) their experiences. In the classrooms, students are not the only people who need to learn. So do teachers, though what teachers need to learn is less about curriculum and more about students' behavior and motivation, about how to assess their learning well, and about how to shape the class into a mutually supportive community.

Thinking about these matters begins to make a teacher a reflective practitioner, a professional who learns both from experience and about experience. Becoming thoughtful helps you in all the areas discussed in this text: it helps in understanding better how students' learning occurs, what motivates students, how you might differentiate your instruction more fully, and how you can make assessments of learning more valid and fair.

Learning to reflect on practice is so important, in fact, that we have referred to and illustrated its value throughout this book. In addition, we devote this entire appendix to how you, like other professional teachers, can develop habits of reflective practice in yourself. First, we describe what reflective practice feels like as an experience, and offer examples of places, people, and activities that can support your own reflection on practice. Then we discuss how teachers can also learn simply by observing and reflecting on their own teaching systematically, and by sharing the results with other teachers and professionals. This is an activity we mentioned in this book previously; we call it teacher research or action research. As you will see, reflective practice not only contributes to teachers' ability to make wise decisions, but also allows them to serve as effective, principled advocates on behalf of students.

Concluding activities (check for understanding)

ACTIVITY

1. Make a list of the five most important characteristics of an excellent teacher.
    - Do you possess these characteristics?
    - If not, what steps can you take to add the characteristic(s) to your teaching profile?
2. Write a paragraph of your teaching philosophy.
    - Why content is important?
    - Best way to teach?
    - What will your style be?
    - What are your goals as a teacher?

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CHAPTER OVERVIEW

2: Teaching and Learning

Learning Objectives

- Explain Bloom's Revised Taxonomy.
- Identify and describe the eight instructional strategies.
- Create a learning objective.
- Create an activity appropriate for Gen Z Students.

In this chapter, a variety of general pedagogical strategies are introduced. Think of the strategies as being part of a spectrum that goes from student centered at one extreme to teacher centered at the other. Bloom (1956) created a hierarchy that classifies thinking from low cognitive load, *knowledge* , to high cognitive load, *creating* . Others have revised Bloom's Taxonomy in order to reflect new media understanding and technological competencies. Bloom's Taxonomy is often used by effective teachers to write clear learning objectives to meet the standards of the lesson.

2.1: Bloom's Taxonomy
2.2: Instructional Strategies
2.3: Creating Objectives
2.4: The students you will be teaching
2.5: References

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2.1: Bloom's Taxonomy

Bloom's hierarchical classification from low-level to high-level thinking has proven invaluable for classroom instruction. The taxonomy provides a way to classify objectives and learning outcomes while showing its versatility as its use spread to a variety of educational applications. An important resource for writing objectives with verbs classified by level, the taxonomy helps teachers to track whether students are using higher-order thinking skills while engaged in a lesson.

Bloom's taxonomy underwent a major revision by Krathwohl & Anderson (2001), as depicted in the Figure One. This revision allows teachers to identify the complexity of thinking required of the students by a lesson. The image below shows the increasing cognitive load and provides a short definition of each level.

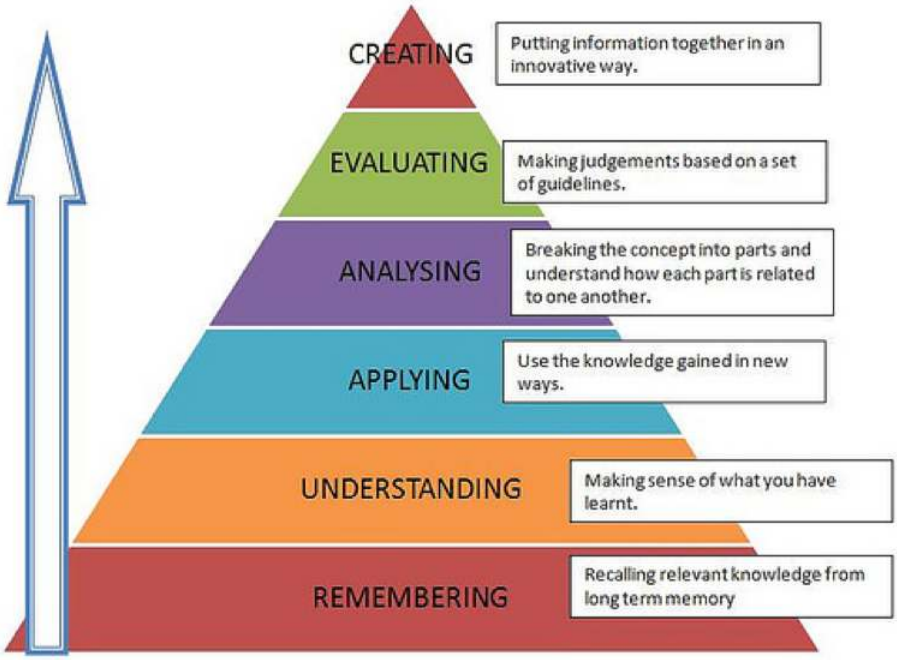

Figure 1. Revised Bloom's Technology

The verbs associated with differing levels of thinking skills required for any given task provide guidance as a teacher writes outcomes of any lesson for a class. For instance, a lower order outcome may be: The student will recall multiplication tables one through four . A higher order outcome might be: The student will differentiate between nutritious foods and foods with processed ingredients . When teachers understand the complexity of thinking levels required by the lesson, they may ensure that students have a good balance among all skills in the spectrum.

lower order thinking skills →					higher order thinking skills
remember	**understand**	**apply**	**analyze**	**evaluate**	**create**
recognizing • identifying recalling • retrieving	interpreting • clarifying • paraphrasing • representing • translating exemplifying • illustrating • instantiating classifying • categorizing • subsuming summarizing • abstracting • generalizing inferring • concluding • extrapolating • interpolating • predicting comparing • contrasting • mapping • matching explaining • constructing models	executing • carrying out implementing • using	differentiating • discriminating • distinguishing • focusing • selecting organizing • finding coherence • integrating • outlining • parsing • structuring attributing • deconstructing	checking • coordinating • detecting • monitoring • testing critiquing • judging	generating • hypothesizing planning • designing producing • constructing

(Table 2 adapted from Anderson and Krathwohl, 2001, pp. 67–68.)

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Table 1. Verbs for planning with Bloom's Taxonomy

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2.2: Instructional Strategies

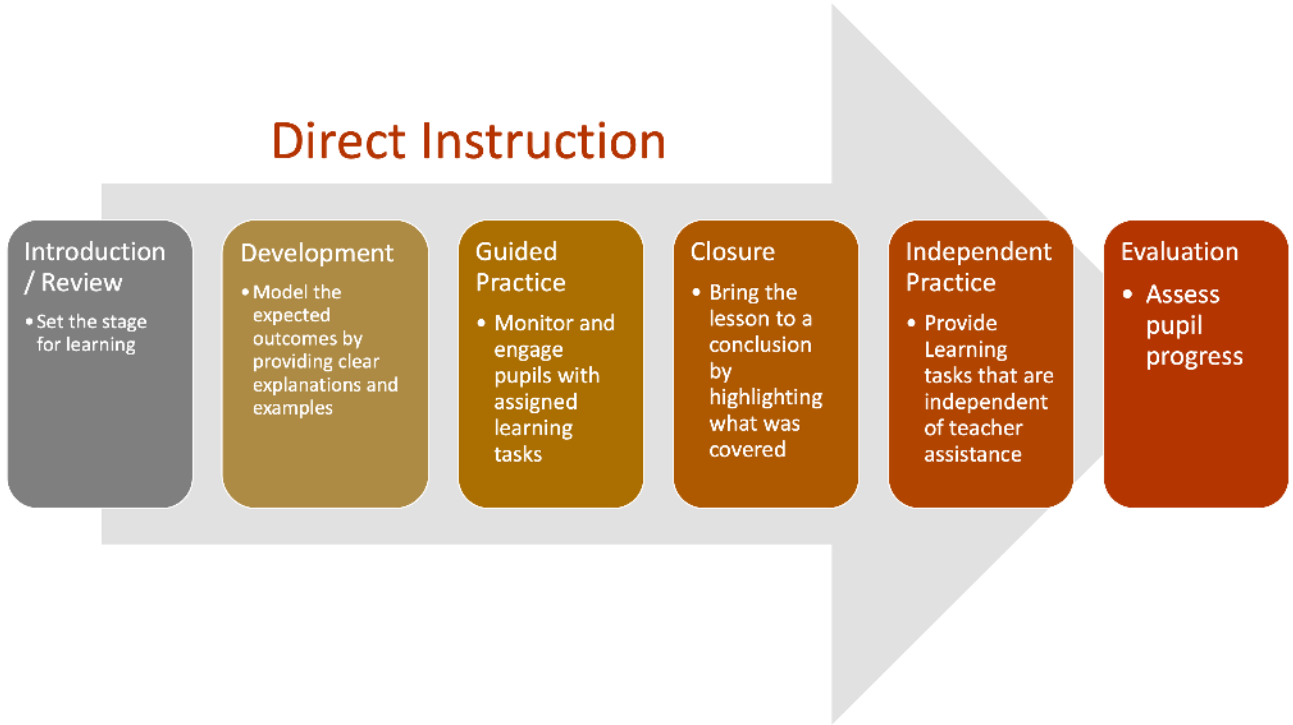
Direct Instruction

In general usage, the term direct instruction refers to (1) instructional approaches that are structured, sequenced, and led by teachers, and/or (2) the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are “directing” the instructional process or instruction is being “directed” at students.

The basic techniques of direct instruction not only extend beyond lecturing, presenting, or demonstrating, but many are considered to be foundational to effective teaching. For example:

- Establishing learning objectives for lessons, activities, and projects, and then making sure that students understand the goals.
- Purposefully organizing and sequencing a series of lessons, projects, and assignments that move students toward understanding and the achievement of specific academic goals.
- Reviewing instructions for an activity or modeling a process—such as a scientific experiment—so that students know what they are expected to do.
- Providing students with clear explanations, descriptions, and illustrations of the knowledge and skills being taught.
- Asking questions to make sure of student understanding after a lesson.

As seen in Figure Two, teachers rarely use either direct instruction or some other teaching approach—in practice, diverse strategies are frequently blended together. For these reasons, negative perceptions of direct instruction likely result more from a widespread overreliance on the approach, and from the tendency to view it as an either/or option, rather than from its inherent value to the instructional process (Carnine, Silbert, Kameenui, & Tarver, 1997).



Drill and Practice

The drill and practice instructional strategy refers to small tasks, such as the memorization of spelling and vocabulary words, or the practicing of the multiplication tables repeatedly. As students, drill and practice instruction was probably a familiar memory throughout your schooling. It is used primarily for students to master fundamental materials through repetition. By today's educational standards, drill and practice is considered outdated and often deemed ineffective as an instructional strategy. According to Jill Sunday Bartoli, "Having to spend long periods of time on repetitive tasks is a sign that learning is not taking place — that this is not a productive learning situation." (Bartoli, 1989, p. 292)

Lecture

Megan Schreder talks to her fifth-grade classroom.

Lecture is a convenient instructional strategy. Material can be delivered efficiently since there are no interruptions from students. Lecture still allows the teacher to relate new material to other topics in the course, define and explain key terms, and relate material to students' interests.

Lecture is an instructional strategy that places students in a passive role. Essentially the lecturer is the expert and the students are having knowledge poured into their brains. The material and presentation are solely the intellectual product of the teacher. Students sit silently at desks that face the lecturer.

Often lecture topics are not remembered well because retrieval pathways to memory have not been established by students actively participating in the instruction. Students have not taken the presented material and created their own interpreted meaning. The lecturer usually does not know if students understand the topic because there is no feedback from students (Lujan, H. & DiCarlo, S, 2006).

Question and Answer

Megan Schreder asks her students questions during a Q&A session with her class.

The technique of question and answer allows the application of knowledge by students and offers a more reflective response. By asking questions, teachers are inviting brief responses from students, which incorporate their prior knowledge and some interpretation of that knowledge. This allows indications of whether students were listening and understand the material being presented. Questions serve both to motivate students to listen and to assess how much and how well they know the material.

Incorporating this instructional approach allows both the teacher to ask students questions and students to ask the teacher questions, fostering a better understanding of th e lesson (Paul & Elder, 2007).

Discussion

In this instructional strategy, the role of the teacher shifts to leading an exchange of ideas about a specific topic. The teacher is no longer the sole provider of the content as students gain a voice for their ideas and the research they have conducted. At times, the teacher may assign students individual concepts that they have to speak about during the discussion. Some control of what course the discussion takes devolves to students. All of the content planned for the lesson might not be discussed. In fact, after reflecting on the day's discussion a teacher might have to begin the next day's discussion on important content that had been overlooked or squeezed out of the lesson.

Teachers need to develop strategies so that the voices of all students are heard. In addition, for effective class discussions students need to listen to what their classmates are saying so the points made during the dialogue allow students to make sense of the new ideas. As the discussion takes place, time should be taken for the teacher or better yet, a student to summarize the important points (Brookfield & Preskill, 2012).

Mental modeling

When a person perceives how something works in the real world and then formalizes that thought process a mental model is created. Mental modeling is a student-centered pedagogical strategy that helps students to solve problems or make decisions. For example, a mathematics teacher verbally modeling the thought process she is using while solving a problem in front of the class is using mental modeling. When teachers model the process of thinking or doing, the strategy of mental modeling becomes clearer to students. Students may then explain their own mental models to learn the strategy and improve their use of it.

Mental modeling often starts with a question, for example: why does lake effect snow occur? "What if" questions are also good starting points, for example: What if gravity ceased entirely? Strategies used by teachers and students engaged in mental modeling include observation, asking questions, as well as location and analysis of information. The level of cognitive load in mental modeling is high making it a strategy that should be employed often.

Teachers are encouraged to help students select the right mental model and help students select relevant information to develop their model. Teachers should create or find problems, case studies, lab activities, and projects at the appropriate grade level for their students. For students to have success they need to possess the appropriate background knowledge and supports to develop an accurate mental model. Often students encounter more success when they focus on the process instead of the outcome (Hestenes, D, 2010).

Inquiry

When students investigate to answer a question about a particular topic, they are using inquiry or inquiry-based learning. When teachers use inquiry-based learning, students or teachers may identify questions, however in any case questions posed should be open ended. Inquiry learning may be experienced individually; but it is beneficial when students work with other students. Differing perspectives and varied resources are important to inquiry-based projects.

Providing responses to questions such as "Why is the sky blue?" demands high-order thinking skills from both the student and the teacher. Allowing students to explore a broad topic, and to choose questions in which they are invested creates the best environment for successful inquiry-based projects. Students benefit from learning and negotiating through group investigation in order to answer a question.

Teachers who wish to engage in inquiry-based learning set the stage for this process in three ways:

1. Assess students to determine their knowledge of the topic, and lay groundwork when that knowledge does not exist.

2. Match the scope of the inquiry question to the learning level of students.
3. Provide resources and/or provide internet search strategies for locating credible resources that will inform the inquiry.

The teacher's role in inquiry-based learning is one of mentor and advisor. Students may struggle through problems; however, if the struggle occurs at a level that students may be successful, this struggle is worthwhile. The teacher's most difficult role, in this case, is to resist answering questions that would inform the inquiry and therefore negate the process for the student!

Inquiry based learning requires time and patience; however this teaching strategy lays groundwork for real-world learning in which students will engage throughout their lives (Sharples, Collins, Feißt, Gaved, Mulholland, Paxton, & Wright, 2011).

Discovery Learning

"Discovery learning is a type of learning where learners construct their own knowledge by experimenting with a domain and inferring rules from the results of these experiments" (Van Joolingen, 2000, p.385).

In today's educational realm, discovery learning is also called problem-based learning or experiential learning. Students participate through a hands-on approach and learning is interactive. Through discovery learning students are encouraged to explore with little guidance from the instructor. Discovery learning is based on the beliefs of Piaget (Ültanır, 2012), in which students are provided with a topic, and from that point students choose how they are going to learn, discover new information, synthesize the information and do so without correction from the teacher. The teacher does feed back to the student, as do the other members of the class, once the project is complete.

It is important that teachers create specific goals and guide students through discovery learning using pre-determined structures, for example, groupwork, fieldwork, or interaction with others. Unless this is the case, students may have too much freedom resulting in a lack of rigor within the method. However, Mayer (2004) states, "In many ways, guided discovery appears to offer the best method for promoting constructivist learning. The challenge of teaching by guided discovery is to know how much and what kind of guidance to provide and to know how to specify the desired outcome of learning." (p.14)

Group work

In group work, students are assigned one or more partners to collaborate with on ideas in a strategy like think-pair-share or problem solving. Before students begin working, the teacher explains the objectives, expectations, and details of the activity or project. This explanation is meant to ensure all group members understand the goal of the group. As the group works together it is expected that all members teach and learn from each other. At the end of the group activity the teacher may debrief with groups or may provide a grade on a group artifact.

Students often need to be oriented on how to work effectively with their peers. Listening to group members' ideas and not attaching self-worth to proposed ideas go a long way toward reaching the goals of the activity. Compromise is a skill that requires practice to be effective. Alignment of group activities with the Social and Emotional Learning (SEL) Benchmarks (New York State, 2018) provides a well-defined way to identify and advance the skills students need to be effective group members.

When engaging students in groupwork, teachers should circulate to monitor the groups' progress toward accomplishing the objectives of the lesson. Asking groups what they are discussing and why that is important to the topic assists in reinforcing the idea that the group activity is educational. As teachers see group behavior that is not on-task, the teacher should not hesitate to address this with the group. This reinforces to all groups that students are individually accountable for their behavior in the group. They are not "lost in a crowd". (Blatchford, Kutnick, Baines, & Galton, 2003).

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2.3: Creating Objectives

A learning objective is a short statement of the goals and objectives that students should know or be able to put into practice after a lesson.

Key Points

- Teacher's curriculum guides often provide overarching objectives for a unit of study in your content area's standards. Teachers must use the standards for their content area to individual teacher to formulate learning objectives for daily lesson plans. (To view the standards for the various content areas in New York State, visit the New York State Department of Education website)
- Bloom's Taxonomy (Bloom et al., 1956) is a framework that categorizes different educational goals. Each level of the Taxonomy has a different level of complexity. The lowest levels of Bloom's Taxonomy require lower order thinking skills (ex. remembering and understanding) and the categories on the higher level of the Taxonomy require higher-order thinking skills (analyzing, evaluating and creating).

Term

Learning Objective

- Any fact, technique or other outcome that a student is expected to achieve at the end of a specific course of instruction

A learning objective is a short statement of the goals and objectives that students should know or be able to put into practice after a lesson. Focusing on what students should know is frequently called the "cognitive" approach; focusing on what students should be able to do is known as the "behavioral" approach. While most teachers are, by temperament, drawn to one of the two approaches, in practice, most teachers often combine the two, perhaps without knowing it.

Large-scale learning objectives will be articulated in a teacher's curriculum guide, but it is up to each individual teacher to formulate learning objectives for individual lesson plans. Teachers must create lesson plans that include objectives that are:

1. Measurable
2. Observable
3. Content-based
4. Student-centered
5. Aligned to the state standards

New York State provides teachers with a curriculum that needs to be covered in a specific course. The teacher must create objectives that align with the curriculum. Teachers need to make sure that they can measure if the students have met the objectives of the lesson. This can be achieved by giving formative and summative assessments (Types of assessments will be discussed in Chapter 6). If students do not meet the objective of the lesson, a teacher needs to be aware and try to remediate to ensure that students can meet the objectives with support from the teacher or a fellow student. In order to be able to measure objectives teachers have to be able to observe the student meeting the objective. For example, I caution pre-service teachers to not use "know" or "understand" in their objectives. These verbs are not concrete and they hard to measure.

It is important to have 2-3 objectives in a lesson plan. This allows the teacher to scaffold instruction (Wood, Bruner, and Ross, 1976). Teachers have to consider that students have varying levels of readiness to complete a certain task. If teachers offer support to students during the learning process, they may be able to complete complex tasks. Teachers can use multiple levels of Bloom's Taxonomy to create objectives that start with tasks that require lower order thinking skills, and moving to more complex tasks that require higher order thinking instruction. If there are multiple objectives, a teacher can measure what objective the students did not meet, and just address that part of the lesson.

Example Objectives

Knowledge (1):

The student will be able to list the parts of a fish with 85% accuracy

The student will be able to recognize nouns in a sentence with 85% accuracy.

Comprehension (2):

The student will be able to paraphrase the results of the survey on the effects of second-hand smoke with 85% accuracy.

The student will be able to summarize Wilson's Fourteen Points with 85% accuracy.

Application (3):

The student will produce argumentative essays on school uniforms with 85% accuracy.

The student will be able create a graph of emissions of greenhouse gases with 85% accuracy.

Analysis (4):

The student will be able to compare and contrast mitosis and meiosis with 85% accuracy.

The student will be able to explain the various ways to solve an equation 85% accuracy.

Evaluation (5):

The student will be able to critique the New Deal policies with 85% accuracy

The student will be able to evaluate the effectiveness of U.S. propaganda during WWII with 85%.

Create (6):

The student will be able to construct a program for addressing flood disaster relief with 85% accuracy.

The student will be able to create an annotated timeline of the Cold War with 85% accuracy.

Activity

For the activity, students will be able to write objectives for each category of Bloom's Taxonomy on the topic of your choosing

Step 1: Pick a topic (does not have to be in you content area)

Step 2: You will create six objectives relating to the topic you choose using action verbs from each category of Bloom's taxonomy. You must number each of the objectives to correspond with the different categories

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

Step 3: Print pages one through four of the cube template. Using these pages, write one objective on each side of the cube

Step 4: Fold the cube on the lines and glue the appropriate tabs

Step 5: Be ready to share and discuss your objectives for the next class meeting

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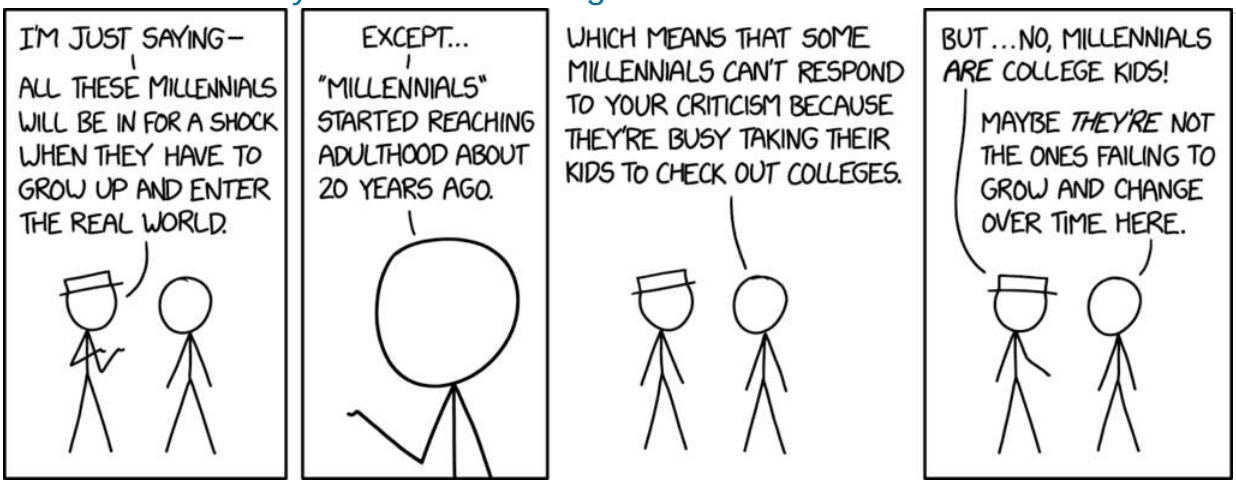
2.4: The students you will be teaching



We have heard a lot about Millennials (born 1981-1996) and all of the characteristics that go along with this group. However, most students entering college these days are considered Generation Z (Gen Z). Gen Z is loosely defined as anyone born between 1996 and 2015, "…this group makes up a quarter of the U.S. population and by 2020 will account for 40% of all consumers," (Finch, 2015, np). Gen Z are currently between 4-24 years old (nearly 74 million in U.S.) and it's safe to say will make up a majority of students in your future classrooms.

This cohort has grown up post 9/11 and in a world of terrorism, recession, racial unrest, corporate scandals and financial insecurity. They have never known a world without access to internet technology and have grown up with iPads and iPhones in their hands. They have the background knowledge to be experienced with digital literacy, but likely do not practice caution in their digital media use. Even though Gen Z spends a lot of time on social media, they seem to be pretty good at deciphering true from false information in record time. Fast Company suggests "Generation Z spends a lot of time on social media… they can sniff out canned or insincere messages in seconds". Your Gen Z students expect honesty and straightforward responses, and are often determined to gain these responses, even if they aren't forthcoming.

Characteristics of Gen Z Learners

- Often children of Generation X but may have parents who are Millennials
- Multitaskers
- Concerned with money and job security
- Usually independent
- Tend to be loyal, compassionate and thoughtful
- Responsible and determined
- Value education
- Future focused
- Active volunteers
- Prefer communication through Snap Chat & Instagram instead of email and traditional social media platforms such as Facebook
- Communicate with images (e.g. emojis)
- Use the internet to gain information for school and interests
- Have less face-to-face contact because of smartphones
- Use social media daily to maintain relationships
- More stressed and depressed than previous generations

Supplemental resources:

- Digital Skills in the Z Generation: Key Questions for a Curricular Introduction in Primary School
- Generation Z Characteristics and Traits that Explain the Way They Learn

- Six Defining Characteristics of Generation Z
- How Generation Z will Change the World According to Experts

Activity:

Using the characteristics of Gen Z and the supplemental resources, create a learning activity that you believe would engage Gen Z students. Prepare to share this activity with other class members. Do they believe this activity would be helpful? What suggestions might they have to improve the activity you have outlined?

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CHAPTER OVERVIEW

3: Becoming a Teacher

Learning Objectives

- Describe the process of becoming a teacher in New York State
- Create New York State TEACH account
- Write a draft of the pre-service teacher resume
- Identify Professional Organizations according to Content and Grade Level Specialties

3.1: The process of becoming a teacher in New York State
3.2: Create a New York State TEACH Account
3.3: Building a Resume
3.4: Professional Organizations (Joining a Larger Community)
3.5: References

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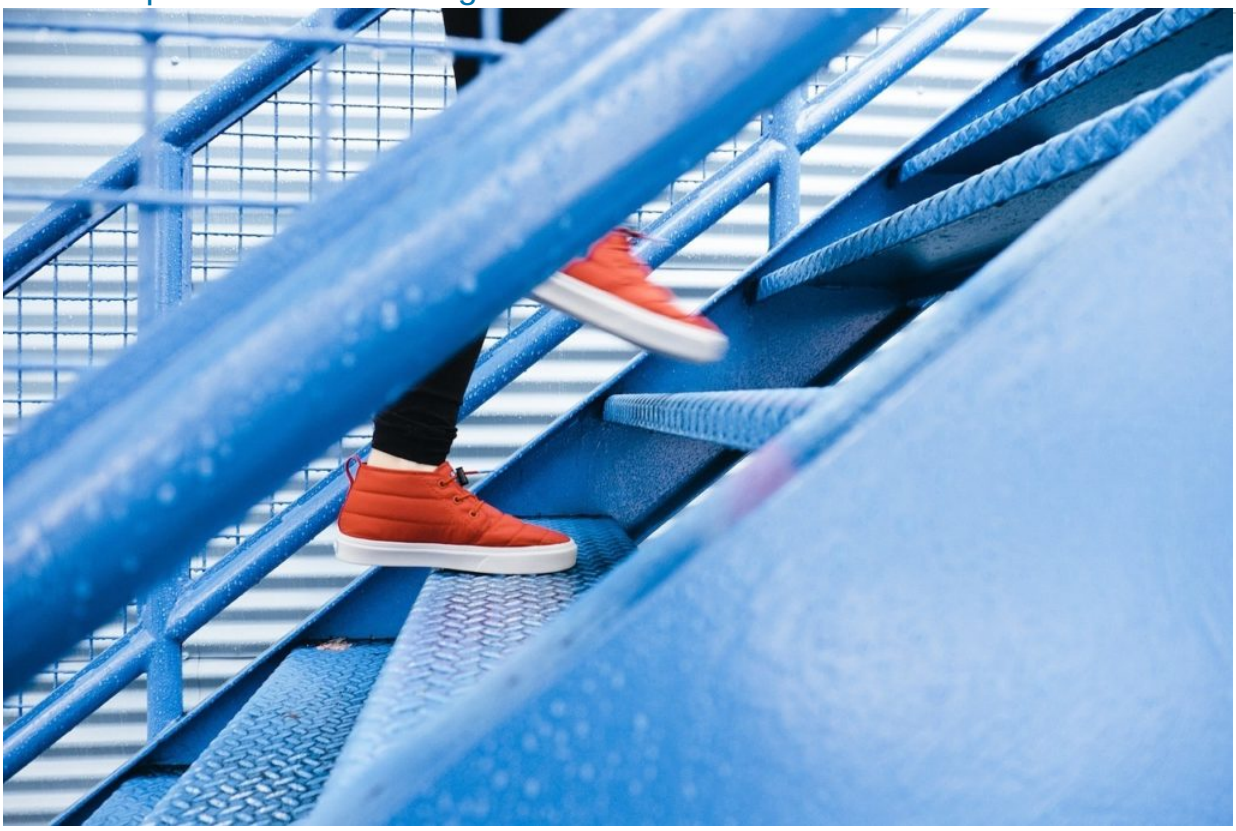
3.1: The process of becoming a teacher in New York State



The New York State Department of Education website (NYSED, 2019) informed the content shared in Sections 1.1 and 1.2. Requirements can change quickly, therefore please monitor the NYSED site for changes during your teacher education program.

The requirements for teacher certification include the following:

1. *Completion of your teacher education program with a GPA of 3.0.* Once you have completed this requirement, the teacher education program will issue a letter recommending you for your initial teaching license.
2. *Completion of the ed TPAwith satisfactory scores on the multiple measures assessed.* The ed TPA consists primarily of written reflections, lesson plans and videotaped classroom experiences in order to predict effective teaching and potential impact on students in the classroom. Guidelines, resources and handbooks are available on the NYSTCE web page.
   a. The edTPA is completed during student teaching. Three to five lesson plans and a video component are required.
   b. The edTPA consists of 4 templates: context, planning, instruction, and assessment. The templates ask for information about a short teaching experience selected by the pre-service teacher.
   c. Students with a concentration in elementary education, Birth – 6th (B-6) grade have a choice between two options: They may choose an ed TPA in B – 2 (birth – second grade concentration), or they may choose to complete the ed TPA for grades 1 – 6 (first – sixth grade concentration). The grades 1 – 6 ed TPA has an additional template for mathematics context and instruction.
3. *Completion of the Content Specialty Testfor your concentration.* Under the Tests link on the NYSTCE web page you will find a list of content specialty tests. In order to gain initial licensure, you must demonstrate mastery of your chosen discipline. Many of these links will indicate the format of the test, the time the test will take, and study guides for the test.
4. *Successfully complete the Educating All Students (EAS) assessment.* The EAS assessment consists of multiple choice and written response items. Each multiple-choice item will portray a classroom-based scenario with several responses to the scenario. From these responses, students are asked to choose the most appropriate response. The EAS test measures the professional and pedagogical knowledge and skills necessary to teach all students effectively in NYS public schools. Pre-service teachers in the secondary programs should take the EAS after completion of EPSY 229 and EDUC 346. Preservice teachers in childhood/elementary programs should take the EAS after the methods block.

5. Students for whom English is a second language are required to take the New York State English as a Second Language Achievement Test (NYSESLAT). This assessment scores the prospective teacher's ability to communicate proficiently with students in a primarily English-speaking classroom.

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3.2: Create a New York State TEACH Account

The TEACH system (2019) is designed for you to perform various functions regarding teacher certification and fingerprinting. It is a requirement of the program that you complete the TEACH self-registration process before enrollment in EDUC 201: Diversity and Teaching. The TEACH website is located at http://www.highered.nysed.gov/tcert/teach/. During the registration process, you will choose a username and password and validate your identity through submitting your fingerprints to the TEACH system. The New York State Education Department (NYSED) requires all applicants for teaching certification to pass the fingerprinting process before they can be awarded a teaching certificate.

Validating your identity will ensure your certification and fingerprint records are properly linked to your personal TEACH account. After you have completed the self-registration process you will be able to use the TEACH system to access your certification and fingerprint information as well as the TEACH system online services.

3.2.1 Fingerprinting Information

The *IdentoGO* website (2019) located at http://www.identogo.com/ lists all fingerprinting locations in your specific area. You may navigate to the website, choose *Locations*, and then enter your zip code to find an appropriate location near you. Appointments are required in order to be fingerprinted at any location. Once you have entered your zip code click to select the location at which you wish to be fingerprinted. You will then be provided with the street address of the location. Below the location hours you will be prompted to Schedule Appointment. You may select this link or call (877) 472-6915 to make the appointment over the phone. Prior to scheduling the appointment, you will be prompted for your service code. Use the service code, **14ZGQT**, to schedule your fingerprinting appointment. Fingerprinting fees may be paid *in person* with a credit card, cash or check made payable to "MorphoTrust USA" at the fingerprint-scanning appointment. At the fingerprint-scanning appointment, your photo will be taken, and you will need two forms of identification. At least one form of identification must be photo identification:

- photo identification documents: S. passport (expired or unexpired), driver license, SUNY Oneonta student ID card
- additional identification documents: voter registration card, U.S. military card, U.S. Social Security card, birth certificate (original or a certified copy)

Fingerprinting results will automatically be posted to your TEACH account when analysis is completed. You may check periodically to determine whether your fingerprints have been posted and analysis is complete. It is important to note that when your fingerprinting results are complete, they are posted onto your TEACH account ABOVE the fingerprinting box. Look for the phrase "DCJS and FBI Results Received". Inside the box itself, it will say "No DATA Found". This can be confusing. Once a public school has requested fingerprinting clearance for you, the results for that will be printed in the box along with the date of the request and the name of the school district.

The cost of fingerprinting to meet the requirements of teacher certification follows:

- New York State Division of Criminal Justice Services (Fingerprint search fee) – $75.00
- FBI fee – 12.00
- MorphoTrust – 12.00

Total Fee (payable to MorphoTrust USA) – **$99.00**

See NYSED's finger print process webpage for further details: http://www.highered.nysed.gov/tsei/ospra/fpprocess.html

Fingerprint information was adapted from the SUNY Oneonta Field Experience website (2019).

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3.3: Building a Resume

Building a resume is an important task as you join any professional community, teaching or otherwise. A resume is a quick and professional introduction to you and your skills. It allows potential employers and collaborators get to know you. A resume should tell a good story. A *teaching* resume should tell a good story about your professional education and experiences that shape your stance as a qualified educator. It is important to begin shaping your professional teaching resume early in your teacher preparation program. You may then continue adding to and revising the resume as you gain valuable professional experiences by completing and documenting field experience opportunities in the program.

Discussion Questions

What are the conventions of a teaching resume?

In what ways do resumes tell a story?

What makes an educational resume different than other professions?

Sample Resume

BEA A. TEACHER

Local Street Address,

City, State Zip

Permanent Street Address, City, State Zip phone

number • email

OBJECTIVE

To obtain a teaching position at the elementary level in the Oneonta City School District

EDUCATION

Bachelor of Science, Early Childhood/Childhood Education (B-6), Concentration in Biology Month Year

State University of New York (SUNY), College at Oneonta, Oneonta, NY NCATE Accredited

Advanced Regents Diploma Month Year

Burnt Hills-Ballston Lake Senior High School, Burnt Hills, NY

RELATED EXPERIENCE

Teacher, School Name**,** City, State Month Year – Month Year

- Work with 25 students, K-12, and all ability levels
- Instruction in reading, writing, math, and study skills
- Effectively manage average classroom of 20 students
- Met with parents regarding student classroom behavior

Student Teacher – Kindergarten, School Name, City, State Month Year – Month Year

- Used centers for math, science, social studies, health, and writing
- Implemented a positive discipline plan and phonics instruction with small groups
- Developed thematic unit on plants/gardening around major instructional goals

Student Teacher – Fourth Grade, School Name, City, State Month Year – Month Year

- Created and implemented literature units on density
- Developed and taught writing unit on “why” stories
- Used teacher’s manuals as guideline for teaching math and science
- Modified lesson plans to meet students’ needs required for 504/IEP plans
- Adapted units for time, money, geometry, and weather

Program Assistant, School/Organization Name**,** City, State Month Year – Month Year

- After school program sponsored by XYZ Central School
- Supervised and managed groups of 15-20 children grades K-5

FIELD EXPERIENCE

Observation/Participation – 200 Hours Year – Year

- Kindergarten Participation, Unadilla Valley Central School, New Berlin, NY
- Pre-Kindergarten, Head Start/Early Head Start Day Care, Oneonta, NY
- Fourth Grade, Commack Road Elementary School, Islip, NY
- First Grade, Wing Elementary School, Islip, NY

OTHER EXPERIENCE

Support Staff, Company Name**,** City, State Month Year – Month Year

- Various clerical responsibilities, including developed proficiency in all Microsoft Office products

Sales Clerk, Department Store, City, State Month Year – Month Year

- Provided exceptional customer service to approximately 40 individuals each day
- Utilized creativity to design two store displays each month
- Responsible for additional duties in manager’s absence

VOLUNTEER EXPERIENCE

St. Vincent Elementary School, St. Vincent, NY Month Year – Month Year

- Coordinated after school program for 25 children, ages 5 to 8
- Maintained a safe and conducive learning environment

ACTIVITIES

Leadership Institute, SUNY Oneonta, Oneonta, NY Month Year – Month Year

Elementary Education Club, SUNY Oneonta, Oneonta, NY Month Year – Month Year

Professional Memberships

Professional Education Council, SUNY Oneonta, Oneonta, NY Month Year – Month Year

Association for Teachers, SUNY Oneonta, Oneonta, NY Month Year – Month Year

Skills

Foreign Language: Spanish Fluency

Computer Programs: MS Word, Excel, PowerPoint, Access Classroom Technology: ELMO, SmartBoard

MM 08/17

Figure 1. Sample Resume Adapted from Template (All Business Templates, 2017)

Many resources exist on the campus of SUNY Oneonta to assist you in building your resume. The Career Development Center (2019) is available to provide guidance concerning the necessary components and steps for building your resume.

The document is provided by the Career Development Center, specifically for students who are beginning to build their professional resume.

Career Development Center
110 Netzer Admin. Building
(607) 436 -2534

10 Steps to Building A Solid Resume

Students often ask: what should I be doing now to prepare to write my resume when the time comes? Here are some steps that you can take today to make sure that yours will be a resume that will gain the attention of potential future employers:

1. **Establish solid relationships with professors and employers**. Don't be afraid to talk to your professors. They can provide a wealth of information and assistance as you determine your career path. You can also learn a great deal from work supervisors, even in part-time and summer jobs. Some day you will be asking these people to write or give a verbal reference for you; the better they know you, the more qualified they will feel to speak about your skills and abilities.
2. **Set career goals.** As soon as you are ready to do so, it is better to start off in a direction, even if you may need to alter that direction later on. Do some research– talk to professors, advisors, career counselors, professionals in fields of interest, etc.– and then weigh the information you have collected. The suggestions in the remainder of this article will help you as you evaluate your plans and goals.
3. **Join clubs and participate in activities related to your career goals.** There are many clubs and organizations on your campus; some relate to academic majors, others to interest areas. Participating in any of these groups can help you to gain insight into a particular field or investigate your interests and skills. Working with fellow students, faculty advisors, and others you encounter can also provide extremely valuable experience in building teamwork and communication skills, both of which are vital to almost any career you may pursue.
4. **Be selective about part-time and summer employment.** While any job can provide valuable experience, employers are often looking for someone who can demonstrate as many of the necessary skills as possible for their available position. The more relevant experience you have, the better prepared you are for a position in your chosen field. You can also use part-time and summer jobs to "test drive" a career choice you are considering.
5. **Volunteer with an organization or agency where you can gain skills related to your career goals.** Volunteering is another a great way to meet people, gain skills, and find out if a certain career is really a good "fit" for you. There are many wonderful opportunities for volunteering in most communities; showing that you had the initiative to take advantage of this type of experience can be very impressive to future employers. This step is especially important for those students who are limited in their choices of summer and part-time jobs.
6. **Do an internship**. What better way to familiarize yourself with the inner workings of a prospective career field than to do an internship with a company or organization in that field? For many internships, academic credit is obtained through the student's major department. Contact your academic advisor for more information and, if encouraged to locate your own internship, you can contact your college career center for further assistance.
7. **Get good grades**. In almost any career you can imagine, employers are looking for the best and brightest graduates to fill their company's openings. Whether you plan to be a teacher, an accountant, a stockbroker, or a psychologist, the better you have performed in your past "job" (as a student), the better your prospective employers can expect you to perform for them. And if you plan to attend graduate school, a high GPA may be an entrance requirement.
8. **Determine skills and abilities needed to succeed in your career and take every possible opportunity to strengthen them.** Flexibility? Communication? Computer literacy? Initiative? What are the skills you will need to succeed on the job? Look at job descriptions, talk to employers, professors, and those currently employed in your field of choice to find out what you will need to do to succeed in your chosen career. Skills do not magically appear your first day on the job (or during your interview!) but take time and effort to build. Start now with your "job" as a student and practice, practice, practice! Be on time for class, initiate questions or discussions, gain computer skills, and make sure that all work you submit shows your best possible effort.
9. **Start planning early**. As you can see from steps #1 – 8 above, planning and preparing for a career is not something that can be done well during the last semester of your senior year. You can write your resume during that time, but if you want some good, quality information to put on it, the earlier you start, the better off you'll be.
10. **Visit your college career center**. For the most current information about almost any career field you can imagine, your college career center is the first place you should check. If you need any assistance at all in determining what your career path might be, staff members will be willing to take the time to answer your questions. And when you are ready to write your resume, many career centers offer workshops, written materials, and/or a resume critiquing service to help ensure that your resume is the best possible tool for marketing your skills to employers.

ADDITIONAL RESOURCE

Northland University (2019) has created an excellent guide to creating a resume. This guide is geared toward new educators who wish to build their resumes in order to highlight experience during their programs. This guide is available at https://my.northland.edu/wp-content/uploads/sites/2/2015/07/Education-Majors-Resume-Guide.pdf

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3.4: Professional Organizations (Joining a Larger Community)

Professional organizations are essential contributors in assisting educators in developing, building, and sustaining teachers' professional learning networks.

Discussion Questions

Consider the following questions:

- What are your professional organization's belief statements or position statements on teaching
- What journals do your organization publish for practicing teachers?
- What resources do your professional organization provide teachers?
- What special events does your organization hold for teachers?

Professional organizations are important to ongoing professional development and growth. Teachers take advantage of conferences, meetings and opportunities to both mentor and be mentored through the professional organizations for their content areas and/or interest areas.

All professional organizations have web sites that assist in understanding their content, the activities and opportunities they provide to their members, and any publications that the organization may publish for its members. In addition, most professional organizations offer a student rate that can assist in building your resume and networking with like-minded educators. A list of national professional organizations adapted from Masters in Education (2019) appear below.

Professional Organizations by Subject/Concentration Area

- National Council of Teachers of English – NCTE www.ncte.org
- National Science Teachers Association – NSTA www.nsta.org
- National Council for the Social Studies – NCSS http://www.socialstudies.org/
- American Council on the Teaching of Foreign Languages – ACTFL www.actfl.org
- American Association of Family and Consumer Science – AAFCS www.aafcs.org
- International Literacy Association – ILA http://literacyworldwide.org
- National Council of Teachers of Mathematics – NCTM www.nctm.org/
- Professional Organizations for birth-6th grade practitioners
- Association for Childhood Education International www.acei.org
- Teachers First https://www.teachersfirst.com/proforgs.cfm
- Association of American Educators https://www.aaeteachers.org/
- Council for Exceptional Children (CEC), Division for Early Childhood (DEC) http://www.dec-sped.org/
- National Association for the Education of Young Children http://www.naeyc.org/

In addition to those on the national level, most states will also have professional organizations for various contents and grade levels. These are an excellent way to make contacts with other educators in your state.

Suggested Activities

3.1 Describe the process of becoming a teacher in New York State

3.1 Think – pair – share; outline, discuss and then create a potential timeline for completing your teacher certification process over the next four years.

3.1 In small groups discuss the aspects of the certification process which seem most easily accomplished and those that seem most difficult.

3.2 Create New York State TEACH account

3.3 Write a draft of the pre-service teacher resume

3.4 Identify professional organizations according to content and grade level specialties

1. Locate, research, and join either a local or national organization, preferably related to your content concentration or major that supports students, pre-service, and/or beginning teachers.

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Northland College Career Education Center. (nd). Resume Guide for Education Majors. Retrieved from: https://my.northland.edu/wp-content/uploads/sites/2/2015/07/Education-Majors-Resume-Guide.pdf on March 19, 2019.

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CHAPTER OVERVIEW

4: Curriculum and Academic Standards

Learning Objectives

- Identify aspects of the four curricula: explicit, hidden, null, and extracurricular
- Critically analyze sociological influences of a hidden, null, and extracurricular curriculum.
- Explain the differences of the four curricula
- Identify how the different cognitive and affective domains of learning shape curricular design.

Curriculum, according to John Dewey (1902) "…is a continuous reconstruction, moving from the child's present experience out into that represented by the organized bodies of truth that we call studies . . . the various studies . . . are themselves experience—they are that of the race" (p. 11–12). This chapter will focus on the different types of curriculum and the relationship between curricula, cognition, and affect.

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4.1: The Purpose of Curriculum
4.2: Sociological Influences of the Four Curricula
4.3: The Cognitive and Affective Domains of Curricula
4.4: The Cognitive and Affective Domains of Curricula
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4.1: The Purpose of Curriculum

What is the importance of curriculum? Answers will vary. According to the United States Department of Education the purpose of having a curriculum is to provide teachers with an outline for what should be taught in classrooms(https://www.ed.gov/k-12reforms/standards). The United States Department of Education wants to ensure that students are exposed to rigorous curricular goals to ensure that are prepared for real-world experiences that will make students college and career ready.

At the state level, the New York State Education Department (NYSED) has the responsibility to create standards that reflect what students should know as a result of instruction delivered by trained educators (http://www.nysed.gov/curriculum-instruction). Teachers in New York State have curricula they must follow in order to meet standards that are passed into law and adopted by the NYSED. NYSED has adopted curricular support for educators by making resources available to assist local school districts in developing and implementing local curricula.

For more information on the standards that apply to your specific content area, you can visit http://www.nysed.gov/curriculum-instruction.

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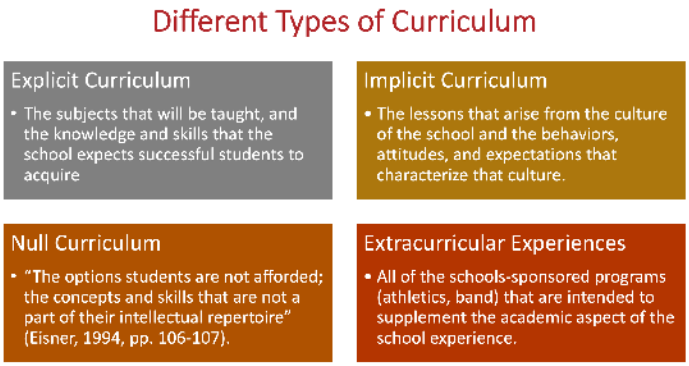
4.2: Sociological Influences of the Four Curricula

There are four different types of curricula that educators have to address in the classroom; t hese four are the explicit, implicit, null, and extracurricular. The most obvious curriculum in the classroom is the explicit curriculum because that is the curriculum that has been approved by the New York State Board of Regents. Curriculum of extracurricular activities also exists for such activities as academic clubs, band and chorus, or sports. The curriculum that is not so obvious is the implicit or "hidden curriculum" and the null curriculum, which is information that students may never be exposed to because they are excluded from the explicit curriculum. Each of these curricula will be explained below with examples to illustrate what each entail.



Explicit

Explicit instruction can be described as being a curriculum that has been intentionally designed, field tested by educators, and disseminated publicly, often with resources that will help teachers facilitate classroom instruction. To illustrate this point, one could look at the current modules that were created to offer guidance on how to deliver instruction to students and provide curriculum maps, graphic organizers, and supplemental materials that could be used to deliver the prescribed curriculum.

Module 1 in the 5th Grade ELA curriculum uses excerpts from the Universal Declaration of Human Rights (UDHR) and Esperanza Rising as the central texts focused on in the module. The curriculum map also provides several supplemental resources that are used to offer context to the central texts, such as a history of the United Nations, to understand how the UDHR was created and for what purpose. The module maps out suggested pacing, or benchmarks in the modules. Continuing with the 5th grade New York State ELA module 1 example, teachers are encouraged to give students the vocabulary that will be used in the module to clarify the goals of the module. The 5th grade ELA Module 1 example suggested that teachers assess the vocabulary they need for the module using short constructed or selected response questions. The students would then read supplemental human rights accounts that are meant to be scaffolds that lead up to the novel Esperanza Rising, in which students will be asked to use extended responses with textual evidence from the novel to explain how Esperanza changed over time.

Implicit

The hidden curriculum are lessons that emerge from the culture of the local school district school and the behaviors, attitudes, and beliefs that have defined by the district. Bruner (1960) addressed the need to cultivate an understanding of ideas by including content beyond the explicit curriculum. An example of a hidden curriculum is character education. Character education may address values that are not part of the state-approved curriculum. While character education can be found in the explicit curriculum, the nuances of the character education program may be informed by many factors present in the local school district including the school community's cultural expectations, values, and perspectives. A character education program may also include specific curricular topics which may contain varying ideological and/or cultural messages. Teaching strategies that connect the school to the community like problem-based learning or applied learning, can also be part of the implicit curriculum.

Null

Eisner (1985) defined null curriculum as information that schools do not teach:

… 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 part of their intellectual repertoire (Eisner,1985, p. 107).

There are several examples of null curriculum that can be identified in content areas. For example, in social studies, the teacher may give a general overview of the history of science while covering the scientific revolution. However, this information is excluded from the formal curriculum. Another example would be the exclusion of Darwin's theory of evolution from the official biology curriculum. Null content may represent specific facts omitted in a particular unit of study. An example of this would be a social studies unit focusing on the New Deal may not reference the fact that the New Deal failed to resolve the problem of unemployment.

Extra

Extra-curricular curriculum includes school-sponsored opportunities that fall outside of academic requirements prescribed on the local and state levels. Examples of extra-curricular activities include participation in sports, music, student governance, yearbook, school newspaper, and academic clubs. Extracurricular participation is a strategy to promote school connectedness (Centers for Disease Control and Prevention, 2009). Extracurricular activities are often associated with many positive outcomes such as higher academic achievement and decreased school dropout (Farb & Matjasko, 2012).

According to the United States National Center for Education Statistics (2012), sports are the most common type of extracurricular activity among secondary school students, with 44% of high school seniors reporting participation in some type of sport. Additionally, 21% of students participate in music activities, as well as clubs, such as academic (21%), hobby (12%), and vocational clubs (16%).

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4.3: The Cognitive and Affective Domains of Curricula

As discussed previously, Dewey (1902) explained that curriculum as being a means for schools to attain their objectives for learning. The learning, whether it be through planned or unplanned experiences, is a framework intended to provide students with the necessary content to achieve the educational outcomes adopted by the New York State Department of Education. Local school districts develop their curricula according to the educational outcomes outlined by the state. The curriculum can be viewed from varying perspectives. The cognitive perspective of curriculum focuses primarily on the acquisition of knowledge. The affective perspective tends to go beyond the acquisition of knowledge to include the degree that students value the knowledge that is being delivered to achieve educational outcomes. These two perspectives of curricula allow people to consider not only the subject matter, but how the students react to the material being delivered.

Bloom et al. (1959) created a taxonomy that sought to classify the various educational goals of the classroom. Bloom's Taxonomy addressed the progression of educational goals that focused on lower-order thinking skills such as remembering and understanding to higher-order thinking skills through which students apply the knowledge they have learned through a process of analysis. Students use their higher-order thinking skills to evaluate the concrete information they have learned to create a product from the information they have learned. The structure of the taxonomy serves as tool for educators to scaffold instruction, which offers students intellectual and social supports to use higher-order thinking skills.

Vygotsky (1978) created the Zone of Proximal Development, which stresses modeling and teaching at students' instructional levels rather than at the students' frustration levels. Vygotsky defined the Zone of Proximal Development (ZPD) as "the distance between the actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more competent peers" (Vygotsky, 1978, p.86). Vygotsky saw the importance of assessing students' cognitive abilities to determine the level of students' cognitive growth. Teachers model instructional activities that allow students to process knowledge and apply the information, which ultimately heightens the students' level of cognitive development.

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4.4: The Cognitive and Affective Domains of Curricula

The Cognitive Domain of Curricula

The cognitive domain of curricula deals with how students gain knowledge. In today's schools, this is often achieved by dividing the knowledge into separate content areas. In this model, the different content areas are taught independently of supporting student emotions or social skills; therefore, in this model, instruction is contained to content-specific facts and skills.

Subject-Centered

The idea of subject-centered instruction separates instruction into distinct content areas. The skills and content contributing to the curriculum varies by subject. While this model was adopted in the United States in the 1870's, it is still in practice today, especially at the secondary level. The pros and cons of this model were outlined by Ornstein (1982).

Pros of subject-centered Instruction	Cons of subject-centered instruction
Subjects are a logical way to organize and interpret learning.	The curriculum is fragmented, and concepts learned in isolation.
Such organization makes it easier for people to remember information for future use.	It deemphasizes life experiences and fails to consider the needs and interests of students.
Teachers (in secondary schools, at least) are trained as subject-matter specialists.	The teacher dominates the lesson, allowing little student input.
Textbooks and other teaching materials are usually organized by subject.	The emphasis is on using lower-order thinking skills like teaching of knowledge, and the recall of facts.

Core Curriculum

The core curriculum emphasizes knowledge within the subject areas that all students should learn. People in favor of having a core curriculum believe that all students should know a common body of knowledge. This model takes a more interdisciplinary approach to ensure that all prescribed content is covered.

Mastery Learning

Mastery learning includes multiple educational practices based on the principle that if students are given adequate time to study and have appropriate instruction most students can meet the learning standards set for the course. Mastery learning is based on the acknowledgement of the differing rate of time that students take to master material. Theoretically speaking, there could be the possibility that all students will be learning at different paces and the teacher will have to attend to the differences in the pace of instruction of all of their students (Block & Anderson, 1974).

The Affective Domain of Curricula

The Affective domain of curricula places emphasis on feeling and valuing in education. This is the aspect of the curriculum that emphasizes emotions and motivation. This domain is rooted in the belief that schools have responsibilities beyond the delivery of instruction. In this domain, the information is presented in a manner that guides students to seeing the value in the things they are learning in the classroom in a way that helps the students see the value in the material that is being covered in the course. It is the goal to make a lasting impression on the students, eliciting an emotional response from the students. The affective domain of curricula also attempts to address concepts such as morality, character building, resiliency, empathy, and perseverance by modeling and promoting good citizenship in the classroom (Miller, 2005)

Student-Centered Curriculum

A student-centered curriculum emphasizes students' interests and needs. In student-centered instruction students take a more active role in their own learning. The students construct their own knowledge with the assistance of the teacher (Ornstein, 1982). The Progressive philosophy of education informs the student-centered curriculum. Teachers who identify with this philosophy believe

that focusing on students' needs and personal interests, students tend to be more motivated to engage with the material in a more meaningful way.

Humanistic

Humanistic learning focuses on student mastery and personal growth. The objectives of humanistic learning strive to instill a set of values and feelings in the students. The humanistic model focuses on the importance of cultivating the human potential. Humanists seek a higher sense of consciousness in the students and enhancement of the mind (Ornstein, 1982).

Cooperative Learning

Cooperative learning is a teaching strategy that is structured around small groups comprised of students with varying ability levels. Cooperative learning incorporates a variety of learning experiences to enhance their understanding of a particular topic. In some cases, members of each group are assigned tasks. These tasks are then shared with students in other groups. In this model students take on the role of the learner as well as teacher (Johnson & Johnson, 1999). The jigsaw model is an excellent way to engage students in this type of learning. See the video at the bottom of this page to watch a teacher model this technique.

Broad Fields Curriculum

Broad fields design is in response to the lack of integration under subject-centered design. Many educators feel that curricula in the subject –centered model is too compartmentalized. The students sometimes have difficulty making interdisciplinary connections between the different subjects. The drawback with this interdisciplinary model is combining so many subjects, students get knowledge that is less in-depth in comparison to the deeper content of a single-subject. (Barnett, 2009)

Activity Curriculum

This movement originated in private child-centered schools and impacted the public elementary school curriculum. This advocated carefully planned activities that were tied to a child's needs and interests. This teaching strategy acted as the basis of emerging teaching strategies that included life experiences, field trips, and group activities (Ornstein, 1982).

Stakeholders and Curricular Decision Making

Parents, Schools, and Communities

Parents can be the most valuable influences on the curriculum adopted at the local level. The Board of Education adopts the curriculum, but the parents are the taxpayers in the district, so they have a vested interest in the way their children are taught. This input can be made through contacting individual teachers and/or the administration to shape their children's educations.

Special Interest Groups

Special interest groups advocate for particular policies and focus in education. These groups can be comprised of people from a specific culture, ethnicity, or religious group and may lobby for changes in education through a political lens based on their political party affiliation.

State Legislatures

Public schools are funded by taxpayer dollars and governed by their respective states and departments of education. State legislators tend to focus on what best meets the needs of all students. State legislatures play a vital role in education because they set the state budget for education and pass laws pertaining to the educational system statewide. Some policies are influenced by state legislators and the state's department of education.

Schools

The school's influence revolves around both the philosophical picture of what schools should accomplish and the practical picture of what to do with the students today. Colleges often share their expectations for incoming students so that K-12 teachers can make the students college or career ready.

Textbooks and Testing Companies

The states that represent the greatest possible business for the publishers can have tremendous influence over the content of the books. California and Texas, for example, account for approximately 20 percent of the textbook market.

Standards: The Next Generation

The New York State Board of Regents revised the ELA and Mathematics Learning Standards in 2017. The ELA and Mathematics standards were revised to ensure that New York State has well-crafted standards for our students (NYSED, 2017). This is the most recent iteration of the information that any teacher and student in New York State will be held accountable for. Creation of good objectives that allow for achievement of both cognitive and affective goals will assist us in meeting these standards.

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CHAPTER OVERVIEW

5: Educational Philosophies

Learning Objectives

- Describe different philosophies of education
- Describe characteristics of one philosophy of education
- Connect characteristics of one philosophy of education to instructional methods and classroom management
- Write a brief I-statement on students' emerging philosophy of education
- Differentiate between an educational philosophy and ideology

Pre-Reading Activity

Think and write on the following guiding questions

- What does being teacher mean?
- What are the aspects that make teachers what teachers are?
- What should be taught?
- How should it be taught?
- Why is it important to teach….(insert content)?
- What is knowledge?
- How does knowledge become learned by students?
- What is the relationship between teacher and student?

Whether you are aware or not, you have begun writing philosophical statements about education and being a teacher. After sharing your answers, please do the following:

1. Complete the Educational Philosophies Self-Assessment Survey
2. Compile your score using Educational Philosophies Self-Assessment Scoring Guide

What does this survey reveal about your underlining philosophy?

Do you agree or disagree with this assessment? Explain.

What might this survey reveal with your reasons in becoming a teacher?

5.1: Foundations of Educational Philosophy
5.2: Ontological Frameworks of Philosophy
5.3: Philosophical Perspective of Education
5.4: Educational Psychology
5.5: References

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5.1: Foundations of Educational Philosophy

A philosophy grounds or guides practice in the study of existence and knowledge while developing an ontology (the study of being) on what it means for something or someone to be—or exist. Educational philosophy, then, provides a foundation which constructs and guides the ways knowledge is generated and passed on to others. Therefore, it is of critical import that teachers begin to develop a clear understanding of philosophical traditions and how the philosophical underpinnings inform their educational philosophies; because, a clear educational philosophy will help guide and develop cohesive reasons for how each teacher designs classroom spaces and learning interactions with both teachers and students. A clear philosophy also frames the curriculum along a spectrum from teacher-centered curriculum to student-centered curriculum to society-centered curriculum.

Over the course of history, philosophy has had several paradigm shifts that influence teaching and learning. Each of these paradigm shifts altered the ontology, epistemology, axiology and school of philosophy, which also shaped what it means to be a teacher within each historical era. While Occidental metaphysical traditions are grounded in the tradition of the Ancient Greeks and the philosophies of Plato and Aristotle, philosophical traditions from the 19th century helped ground the early foundations of educational philosophy and the development of public education in Europe and the United States.

“What does it mean to be?” is the guiding question of ontology, and stemming from one’s stance on this foundational question, a general structure (Table 1) guides an educator’s general stance on epistemology, axiology, educational philosophy, and psychological orientations; these, then, inform, or should inform, an educator’s choice of instructional methods and classroom management techniques.

Visual Literacy Activity

Rather than focusing on the difficult and the abstract, let’s focus on the concrete and work our way up. Use Table 1 to help answer the following questions:

1. Choose one instructional activity from Table 1 you feel is an effective method of instruction. Explain why?
2. Choose one classroom management technique from Table 1 you feel is an effective classroom management technique. Explain why?
3. Do your two choices align in a similar area of the outlined shape? If so, explain why they might align? If not, explain why they might not align.
4. Trace your two choices up the table to psychological orientations, educational philosophy, axiology, epistemology, and ontology. Does this line align with where you placed on the philosophy of education assessment survey? If so, you are beginning to construct an outline for your philosophy of education. If not, you may need to explore more on what you feel is important in being a teacher. In either case, you will use the rest of this chapter to help guide your (re)developing philosophy of education.

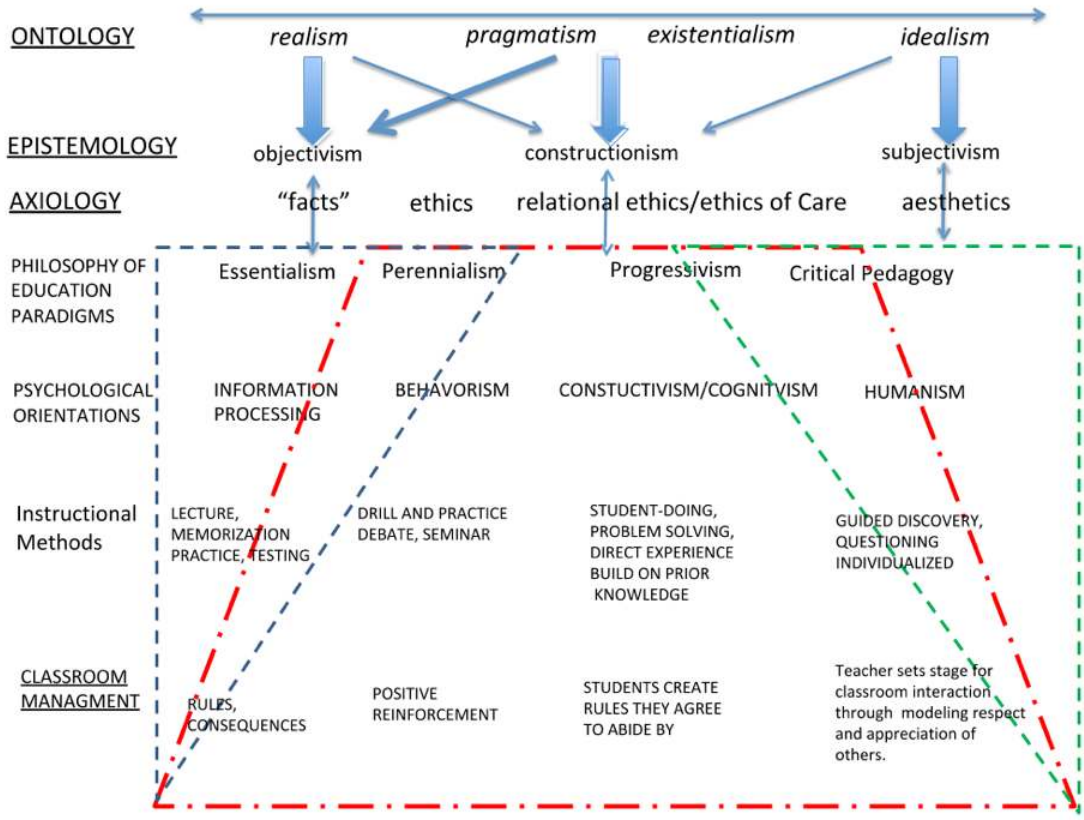

Table 1: Philosophies of Education Matrix

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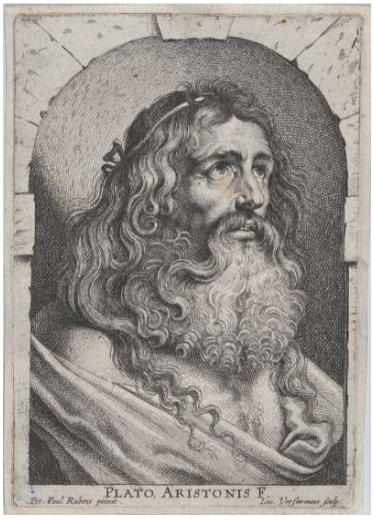
5.2: Ontological Frameworks of Philosophy

Generally, there are four ontological perspectives that frame schools of educational philosophy. Two ontological frameworks, idealism and realism, stem from Ancient Greece. The Ancient Greek philosopher Plato developed the tradition of idealism; whereas, Aristotle, Plato's student, formed an antithetical ontology of realism. Progressivism and existentialism grew from the philosophical remnants of the Age of Enlightenment in the 19th century. Pragmatism formed within the United States during the late 1800s; at the same time, existentialism developed as a continental philosophy in Europe. While the early public education system in United States was guided by idealism and realism, pragmatism and existentialism has served as the influential foundations of 20th and 21st century educational philosophies.

Idealism



For idealists, ideas are the only true reality. Conscious reasoning is the only way to locate what is true, beautiful, and just. Plato founded Idealism and outlined its tenets in his book The Republic. For Plato, there are two worlds. The first world is home of the spiritual or mental world where universal ideas and truth were permanent; this world can only be found through conscious reasoning. The second world is the world of appearances and imperfection; a world experienced through sensory experiences of sight, sound, touch, smell, and taste. Plato outlines this duality between the two worlds in "The Allegory of the Cave." In this famous allegory, people are chained against walls with a fire behind them. What the people perceive as real are only shadowed projections on the wall of cave. If one was to break free, leave the cave, and discover the sun, this new "realm" would discover the true source of everything that was previously known. It would be the realm of pure fact and form. This is the source of all that is real. The real world is just an imperfect projection of these ideas, forms, and truth.

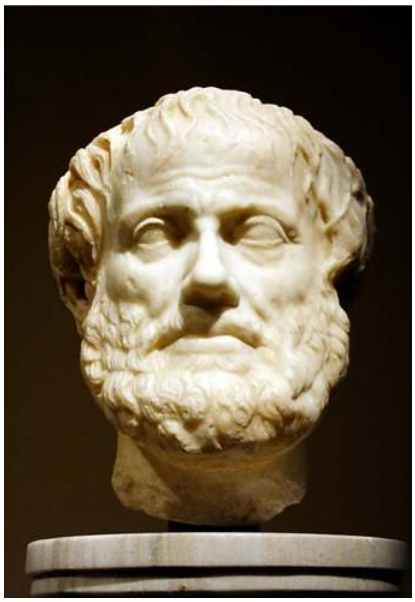
Almost two centuries later, Dutch philosopher Renè Descartes would shift Platonic Idealism toward mind-body dualism with his famous phrase "Cogito, ergo sum (I think; therefore, I am)." For Descartes, the only proof of his existence is his thinking—a thinking being. Like Plato, Descartes outlined a rationale for why perceptions are unreliable, and the external world is illusory. Only through rationale deduction, could one obtain truth. While Plato outlined a dualism between two separate worlds, Descartes established an Idealism founded on mind-body dualism where the thinking mind is given privilege over the physical body and external world. This dualism would heavily influence philosophy and educational philosophy well into the 20th century.

Teaching, for Idealists, focuses on moral excellence that will benefit society. Students should focus on subjects of the mind like literature, history, and philosophy. Students will demonstrate understanding through participation in lecture and through Socratic-dialogues which engage students in introspection and insight that bring to conscious the universal forms and concepts.

Key philosophers:

Plato, Descartes

Realism



"viena-Wien. Kunsthistorisches Museum. Cap d'Aristotil. Copia romana d'un original qrez. Ca. 320 Dc." by Pilar Torres

Realism's central tenet is based on a reality, or external universe, independent from the human mind. Aristotle, Plato's student, contradicted his teacher's Idealist philosophy and formulated a philosophy on determining truth through observation. Reality can be truly understood by careful observation of all the data. Because of his emphasis on careful observation, Aristotle is often referred as the Father of the Scientific Method. Through logic, humans can reason about the physical universe. Essences of things or substances, therefore, can be determined by examination of the object or substance. Aristotle's logic, then, emphasizes induction as well as deduction, and the real world can be determined through both.

During the Enlightenment, Common Sense Realism began to counter the Idealism of Descartes. Rather than the skepticism of the external world espoused by Idealists, the Common Sense Realists, like John Locke, argue that ordinary experiences intuit a self and the physical world without the skepticism of the real world outside the mind. This Realism would influence the development of Empiricism and Pragmatism later in the Enlightenment.

For realists, teaching methods should focus on basic skills and memorization and mastery of facts. Students demonstrate content mastery of these skills through critical observation and applied experimentation.

Pragmatism

Like Realism, Pragmatism requires empirical observation of the real world; however, unlike Realism and Idealism, the real world is not an unchanging whole, but is evolving and changing according to how thought is applied into action towards a problem. Thought cannot or should not describe or represent reality, but rather, should be applied by the practical applying thoughts and experiences to problems that arise. The universe, then, is always evolving according to new applied thoughts turned into actions. Pragmatism's founder Charles Sanders Pierce posits thought must produce action towards an ever-changing universe.

John Dewey, the founder of Progressivism, believed that experience is central to explaining the world; moreover, experience is what is needed to be explained. One needs practical experiences and uses explanations to find models that would best fit any given problem or situation. As new experiences and explanations arise, reality will evolve or change to new situations and problems.

Pragmatists focus on hands-on, experiential learning tasks such as experimenting, and working on projects in groups. Students will demonstrate understanding through applied learning tasks to concrete problems or tasks.

Key philosophers:

Charles S. Pearce, William James, John Dewey

Existentialism

Existentialism grew from the continental philosophies forming in Europe during the 19th and early 20th century, most notably hermeneutic phenomenology—the examination of lived-experience. Hermeneutic phenomenology and existentialism countered the dualisms inherent in both Idealism and Realism. The world does not have any meaning outside human existence within a world. The mind/body or mind/physical world duality and cannot have any meaning without a human being actively absorbed in the world. Jean Paul Sarte posited that “existence precedes essence”, which means one’s existence comes before the nature, or fact, of a thing. This means that individual human beings are free to determine their own meaning for life and do not possess any inherent identity different than one the individual chooses or creates.

Existentialists position the individual as responsible for their own being, or existence. “Who am I? What should I do?” become central questions for an individual’s project in being. If one identifies with being a teacher, or any other identity like being a parent, then one must evaluate what does one who teaches (or any other identity) really do? After thoughtful and careful reflection, one must choose to authentically do the project of being a teacher (or any other identity). Acting in accordance to your chosen beliefs and values despite social pressures is the way to have an authentic existence; however, acting or adopting false values based on social pressures would be acting in “bad faith” and one would be living an inauthentic existence according to Sartre.

In educational settings, Existentialists focus on giving students personal choice where they must confront others’ views in order to clarify and develop authentic actions in terms of the students’ developing identities. Existentialists have difficulty positioning students as objects to measured, tracked, or standardized. Teachers who adhere to an Existentialist ontology create activities to guide students to self-direction and self-actualization.

Key philosophers:

Søren Kierkegaard, Jean Paul Sartre, Simone de Beauvoir

Axiology

Axiology is the study of value or concepts of worth. There are two main axiological stances: one that explores ethics and what is right and wrong; and the other deals with aesthetics and what is beautiful. While there are two main stances of axiology between ethics and aesthetics, axiology can be further refined. Analytical philosophy, or logical positivist, attempts to measure value based on the mathematics of value in an attempt to determine objective facts on why something has value. Normative ethics focuses on how a person determines basic ethical or moral standards. Ethics of care, unlike normative ethics, focuses on relational aspects between humans and a person’s identity that can be defined by one’s individual relations with others. Lastly, aesthetics is related to the philosophy of art. A person focusing on aesthetics puzzles how one experiences or determines beauty, ugliness, form, and the sublime.

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5.3: Philosophical Perspective of Education

There are four philosophical perspectives currently used in educational settings: essentialism, perennialism, progressivism, and social reconstructionism/critical pedagogy. Unlike the more abstract ontology and axiology, these four perspectives focus primarily on what should be taught and how it should be taught, i.e. the curriculum.

Essentialism

Essentialism adheres to a belief that a core set of essential skills must be taught to all students. Essentialists tend to privilege traditional academic disciplines that will develop prescribed skills and objectives in different content areas as well as develop a common culture. Typically, essentialism argues for a back-to-basics approach on teaching intellectual and moral standards. Schools should prepare all students to be productive members of society. Essentialist curricula focuses on reading, writing, computing clearly and logically about objective facts about the outside real world. Schools should be sites of rigor where students learn to work hard and respect authority. Because of this stance, essentialism tends to subscribe to tenets of Realism. Essentialist classrooms tend to be teacher-centered in instructional delivery with an emphasis on lecture and teacher demonstrations.

Key theorists:

William Bagley, E.D. Hirsh Jr.

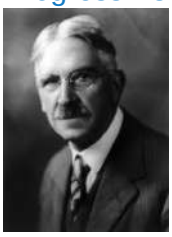
Perennialism

Perennialism advocates for seeking, teaching, and learning universal truths that span across historical time periods. These truths, Perennialists argue, have everlasting importance in helping humans solve problems regardless of time and place. While Perennialism resembles essentialism at first glance, perennialism focuses on the individual development of the student rather than emphasizing skills. Perennialism supports liberal arts curricula that helps produces well-rounded individuals with some knowledge across the arts and sciences. All students should take classes in English Language Arts, foreign languages, mathematics, natural sciences, fine arts, and philosophy. Like Essentialism, Perennialism may tend to favor teacher-centered instruction; however, Perennialists do utilize student-centered instructional activities like Socratic Seminar, which values and encourages students to think, rationalize, and develop their own ideas on topics.

Key theorists:

Robert Hutchins, Mortimer Adler

Progressivism



Progressivism focuses its educational stance toward experiential learning with a focus on developing the whole child. Students learn by doing rather than being lectured to by teachers. Curriculum is usually integrated across contents instead of siloed into different disciplines. Progressivism's stance is in stark contrast to both Essentialism and Perennialism in this manner. Progressivism follows a clear pragmatic ontology where the learner focuses on solving real-world problems through real experiences. Progressivist classrooms are student-centered where students will work in cooperative/collaborative groups to do project-based, expeditionary, problem-based, and/or service-learning activities. In progressivist classrooms, students have opportunities to follow their interests and have shared authority in planning and decision making with teachers.

Key theorists:

John Dewey, Maria Montessori

Social Reconstructionism & Critical Pedagogy

Social reconstructionism was founded as a response to the atrocities of World War II and the Holocaust to assuage human cruelty. Social reform in response to helping prepare students to make a better world through instilling democratic values. Critical pedagogy emerged from the foundation of the early social reconstructionist movement. Critical pedagogy is the application of critical theory to education. For critical pedagogues, teaching and learning is inherently a political act and they declare that knowledge and language are not neutral, nor can they be objective. Therefore, issues involving social, environmental, or economic justice cannot be separated from the curriculum. Critical pedagogy's goal is to emancipate marginalized or oppressed groups by developing, according to Paulo Freire, conscientização, or critical consciousness in students. Critical pedagogy de-centers the traditional classroom, which positions teacher at the center. The curriculum and classroom with a critical pedagogy stance is student-centered and focuses its content on social critique and political action.

Key theorists:

Paulo Freire, bell hooks (note: bell hooks intentionally does not capitalize her name, which follows her critical stance that language, even how we write one's own name, is political and ideological.)

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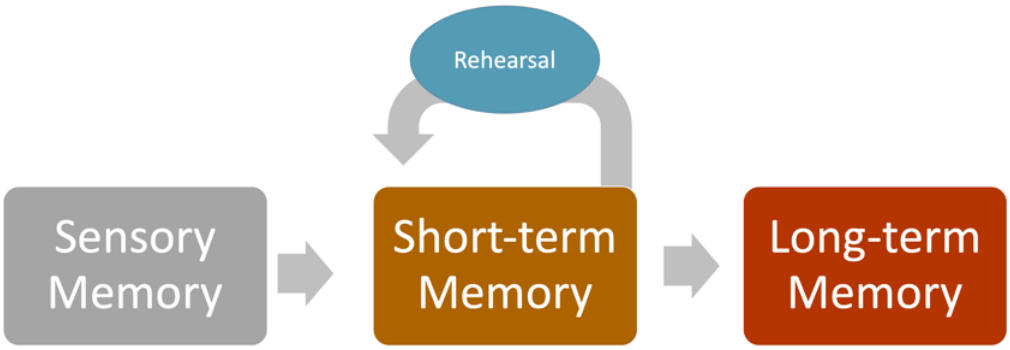
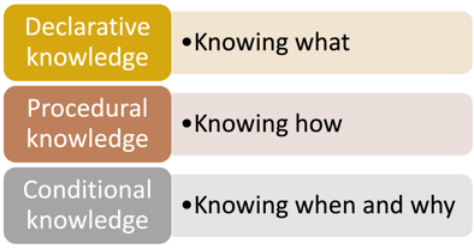
5.4: Educational Psychology

Educational psychology focuses on how learning occurs; however, like educational perspectives and axiology, there are differing positions in educational psychology that can be traced back to ontological stances. There are four main psychology stances on human development and learning that inform education: information processing, behaviorism, constructivism / cognitivism, and humanism.

Information Processing





Information processing theorists typically equate the human mind as analogous to computer processing. The mind uses hierarchical structures where a learner processes knowledge and ideas in the mind by attending, receiving, processing, storing, and retrieving knowledge from memory. All knowledge has three aspects: declarative, procedural, or conditional knowledge. Declarative knowledge is the knowing of this or that, e.g., penguins have feathers or trees grow by converting carbon dioxide and sunlight into oxygen (photosynthesis). Procedural knowledge is the knowing how to do things or the steps/strategies involved in how to do things, e.g., the steps involved in multiplying mixed numbers or the best ways to make a tuna fish sandwich. Conditional knowledge involves knowing the when and the why to apply the other two types of knowledge, e.g., readers skim newspapers to get the gist, but apply close reading to literature or difficult texts to develop deeper understandings.

Key theorists:

John Atkinson, Richard Shiffrin

Behaviorism

Unlike the information processing stance, behaviorism is not concerned with internal thought processes because they cannot be observed. Environment and other external forces shape one's behavior. Learning occurs when conditioned by external stimuli with reinforcement, positive or negative, from others in addition to feedback from outside objects. The teacher aids students in learning by conditioning them to achieve desirable behaviors through careful observation and applying the appropriate reinforcers for the desired behavior. Learning, then, comes through repetition and meaningful connection through reinforcement. Reinforcers take shape in different ways: grades, stickers, candy, praise, or negative reinforcers that will remove positive reinforcers.

Key theorists:

B.F. Skinner, Montrose Wolf

Constructivism / Cognitivism

Constructivism or cognitivism positions students as active learners that construct their own understandings through active engagement with outside interaction with people, objects, places, and events with reflection on the experience. Learning occurs when a learner comes in conflict with what one knows or believes, which causes an imbalance and a quest on the learner to restore cognitive equilibrium. Learners organize their understandings into organized structures or schemas. When new information is presented, learners must modify the structures or schemas to accommodate and assimilate the new knowledge. Social constructivists focus on the shared, social construction of knowledge by learning a skill or concepts with more experienced learners until one can do the skill or apply the concepts independently, which is referred to by educators as the Zone of Proximal Development (Vygotsky, 1978).

Key theorists:

Jean Piaget, Lev Vygotsky

Humanism

Humanism views these as essential to being human: children are inherently good, humans have free will, humans have a moral conscience, humans can reason, and humans have aesthetic discernment. Learning and understanding are developed through sensual experience, which is gradual and organic in human development. Humanists position students to be in control of their own learning; therefore, students are given a lot of autonomy, choice, and responsibility in the learning environment. Humanism positions students to become self-reliant, life-long learners that are engaged through intrinsic motivation to learn new ideas. Recent iterations of humanism focus on the social and emotional well-being of children in addition to cognitive abilities of children.

Key theorists:

Carl Rogers, Harold C. Lyon Jr.

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Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes (A. R. Luria, M. Lopez-Morillas & M. Cole [with J. V. Wertsch], Trans.) Cambridge, Mass.: Harvard University Press. (Original work [ca. 1930-1934]

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CHAPTER OVERVIEW

6: Assessment

Learning Objectives

- Define assessment
- Differentiate between assessment and evaluation
- Identify the goals of assessment
- Identify assessment, accountability, and historical factors
- Define formative and summative assessment
- Define global assessments Articulate the process of assigning grades

Think about and discuss

You and your friend are both enrolled in an Introduction to Education course. As you compare the syllabi and assignments, you note that the text is the same and that there are similar assignments. The one difference is that your friend's syllabus lists a midterm and a final exam, which total 80% of the course grade.; while your syllabus lists quizzes at the completion of every three chapters. With 15 chapters to be covered, you figure that while your friend will have 2 test grades, you will have 5. You and your friend try to decide if one position is more favorable to the student.

In the meantime, you speak to a student in the third section of the course and discover that their professor does not give any quizzes. All points earned are based on project-based assignments and rubrics.

- The university offers a drop-add period and time is getting close. Should you remain in the section you have been assigned, or should you transfer to one of the other sections?
- Which student is in the most advantageous position?
- Which student is in the least advantageous position?
- Which situation would you prefer? Why?
- Which situation would you least prefer? Why?

6.1: Assessment and Evaluation
6.2: Assessment, Accountability, and Historical Factors
6.3: Formative and Summative Assessment
6.4: References

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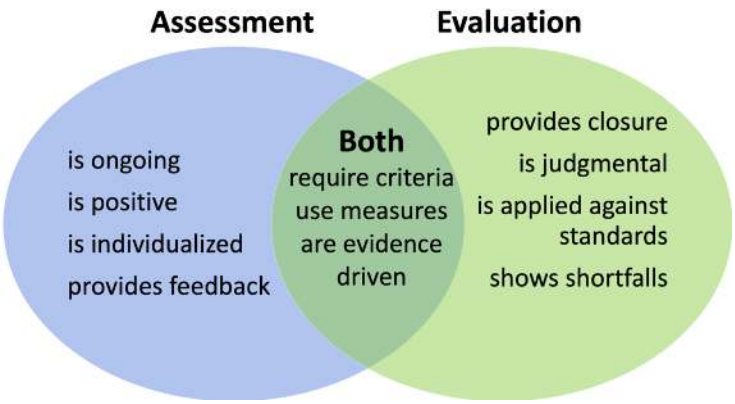
6.1: Assessment and Evaluation

Assessment, as defined by www.edglossary.org , " refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students." It is analogous to evaluation, judgment, rating, appraisal, and analysis. (Great Schools Partnership, 2015)

Although the terms assessment and evaluation are often used synonymously, they are in fact distinctive and different. The intent of assessment is to measure effectiveness; evaluation adds a value component to the process. A teacher may assess a student to ascertain how well the individual successfully met the learning target. If, however, the measurement is used to determine program placement, for example with a special education program, honors club, or for Individual Educational Program documentation, the assessment constitutes an evaluation.



Goals of Assessment

Assessment is two-fold in nature. It enables the teacher to gather information and to then determine what the learner knows or does not know and concurrently drives the planning phase. In order to meet the needs of all learners, the teacher may need to differentiate the instruction.

The teacher is then responsible for providing positive feedback in a timely manner to the student. This feedback should include specifically whether the student met the learning target, specifically what needs to be improved upon, and who and how these goals will be met.

The intent of assessment has traditionally been to determine what the learner has learned. Today, the emphasis is on authentic assessment. While the former typically employed recall methods, the latter encourages learners to demonstrate greater comprehension. (Wiggins, 1990)

7 Keys to Effective Feedback

Characteristics	Outcome
1) Goal-referenced	Learner knows whether they are on track towards a goal or need to change course.
2) Tangible & transparent	Learners can understand exactly how your feedback relates to the task at hand.
3) Actionable	Learners know specifically what actions to take to move towards their goal
4) User-friendly	Learner finds the feedback appropriate to his/her cognitive level.
5) Timely	Learner receives feedback while the attempt and effect are still fresh in their mind.
6) Ongoing	Learner has multiple opportunities to learn and improve towards the ultimate goal.

Characteristics	Outcome
7) Consistent	Learner can adjust his/her performance based on stable, accurate, and trust-worthy feedback.

Methods to Assess

Within an academic setting, assessment may include “the process of observing learning;i describing, collecting, recording, scoring, and interpreting information about a student’s or one’s own learning http://www.k12.hi.us/atr/evaluation/glossary.htm.”

It can occur by observations, interviews, tests, projects or any other information gathering method. Within the early childhood and early primary elementary grades, observations are used frequently to assess learners. Teachers may use a checklist to note areas of proficiency or readiness and may opt to use checkmarks or some other consistent means for record-keeping.

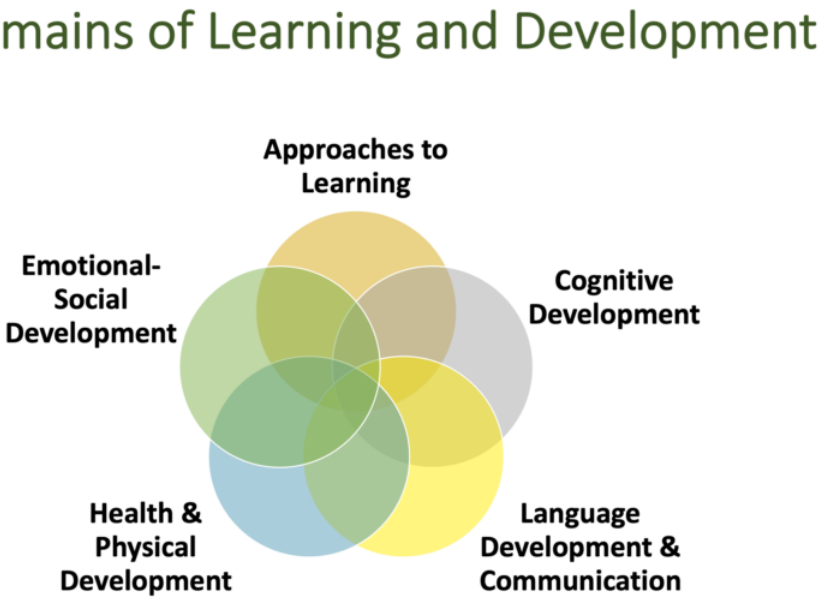
Another form of assessment in the early grades incorporates anecdotal records. These consist of narratives in which the teacher notes behaviors or abilities. Anecdotal records should be factual accounts, with interpretation clearly delineated.

It is helpful for a teacher to include the date, day, and time. This record-keeping may result in emerging patterns. Does the learner exhibit certain behaviors or respond to learning activities because of proximity to lunchtime, or morning or afternoon? The aspect of understanding how individuals learn can be noted within the affective domain. (Kirk, N/D) This may influence how a student learns and behaves within a classroom setting. Seating, natural and artificial lighting, noise, and temperature all influence how a student feels and interacts within the environment and can have effect cognitive behaviors.

Interviews can be used on the elementary or secondary levels as an assessment tool. Like any other well- planned assessment tool, they necessitate careful planning and development of questions, positive rapport with the student, and an environment that is free from distractions, outside noise, and time constraints. Interviews may or may not be audiotaped or videotaped and scoring rubrics may be used to assess (Southerland, ND).

Tests offer yet another venue for assessment purposes. They may take the form of essay or short response, fill-in-the-blank, matching, or true or false formats. Like any of the other methods, they should be valid and reliable. Carefully thought out test questions need to be tied to learning standards and a clear and fair scoring measure needs to be in place.

Typically, assessment has been viewed as the result; the letter or point assigned at the end of an assignment; however, assessment can and should come at the beginning, end and throughout the teaching and learning process. While assessment should drive instruction, it often falls short when determining instructional decisions



Scenario

Danielle Stein eagerly anticipated the upcoming parent-teacher conferences of the day. She had studied hard as a Childhood Education major and had worked diligently in her first year as a third-grade teacher at Maplewood Elementary School. Danielle had planned interdisciplinary lessons, employed inquiry-based learning centers, and met regularly with individual students to ensure that they had mastered the skills as determined by the state standards.

Each student had a portfolio filled with dated representations of their work. Ms. Stein understood the importance of specific and timely feedback and had painstakingly provided detailed written feedback on each work sample. She meticulously arranged the portfolios along with anecdotal notes and looked forward to sharing the accomplishments of the students with their family members.

As last-minute jitters began to set in, Danielle realized that she had no grades for any of the students. Despite doing all the right things, she had no way to assign a grade to any of the work the students had done. How would she respond when guardians asked what grade their child would earn on the first report card? How would she accurately tell them how they compared with their peers in reading? In math? In social studies and science?

Danielle quickly realized she was not as prepared as she had anticipated.

Discussion Questions

How do teachers assess student work? Is there a certain number of assignments that should be graded within a 9-week session? Are there alternatives to letter grades? Reflect on how you were graded as a student.

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6.2: Assessment, Accountability, and Historical Factors

Sputnik –cold war fear mentality

The headlines on October 4, 1957 revealed that the Soviet Union had successfully launched Sputnik 1, the first man-made satellite. This event single-handedly launched America into a decades long endeavor to not only compete in the space program, but to evaluate and launch a new and purportedly improved educational system that would afford its students a curriculum of rigor, especially in the realms of mathematics and science. It would, presumably, prepare U.S. students to compete with other nations.

This event also marked a pivotal reversal of progressive educational philosophy that prevailed during the 1950's. Some proponents of a more rigorous curricula contended that U.S. education was "soft," that they relied too heavily on vocational training, and that teachers were not trained effectively. (Watters, 2015)

Life, a weekly magazine at the time, known for its general interest stories and quality photographs ran a five-part essay entitled The Crisis in U.S. Education." The cover photo was intended to juxtapose the seriousness of the Soviet student with the carefree image of the U.S. student. Inside articles contrasted the former as a student of physics and chemistry with the latter who jokingly referred to his inability to solve simple geography problems.

Critics of the U.S. educational system included Arthur Bester (Educational Wastelands 1953 and Restoration of Learning 1956). Bestor, professor of history at the University of Illinois wrote a Life magazine article, "What Went Wrong with US Schools?" He made sharp comparisons to schools and the Sputnik satellite; contending that US students were simply not prepared. (Bestor, 1953)

These series of events set the stage for the educational reform measures of the next decades; a period marked by the need for rigor, accountability and competitive edge within the global sphere.

Nearly two decades later, the historic report, *A Nation at Risk* (April 1983), would catapult a nation toward an increased urgency for rigor and competency. As the framers stated:

We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur–others are matching and surpassing our educational attainments. toward the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. (National Commission on Excellence in Education, 1983)

In an age of accountability and data driven curriculum, policy makers have supported standardized and other testing measures; however, some organizations have highlighted the importance of a balance between teaching and testing. The "Learning Is More Than a Test Score" campaign has brought to light the curricula omissions in favor of increased time for testing and preparation of testing [1] Studies reveal that students spend 20 to 50 hours each year taking tests while those in heavily tested grades spend 60 to more than 110 hours per year. These figures translate to additional pupil expenditures of $700 to at time, more than $1,000 per year and account for 20 to 40 minutes of lost instructional time each day (see footnote 1).

The debate continues about the loss of academic time and dollars spent in relation to the benefits of test preparation.

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6.3: Formative and Summative Assessment

Formative Assessment

Assessment should be designed to inform the teacher and learner in order to accommodate the needs of the learner. The **formative assessment** is one which occurs throughout a lesson or unit and may take a variety of forms. A teacher may determine what students know by question and answer formats, checklists, or by paper and pencil assignments. Likewise, games such as Kahoot and Jeopardy may assist in similar data collection. The informed teacher can utilize the results of the formative assessment to re-engage or to modify the teaching plans to meet the individual needs of the students.

Summative Assessment

The **summative assessment** is the evaluation that is given at the conclusion of a unit or lesson. It may determine student placement or level of knowledge and is often thought of as a grade determinant. Results of summative assessment are not used in lesson planning; rather, they are used to evaluate the mastery of material. It can take the form of a question and answer or paper and pencil approach like the formative assessment. Summative assessments also typically have one correct answer.

Formative Assessment	Both	Summative Assessment
They are assessments that we carry out to help inform the learning 'in the moment'. Formative assessment is coninuous, informal and should have a central and pivotal role in every classroom. If used correctly, it will have a high impact on current learning and help you guide your instruction and teaching	Are ways to assess pupils. Must evaluate pupils effectively Are used for student feedback Assist in future lesson planning	There are different types of summative assessments that we carry out 'after the event,' often periodic (rather than continuous), and are often measured against a set standard. Summative assessment can be thought of as helping to validate and 'check' formative assessment – it is a periodic measure of how children are, overall, progressing in their mathematics learning.
Includes: • Quizzes • Talking in class • Creating diagrams or charts • Homework or classword • Exit Surveys		Includes: • End of year assessments • Midterm or end-of-term exams • End of term portfolios • SATs

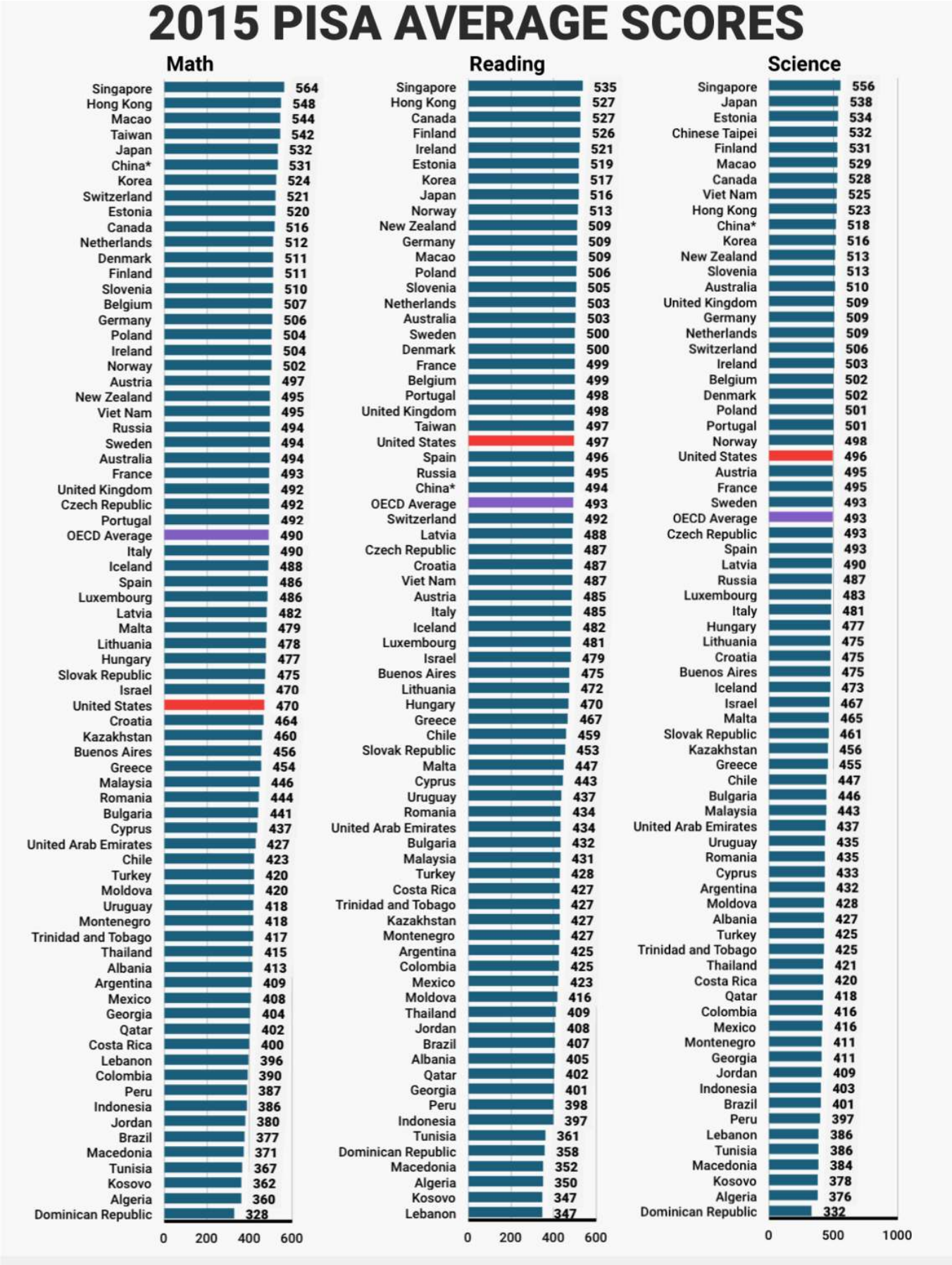
High-Stakes Assessments is one example of a summative evaluation in that it is used to determine a grade or placement. As American students falter compared to other industrialized countries, policy makers have shifted toward a great concentration on high-stakes testing to increase student standing. Unfortunately, this emphasis on high-stakes testing has not yielded an increase in scores (Michael Hout, 2012).

Global Assessment

According to the *Program for International Student Assessment (PISA)*, **Reading Literacy** scores, United States students earned an average score of 497, whileSingapore students earned the highest average, 535 and Lebanon students tied with Kosovo for the lowest average of 347. This places United States students in the average range of reading. (Reading Literacy: Average Scores, 2015)

1. **Mathematics Literacy** scores revealed an average of 470 for U.S. students as compared to Singapore scores of 564 at the highest end and 328 from the Dominican Republic at the lowest end placing United States students as below average performers. (Mathematics Literacy: Average Scores, 2015)

Although students in the United States have demonstrated an interest and positive attitude toward science, the scores reveal a discrepancy between attitude and performance, with United States students scoring at an average of 496 as compared to a high of 556 (Singapore), and a low of Dominican Republic (332).


2015 PISA AVERAGE SCORES
Math
Singapore 564
Hong Kong 548
Macao 544
Taiwan 542
Japan 532
China* 531
Korea 524
Switzerland 521
Estonia 520
Canada 516
Netherlands 512
Denmark 511
Finland 511
Slovenia 510
Belgium 507
Germany 506
Poland 504
Ireland 504
Norway 502
Austria 497
New Zealand 495
Viet Nam 495
Russia 494
Sweden 494
Australia 494
France 493
United Kingdom 492
Czech Republic 492
Portugal 492
OECD Average 490
Italy 490
Iceland 488
Spain 486
Luxembourg 486
Latvia 482
Malta 479
Lithuania 478
Hungary 477
Slovak Republic 475
Israel 470
United States 470
Croatia 464
Kazakhstan 460
Buenos Aires 456
Greece 454
Malaysia 446
Romania 444
Bulgaria 441
Cyprus 437
United Arab Emirates 427
Chile 423
Turkey 420
Moldova 420
Uruguay 418
Montenegro 418
Trinidad and Tobago 417
Thailand 415
Albania 413
Argentina 409
Mexico 408
Georgia 404
Qatar 402
Costa Rica 400
Lebanon 396
Colombia 390
Peru 387
Indonesia 386
Jordan 380
Brazil 377
Macedonia 371
Tunisia 367
Kosovo 362
Algeria 360
Dominican Republic 328
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Reading
Singapore 535
Hong Kong 527
Canada 527
Finland 526
Ireland 521
Estonia 519
Korea 517
Japan 516
Norway 513
New Zealand 509
Germany 509
Macao 509
Poland 506
Slovenia 505
Netherlands 503
Australia 503
Sweden 500
Denmark 500
France 499
Belgium 499
Portugal 498
United Kingdom 498
Taiwan 497
United States 497
Spain 496
Russia 495
China* 494
OECD Average 493
Switzerland 492
Latvia 488
Czech Republic 487
Croatia 487
Viet Nam 487
Austria 485
Italy 485
Iceland 482
Luxembourg 481
Israel 479
Buenos Aires 475
Lithuania 472
Hungary 470
Greece 467
Chile 459
Slovak Republic 453
Malta 447
Cyprus 443
Uruguay 437
Romania 434
United Arab Emirates 434
Bulgaria 432
Malaysia 431
Turkey 428
Costa Rica 427
Trinidad and Tobago 427
Kazakhstan 427
Montenegro 427
Argentina 425
Colombia 425
Mexico 423
Moldova 416
Thailand 409
Jordan 408
Brazil 407
Albania 405
Qatar 402
Georgia 401
Peru 398
Indonesia 397
Tunisia 361
Dominican Republic 358
Macedonia 352
Algeria 350
Kosovo 347
Lebanon 347
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Science
Singapore 556
Japan 538
Estonia 534
Chinese Taipei 532
Finland 531
Macao 529
Canada 528
Viet Nam 525
Hong Kong 523
China* 518
Korea 516
New Zealand 513
Slovenia 513
Australia 510
United Kingdom 509
Germany 509
Netherlands 509
Switzerland 506
Ireland 503
Belgium 502
Denmark 502
Poland 501
Portugal 501
Norway 498
United States 496
Austria 495
France 495
Sweden 493
OECD Average 493
Czech Republic 493
Spain 493
Latvia 490
Russia 487
Luxembourg 483
Italy 481
Hungary 477
Lithuania 475
Croatia 475
Buenos Aires 475
Iceland 473
Israel 467
Malta 465
Slovak Republic 461
Kazakhstan 456
Greece 455
Chile 447
Bulgaria 446
Malaysia 443
United Arab Emirates 437
Uruguay 435
Romania 435
Cyprus 433
Argentina 432
Moldova 428
Albania 427
Turkey 425
Trinidad and Tobago 425
Thailand 421
Costa Rica 420
Qatar 418
Colombia 416
Mexico 416
Montenegro 411
Georgia 411
Jordan 409
Indonesia 403
Brazil 401
Peru 397
Lebanon 386
Tunisia 386
Macedonia 384
Kosovo 378
Algeria 376
Dominican Republic 332
0 500 1000

SOURCE: OECD. *China is represented by the provinces of Beijing, Shanghai, Jiangsu, and Guangdong BUSINESS INSIDER

Assigning Grades

If you return to the *Think About and Discuss* at the beginning of this chapter, you may realize that there is no one way to assess and no one way that educators will agree upon. Ultimately, as a reflective educator, you will recognize that the intent of assessment should be to communicate to students and family members how closely learners have met the learning goals. How you choose to determine this is left to you or to the school in which you teach. Will you choose to assign letter grades, comments, or both? Will you give partial credit? Will opt not to use grades at times?

Will your grades be fairly assigned? Will you measure what the student knew initially and then measure the learning gain or will you opt to only measure the latter?

How will the grades impact the motivation and social-emotional state of the learner?

Final Words

As you can see, the stroke of a pen can have lasting impressions on the student. Grades can classify learners. They can motivate or squelch desire. They can encourage or demean. They can be used to punish or to teach. How will you use grades as a means to plan and instruct for the benefit of all learners?

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CHAPTER OVERVIEW

7: Classroom Management

Learning Objectives

- Detail the significance of classroom management
- Outline models of classroom management
- Describe the characteristics of effective classroom management

When you think about your school days, what are your fond memories? Maybe the teacher who taught so well; the teacher who connected deeply making you love the subject that you did not even think of; those study halls; those fun club activities; and of course, your school friends! But, did you ever think how do the teachers make this all happen? How was this teaching and learning possible, given the array of subjects you learn at school, the variety of topics you cover in each subject, and the need to teach diverse students with different learning abilities and needs? How did the teachers make their teaching effective?

Many of you will agree that if you are to teach effectively and for students to learn, you may need to have plan to deliver your class. But keep in mind that you may have the best content-wise lesson plan for your class and you may even have the best resources to deliver your instruction, however, if you want to be a successful teacher, you need to also create the atmosphere for teaching and learning. Hence, in order to create an atmosphere for learning, classroom management plan serves as a prerequisite for effective teaching and learning (Allen, 1996).

In this chapter you will learn the significance of classroom management, briefly study the models of classroom management, learn the characteristics of effective classroom management and draft your own classroom management plan to be reflective of and consistent with your teaching philosophy.

7.1: Effective Classroom Management
7.2: Models of Classroom Management
7.3: Characteristics of Effective Classroom Management
7.4: Awareness of High-Needs Students
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7.1: Effective Classroom Management

Icebreaker

Consider these two scenarios and imagine yourself as a teacher in that situation. In small groups, reflect on what could be some of the strategies you would implement to create an effective learning atmosphere? What could be some of the changes that you would make in your classroom to overcome such situations?

Scenario A: This is an excerpt from a professional journal kept by Kelvin Seifert, a Kindergarten teacher.

20xx-11-14: Today my student Carol sat in the circle, watching others while we all played Duck, Duck, Goose (in this game, one student is outside the circle, tags another student who then chases the first person around the circle). Carol's turn had already passed. Apparently, she was bored, because she flopped on her back, smiling broadly, rolling around luxuriously on the floor in the path of the other runners. Several classmates noticed her, smiled or giggled, began flopping down as well. One chaser tripped over a "flopper" "Sit up, Carol," said I, the ever-vigilant teacher. "You're in the way." But no result. I repeated this twice, firmly; then moved to pick her up. Instantly Carol ran to the far side of the gym, still smiling broadly. Then her best friend ran off with her. Now a whole new game was launched, or really two games: "Run-from-the-teacher" and "Enjoy-being-watched-by-everybody." A lot more exciting, unfortunately, than Duck, Duck, Goose! (Seifert & Sutton, 2009)

Scenario B: An excerpt from Kelvin's same journal several years later, when he was teaching math in high school:

20xx-3-4: The same four students sat in the back again today, as usual. They seem to look in every direction except at me, even when I'm explaining material that they need to know. The way they smile and whisper to each other, it seems almost like they are "in love" with each other, though I can't be sure who loves whom the most. Others—students not part of the foursome—seem to react variously. Some seem annoyed, turn the other way, avoid talking with the group, and so on. But others seem almost envious—as if they want to be part of the "in" group, too, and were impressed with the foursome's ability to get away with being inattentive and almost rude. Either way, I think a lot of other students are being distracted. Twice during the period today, I happened to notice members of the group passing a note, and then giggling and looking at me. By the end, I had had enough of this sort of thing, so I kept them in briefly after class and asked one of them to read the note. They looked a bit embarrassed and hesitant, but eventually one of them opened the note and read it out loud. "Choose one." it said. "Mr. Seifert looks (1) old ____, (2) stupid____, or (3) clueless____." (Seifert & Sutton, 2009)

Kelvin's experiences in managing these very different classrooms taught him what every teacher knows or else quickly learns ; management matters a lot. But his experiences also taught him that management is about more than correcting the misbehaviors of individuals and more than just discipline. Classroom management is also about orchestrating or coordinating entire sets or sequences of learning activities so that everyone , misbehaving or not, learns as easily and productively as possible. Educators sometimes , therefore , describe good management as the creation of a positive learning environment , because the term calls attention to the totality of activities and people in a classroom, as well as to their goals and expectations about learning (Jones & Jones, 2007). Management according to Kelvin refers to individual students' behavior and learning, and in speaking of the learning environment he more often meant the overall "feel" of the class as a whole (Seifert & Sutton, 2009).

Why is Classroom Management crucial?

Managing the learning environment is both a major responsibility and an on-going concern for all teachers, even those with years of experience (Good & Brophy, 2002). There are several reasons. In the first place, a lot goes on in classrooms simultaneously, even when students seem to be doing only one task in common. Twenty-five students may all seem to be working on a sheet of math problems. But look more closely: several may be stuck on a particular problem, each for different reasons. A few others have worked only the first problem or two and are now chatting quietly with each other instead of continuing. Still, others have finished and are wondering what to do next. At any one moment, each student needs something different, such as different information, different hints, or different kinds of encouragement. Such diversity increases even more if the teacher deliberately assigns multiple activities to different groups or individuals (for example, if some students do a reading assignment while others do the math problems).

Another reason that managing the environment is challenging is because a teacher cannot predict everything that will happen in a class. A well-planned lesson may fall flat on its face, or take less time than expected, and you find yourself improvising to fill class time. On the other hand, an unplanned moment may become a wonderful, sustained exchange among students, and prompt you to drop previous plans and follow the flow of discussion. Interruptions happen continually: a fire drill, a drop-in visit from another teacher or the principal, a call on the intercom from the office. An activity may indeed turn out well, but also rather differently than you intended; you, therefore, have to decide how, if at all, to adjust the next day's lesson to allow for this surprise.

A third reason for the importance of management is that students may form opinions and perceptions about your teaching that are inconsistent with your own. What you intend as encouragement for a shy student may seem to the student herself like "forced participation." An eager, outgoing classmate watching your effort to encourage the shy student, moreover, may not see you as either encouraging or coercing, but as overlooking or ignoring other students who already want to participate. The variety of perceptions can lead to surprises in students' responses—most often small ones, but occasionally major.

At the broadest, society-wide level, classroom management challenges teachers because public schooling is not voluntary. Students' presence in a classroom is therefore not a sign, in and of itself, that they wish to learn. Instead, students' presence is just a sign that an opportunity exists for teachers to motivate students to learn. Some students, of course, do enjoy learning and being in school, while others enjoy school because teachers have worked hard to make classroom life pleasant and interesting. Those students become motivated because you have successfully created a positive learning environment and have sustained it through skillful management.

Fortunately, it is possible to earn this sort of commitment from many students, and this chapter describes ways of doing so. We begin with ways of preventing management problems from happening by increasing students' focus on learning. The methods include ideas about arranging classroom space, about establishing procedures, routines, and rules, and about communicating the importance of learning to students and parents. After these prevention-oriented discussions, we look at ways of refocusing students when and if their minds or actions stray from the tasks at hand. As you probably know from being a student, bringing students back on task can happen in many ways, and the ways vary widely in the energy and persistence required of the teacher. We try to indicate some of these variations, but because of space limitations and because of the richness of classroom life, we cannot describe them all (Seifert & Sutton, 2009).

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7.2: Models of Classroom Management

During the mid-1900's, teachers started to express their concerns about managing classrooms. There was not any systematic approach developed by then. Traditionally, teachers used the authoritative assertion techniques, however, this technique did not last long and began to fade gradually (Allen, 1996). Later, researchers began to observe teachers all over the country to study what worked well and what did not for almost a decade from 1969 to 1979. This led to a systematic development of classroom management models.

There are several models that have been developed over the years. Allen (1996) in his research "Seven Models of Discipline" summarizes seven systematic models of classroom management borrowing from Charles' book Building Classroom Discipline: From Models to Practice (1985). These models were a derivative of extensive classroom observations studying the student- teacher behavior in addition to considering the psychological aspects of humans (Allen, 1996, p. 1). They are:

1. The Kounin Model: Withitness, Alerting and Group Management.
2. The Neo-Skinnerian Model: Shaping Desired Behavior.
3. The Ginott Model: Addressing the Situation with Sane Messages.
4. The Glasser Model: Good Behavior comes from Good Choices.
5. The Dreikurs Model: Confronting Mistaken Goals.
6. The Canter Model: Assertively taking charge
7. The Jones Model: Body language, Incentive Systems, and providing Efficient help. (see Allen, 1996, p. 2-9 for detailed description of each model)

Over time scholars built on these models and developed other models based on their classroom needs. Krause, Bochner, & Duchesne (2006) discuss three classroom management models "based on the premise that teachers can diversify their skill set in order to best meet the needs of different groups of students" (as cited in ASCD, 2013).

First, the Noninterventionist model where a teacher helps students meet their potential by "enhancing personal growth building a strong, positive relationship, and assisting students with developing problem-solving abilities" (ASCD, 2013, p. 1). The end goal is to help student reach their potential independent of teacher's direction.

Second, the Interventionist model where it is believed that students' development is a "product of environmental conditions brought on by intervention in a student's daily surroundings" (ASCD, 2013, p. 2). This approach is usually practiced in a positive reinforcement classroom where clear rules and classroom procedures have been established. Further, students are rewarded, or face consequences based on these classroom procedures (ASCD, 2013) The next section on Characteristics of Effective Classroom Management details the keys to successful classroom management and ways to establish a safe learning environment.

Third, the Interactivist model as the name suggests calls for teachers to consider each student's learning and behavioral needs further helping them understand "their actions and consequences" (ASCD, 2013, p. 2). This approach makes students accountable for their actions and own learning.

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7.3: Characteristics of Effective Classroom Management

Robert J. Marzano and Jana S. Marzano (2003) in their research "The key to classroom Management" argue that by "combining appropriate levels of dominance and cooperation and an awareness of student needs, teachers can have positive classroom dynamics" (p. 6). Furthermore, Marzano (2003) in another meta-analysis of more than 100 studies, found that teacher-student relationship is one of the major characteristics for effective classroom management. In fact, their study presented some revealing data that teachers with quality student-teacher relationship s had 31 percent few er classroom management issues than did the teachers who did not have quality relationships with students. Hence, Marzano and Marzano (2003) propose some effective characteristics for better student-teacher relationships. Having specific teacher behaviors such as (1) exhibiting appropriate levels of dominance; (2) exhibiting appropriate levels of cooperation; and (3) being aware of high-needs students, builds the foundation for student-teacher relationships (Marzano, 2003, p. 8). Below, you will find a brief summary of teacher behaviors emphasized in Marzano and Marzano's work " The Key to Classroom Management " (2003).

Appropriate levels of Dominance

Dominance in this context is neither referring to forceful control, nor does it have a negative connotation to it; rather, Wubbels et al. (1999), refer to it as "the teacher's ability to provide clear purpose and strong guidance regarding both academics and student behavior" (as cited in Marzano & Marzano, 2003, p. 8). Hence, teachers can cultivate appropriate levels of dominance by establishing clear expectations in their classroom rules and procedures as well as establishing consequences for student behavior. Further, setting up clear learning goals is crucial for creating appropriate levels of dominance. Providing clear goals about the instruction and content at the beginning of the unit, providing feedback on these goals in a systematic manner, and the use of rubrics helps teachers establish and maintain clear learning goals. Finally, exhibiting assertive behavior favors teachers in developing appropriate levels of dominance (Marzano & Marzano, 2003, pp. 8-9). Borrowing from Emmer and colleagues (2003), Marzano and Marzano (2003) explain assertive behavior as "the ability to stand up for one's legitimate rights in ways that make it less likely that other swill ignore or circumvent them" (p. 146). They further elaborated that assertive behavior does not mean passive or aggressive behavior. Rather, it is the use of assertive body language such as maintaining an erect posture, use of an appropriate tone of voice, and persisting until students respond with the appropriate behavior (as cited in Marzano & Marzano, p. 8).

Appropriate Levels of Cooperation

Unlike dominance where the teacher is the agent to make a change, cooperation calls for collaboration between student and teacher to work as a team. Marzano and Marzano (2003) emphasize that the interaction of dominance and cooperation plays a crucial role in effective student-teacher relationships. By providing flexible learning goals teachers can foster appropriate levels of cooperation. Empowering students to set their own objectives for a lesson is a way to impart a sense of cooperation and it also reflects that the teacher genuinely cares for student's learning by accommodating their needs (Marzano & Marzano, 2003, p. 11). Teachers can reflect appropriate levels of cooperation by demonstrating a personal interest in each student in the class. They can greet students informally, talk about their personal interests and achievements, discuss extra-curricular interests, and so on that communicates concern for students. Finally, by using equitable and positive classroom behaviors, teachers can create and maintain appropriate levels of cooperation. Subtle behaviors such as maintaining eye contact with each student, setting up seating arrangement that facilitate easy movement for both students and teachers, and encouraging all students to contribute to class discussions. It is also recommended to call upon students who do not usually participate to motivate them for participation.

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7.4: Awareness of High-Needs Students

Classrooms are filled with a diverse student population. To meet the different needs of students, teachers have to be equipped to accommodate their learning needs. Adelman and Taylor (2002) note that about "12-22 percent of all students in school suffer from mental, emotional, or behavioral disorders, and relatively few receive mental health services" (as cited in Marzano & Marzano, 2003). More importantly, although teachers may not be in a position to directly address their needs, Marzano and Marzano (2003) argue "that teachers with effective classroom management skills are aware of high-needs students and have a repertoire of specific techniques for meeting some of their needs" (p. 11). According to Marzano and Marzano (2003), there are five main categories of high-needs students. Each group further has some sub-categories, as explained below. The authors also suggest classroom management strategies for each of these categories and subcategories (p.11).

1. Passive students refrain themselves from criticism, ridicule, or rejection and exhibit behavior that keeps them away from the domination of others. The two subcategories of passive students are those who fear relationships, and those who fear failure. Teachers need to build trust and strong relationships with students, create a safe and welcoming environment, use positive reinforcement, and motivate them by rewarding their success. On the other hand, teachers also need to make sure to keep passive students away from aggressive people and withhold criticism (Marzano & Marzano, 2003)
2. Aggressive students, as the name suggests exhibit domination and control people around them through their demanding behavior. They do not worry about the consequences of their actions. The three subcategories are of aggressive students are hostile, oppositional, and covert. Marzano and Marzano (2003) explain,

Hostile students often have poor anger control, low capacity for empathy, and an inability to see the consequences of their actions. Oppositional students exhibit milder forms of behavior problems, but they consistently resist following rules, argue with adults, use harsh language, and tend to annoy others. Students in the covert subcategory may be quite pleasant at times, but they are often nearby when trouble starts and they never quite do what authority figures ask of them. (p. 12)

> Hence, teachers need to develop appropriate strategies to help aggressive students make the best of their schooling. Creating discipline policy, behavior contracts, using rewards, and consequences approach have proven to help aggressive students. Although these students seem too aggressive and resist behavioral changes, it is necessary for teachers to understand the myriad of underlying reasons behind this behavior. Teachers need to work with students individually by creating goals, make them own these goals, foster ways for them to achieve and celebrate successes (Marzano & Marzano, 2003, p. 12).

3. Marzano and Marzano (2003) categorize students with attention problems as one category of high-needs students. The two subgroups in this category are hyperactive and inattentive students. While hyperactive students have "difficulty with motor control, both physically and verbally," inattentive students have difficulty in staying focused on tasks (p. 10). Similar to aggressive students, working on behavior management contracts with students is helpful. Additionally, teachers must develop strategies to enhance students' concentration skills (Marzano & Marzano, 2003).
4. Perfectionist students create challenging goals for them that are unattainable, hence feel low on self-esteem when they could not accomplish those goals. They are afraid of making mistakes assuming the shame and guilt associated with failure further

lacking ways to cope with it. Teachers can help students set realistic goals, acknowledge mistakes, and to learn from it. Peer support also helps perfectionist students come out of this behavior (Marzano & Marzano, 2003)

5. Socially inept students feel lonely for their failed attempts to make and keep friends. They are often left alone due to their unusual behavior, “may stand too close and touch others in annoying ways, talk too much, and misread others’ comments” (Marzano & Marzano, 2003, p. 12). Teachers can counsel such students about social behavior, expose them to good role models, create an understanding of facial expressions, and suggest them appropriate ways to carry themselves.

Activity: Role-Playing (10-15 mins)

Instructions: Have students form small groups in which they develop role-play scenarios with recommended classroom management strategies based on the models and characteristics of effective classroom management outlined above. Each group will choose a model explained above and develop a real classroom scenario. Make sure students mention their preferred future grade/s they would like to teach including their suggestions as to what approach will be taken to deal in that scenario. Next, have the groups trade scenarios and role-play them to the class.

Conclusion

Research validates that “poor classroom management results in lost instructional time, feelings of inadequacy, and stress” (Sayeski & Brown, 2014, p. 119). Hence, building teacher-student relationship helps build a strong foundation for effective classroom management that in turn is a key to high student achievement (Marzano & Marzano, 2003). Ultimately, exhibiting appropriate levels of dominance, cooperation, and being aware of high-needs students is crucial for effective classroom management.

Additional Resources

1. Webinar: Reframing Classroom Management: the Classroom Consensus | Teaching Tolerance

Reframing Classroom Management: The Classroom Consensus

www.tolerance.org

Need tips for responding to student behavior and keeping learning on task? We created this webinar for you, with input from over 1,200 educators who completed our classroom management survey.

2. Drafting a Classroom management plan: Tips

- Teachhub.com: How to write a classroom management philosophy
- The Advocate: Writing a Philosophy of Classroom Management and a Classroom Management Plan

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CHAPTER OVERVIEW

8: History of American Education

8.1: History of American Education
8.2: The Competing Goals of Public Education- A Historical Perspective
8.3: A Nation at Risk
8.4: References

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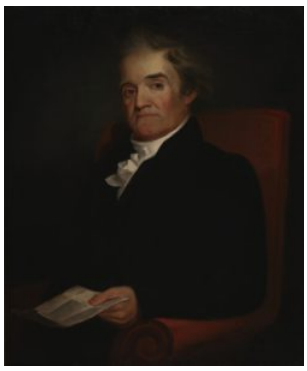
8.1: History of American Education

Learning Objectives

- Identify important points during the timeline of American Education
- Explain how past events continue to affect current education and educational policy.
- Locate and explain, by referencing examples in a Nation at Risk, the three competing goals of public education: democratic equality, social efficiency, and social mobility.
- Explain the Nation at Risk commission's recommendations.
- Identify two recommendations that affect current educational policies.

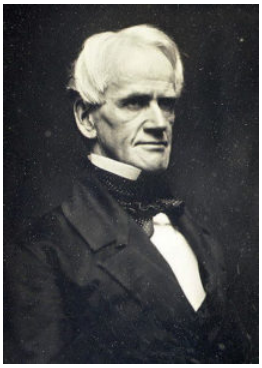


Portrait of Noah Webster

In this chapter, by studying the history of education in America, a better understanding of what currently exists in the educational landscape and why can be achieved. Important innovations have occurred throughout the history of education. In contrast, not every policy or strategy resulted in better education. In the beginning, education was not very widespread and definitely not available to all children.

Thomas Jefferson (1779) had a radical idea that every child should receive an education at the public's expense. The education Jefferson proposed was limited in scope compared with the amount of time spent by a student currently. One of the needs in a democratic society required the ability to read and understand what was read. Jefferson's efforts met with stiff resistance while all efforts to obtain legislative approval failed.

After the Revolution, America needed to separate itself from Britain. Noah Webster called for the elimination of British texts. He wrote the popular Blue Back Speller that Americanized the spelling of many words. Other authors began writing texts that promoted national ideals. Education was being used to make America a unique country.



Daguerreotype of Horace Mann

In the early 1800s Horace Mann began the make-over of the Massachusetts school system as the state superintendent of education. Mann began visiting schools, making reports, and publicly arguing for a free education for all children. In addition, Mann argued for teacher preparation and standardized equipment. His ideas resulted in common schools that were free, had standard curriculums, were funded by taxes, and gave some local control back to the state. Shortly after Mann's death , he was recognized as a leader in public education and Massachusetts passed public, tax supported, compulsory education.

Slavery had been abolished in Massachusetts early, but African American children were mistreated and harassed in integrated schools leading to segregated schools. A concern about the growth of prejudice generated by segregation in schools and a resentment among African American parents over supporting schools their children could not attend led to unsuccessful petitions to close segregated schools. Roberts v City of Boston (1850) argued before the state supreme court failed because the court cited provisions had been made for the African American children to have a school even though it was segregated. In 1855 the state legislature abolished segregation in schools.

Since the beginning of American education, the Protestant faith was a dominant influence with philosophy, holidays, and even prayers. Besides wide spread prejudice against Catholics, they did not want their children exposed to religious beliefs not supported at home. Well attended Great School Debates argued by Cardinal Hughes against a multitude of Protestant ministers occurred. Hughes wanted public funds to start Catholic schools, but the NY City School Board held the line on funding only public schools. The Catholic school system started by breaking away from the public-school system.

At the end of the Civil War, slavery was abolished by the Thirteenth Amendment. Unfortunately, although African Americans were no longer slaves, states of the former Confederacy actively fought integration. Reconstruction ended with the Compromise of 1877 signaling the beginning of the Jim Crow era and the erosion of black civil rights and liberties. By 1896, states had been using the doctrine of separate but equal to justify segregation. Facilities and equipment were vastly inferior for African American students, not equal. Plessy v. Ferguson had worked its way up to the US Supreme Court. Plessy argued Louisiana's law of separate but equal violated the Thirteenth and Fourteenth Amendments and that segregation labeled African American people as inferior. The Supreme Court ruled that separate but equal did not violate the Constitution.

Brown County's Sod High School

As more and more people migrated to the West for opportunity, state constitutions touted free public educations. So many schools were opening that a new source of teachers was needed. Katherine Beecher established teaching as a female moral calling. Beecher's stand allowed females to journey into the vast expanse of the western plains. With the influx of female teachers, care came into the American classrooms. Students also received moral education through the very popular McGuffey's Readers.

By 1890, America's public schools were educating more students than any other nation on Earth. Unfortunately, many minorities were segregated from public education including, African Americans, Native Americans, and Mexicans. In 1896, John Dewey open his first progressive laboratory in Massachusetts. The progressive philosophy practiced hands-on learning that led to problem solving and critical thinking. Progressivism was popular until World War II.

In 1954, a unanimous decision crafted by Chief Justice Earl Warren in the case of Brown v. the Topeka Board of Education heard before the US Supreme Court ended segregation in public schools. Cases from Kansas, Delaware, Washington, DC, South Carolina, and Virginia were combined. In Topeka, each of the students who tried to enroll in a neighborhood school were denied admission. Thurgood Marshall, a future Supreme Court Justice, was one of the lawyers who argued the case for the NAACP. The justices stated that separate facilities are inherently unequal, and that education is a right. Not much changed, the southern states resisted integration, and African American faculty of students who were integrated lost their jobs. As nine students, the Little Rock Nine, tried to integrate a white high school the Alabama National Guard under the direction of the governor prevented the students from entering the school. President Eisenhower federalized the national guard and sent federal troops to enforce the integration in 1959. Finally, when the Civil Rights Act was passed in 1964 stipulating that noncompliance in integration would result in the loss of federal funds, states complied with the Court's order. By 1972, 91% of students attended integrated schools.

In 1958, the Russians launched Sputnik, the world's first satellite. America found itself behind in the resulting space race. The National Defense Education Act called for finding and educating more talent in science, mathematics, foreign languages, and technology. Monetary support was given to states and students. Vocational education received funding, also. A call for experimentation and research in media to improve the presentation of academic subject matter with training given to teachers.

In 1965, Congress passed the Elementary and Secondary Education Act to provide all students a fair and equal opportunity to achieve an exceptional education. Part of the act's goal was to close the achievement gap between poor students and all other students. The three major titles of the act are: Title I – Financial Assistance for the Education of Low-Income Families; Title VI – Aid to Handicapped Children; and Title VII – Bilingual Education Programs, which established the federal fingerprints on education. Congress reauthorized the act in 2001 as the No Child Left Behind Act (NCLB). A major provision added testing of all students in grades 3 through 8 in reading and mathematics with each state setting their own standards. Wide spread criticism caused Congress to reauthorize the act as the Every Student Succeeds Act (ESSA) in 2015. Although the testing continued, accountability was transferred to the states. States submit goals and standards with a plan on how they will be achieved. States also determine the consequences for low-achieving schools (bottom 10%). In addition, all schools are to offer college and career counseling and Advanced Placement courses to all students.

In 1968, Mexican American students from three Los Angelis East Side high schools (Garfield, Roosevelt, and Lincoln) walked out over high dropout rates, lack of college prep courses, rundown schools, and a low number of Mexican American teachers. Student walkouts were a part of a larger scope of activism in the Mexican American community that grew out of treatment as second-class citizens. The walkouts lasted more than a week with student speeches and clashes with the police culminating with students presenting demands at a board of education meeting. The board of education granted the request for smaller class sizes and more bilingual counselors and teachers immediately. A grand jury indicted the activists, the "Eastside 13," but an appeals court vacated the indictment in 1970. Actions taken by the students cultivated a sense of possibility in the community.

By 1971, Detroit and its suburbs presented areas of entrenched segregation as a result of white flight, real estate policies, neighborhood associations, and town policies. A judge approved the Detroit metro plan as a remedy, but the plan failed to garner support from most of the groups involved. In fact, the plan failed to reverse segregation and did not raise the quality of education. When the Supreme Court struck down busing as a means of achieving integration in the Milliken v Bradley case, integration was deemed the responsibility of the city. Detroit is still searching for a solution to this thorny issue.

In 1972, Congress passed Title IX of the Education Amendments Act that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (US Congress). Title IX corrected an oversight by the Civil Rights Act of 1964

which did not prohibit sex discrimination against persons employed at educational institutions. If a school discriminated on the basis of gender, federal funds would be withheld from the school. Enforcement fell to lawsuits brought by the federal government. The act resulted in the creation of public-school sports teams for girls.

Lau v. Nicols (1974) was decided unanimously by the Supreme Court. Supplemental language instruction was denied to most Chinese students who were integrated into the San Francisco public school system; therefore, these students did not receive a meaningful education. In fact, few students throughout the country received supplemental English instruction since funding was limited and participation was voluntary. The Court stated that supplemental instruction was required because the school district received federal funds. The Court argued that a “sink or swim” policy for learning was prohibited. Subsequent decisions required plaintiffs to provide proof of intentional discrimination which weakened the Lau finding.

In 1975, the Education for All Handicapped Children Act was passed by Congress that required “public schools receiving federal funds to provide equal education to students with physical and mental disabilities” (US Congress). To ensure that the education provided students with disabilities closely aligned with the education of non-disabled students, students with disabilities were evaluated and an educational plan with parent input was created. Schools were required to provide procedures for parents to dispute decisions with judicial review as a last resort. The act required disabled students to be placed in the least restrictive environment with the greatest opportunity to interact with non-disabled students. Only when the nature and severity of the disability prevented education in a regular classroom were separate schools allowed.

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8.2: The Competing Goals of Public Education- A Historical Perspective

Frontloading Activity

Before continuing the reading, take some time to review the history of American public education and write on the following questions:

- What are one or two goals of public education over the course of American history?
- Do the original goals of Thomas Jefferson and Horace Mann still inform public policy for education? Why or why not?

David Labaree (1997), an educational historian, argued that there have been three overarching goals of public education in the United States since the inception of public education in the 1800's: 1) democratic equality, 2) social efficiency, and 3) social mobility. A democratic equality goal aims at educating an engaged citizenry capable of actively participating in a democratic society. A social efficiency goal aims at educating young people to help the economic success of the country. Finally, a social mobility goal aims at educating young people in order for people to "gain a competitive advantage in the struggle for competitive social positions" (p. 42). Two of these goals—democratic equality and social efficiency—can be defined as public goods, or goods that benefit society as a whole; whereas the social mobility goal positions education as a private resource, or commodity. Each of these goals, Labaree argued, tacitly guides the direction of public education policy. At times, these three goals compete against the inherent aims of the other goals, i.e., public goods versus private goods. In some cases, such as social mobility, there are internal contradictions, or aporias, within a single goal's overall aims. For example, families with higher socio-economic status tend to work to protect and ensure their children's social status, which creates gatekeeping mechanisms to limit access to educational opportunities. However, families in lower socio-economic strata seek to expand equitable access to educational opportunities in order to help advance the economic and social well-being of their children. In either case, social mobility goals envision education as a private and limited resource.

Consolidating Understanding Activity

The following podcast and webinar further elaborate Labaree's model of public education goals as well as describe how each goal competes with one another. As you listen to the first twenty minutes of podcast, paraphrase each of the three goals and give concrete examples of each goal.

A YouTube element has been excluded from this version of the text. You can view it online here: pb.libretexts.org/foundationsofeducation/?p=126

After listening to the previous podcast, watch David Labaree's webinar up to minute 26:20. As you watch, take notes on the ways Labaree elaborates on how the goals compete with one another.

A YouTube element has been excluded from this version of the text. You can view it online here: pb.libretexts.org/foundationsofeducation/?p=126

- In what ways does each goal compete with one another?
- In what ways does the tension between public and private goods manifest themselves in real-world situations?

Take note of the internal contradictions of social mobility goals:

- What are the gatekeeping mechanisms that influence who gets access to certain classes like Advanced Placement?
- In what ways do the internal contradictions of social mobility manifest themselves in real-world situations?

Review this chapter and videos on the periods of educational history. Return to your original ideas on what you thought were/are the goals of public education in the U.S. Write on the following questions:

- Give one example of each of Labaree's educational goals from this chapter or the linked videos.
- Which of Labaree's goals most resemble your own thesis on the goals of public education?
- Which of Labaree's goals best fits your own personal goal for education as a student? Explain.
- Which of Labaree's goals best fits your emerging philosophy of education? Explain.

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8.3: A Nation at Risk

Assignment:

Read a Nation at Risk:

A nation at risk is printed in the back of this book in Appendix B, or available at the link below:

https://www.edreform.com/wp-content/uploads/2013/02/A_Nation_At_Risk_1983.pdf

As you read A Nation at Risk, complete the guided reading*to help prepare for class discussion.

A Nation at Risk was the report published in 1983 by the commission on excellence in education appointed by President Regan. The report quickly pointed out that the level of student illiteracy was high and that SAT scores had been on a steady decline for the two decades before publication of the report. Mediocrity was a word used to describe the state of education in America. SAT scores actually started to improve beginning in 1980.

The report provided specific recommendations for improving the nation's educational system. Every student at the minimum should be required to take: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. All K-12 schools and colleges should adopt rigorous standards. To be effective, the standards needed to be measurable. In fact, the report kicked off the standard movement with professional education organizations creating and publishing national standards. Longer school days or years would be needed to study the curricula outlined by the new standards. Many suggestions were given to improve teacher preparation programs, educational leadership, and fiscal support.

Education was directly tied to economic competitiveness, and schools were to be accountable for the quality of student education verified by external testing. The call for more testing began with the report. Comparisions of American schools began to be made to international schools. Scores of America's top-level students were highest or near the top on international tests.

"Any attempt to isolate developments in the schools from those in society at large turns out to reflect principally the inclination to institutionalize blame for whatever is going wrong: the formal part of the learning process cannot be separated from its societal context" (College Board). In the 1960s and 70s society was tumultuous during a large part of the report. Watching tv for longer periods of time was on the rise among students. More students of poverty and color were taking the SATs. Single-parent families were on the increase. These were all factors that, in general, affect the academic performance of students negatively.

Teachers have increasingly resisted what they see as misplaced blame and narrowing of the curriculum. A large part of the problem is that negative political rhetoric about education increased. One aspect of misplaced blame is the concentration and increase of students living in poverty. The tipping point depends on what the purpose of education is determined to be. Teachers lean to expanding the minds of students and want art and music included in the curriculum.

Wrap Up

Past educational events continue to have an impact on educational policy and how American teachers go about educating students. Examining history in context gives reason to much of the current educational landscape. Labaree argues for three goals of education: democratic equality, social efficiency, and social mobility. Viewing history through these lenses allows for a decision to be made on the validity of his claim. A Nation at Risk still holds a strong sway on how education is viewed in this country from a need to provide the capability of citizens to maintain the country's economic well being to holding teachers solely responsible for the quality of graduates.

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CHAPTER OVERVIEW

9: Student Diversity and Social/Emotional Learning

Learning Objectives

- Identify the many ways in which students differ.
- Describe bilingual learning and how it affects a classroom.
- After viewing a lesson in Spanish, describe the lived-experience of being a language learner in the context of learning academic content.
- Reflect on the importance of building relationships with your students.
- Define and reflect on differences in learning and motivation.
- Define Childhood Trauma and Social Emotional Learning.
- Identify the effects of childhood trauma on student learning and behavior
- Identify trauma informed practices and explain the value of using them in the classroom.
- Identify teaching practices that encourage social emotional learning.

Optional In-Class Activity

Your instructor will give you a piece of paper with something already drawn on it. Use what is there as a beginning and complete the picture. You can orient the paper any way that you wish and draw anything that you want. Once the pictures are complete, the class will look at them and discuss the activity.

When you conceive of your future classroom, what does it look like? In what ways will your students be alike? In what ways will they be different? The dimensions along which your future students will differ are numerous and vary widely. There are many ethnic and cultural factors to consider, such as gender, religion, ethnicity and language. What affect will this have on the learning environment and climate of your classroom? Additionally, your students will have differences in styles of learning, degree of motivation, temperament, emotional well-being and social skills. Students also vary in need, and can have cognitive and, or physical impairments. Many of your students will embody several of these characteristics at the same time. Some of these dimensions can be attributed to heredity. Others are a result of where a student is from. Others, still, are a result of the student's home life and experiences. Regardless of the origin or type of factors that work together to make each student unique, a well-prepared teacher needs to be knowledgeable of how student diversity affects their classroom and their teaching. This chapter will review the array of student differences, with specific attention to the needs of English Language Learners, and the importance of childhood trauma and social and emotional learning in today's classrooms.

9.1: Student Diversity
9.2: Emergent Bilinguals
9.3: Differences in Learning and Motivation
9.4: Childhood Trauma
9.5: References

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9.1: Student Diversity

When you envision your future classroom full of students, what does it look like? How does it sound? What do your students have in common? How do they differ? Reflecting on these questions is valuable. Hopefully, you will come to understand that you are not going to be teaching a ***class*** of students, as much as a collection of individuals, each with their own strengths, talents, weaknesses, personalities and needs. There are many ways in which your future students may differ. The following is a brief overview of some of the myriad factors that will make your students unique and, in some cases, challenging.

As defined by the National Education Association (www.nea.org, n.d.), diversity is “the sum of the ways that people are both alike and different” (para. 1). The NEA goes on to list a variety of dimensions that are included in diversity. Some of these are: “race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class and immigration status” (para. 1, www.nea.org, n.d.). It is such diversity that creates both richness and challenge within a classroom. The variety of students in one’s classroom provide many opportunities for learning and growth for everyone in that community. Concurrently, such diversity brings with it many related challenges such as the need for differentiated learning techniques to meet the needs of every student. Individual perspectives relating to diversity can provide the fuel for bullying and harassment of students. And these are just two potential issues; there are many more.

Reflect on the Following:

Some of the many dimensions of student diversity as noted by the NEA (n.d.)

What does each of these mean to you? Where do you fit in each of these categories? What was your school like regarding diversity on these levels? Is anything missing?

Activity (The Regents of the University of Michigan, 2016) www.crlt.umich.edu/print/355

You might identify your own attitudes toward diversity by remembering certain pivotal moments in your life. Ask yourself the following questions:

- Recall the incident in which you first became aware of differences. What was your reaction? Were you the focus of attention or were others? How did that affect how you reacted to the situation?
- What are the “messages” that you learned about various “minorities” or “majorities” when you were a child? At home? In school? Have your views changed considerably since then? Why or why not?
- Recall an experience in which your own difference put you in an uncomfortable position vis-à-vis the people directly around you. What was that difference? How did it affect you?
- How do your memories of differences affect you today? How do they (or might they) affect your teaching?

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Another term we hear used a lot regarding today’s classrooms is multicultural. When you think of the word culture, what comes to mind? The word means different things to different people. Culture is a very all-encompassing concept and includes the many things that combine to make one community or group different from another, such as their: values, clothing, religion, holidays, traditions, language, music, literature, beliefs and expectations (Alsubaie, 2015; Perso, 2012). If we look at culture that way, it is clear that everyone is coming from their own unique cultural experience, including students and teachers. The culture of the teacher and the students in one classroom will affect the education process found there (Alsubaie, 2015). It is, therefore, very important to seek to understand both your own background and cultural beliefs and those of your students. As stated by Alsubaie (2015) “teachers who learn more about their students’ backgrounds, cultures and experiences will feel more capable and efficient in their work as teachers” (p. 88). The more aware you become of your own personal set of beliefs, values and expectations, and even of your own biases, the better able you will be to seek to understand your future students.

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9.2: Emergent Bilinguals

The term *English Language Learner (ELL)* has been used predominantly as a label to students who are developing their language proficiency in English. ELL is also the preferred term by state and federal agencies since it used to determine protected status for students who fall under this category. However, the term ELL tends to devalue the language(s) in which these students are proficient. The term e*mergent bilingual* has begun to replace the term ELL because it values the funds of knowledge and language competencies the students already have while celebrating their identity as someone becoming bilingual. Bilingualism or the students' emerging bilingualism is shown as an asset rather a deficit.

As an educator, it is our duty to ensure students acquire the content standards for all students as well as the academic language proficiency within all content areas for emergent bilinguals as well. Non-specialists or non-ESOL teachers need to scaffold and support the language development of emergent bilinguals in their classrooms. *Sheltered Instruction* (Center for Applied Linguistics, 2018) is an effective instructional model for teachers to use across content and grade levels. There are eight interconnected components for each lesson that uses sheltered instruction:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review & Assessment

For more information on lesson activities and research that use sheltered instruction, please visit http://www.cal.org/siop/resources/.

In addition to sheltered instruction, the Center for Research on Education, Diversity, and Excellence from the University of California outlines five standards for effective education of all students (Teaching Tolerance, 2019):

- Joint productive activity: Teachers and students producing together
- Language development across the curriculum
- Contextualization: Connecting school to students' lives
- Challenging Activities: Teaching complex thinking
- Instructional Conversation: Teaching through conversation

For more information and to see a list of indicators that demonstrate these standards, please visit https://www.tolerance.org/professional-development/five-standards-of-effective-pedagogy

Emergent Bilingual Activity

For this activity, you will experience how emergent bilinguals feel in a classroom learning content, biology in this case. You will watch the video and take the quiz at the end of the video. Please try your best.

After watching the video and taking the quiz, answer the following questions:

A YouTube element has been excluded from this version of the text. You can view it online here: pb.libretexts.org/foundationsofeducation/?p=138

1. How did not being fluent (or being fluent) in Spanish make you feel? Why?
2. In what ways did the instructor help support the content to someone who might not understand Spanish?
3. How well did you do on the quiz? How did that make you feel?
4. How might you apply these new understandings of being a non-fluent speaker of a language to you teaching emergent bilinguals who are not yet fluent in academic English?

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9.3: Differences in Learning and Motivation

Beyond the extensive list of diversity elements above, as a teacher, one will also be faced with the variations of ways in which students learn, feel about themselves as learners, and are motivated to learn (or not!). In future courses that you will take to prepare yourself for being the best possible teacher, you will learn much more about these factors, but for our purposes, let's take a brief look at each of these.

Learning Styles

Everyone has a way in which they feel that they learn best. It can be through listening, watching, touching or doing, or a combination of any of them. This can also affect what tools best help a student in the classroom. Some will do well just reading the textbook, some may need hands-on experiments, or charts and graphic organizers. There is no one size fits all approach to learning, which is one of the great challenges that teachers face. Take a moment and think. In what way do your learn best? How do you study? If you have never taken any kind of learning style test, there are many you can find online for free to take for fun. There are many different types of learning style approaches.

"Different systems have been used to describe the different ways in which people learn. Some describe the differences between how extroverts (outgoing, gregarious, social people) and introverts (quiet, private, contemplative people) learn. Some divide people into "thinkers" and "feelers." A popular theory of different learning styles is Howard Gardner's "multiple intelligences," based on eight different types of intelligence:

1. Verbal (prefers words)
2. Logical (prefers math and logical problem solving)
3. Visual (prefers images and spatial relationships)
4. Kinesthetic (prefers body movements and doing)
5. Rhythmic (prefers music, rhymes)
6. Interpersonal (prefers group work)
7. Intrapersonal (prefers introspection and independence)
8. Naturalist (prefers nature, natural categories)

The multiple intelligences approach recognizes that different people have different ways, or combinations of ways, of relating to the world.

Another approach to learning styles is called the VARK approach, which focuses on learning through different senses (Visual, Aural, Reading/Writing, and Kinesthetic):

- Visual learners prefer images, charts, and the like.
- Aural learners learn better by listening.
- Reading/writing learners learn better through written language.
- Kinesthetic learners learn through doing, practicing, and acting."

Above material from: wiki.creativecommons.org/images/3/3c/Learning_Styles_and_Study_Skills.pdf_

Having an understanding that students learn differently and that certain subjects are best taught in varying ways will lead you to seek out many teaching strategies. Having a large toolkit of such strategies will help you to accommodate your students' needs. This can also be referred to as differentiated learning or differentiated instruction. Differentiated instruction, according to Tomlinson (as cited by Ellis, Gable, Greg & Rock, 2008, p. 32) is the process of "ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning." By the time you are ready to teach, you should be prepared to differentiate your instruction in many ways, which will all be based on your knowledge of your students and how they learn best.

Motivation

The above is a great representation of how motivation affects learning (by Giulia Forsythe, CC By 2.0, https://www.flickr.com/photos/gforsythe/45033113111

Motivation to learn is very complex, and includes one's one developmental level, beliefs in the value of learning (in general or something in particular) and the belief in one's ability to be successful (academic-self-concept comes into play here). In future classes, you will study educational psychology. One definition from that discipline for motivation follows.

"Motivation is an internal state that activates, guides and sustains behavior. Educational psychology research on motivation is concerned with the volition or will that students bring to a task, their level of interest and intrinsic motivation, the personally held goals that guide their behavior, and their belief about the causes of their success or failure" (k-12 Academics.com, n.d. retrieved from https://www.k12academics.com/educational-psychology/motivation).

As a teacher, you are tasked with helping to motivate your students to learn. As with diversity, it is best to begin by knowing about yourself first. What motivates you? What motivated you when you were a student? What did your teachers do to motivate you? Did it work for you? Did it work for everyone in your class?

"One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information; they won't participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is need of special attention" (n.d., retrieved from https://teach.com/what/teachers-change-lives/motivating-students/).

Students who are highly motivated to learn are what some might call easy to teach, because they want to be there. They want to learn. Students who are completely unmotivated can be more difficult to reach. They may seem like they don't care. There are many reasons for this, and we will look briefly at these when we discuss social and emotional learning.

Academic Self-Concept

pixabay.com/illustrations/se...ation-1566153/

As noted by Wilson, Del Siegle, McCoach, Little and Reis (2014), “Academic self-concept represents how students feel about themselves as learners in school contexts and has implications for both student achievement and well-being” (p. 111). The authors go on to state that a student’s “academic self-concept informs their perception about not only their current tasks and school-related activities but also their future goals and academics” (p. 111). In your future practice with students, you will discover that students with strong positive academic self-confidence may be more likely to take on challenging tasks, complete projects, and seem more motivated. In light of the definition, this would make sense. If you think you can be successful, you will be more willing to try. If you think and believe that you will NOT be successful at something, then it would follow that you would be disinclined to try something new or challenging.

Understanding how academic self-confidence affects your students will assist you in developing lessons and procedures that will help them to be successful. A teacher can have a positive effect on a student’s academic self-confidence. Pay attention to those students who seem to feel that they can’t do anything well, or that they won’t be successful. Find opportunities to give them specific positive feedback and support them in areas of weakness.

Temperament

Kids playing with marbles. Photo by Tup Wanders;Source: https://www.flickr.com/photos/tupwanders/83092660/. This file is licensed under the Creative Commons Attribution 2.0 Generic license.

Perhaps you have spent time with a number of infants. How were they alike? How did they differ? Or compare yourself with your siblings or other children you have known well. You may have noticed that some seemed to be in a better mood than others and that some were more sensitive to noise or more easily distracted than others. These differences may be attributed to temperament. Temperament is an inborn quality noticeable soon after birth. According to Chess and Thomas (1996), children vary on 9 dimensions of temperament. These include activity level, regularity (or predictability), sensitivity thresholds, mood, persistence or distractibility, among others. The New York Longitudinal Study was a long-term study of infants on these dimensions which began in the 1950s. Most children do not have their temperament clinically measured, but categories of temperament have been developed and are seen as useful in understanding and working with children. These categories include easy or flexible, slow to warm up or cautious, difficult or feisty, and undifferentiated (or those who can’t easily be categorized). Psyc 200 Lifespan Psychology.

Reflection:

- Think about your own temperament? How might this affect your teaching style?
- Where would you place yourself?

- How does this affect you as a student?
- How do you manage your temperamental qualities?
- How might having a variety of temperaments in your classroom affect the learning environment and your ability to teach?

Think about how you might approach each type of child in order to improve your interactions with them. An easy or flexible child will not need much extra attention unless you want to find out whether they are having difficulties that have gone unmentioned. A slow to warm up child may need to be given advance warning if new people or situations are going to be introduced. A difficult or feisty child may need to be given extra time to burn off their energy. A caregiver's ability to work well and accurately read the child will enjoy a goodness of fit meaning their styles match and communication and interaction can flow. Rather than believing that discipline alone will bring about improvements in children's behavior, our knowledge of temperament may help a parent, teacher or other gain insight to work more effectively with a child.

Temperament doesn't change dramatically as we grow up, but we may learn how to work around and manage our temperamental qualities. Temperament may be one of the things about us that stays the same throughout development.

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9.4: Childhood Trauma

By Sander van der Wel; CC License By: 2.0 https://commons.wikimedia.org/wiki/F...649749639).jpg

You can now see how many factors combine to create each unique student that you will teach, as well as how challenging it can be to meet the needs of such a variety of learners. Another issue of which new teachers should be aware is that of childhood trauma. While there is enough information on this topic to fill its own textbook, having a brief overview of the information will be beneficial to your understanding of working with a diverse array of students.

What is trauma?

According to the Child Welfare Information Gateway (2014), trauma is “an emotional response to an intense event that threatens or causes harm. This harm can be physical or emotional, real or perceived, and it can threaten a child or someone close to him or her. Trauma can be a result of a single event, or it can result from exposure to multiple events over time” (p. 2). There are many events that might possibly cause trauma. These include, but are not limited to physical, emotional or sexual abuse, neglect, effects of poverty, being separated from your loved ones, bullying, domestic or community violence through which harm to a loved one or pet has been witnessed, accidents, natural disasters, and behavior that is unpredictable dur to addiction or mental illness (Child Information Gateway, 2014, p. 2). A traumatic experience is very often overwhelming to the individual, extremely painful or frightening, and include a loss of control and the inability to regulate one’s emotions. It is vital to remember that a traumatic experience overwhelms one’s ability to cope and that this can be different for each person. Therefore, due to a variety of factors (such as resilience) what might be traumatic to one student might not be to another. Again, this is not a “one size fits all” scenario. Each student is an individual.

How Trauma Affects the Brain

There is no shortage of information regarding how trauma affects brain development, but very basically, “when a stressful experience (such as being abused, neglected, or bullied) overwhelms the child’s natural ability to cope” this can cause a “flight, fight or freeze” response. This response results in changes in the body, including an accelerated heart rate and higher blood pressure. This also results in changes in how the brain “perceives and responds to the world”. The result of this can be that the “trauma interferes with normal development and can have long lasting effects” (above information from Child Welfare Information Gateway, 2014, p. 2).

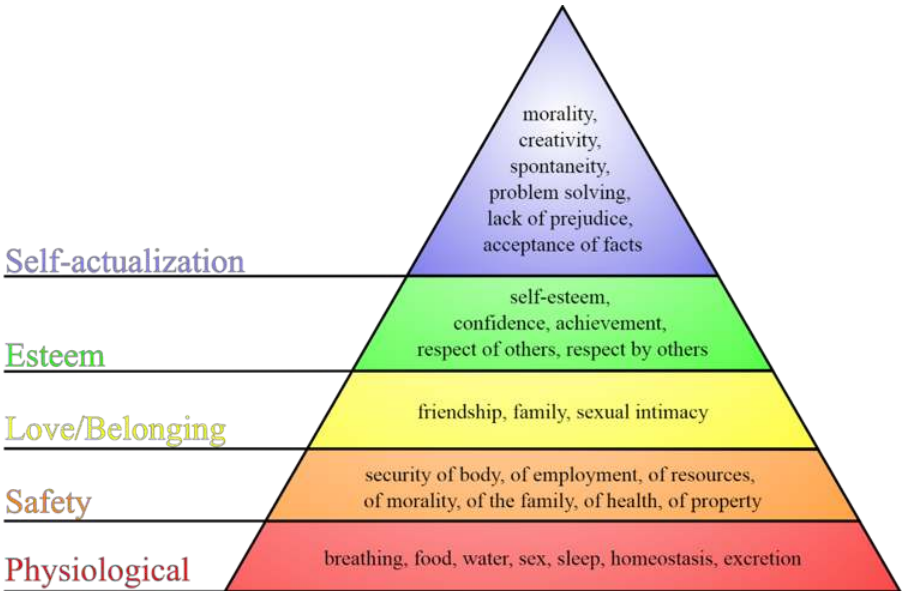
How Trauma Affects Learning and Classroom Environment

What is the likelihood that you will have students in your classroom who are dealing with trauma related incidents? According to the National Child Traumatic Stress Network (n.d.), More than two-thirds of children reported at least one traumatic event by the age of sixteen. I would say that your chances are quite good that you will encounter students facing these issues.

A variety of learning related tasks are affected by trauma. Students who have experienced trauma may have difficulty regulating emotions. They may have impaired cognitive functions. The ability or organize material sequentially may be difficult. Transitions may be problematic. Problem solving might be hard. They may be self-protective, easily frustrated, and have inconsistent moods. This is just a brief non-inclusive list of some of the ways in which your classroom could be impacted by students with a background of child trauma.

Maslow vs. Blooms

In a previous chapter, you learned about Bloom's Taxonomy of Learning, which guides teachers in the creation of excellent learning experiences. In psychology, you may have heard about Maslow's Hierarchy of needs (represented below).



Look this over carefully. Now go back and look at Bloom's Taxonomy?

Reflection: Can you see any issue with trying to do both at the same time? Which should come first? What does the above depiction say to you about your students and your classroom?

Read the following and then think about how this might play out in your future classroom.

- At the base of the pyramid are all of the physiological needs that are necessary for survival. These are followed by basic needs for security and safety, the need to be loved and to have a sense of belonging, and the need to have self-worth and confidence. The top tier of the pyramid is self-actualization, which is a need that essentially equates to achieving one's full potential, and it can only be realized when needs lower on the pyramid have been met. According to Maslow (1943), one must satisfy lower-level needs before addressing those needs that occur higher in the pyramid. So, for example, if someone is struggling to find enough food to meet his nutritional requirements, it is quite unlikely that he would spend an inordinate amount of time thinking about whether others viewed him as a good person or not. Instead, all of his energies would be geared toward finding something to eat.

Trauma Informed Practice

Some students can exhibit difficult behaviors because of their backgrounds while some will not. All of them need to be understood and supported. According to the Substance Abuse for Mental Health Administration (2014), the components of trauma-informed care consist of the creation of a safe environment, supporting and teaching emotional regulation and building relationships and connectedness. Knowing your student is vital. Trying to understand your students' triggers is also of key importance. Remember always that they are not trying to push your buttons (We Are Teachers Staff, 2018). Their behaviors are often reactions to being

triggered by something (such as a loud noise or yelling). The primary function of the triggered response is to help the child achieve safety in the face of perceived danger. Seek first to understand the child's behavior and change your thinking from "what is wrong with this student?" to "what has this student been through?" (Bashant, 2016).

If relationship building, support, understanding and the creation of a safe environment are key to working with your students, what doesn't work is equally apparent. Sadly, it is often the first thing educators turn to when these behaviors appear. The research is clear that punishment of this behavior not only does not work, it is highly detrimental to the student. According to NEA Today (2016), because traumatic experiences directly shape your students' brains, the disruptive behavior that is witnessed and often punished isn't willful disobedience or defiance, but a subconscious effort to self-protect. Their altered brains are screaming: Flight! Flee! Freeze! Their goal is to be safe. Respond in ways that help to make your students feel connected and safe first, and then revisit possible consequences for any broken rules.

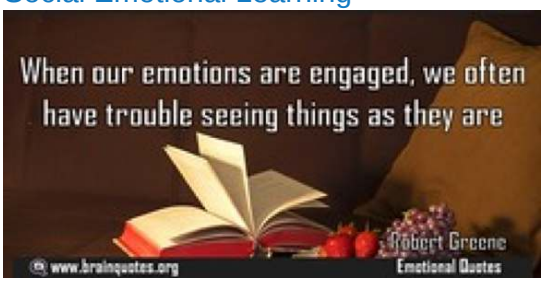
Starr Commonweath Chief Clinical Officer, Dr. Caelan Soma (2018) offered these tips for understanding and working with students who have experienced trauma.

1. They are not trying to push your buttons.
2. They worry about what is going to happen next.
3. Even if the situation doesn't seem that bad to you, it is how the child feels that matters, not how you feel.
4. Trauma does not always have to be associated with violence
5. You don't need to know how the trauma was caused to be able to help.
6. They need to feel that they are good at something and that they can have a positive influence on the world.
7. There is a direct connection between stress and learning.
8. Self-regulation is a challenge.
9. You can ask kids directly what you can do to help them make it through the day.
10. Be supportive of students with trauma even when they are outside of your classroom.

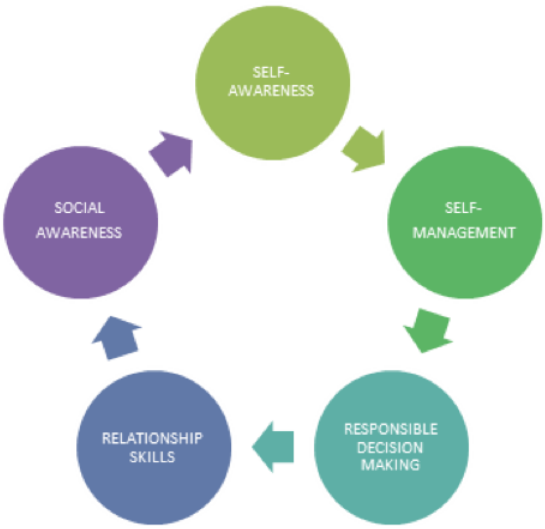
(for more information, the link to the above article is located in the teacher references section).

There are numerous videos, books, and articles regarding trauma informed best practices. At the end of this chapter, there is a link to the National Child Traumatic Stress Networks Child Trauma Toolkit for Educators. This free and easy to download resource has numerous tips and suggestions for teachers.

Social Emotional Learning



Social emotional learning (SEL) has become part of many states' educational missions, including New York. SEL can be defined as "the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for other, establish and maintain positive relationships and make responsible decisions" (Collaborative for Academic, Social and Emotional Learning, 2015, para. 1 as cited in NYSED, 2018) p. 6). Five core social emotional competencies were created as a framework for SEL (Collaborative for Academic, Social and Emotional Learning (CASEL) 2017). These are:



According to the New York State Education Department (2018) "extensive research indicates that effective mastery of social emotional competencies is associated with greater well-being and better school performance; whereas the lack of competency in these areas can lead to a variety of personal, social and academic issues" (p. 6). Because of this, New York State Education Department development social emotional learning benchmarks to serve as a guide for educators in the state. The goals of the SEL benchmarks for New York State schools are:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. (NYSED.gov, 2018).

To learn more about NYSED's position on SEL, you can find the document online (see resources link at the end of the chapter).

The goal of introducing SEL into the daily activities on a school is, in part, foster a more positive school climate. Additionally, SEL can help children gain skills needed to succeed in school, in the workplace and in life (www.cfcchildren.org). According to CASEL, SEL works, and leads to increased academic achievement and improved behavior (casel.org, 2018).

Building Relationships

Over the course of your education to become a teacher you will most likely hear a lot about the value of forming good relationships with your students. It may sound like a "no-brainer", but its importance cannot be overstated. According to the Room 241 Team (Concordia University Portland, 2018), "…for children who have been affected by trauma, strong connections are vital. Rich relationships with teachers help children form the foundations of resilience" (para. 3). Venet (2018) echoed the value of relationship building as part of the delicate balancing act of working with trauma-affected students. The author stated that "…students who have experienced trauma, start by flipping traditional classroom paradigm: Relationships have to come before content…" (para. 6). The more you know and understand your students, the better.

Connell (2016) suggested ten ways that a teacher can build relationships with their students:

1. Greet each student every day with both a hello and a good-bye.
2. Use letters and questionnaires to help you find out about your students.
3. Get parent input if you can.
4. Appeal to your students' interests.
5. Speak to students with respect.
6. Attend outside activities.
7. Let students inside your world (with appropriate boundaries, of course).
8. Let your students have a voice.
9. Be real.
10. Trust that they will all do great things.

This teacher from North Carolina has a unique way of beginning each class: (USA Today, Moments that Give us Hope (2017).

https://youtu.be/4JueNr1e0H4

As you move forward in your education, be sure to always remember the importance of listening. So many students are not listened to at home. People are distracted. Do your best to have your students feel heard and valued. It can make all the difference in the world.

A YouTube element has been excluded from this version of the text. You can view it online here: pb.libretexts.org/foundationsofeducation/?p=142

-America's Promise Alliance, 2015

Summary

Every year teachers will meet new groups of students. Every class will be a unique combination of individuals. They will vary by many factors related to diversity. They will have different temperaments and learning styles. Their motivation levels won't all be

the same. Some will have experienced many childhood traumas, while some will have experienced few or none. Their experience and maturity in relation to social emotional learning will differ as well. However, one thing will remain constant. Your students will do best in a positive environment where mutual respect is fostered. Strong teacher-student relationships are the cornerstone of these classrooms. Having knowledge about yourself, child development and differentiated instruction will help you to have a greater understanding of your students. You will be learning this as you move forward in your education. What you cannot be taught is to care about forging these relationships in the first place. That must already be a part of who you are.

Additional Resources:

- 10 Things About Childhood Trauma Every Teacher Needs to Know (STARR Commonwealth)
  - https://www.weareteachers.com/10-things-about-childhood-trauma-every-teacher-needs-to-know/
- A great resource for teachers regarding trauma is the National Child Traumatic Stress Network Child Trauma Toolkit for Educators which can be found and downloaded here:
  - https://www.nctsn.org/resources/child-trauma-toolkit-educators
- NYSED Social Emotional Benchmarks:
  - http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf
- NYSED Social Emotional Learning Information:
  - http://www.p12.nysed.gov/sss/documents/GuideToSystemicWholeSchoolImplementationFINAL.pdf
- A great article on trauma informed practices and SEL:
  - https://www.edutopia.org/article/how-and-why-trauma-informed-teaching

One of the first studies on trauma informed practices in public school was covered in a full-length documentary entitled: Paper Tigers. It can be rented on numerous sites, including You Tube here:

http://www.youtube.com/watch?v=iV3wzUhJSKs

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CHAPTER OVERVIEW

10: The Governance and Finance of American Public Education

Learning Objectives

- Describe the hierarchy of New York State governance of education
- Identify the role of Federal, State and Local government on NYS Education
- Describe how public schools are financed
- Identify the governmental agencies and how NYS public education financed
- Identify other School Options (Charter, Magnet, Online)

Icebreaker: Reflect, write and Discuss

Take five minutes to reflect on the questions below and write out your thoughts. Once finished writing discuss your ideas with a partner.

1. New York State spends approximately $24,000 to educate each student a year. If you attended a New York State Public school do you think you received a $24,000 education each year? Yes or No and why?
2. What are your thoughts on the amount of money NYS spends on each pupil per year?
3. What should be the criteria for how money is allocated per school district? Who do you think should determine the amount of money allocated per school?
4. If you oversaw the New York State Education budget what is one specific area you would improve and why?

As a future teacher you will need to be aware of how schools are organized, governed and financed. Where you work will also determine the amount of money and resources available to you. The federal, state and local government all play a role in the complex financial system of education. Keep in mind that how well a school is funded is often a reflection of the community composition and wealth (number of businesses, homeowners, taxpayers, population size). In this chapter we will learn how schools are governed and financed in public education and begin to explore how these factors impact our ability to help students learn.

10.1: Governance of New York State Education
10.2: Financing Public Education
10.3: Other School Options (Charter, Magnet)
10.4: References

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10.1: Governance of New York State Education

The New York State (NYS) Board of Regents is responsible for the general supervision of all educational services in New York State. The Board of Regents is composed of 17 members elected by the legislature for five-year terms. One Regent is from each of the 13 judicial districts with four Regents in an at large capacity. The Chancellor of the Board of Regents is elected by the Regents members. The Board of Regents is responsible for setting overall educational policy and heads the University of the State of New York (SUNY). Types of policies include learning standards, state exams including the Regents Exams, data collection and assessment, school report cards, accountability of educational programs, and teacher licenses.

The New York State Commissioner of Education, who is the chief executive officer of the Board of Regents, is elected by the Board of Regents. The commissioner is responsible for enforcement of educational laws, compliance to educational policies, and general supervision of schools. The New York State Governor is advised by a cabinet member about education. The governor creates a budget, a part of which pertains to state aid to public schools. Other responsibilities of the governor are to appoint commissions and to create programs. An example of is the 2013 Reform Commission that investigated and made recommendations about full day pre-K, awards for high performing teachers, and early college high school programs. The NYS Senate and House pass educational laws and appoint the Regents.

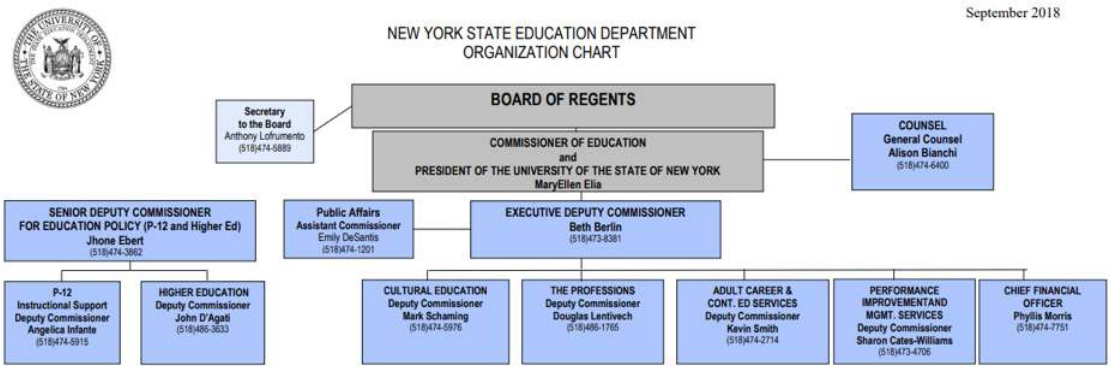

Figure 10.1. Download printable version at http://www.nysed.gov/common/nysed/fi...-org-chart.pdf

Federal Influences on Governance

The 10th Amendment gives states control over education that limits the role of the federal government in education. The Secretary of Education is a cabinet position appointed by the President of the United States and confirmed by the Senate. The responsibility of the secretary of education is to ensure all schools are abiding by the federal policies and laws pertaining to education. Both the House and Senate have education committees to review educational policies and proposed laws. Adoption of federal policies were influenced by funding in the past, but a new law has drastically limited this practice. An example was Race to the Top as an incentive for adopting the CCSS under the Obama administration.

The Every Student Succeeds Act (ESSA) recently replaced No Child Left Behind (2002) and represents a reauthorization of the Elementary and Secondary Education Act (ESEA), originally authorized in 1965 as the federal legislation that guides public education in the United States. In response to state feedback under NCLB, ESSA provides states the flexibility to develop programs that meet the needs of individual states. An important component to ESSA is the inclusion of a measure of equity and access to education for all students including disadvantaged and high needs students.

Local Influences on Governance

As a teacher it is your responsibility to become familiar with your school's organizational structure, policies, procedures and culture. Understanding how your school is governed and establishing good communication with your superintendent, principal and colleagues will ensure you are meeting the expectations of the district. We will discuss several layers of local governance including the Board of Education, Superintendent and other district and building-level personnel that ensure a school is complying with the multitude of policies and laws of the state and Federal Government.

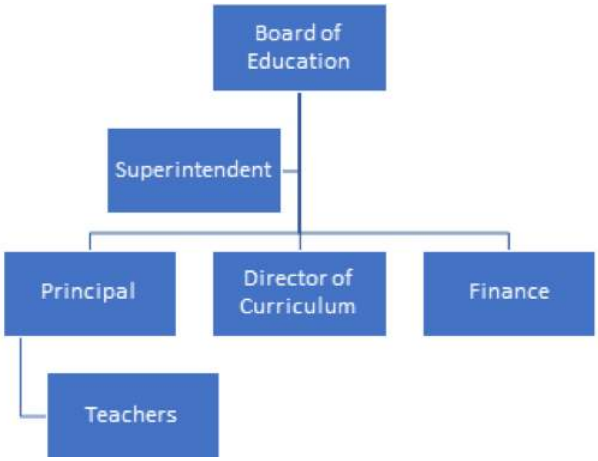

Figure: 10.2 General Organizational Structure of a School

Local Board of Education

As a teacher your work is primarily influenced by the local arm of school governance, the Board of Education. In New York State all public schools have a Board of Education (BOE). The board's powers and duties are derived from the state constitution, the laws of New York State and the regulations or rulings of the New York State Commissioner of Education. The Board of Education is a group of locally elected officials who serve as volunteers and have several important responsibilities, most notably to establish district policies, develop an annual budget for public approval, approve or disapprove of the superintendent's recommendations on personnel matters and contracts, and to evaluate the superintendent. Board members typically serve in two, three or four-year terms. The size of the BOE varies but must include an odd number of members for voting purposes (5, 7,9).

Meetings of the BOE are held in public and the meeting minutes and proceedings are public information except for matters of personnel which are confidential. Anyone who is an adult may serve as a member of the BOE. There is no educational requirement to serve as a member of the BOE. Community members choose to run for this position for a variety of reasons. Some members are parents, grandparents, business owners and concerned citizens. The local BOE often reflects many of the values, customs and culture of a school district. As a new, or veteran, teacher you should plan to attend some of the BOE meetings to gain a better sense of the community that you work in and the people who determine educational policy in your district. Be sure to review policies and procedures.

Superintendent of Schools

The superintendent of schools is selected by the Board of Education and is the chief executive officer of the district. As such, the superintendent is responsible for the day-to-day operation of the district and administration of board policies, programs and plans for board action. Superintendents are hired and serve for a term period, usually four years. Superintendents are not eligible to earn tenure like teachers and principals. A superintendent works with a team of administrators to ensure the educational and safety needs of students are met. Typically, they will supervise school business officials, various principals and curriculum leaders and other members of the school management team (buildings and grounds, transportation director, etc.). The superintendent, as school leader, should be a very visible and influential member of the school community. The superintendent's vision, philosophy and values all contribute to decisions that create school climate and culture.

District Personnel

Many students come to teaching from a variety of backgrounds and experiences in schools. School settings are as diverse as are people. Schools operate in rural, suburban and urban areas. Schools range from multi-building districts to PK-12 one-building schools with 100 students. Considering this level of diversity each school may or may not have the resources to support district and building level personnel. A familiar hierarchy in schools might be the Superintendent, Principal, Assistant Principal, Director of Curriculum, the Business office and teachers. See Figure 1.1.

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10.2: Financing Public Education

Federal Government Finance

The Federal government plays an important role in both governance and finance. The President of the United States appoints a secretary of education to administer the department and distribute funding to states for educational purposes. In 2018 the federal government appropriated $59 Billion dollars to education, a 13 percent decrease from 2017. Despite the decrease, this funding is an important source of revenue for public schools. In addition, each house of Congress has their own committee on education. Members of these committees provide guidance and expertise as educational policies and budgets are developed. States and local school districts, rather than the Federal Government, make most of the major decisions about the content, assessment, teaching force, structure, and funding of elementary and secondary education. The Federal Government influences educational policy by attaching educational policies to receipt of federal funds (Kober & Usher, 2012).

Title I Funding

The purpose of Title I, Part A of the Elementary and Secondary Education Act (ESEA) is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in state academic achievement standards and State academic assessments. It provides financial assistance through state education agencies to local educational agencies to meet the educational needs of children who are failing or are most at risk of failing the State's challenging academic achievement standards and state academic assessments in schools with high concentrations of children from low-income families.

State and Local Finance

Public schools are funded approximately 90% by state and local revenue sources. Most local funds come from property taxes (Kober & Usher, 2012). Since most of the school funding comes from property taxes schools use a variety of methods to maintain positive community relationships. Remember, taxpayers need to apprSove the school budget each year; however, depending on your community composition, many taxpayers do not have children in school. Schools may host senior citizen luncheons or appreciation days, community health fairs and offer up the school for community use. It is wise for teachers to develop relationships with all members of the school community. Strong school-community relations help increase the likelihood that a school's budget is passed. Schools and teachers need to demonstrate that they are using public funds in a responsible manner. Teachers must find high quality, cost effective programming and materials to help students learn.

In 2015-16, New York State had the largest per pupil average expenditure in the United States at $24,657 versus Idaho, the lowest state at $7,921 (Digest of Education Statistics, 2018). This demonstrates the variability in funding and resources by state. However, within states variability also exists between communities, largely due to revenues from property taxes. School districts that are wealthier tend to have more money and resources to dedicate to education.

Local School Budget Development Process

As stated above, one of the major roles of the members of the Board of Education is to develop a budget in collaboration with administrators. A budget is a plan of financial operation expressing the estimates of proposed expenditures for a fiscal year and the proposed means of financing them. Multiple laws and procedures must be followed during budget development. A detailed outline of the process can be found at http://www.p12.nysed.gov/mgtserv/budgeting/handbook/legalaspects.html on the New York State Education website. Educational law emphasizes that the budget should be written in plain language in a manner that taxpayers can understand (NYSED.gov, 2019). When developing a budget, the BOE and administration need to keep several factors in mind and have accurate information about educational objectives, enrollment projection; the community's receptiveness to tax increases, capacity and limitations of facilities (Budgeting Handbook, www.NYSED.gov, 2019 http://www.p12.nysed.gov/mgtserv/budgeting/handbook/process.html).

An important term that BOE members, administrators, taxpayers and teachers alike need to understand is the tax levy. The tax levy is the term use for the sum of revenue in property taxes a district must collect, after removing other sources of funding including state aid, to meet the proposed budget. The tax levy is significant because this is the basis for determining the tax rate for each of the cities, towns or villages that make up a school district (https://www.questar.org/wp-content/uploads/2018/04/Budget-Development-Guidebook.pdf)

To determine the tax levy, school districts use a state formula that begins with an increase of 2 percent or the level of inflation (whichever is less). The **Tax levy limit is the** amount a district's tax levy may increase without requiring a supermajority to approve a proposed budget (60 percent of votes plus one). The result is often a number higher than 2 percent. In 2011 New York State established a tax levy limit (generally referred to as the tax cap) that affects all local governments (including counties, cities, towns, villages and fire districts) and school districts in New York State except New York City and the "Big Five" dependent city school districts (New York City, Yonkers, Buffalo, Rochester, and Syracuse). Under this law, the property taxes levied by affected local governments and school districts generally cannot increase by more than 2 percent, or the rate of inflation, whichever is lower (legislation summary, www.osc.state.ny.us).

What is included in the School Budget?

The school budget presentation and materials must include categories of revenues, expenditures and fund balance information, as well as comparison data from the prior year's budget (NYSED.gov, 2019). Sources of a school's financial resources (revenues) include property taxes, state education aid and federal education aid. In addition, schools often have a fund balance to offset budget costs. There are several types of fund balances that a school may have. Typically, they represent funds that were not used in a prior fiscal year or when additional unanticipated revenues are accepted. It is important to remember that schools must estimate their state aid revenues when developing a budget. While New York State aims to have an adopted budget by April 1st that does not always happen. School districts are required by law to present their budget the third Tuesday of May and often are working with estimated state aid revenues.

The school budget, by law, must be presented to the public in three different components (http://www.p12.nysed.gov/mgtserv/budgeting/). The first component is the program component (salaries and benefits of teachers, instructional costs such as supplies, co-curricular activities and interscholastic athletics equipment, and textbooks; and transportation operating costs. The program component is where most of a school district's expenses are incurred. See figure 1.2 for an example. The second component is the capital component which includes transportation capital, debt service, and lease expenditures; legal judgments; and settled claims; custodial costs and all facility costs, including service contracts, utilities, maintenance, repairs, construction, and renovation. The third budget component is the administrative component which includes office and administrative costs, salaries and benefits for certified school administrators, data processing, supplies, legal fees; property insurance; and school board expenses.

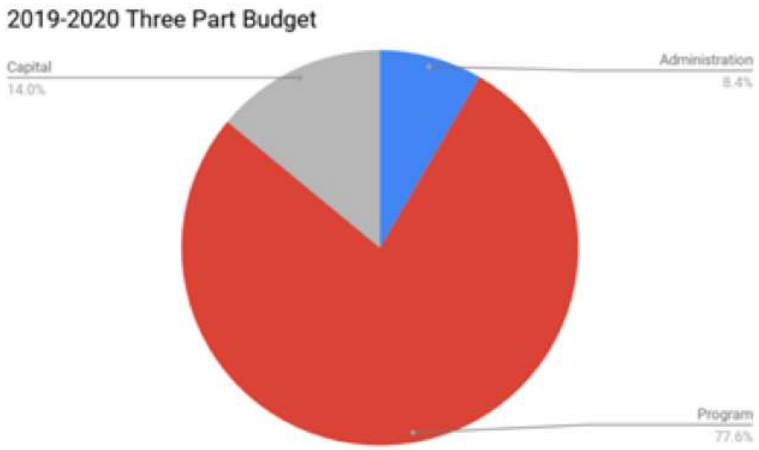


Figure 10.3: Sample Image of the three-component state budget

Once the budget is complete, the BOE must present the budget at a public hearing. The budget hearing must be held no more than fourteen days nor less than seven days before the date of the annual meeting and election. Notice of the date, time and place of the public hearing must be included in the notice of the annual meeting. (Education Law §§1608, 1716, 2003, 2004 &2601-a) The annual school meeting and election must be held the third Tuesday in May (http://www.p12.nysed.gov/mgtserv/budgeting/handbook/legalaspects.html).

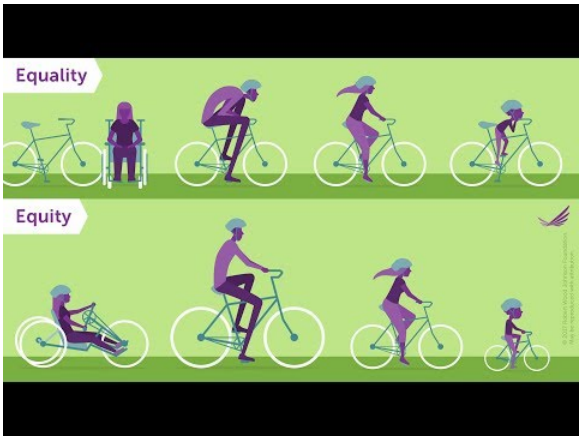
Budget Voting Process

Under state law a school can present a budget to voters two times for adoption. If the budget is not approved the school must adopt a contingency budget. According to the New York State Education Department budgeting handbook, a contingency budget includes "items for which the statutes themselves either provide mandates or give discretion to the board of education, these may be considered expenditures deemed to be absolutely necessary to operate and maintain schools. The emphasis should be on those expenditures considered essential to maintain an educational program, preserve property, and assure the health and safety of students and staff. In addition, section 2023 of the Education Law places a computed dollar cap on general fund appropriations. The administrative component of the budget is also subject to a cap." (http://www.p12.nysed.gov, 2019). If a contingency budget is adopted, the tax levy may be no greater than that of the prior year. Here is a link to an article the highlights a failed budget: https://cnycentral.com/news/local/voters-reject-altmare-parish-williamstown-school-district-budget-proposal

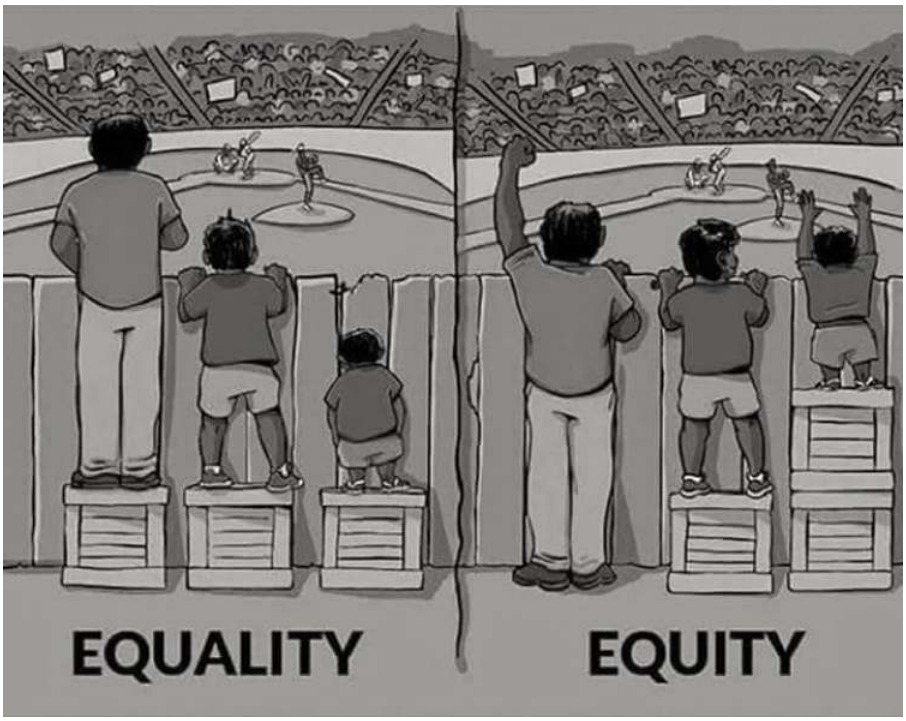
Access and Equity in Education funding

As we think about funding for schools, we turn our thoughts to equity and equality in education. Included below is a short video describing equity and equality in more general terms. As a teacher you will have to make decisions on how best to meet the learning needs of your students. Local budgets will determine the types of materials and resources both teachers and students will have access to. For example, access to technology, opportunities for professional development, updated textbooks and materials, access to field trips, and availability of extracurricular opportunities are a few ways that budgets impact schools and students. In a school with fewer resources how can you make your materials equitable (fair) to the resources wealthier districts have? As a teacher the question of equity of resources is one you will need to get involved in. Advocating for equitable curricular and program resources for your students is an appropriate role for teachers.

Equity Vs. Equality Explanation Video:



A YouTube element has been excluded from this version of the text. You can view it online here: pb.libretexts.org/foundationsofeducation/?p=152



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10.3: Other School Options (Charter, Magnet)

Although this chapter is primarily focused on the governance and finance of public schools, we will briefly describe other options that may be available to students. School choice is a term used to describe the school options that a student may choose to attend rather than your local public school. Schools might include magnet schools (schools focused on a specific vocational or academic strand i.e., music, arts, science), charter schools (public schools managed outside of state requirements by private entities) and virtual schools (schools where coursework is completed entirely online). Depending on where you live there may be a variety of options for students to choose from.

According to the New York State Department of Education website there were 292 charter school in operation serving approximately 130,000 students in the 2018-2019 school year. Advocates of charter schools believe that these schools provide an opportunity for students to learn in an environment that is not bound by traditional curricular mandates. However, proponents of public education believe that charter schools are part of a larger effort to privatize education. The Network for Public Education's report, Asleep at the Wheel, outlines several serious concerns about charter schools including the misuse of millions of taxpayer dollars awarded to charter schools with little oversight and barriers to enrollment that do not allow equal access for all students (Burris & Bryant, 2019). The conversation over school choice, charter schools and efforts to privatize schools will be ongoing. As a teacher it is wise to stay up to date on these issues.

Link to the full Asleep at the Wheel report: https://networkforpubliceducation.org/asleepatthewheel/

Summary

Keep in mind that local, state and federal policies impact your work as a teacher and the available resources to help students learn. Advocating for policies and funding that reflect your philosophy and values as a teacher is important. Understanding your local school district's policies and procedures is your responsibility. Maintaining positive relationships with all community members and keeping up to date on issues of community concern will help you make informed-decisions. Understanding how the school budget was developed and district priorities will assist you in answering questions form students and in advocating for educational resources.

Homework and/or Class Activity:

As discussed, the local administration and school board will have the strongest impact on the school and your work as a teacher.

1. Select a school district where you might like to work. Go to the website and identify key personnel in the administration and Board of Education members.
2. What is the district's organizational structure? How many BOE members are there? What can you tell about the educational mission, policies and procedures of the school by examining this information? Are the BOE meeting minutes and agenda easy to find?

Write up a short summary of your impressions, thoughts and ideas after reflecting on school governance, organization and finance. Be prepared to share with the class.

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CHAPTER OVERVIEW

11: Ethics and Legal Issues in Education

Learning Objectives

- Identify the importance of ethics and the ethical practices of teachers.
- Recognize the responsibilities of teachers as role models.
- Determine individual values and code of ethics in becoming a teacher.
- Compare the New York State Code of Ethics for Educators with the National Education Association (NEA) Code of Ethics.
- Explain why integrity is an essential disposition for teachers.
- Identify liability of teachers concerning copyright laws, mandated reporting and academic freedom.
- Explain the FERPA law
- Identify landmark legal cases in education and their importance in students' rights in schools.

> *What the teacher is, is more important than what he teaches -Karl Meninge*

Teachers as Professional Role Models

Teachers are important role models for their students both in and out of the classroom. Whether teachers are in school or involved in community functions, there are high standards of behavior expected of them. What is meant by the term professionalism? The term professionalism relates to a certain level of degree, skill or expertise in one's specialized area. Indeed, teachers must obtain schooling, required clinical experience and certain tests in order to enter the field of teaching. In addition to this level of knowledge, teachers must demonstrate integrity, impartiality and ethical behavior in the classroom and in their conduct with parents and coworkers. Teachers must model strong character traits, such as reliability, honesty, respect, lawfulness, patience, fairness, responsibility and collaboration.

In Loco Parentis translates to "in place of parent". Historically schools are basically responsible for students while in the hands of teachers. Therefore, teachers have a great deal of responsibility for the welfare of their students.

11.1: Ethics
11.2: Integrity
11.3: References

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11.1: Ethics

Ethics is defined as the discipline of dealing with what is good and bad with moral duty and obligation. As students who will be entering the teaching profession in the next few years, it is imperative to understand that there is a code of ethics that you are expected to follow. Teachers are often held to higher standards than other professions, both in their classrooms and in their personal lives. Teachers are expected to be fair to all their students, not impose their personal views and not abuse their powers as educators. We will examine both the New York State and the National Educator's Association Code of Ethics to get a better understanding of these expectations. These codes of ethics for teachers are designed to protect the rights of all students. The teaching profession requires that individuals be excellent ethical role models.

As a pre-service teacher it is also important to reflect on your own set of values and beliefs. Consider how you will interact with students, manage classroom behavior and assess students' progress. This is just a small part of an educator's duties. The behaviors allowable in your college years may not be acceptable as a new teacher. Everything from the way you dress and speak to how you engage in social media are closely securitized as a teacher. You need to be very conscientious of your appearance, attitudes and behaviors. Teachers are expected to have high ethical standards all the time, both in and out of the classroom.

Activity

- After reading the New York State Code of Ethics for Educators, summarize the six principles.
- Compare New York State Code of Ethics with NEA Code of Ethics. Compare and contrast the similarities and differences.
- List your own values and code of ethics in becoming a teacher.
- Define integrity and explain why it is an essential disposition for teachers.

Teachers, like other professions, are expected to follow a code of ethics to guide and inform their behavior and decision-making.

The National Education Association's preamble for its code of ethics:

"The Educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards."

NYSED Code of Ethics

New York State Code of Ethics for Educators

Statement of Purpose

The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are

role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in **order to develop their practice.**

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness. (New York State Education Department, 2017).

NEA Code of Ethics

PRINCIPLE I

Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator–

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly–
    a. Exclude any student from participation in any program
    b. Deny benefits to any student
    c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator–

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

(Adopted by the NEA 1975 Representative Assembly (National Education Association, 1975).

It is important that you look closely at the expectations this college requires of you while an education major. Professional dispositions associated with you as a pre-service teacher are noted below. Please review these dispositions and reflect on responsibilities you have as an education major. These dispositions are part of the rubric that SUNY Oneonta will evaluate you throughout the program.

SUNY ONEONTA – DIVISION OF EDUCATION

The Division of Education at SUNY Oneonta is committed to preparing educators who not only possess content knowledge but also conduct themselves professionally through the expression of appropriate professional dispositions. As defined by the Interstate Teacher Assessment and Support Consortium (InTASC), dispositions are the “habits of professional action and moral commitments that underlie the performances play a key role in how teachers do, in fact, act in practice” (Council of Chief State School Officers, 2011, p. 6).

Learner & Learning: “To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive” (Council of Chief State School Officers, 2011, p. 8).

The candidate:

1. **Demonstrates respect for cultural differences and the beliefs of others.**
2. **Demonstrates patience and flexibility during the learning process.**
3. **Creates a challenging learning environment that demonstrates high expectations for others.**
4. **Develops, maintains, and models appropriate relationships within the learning environment, community, and larger diverse society.**
5. **Demonstrates student-centered decision-making based on student needs when planning and adjusting instruction.**
6. **Demonstrates critical thinking in written & oral form.**
7. **Demonstrates use of Evidence-Based Practices.**
8. **Demonstrates compliance with New York State Code of Ethics for Educators and SUNY Oneonta academic standards.**
9. **Demonstrates initiative and responsibility for own actions: independence, going beyond what is given, seeking after knowledge and professional development, and actively seeking solutions to problems.**
10. **Demonstrates professional demeanor and appearance appropriate to the situation.**
11. **Fosters respectful communication among all members of the learning community.**

12. **Is prepared for class or appointments.**
13. **Is punctual for class or appointments.**
14. **Demonstrates reflective practice in written or verbal form.**

(SUNY Oneonta Student Teaching Handbook, 2017)

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11.2: Integrity

"There is no higher value in our society than integrity." Arlen Specter

Integrity refers to a person having strong moral values. We associate people who have integrity as being honest and decent. To consistently do the "right" thing, even if nobody is watching. According to Seth Meyers, "The good news about integrity is that we're not born with it—or without it—which means that it's a behavior-based virtue we can cultivate over time." (Psychology Today, 2015). Integrity is an extremely important trait to cultivate and highly valued in our society. As future teachers, you are expected to possess this characteristic and held to a higher standard than many other careers.

Activity

Read the article below and be prepared to discuss the following questions:

http://www.csun.edu/~hfmgt001/honesty.doc

1. List 3-5 characteristics that demonstrate integrity.
2. Think of an example that shows a person having integrity in a situation.

According to the article, how are integrity and honesty different?

Teachers and Copyright Laws

Teachers are not exempt from copyright laws, and you must be careful about the materials you use in your classroom. In the Copyright Act of 1976, Congress established guidelines for the duplication of copyright works. According to the law, teachers may make a single copy of a chapter of a book, an article, a short story, short essay or poem, a diagram, chart or picture. Educators may make multiple copies of copyrighted work for the use in classroom provided they meet specific guidelines of brevity, spontaneity and cumulative effect. Please refer to the following website for detailed guidelines:

www.custompublisher.com/blog/2007/10/11/the-guidelines-to-classroom-copying-what-are-brevity-spontaneity-and-cumulative-effect/

Teachers also need to be mindful of copyright laws involving electronic media. Pay attention to copyright laws for using videos, DVDs and software programs. Be aware that internet laws are still evolving, and it is best to check with their librarian or media specialist in your school building.

Teachers as Mandated Reporters

In 1974, Congress enacted the Child Abuse Prevention and Treatment Act, which defines child abuse and neglect as the physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child's welfare under circumstances that indicate that the child's welfare is harmed or threatened thereby. All states require teachers and school personnel to report suspected child abuse. Usually a reasonable suspicion, or a reasonable cause to believe is enough to require a teacher to report according to the law. Much more detailed information will be covered on this topic in the EDUC 213 class, you are required to take.

Teachers and Academic Freedom

Teachers have always been allowed a fair amount of academic freedom in creating and teaching their coursework. Academic freedom basically refers to the freedom of teachers to communicate information, without legal interference. So even if a teacher makes an off-color comment about their principal, the school district cannot fire that teacher. However, as previously mentioned, teachers are held to a higher code of ethics and should be mindful of what they say, print and post in social media.

Academic freedom can vary depending on what grades are being taught and where schools are located. Higher education tends to allow more academic freedom than secondary and elementary school teachers. There may be more public pressure about academic freedom of teachers in smaller, more rural schools than larger, city school districts. As future teachers, you need to be mindful of the school district you work in and pay careful attention to how you state facts versus opinions to your students.

The Family Educational Rights and Privacy Act (FERPA):

The Family Education Rights and Privacy Act (FERPA), also known as the Buckley Amendment was passed by Congress in 1974. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. This law was

passed to clarify who had access to students' school records. Included in school records are personal records, grades, test scores and teachers' reports. This law mandated that schools had to share all information about students with their parents and/or legal guardians. It further required schools to explain recorded observations to parents, when requested.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." (U.S. Department of Education, 2018).

If the student is not a dependent, then the student must generally provide consent for the school to disclose the information to the parents.

Legal Issues Involving and Court Cases Involving Students' Rights

Brown v Board of Education:

The famous landmark case, Brown versus the Board of Education involved a nine-year-old girl named Linda Brown when she was refused to attend an all-white elementary school in Topeka, Kansas. Oliver Brown, Linda's father was the prime plaintiff in this case. "In his lawsuit, Brown claimed that schools for black children were not equal to the white schools, and that segregation violated the so-called "equal protection clause" of the 14th Amendment, which holds that no state can "deny to any person within its jurisdiction the equal protection of the laws" (History 2009). The court case of Brown v. Board of Education of Topeka lasted from 1952 to 1954 and went to the United States Supreme Court. The court declared state laws establishing separate public schools for black and white students to be unconstitutional. Schools were required to be desegregated, as a result of this ruling.

In the Supreme Court decision, issued on May 17, 1954, Justice Earl Warren wrote that "in the field of public education the doctrine of 'separate but equal' has no place," as segregated schools are "inherently unequal." As a result, the Court ruled that the plaintiffs were being deprived of the equal protection of the laws guaranteed by the 14th Amendment. (USA Today, 2019).

Group Assignment

EDUCATION LEGAL ISSUES & STUDENTS' RIGHTS

1. **Each group will be assigned an educational landmark case.**
2. **The task of each group is to teach the rest of the class about their assigned court case.**
3. **Minimum of two (2) research sources must be included in APA format at the end of the presentation.**
4. **The following questions (below) need to be fully answered and then presented, using either PowerPoint, Prezi, or Sway.**
5. **Presentation should be a maximum of 20 minutes with all members presenting a part of the case.**
6. **See evaluation for additional guidance.**
7. **You will receive a group grade for the written portion of this assignment and an individual grade for your individual presentation portion.**
8. **Please write each student's name at the bottom of the slide(s) they created and presented.**

One way of finding information will be from the Milne Library. If you wish to do this, use the following guide to find your case:

- Begin at SUNY Oneonta home page
- Click Milne Library
- Click Databases
- Click "L"
- Click LexisNexis Academic
- Click Legal Research
- Click Look Up a Legal Case
- Type in full name of case (you don't need to type the citation)
- Click on name of the case (if it is highlighted)

COURT CASES

Group 1: Tinker v. Des Moines (1969) – Students Constitutional Rights and Freedom of Expression

Group 2: Goss v. Lopez (1975) – Suspension & Due Process

Group 3: Ingraham v. Wright (1977) – Corporal Punishment

Group 4: Bethel v. Fraser (1986) – Vulgar Speech

Group 5: Hazelwood v. Kuhlmeier (1988) – Newspaper Censorship

Group 6: Veronia School District v. Acton (1995) – Drug Testing

Locker, Backpack, Jacket, Purse Search

Group 7: Davis v. Monroe County Board of Education (1999) – Sexual Harassment

QUESTIONS TO ADDRESS:

- The situation that brought about the lawsuit. What? When? Where? Why?
- What was the issue the court had to decide?
- Who was the original plantiff (person who sued)? What arguments were used to convince the courts?
- Who was the original defendant? What arguments were used to convince the court?
- What was the court ruling? What reasoning was used for the decision?
- Was there dissent (opposition)? By whom/what reasons were used for disagreeing with the majority opinion?
- What was the significance of the case at the time?
- What is the significance of the case for today's schools? To you as a future teacher?

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