

Fourth Edition

Teaching

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Preface

This text has a simple title—*Teaching*. Teaching implies action. This text introduces you to the actions you can take to become a teacher—not just any teacher—but a well-prepared, committed, compassionate, engaging, skillful, effective, and creative teacher.

This text is about educators who came before you—their motivations, and their accomplishments. These historical accounts will help you understand the business of education—how schools are funded, who is in charge, and how schools impact society today.

Without students, schools would not exist. Students are energetic, engaging, curious, serious, challenging, and fun! As you consider a career in teaching, this text informs you about students—how they change physically, intellectually, and socio-emotionally as they grow and mature. Understanding these dramatic changes in growth and development is a key factor in learning how to teach for optimal student success.

While exploring the world of education today, you will learn what makes a teacher effective. For example, how can inclusive classrooms engage students in the active process of learning? How do teachers plan for effective instruction that meets the diverse needs of all students? How can teachers use technology to enhance and promote learning? What is assessment, and how do teachers use it to evaluate and encourage learner achievement?

Will you learn how to teach? *Yes*. In this text, you will learn foundational skills in how to design an instructional plan, choose teaching strategies, and assess whether learning has taken place. Asking questions of experienced teachers will motivate and inspire you to learn more about how to become an effective teacher. As you observe teachers who know how to manage classrooms and create an effective learning environment for their students, you will learn more about what it takes to become a teaching professional.

Will you be a teacher when you finish this book? *No*. Becoming a teacher requires much more preparation. Becoming an excellent teacher requires experience and the lifelong desire to keep learning. This text will, however, inspire you and provide a road map for your exploration of the teaching profession. Remember, *teaching* requires action. Begin to take action toward your teaching career today!

About the Author

Sharleen L. Kato loves teaching as well as learning. As a professor emeritus at Seattle Pacific University, she encouraged students to become creative problem solvers and to make a positive impact in their communities. She has taught undergraduate students for more than 30 years and served as the Family and Consumer Sciences Department Director and the Director of Global Engagement. She holds a Doctorate in Education, a Master's in Human Ecology, and an undergraduate degree in Home Economics. Dr. Kato serves on the Bellevue Christian Schools Board of Directors, Hilltop Children's Center Board of Directors, the Health and Wellness Advisory Committee for Seattle Public Schools, and education committees and task forces for Washington State Public Schools. She has published many books and articles and has presented papers in the education field. Her international travel is extensive, and she continues to write and lead travel groups around the world. For ten years, she spent at least two weeks each year serving in a children's home, school, teen home, and prenatal clinic in the Philippines. Dr. Kato is passionate about inspiring others to take on the challenge of improving the quality of life of those around them. Her three young grandsons inspire her to wonder, a critical component of learning.

Reviewers

The author and publisher wish to thank the following industry and teaching professionals for their valuable input into the development of *Teaching*.

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Goodheart-Willcox is pleased to partner with YouScience to correlate *Teaching* with their Instruction & Classroom Strategies I certification standards. Students who pass the exam and performance portion of the exam can earn a Career Skills certification. Precision Exams and Career Skills Exams were created in partnership with industry and subject matter experts to align real-world job skills with marketplace demands. Students can showcase their skills and knowledge with industry-recognized certifications—and build outstanding résumés to stand out from the crowd!

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- Access to a library of Career Skills Exams, including pre- and post-assessments for all 16 National Career Clusters
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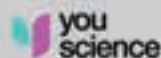
To see how *Teaching* correlates to Precision Exams standards, visit the Correlations tab at www.g-w.com/teaching-2024. For more information about Precision Exams, visit www.youscience.com/certifications/career-clusters/.

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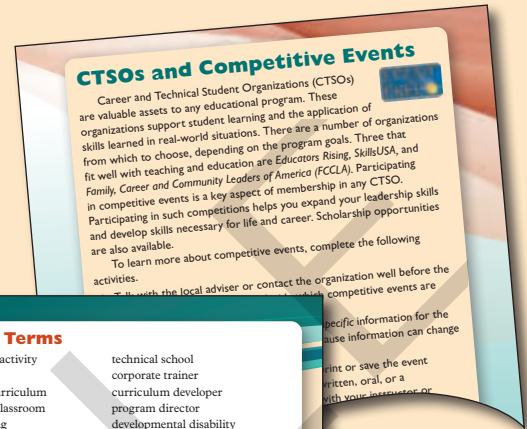
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Guided Tour

The instructional design includes student-focused learning tools to help students succeed. This visual guide highlights the features designed for the textbook.

- Each unit opens with an **Event Prep** feature. These activities present information to use when preparing for competitive activities in career and technical student organization (CTSO) competitions.
- Content** and **Academic Terms** provide a preview for important vocabulary covered in the chapter. Expanding personal vocabulary is a vital part of career success in the workplace.
- Learning Outcomes** guide learning as you read the chapter. Each outcome is aligned with a content heading, as well as the summary at the end of the chapter. This alignment provides a logical flow through each page of the material so you can build on knowledge as you progress through the chapter.
- English/Language Arts standards for reading, writing, speaking, and listening are incorporated in **Reading Prep** activities that appear in the chapter opener. These activities provide ways for you to demonstrate the literacy and career readiness skills you have mastered.
- Journaling Activities** provide opportunities for you to explore your thoughts on a prompt or idea from the chapter.
- Case Studies** give school scenarios that you can relate to and discuss.

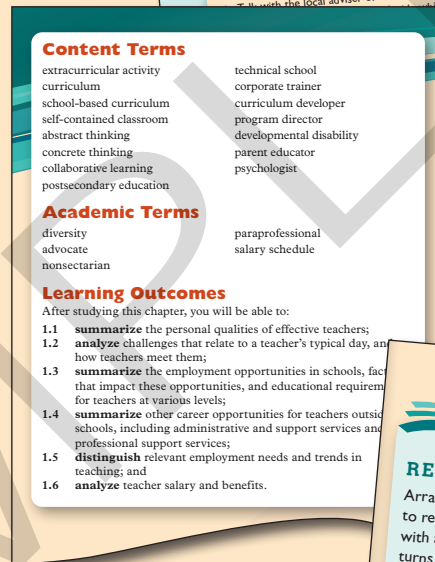


CTSOs and Competitive Events

Career and Technical Student Organizations (CTSOs) are valuable assets to any educational program. These organizations support student learning and the application of skills learned in real-world situations. There are a number of organizations from which to choose, depending on the program goals. Three that fit well with teaching and education are Educators Rising, SkillsUSA, and Family, Career and Community Leaders of America (FCCLA). Participating in competitive events is a key aspect of membership in any CTSO. Participating in such competitions helps you expand your leadership skills and develop skills necessary for life and career. Scholarship opportunities are also available.

To learn more about competitive events, complete the following activities:

- Meet with the local adviser or contact the organization well before the event.
- Print or save the event information.
- Write, oral, or a video presentation with your instructor or



Content Terms

extracurricular activity	technical school
curriculum	corporate trainer
school-based curriculum	curriculum developer
self-contained classroom	program director
abstract thinking	developmental disability
concrete thinking	parent educator
collaborative learning	psychologist
postsecondary education	

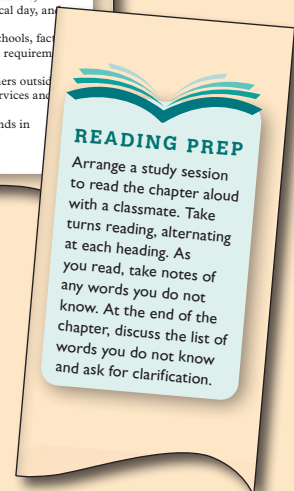
Academic Terms

diversity	paraprofessional
advocate	salary schedule
nonsectarian	

Learning Outcomes

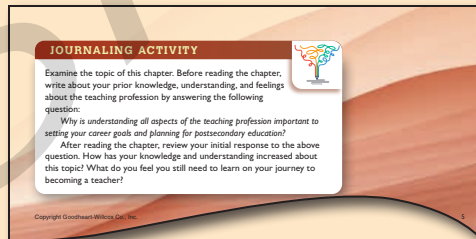
After studying this chapter, you will be able to:

- 1.1 **summarize** the personal qualities of effective teachers;
- 1.2 **analyze** challenges that relate to a teacher's typical day, and how teachers meet them;
- 1.3 **summarize** the employment opportunities in schools, factors that impact these opportunities, and educational requirements for teachers at various levels;
- 1.4 **summarize** other career opportunities for teachers outside schools, including administrative and support services and professional support services;
- 1.5 **distinguish** relevant employment needs and trends in teaching; and
- 1.6 **analyze** teacher salary and benefits.



READING PREP

Arrange a study session to read the chapter aloud with a classmate. Take turns reading, alternating at each heading. As you read, take notes of any words you do not know. At the end of the chapter, discuss the list of words you do not know and ask for clarification.



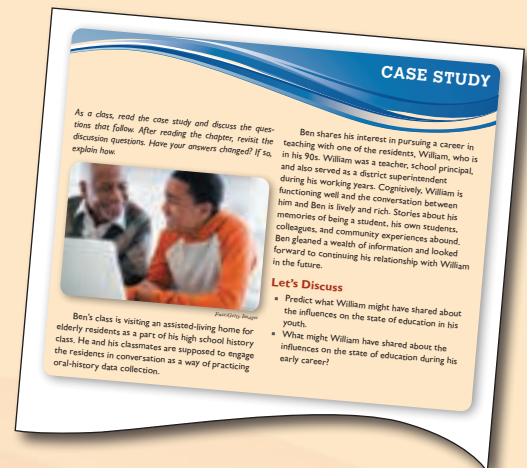
JOURNALING ACTIVITY

Examine the topic of this chapter. Before reading the chapter, write about your prior knowledge, understanding, and feelings about the teaching profession by answering the following question:

Why is understanding all aspects of the teaching profession important to setting your career goals and planning for postsecondary education?

After reading the chapter, review your initial response to the above question. How has your knowledge and understanding increased about this topic? What do you feel you still need to learn on your journey to becoming a teacher?

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CASE STUDY

As a class, read the case study and discuss the questions that follow. After reading the chapter, revisit the discussion questions. Have your answers changed? If so, explain how.

Ben shares his interest in pursuing a career in teaching with one of the residents, William, who is in his 90s. William was a teacher, school principal, and also served as a district superintendent during his working years. Cognitively, William is functioning well and the conversation between him and Ben is lively and rich. Stories about his memories of being a student, his own students, Ben gleaned a wealth of information and looked forward to continuing his relationship with William in the future.

Let's Discuss

- Predict what William might have shared about the influences on the state of education in his youth.
- What might William have shared about the influences on the state of education during his early career?

Ben's class is visiting an assisted-living home for elderly residents as a part of his high school history class. He and his classmates are supposed to engage the residents in conversation as a way of practicing oral-history data collection.

PERSPECTIVES on TEACHING

Aneka is finishing her first week of student teaching in Mr. Sanchez's third grade classroom. It has been a great experience so far. She has been primarily observing the class, getting to know the students, and working with individuals who need extra help. She is impressed with Mr. Sanchez's ability to focus the students' abundant energy into excitement toward learning.

Aneka's Thoughts...

Right now, ideas are swirling through my brain. I met with Mr. Sanchez after school to go over the teaching plan for the next two weeks. In science, the students will be starting a new unit on weather. They will learn about seasons, clouds, forms of precipitation, tornadoes and hurricanes, and weather forecasting. Mr. Sanchez asked me to develop and teach a lesson to introduce the weather unit. He challenged me to be creative and enthusiastic about it.

PHILOSOPHY of TEACHING

Think about...

The following questions can help you on your journey to writing your philosophy of education. Reflect on the questions.

How do students learn? How do you think that teachers should address learning diversity?

Write and discuss...

Take a few minutes to reflect on your thoughts about these questions. Jot down your responses. Then, discuss your responses in teams or with the class. Take note of additional ideas for future reference and reflection throughout the text.

Effective teachers plan their classes of students often in students, and English language diversity.

As with different modes of instruction to maximize learning, a teacher often provides options or the students may choose of styles. For example, if students pillars into butterflies, the option an experiment, using a compass. For each option, the teacher hies how that learning will be e Teachers who use differ into groups, but not always son, a teacher might divide st know about the topic. For an together, supported with imp gage. Sometimes, the teacher ferent learning styles. You will later in the text.

Learning more now about sit in your classroom gives you your current teachers deal wit a teacher, choose projects, act well for this aspect of teachi teacher.

PROFESSIONAL TIP

Maintaining Confidentiality

Did you ever receive an exam grade that you were less than proud of? Most people have. Grades are personal. If there is a breakdown in the confidentiality, it often leads to embarrassment and disengagement in the learning process. Likewise, events that happen on school grounds must remain confidential unless safety issues surround the event.

Being a part of a school community, whether as a teacher or as a student helper, requires cautious and thoughtful behavior. This also includes actions in regard to record keeping and communication. It takes vigilance to maintain confidentiality. This is especially true about school events and student behavior, achievements, and personal data. Teachers and administrative staff must use discernment, trust, and clear communication in regard to confidential issues. Maintaining confidentiality protects students from harm. Take note of how your school maintains confidentiality. This includes informal communication between teachers and students, school behavioral issues, and grade reporting.

Dig Deeper

Use reliable online resources to further investigate confidentiality in schools. What factors influence confidentiality policies for schools? What information can be shared and what information cannot? What practice confidentiality in your district?

COLLEGE and CAREER PORTFOLIO

Employers and colleges review candidates for various positions and abilities that focus on hard skills, or skills that help you produce an observable result. For example, do you have ability to use a variety of software programs, computers, and other digital media important to carrying out effective teaching lessons? If not, begin now to learn those hard skills that can benefit you as an effective teacher.

- Locate online articles about hard skills, especially those that benefit teachers and help them succeed.
- Make a list of hard skills you possess that you think are important to a job in teaching. Choose two of these skills. Write a paragraph about each that describes your abilities and illustrates your skills.
- Save a copy in your e-portfolio and in your print portfolio container. In addition, save copies of your work on Skills 2, 3, and 6 for future use.

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CHAPTER 13 REVIEW AND ASSESS

Summary

13.1 Standards are statements of what students should know and be able to do at certain educational levels and can be very influential in planning curriculum.

13.2 Curriculum development is the process of deciding, more specifically, what topics and skills should be taught and what attitudes should be developed in different subjects and grade levels. Standards often influence curricula, including those from several national initiatives.

13.3 Teachers translate the curriculum into a cohesive plan showing the organization of what needs to be taught, including a sequence of instructional units.

13.4 Lesson plans record teachers' decisions about how they will teach specific topics to produce desired learning. Learning activities and assessments are included in lesson plans.

13.5 Writing effective instructional theories exist that go beyond Marzano's, and Webb's.

13.6 Instructional objectives are statements of what students should know and be able to do at certain educational levels and can be very influential in planning curriculum.

13.7 Sharing and collecting data on lessons.

13.8 Effective presentation of the learning process.

13.9 Taking time to evaluate future lessons.

Review and Assessment

1. _____ are statements a teacher makes about the points in their educational program.

A. Curricula
B. School-based curriculum
C. Instructional objectives
D. Opportunities for learning

2. Which of the following is not a characteristic of instructional objectives?

A. They are measurable.
B. They are specific.
C. They are observable.
D. They are general.

3. When writing instructional objectives, which of the following is not a concern?

A. The objective is measurable.
B. The objective is specific.
C. The objective is observable.
D. The objective is general.

4. _____ are short warm-up activities at the beginning of class.

A. Bell ringer activities
B. Guided practices

5. Which of the following is *not* a useful question when a teacher is evaluating a lesson?

A. How successful was I in engaging my students in the lesson?
B. What should I do differently with this lesson in the future to enhance learning?
C. In what ways were my teaching methods successful?
D. Did I use the ADDIE model for designing my lesson plan today?

Vocabulary Activity

1. Read the text passages that contain the *Content* and *Academic Terms*. Then, write the definitions of each term in your own words. Double-check your definitions by rereading the text and using the text glossary.

Critical Thinking

1. **Make predictions.** Predict who might have been involved in developing a new state curriculum for this course for students who are interested in the teaching profession. What standards or initiatives might be most influential? Why? Cite text and other reliable resources to support your predictions.

2. **Analyze evidence.** Use the text and other authoritative print or online resources to gather relevant information regarding national initiatives that influence curriculum development (for instance, the CCSS, STEM, and NGSS). Analyze factors regarding development of these initiatives, their intended influence on education, and any pros and cons about the initiatives. Cite specific evidence to support your findings.

3. **Draw conclusions.** Examine two curriculum documents for the same subject area and level. Choose a topic common to both curricula and compare what is to be taught. How are the recommendations for teaching this topic similar and different? Draw conclusions about how the two curricula match up in terms of format, detail level, and types of information included (for instance, objectives or activity suggestions). Which version do you think would be more helpful to a teacher?

4. **Infer assumptions.** Think of a memorable lesson you experienced as a student. What was the topic of the lesson? Make assumptions about how the teacher prepared the lesson. What theories about instructional objectives may have influenced the lesson? What student factors did the teacher consider? What sources of inspiration helped make the lesson memorable? Share your assumptions in class.

5. **Evaluate outcomes.** Describe an incident in a class when a lesson did not go as planned and evaluate the outcomes. What happened to upset plans? How did the teacher handle the situation? What was the result? What might have been done to improve the outcome? Write a summary (avoid using names).

Core Skills

1. **Research, reading, and writing.** Use online resources to investigate national and state curriculum standards for an area of your choice. Write a report explaining how these standards guide teaching to impact student learning. Post your findings to the class website or online discussion board to compare and contrast findings with your classmates.

2. **Research and writing.** Use text and online resources to further research the work of Benjamin Bloom (the original and the Revision of Bloom's Taxonomy—A Taxonomy for Learning, Evaluation, and Instruction).

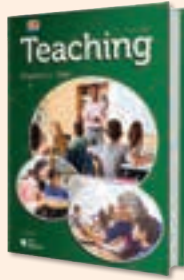
- **Perspectives on Teaching** are longer stories describing situations you might encounter as a teacher, reflective thoughts by the person in the story, and a section for you to analyze the person's response.
- **Philosophy of Teaching** features help you build your own philosophy of teaching based on what you learned in the chapter.
- **Professional Tips** help you understand how to act professionally in the workplace.
- **College and Career Portfolio** features assist you in building a career portfolio that will help you when applying for jobs in the future.
- A concise **Summary** reiterates the chapter outcomes and provides a brief review of the content for reference purpose.
- **Review and Study** activities cover the basic concepts presented in the chapter so you can evaluate your understanding of the material.
- **Vocabulary Activities** review the key terms presented in each section. By completing these activities, you will be able to demonstrate your understanding of teaching terms.
- **Critical Thinking** activities strengthen higher-order critical-thinking skills related to teaching topics and issues in today's classrooms.
- **Core Skills** activities provide opportunities for real-world practice in developing teaching workplace knowledge and skills, including technology, teamwork, research, CTE college and career readiness, and more.

TOOLS FOR STUDENT AND INSTRUCTOR SUCCESS

Student Tools

Student Text

Teaching helps students explore the world of education. In addition to investigating teaching as a profession, students will develop an understanding of the different types of learners they will encounter. This includes how humans develop physically, intellectually, and socio-emotionally, as well as how all of these impact instructional methods. The following supplemental materials are available for students with access to digital resources. The workbook is also available in print.



Workbook

- Hands-on practice includes questions and activities.
- Organized to follow the textbook chapters to help students achieve key learning outcomes.

G-W Companion Website

E-flash cards and vocabulary exercises allow interaction with content to create opportunities to increase achievement.

Instructor Tools

G-W Ignite

G-W Ignite provides a seamless user experience for both you and your students. The easy-to-navigate interface and class rostering capabilities make setting up a course easy and intuitive. Instructors can quickly and easily share assignments with students. Auto-graded activities and assessments make grading easier than ever, and rubrics are provided for ease of grading when required. Extensive reporting capabilities allow instructors to view students' progress and evaluate performance against learning outcomes and key standards. Students have their own My Progress dashboard where they can view grades and comments from their instructor.

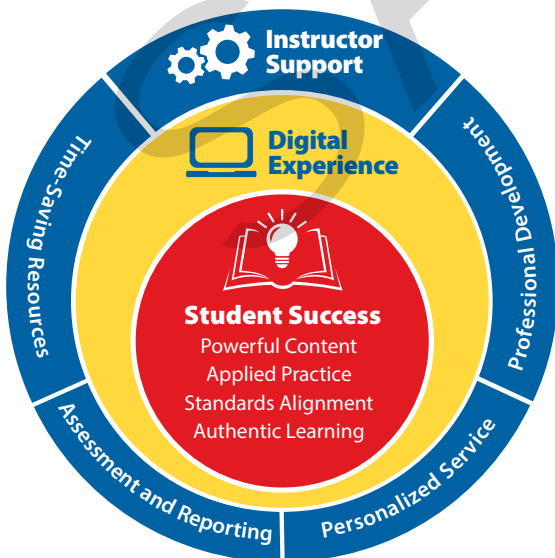
G-W Ignite provides a complete learning package for you and your students. The included digital resources help your students remain engaged and learn effectively:

- The **Online Textbook** is a reflowable digital textbook that works well on all devices. It also works well with screen readers and accessibility tools.
- The Online **Workbook content** in digital format provides opportunities for students to reinforce understanding of learning outcomes in the text. Instructors can easily assign workbook activities and grade student work using the rubrics provided.
- **Drill and Practice Vocabulary Activities**, which are provided for all key terms in every lesson, provide an active, engaging, and effective way for students to learn the required terminology.
- Use the **Pretests, Posttests, and Exams** to assess students' knowledge of learning outcomes and key standards. These prebuilt assessments help you measure student knowledge and track progress in achieving learning outcomes.
- The **Instructor Resources** provide instructors with time-saving preparation tools such as answer keys, editable lesson plans, and other teaching aids.
- **Instructor's Presentations for PowerPoint®** are fully customizable, richly illustrated slides that help you teach and visually reinforce the key concepts from each chapter.

See www.g-w.com/teaching-2024 for a list of all available resources.

Professional Development

- Expert content specialists
- Research-based pedagogy and instructional practices
- Options for virtual and in-person Professional Development



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