

Preface

If you think that *Teachers, Schools, and Society* was written to introduce you to the world of teaching, you are only half right. This book also reflects our excitement about a life in the classroom and is intended to spark your own fascination about working with children. We wrote this book to share with you the joys and the challenges we feel about teaching, as well as the importance of fairness and justice in school and society. With this ninth edition, our goals remain the same as those of previous editions. We work hard to provide you with information that is both current and concise, and we work even harder to create an engaging book—one that will give you a sense of the wonderful possibilities found in a career in the classroom.

Teachers, Schools, and Society is designed for introductory courses in education. The primary intent of such a course is to provide a broad yet detailed exposure to the realities of teaching and the role of education in our society. The text will help you answer important questions such as: Do I want to become a teacher? What do I need to become the best teacher possible? What should a professional in the field of education know? To help you answer those questions, we offer a panoramic and (we hope) stimulating view of education.

HALLMARKS OF TEACHERS, SCHOOLS, AND SOCIETY

Several themes and resources have become the hallmarks of *Teachers, Schools, and Society* over the years.

Focus on Equity

Issues of social justice and equity are at the core of our book. In your reading, you'll examine the racial, economic, social, and gender issues that erect barriers to equal opportunity. Although discussions of equity are integrated throughout the book, several chapters are uniquely devoted to diversity. Chapter 2, "*Different Ways of Learning*," focuses on individual differences and is updated to include current research on learning styles, multiple intelligences, gender stereotypes, emotional intelligence, and learners with special needs. Chapter 3, *Teaching Your Diverse Students*, introduces bilingual education, multicultural

education, race, ethnicity, and culturally responsive teaching. At the suggestion of users, we've revised the section on gay, lesbian, bisexual, and transgender students (GLBT), as well as the section on socioeconomic status and poverty in Chapter 4, *Student Life in School and at Home*.

Student diversity, which may be the most critical issue facing our schools in the decades ahead, is a powerful focus integrated throughout the book. The text provides explanations of group differences in academic performance, as well as practical strategies for nonracist, nonsexist teaching. We argue that only through recognizing and appreciating diversity can teaching be both effective and joyful.

Organization and Content Coverage

The text views education from several vantage points. In Part I, *Teachers and Students*, we present the world of schools, teachers, and students from the teacher's side of the desk. In Part II, *Schools and Curriculum*, we explore the purposes of schools, daily life in school, and the obvious, and not so obvious, lessons taught in school. Part III, "*Foundations*," examines the broad forces—historical, philosophical, legal, and financial—that shape the foundation of our educational system. In Part IV, *Your Classroom*, students' field of vision will focus on teaching, the classroom, and the continuing steps in becoming a teacher.

Research Updated and Expanded to Reflect Education in America Today

As with previous editions, the goal of the ninth edition is to expose you to the issues facing education today; to ensure its currency, over four hundred new references have been added. Some of the topics receiving special attention in this edition include gender stereotypes; multicultural education; and gay, lesbian, bisexual, and transgender (GLBT) students. This new edition also provides updated discussions of school reform, classroom management, poverty, alternative families, eating disorders and obesity, sex education, special education, *No Child Left Behind (NCLB)*, and standards-based education. Readers will also note the revised discussions of teachers' liability in the classroom,

technology, and the Obama administration's *America Recovery and Revitalization Act (ARRA)*.

Annotated Instructor's Edition

The Annotated Instructor's Edition provides a wealth of resources that support teaching and learning for both new and experienced instructors. It offers easily implemented suggestions for how and when to use our supplements. From test items and classroom activities available in the Online Learning Center to PowerPoints, video clips, and articles in the CD Reader, instructors in large lecture halls or small sections will find that the free resources that accompany this text can help make every class a success.

Integrated Pedagogy

The interaction between you and *Teachers, Schools, and Society* begins with the writing and continues with thoughtfully constructed pedagogical features. It is our hope that the features allow you greater exploration and understanding of material in the text. In *Teachers, Schools, and Society*, you'll find many features; we've outlined a few of them here as examples of what you'll see between the covers of the book.

INTASC Reflective Activities and Your Portfolio (RAPs) The *RAPs* follow and connect to each of the four parts of the book; they are keyed to INTASC standards for licensing beginning teachers. The *RAPs* give you a chance to explore your role as an educator by carefully considering what you have just read and tying it to your own experiences. *RAPs* are intended to help you decide if teaching is right for you. And if it is right, the *RAPs* will give you direction as you prepare for a career in teaching. *RAPs* provide an excellent introduction to portfolio development and can facilitate the use of portfolios as a part of your course evaluation. *RAPs* will help you work through the process of creating, collecting, researching, drafting, editing, and organizing your portfolio. *RAP* activities also offer the opportunity to reflect on and more carefully consider ideas found in the text, and to implement some of those ideas in the real world.

We tried to create unique and meaningful educational opportunities with *RAPs*. Some tasks are done in groups and some are done independently. Some of the activities require school visits, and others can

REFLECTIVE ACTIVITIES AND YOUR PORTFOLIO
Part III: Foundations

3:1 Self-Fulfilling Prophecy

Purpose: Someday, at the end of your career in education, you will no doubt recall your early hopes and dreams. Will you have realized your goals? Project yourself into the future and imagine you have accomplished all that you set out to do. An orientation toward the future can help you attain your goals.

Activity: Time flies: A new generation has decided to become teachers and they open *Teachers, Schools, and Society* (25th edition!), which they bought for only \$1,284 and wondered if it was really worth it. They turn to the history chapter and begin reading the profiles in the "Hall of Fame." And you are there. Why? Let's find out.

Artifact: "My Hall of Fame Entry." Write yourself into *The Education Hall of Fame* by following the format in Chapter 7. Provide a graphic image, a statement of significant contribution, and about 250 words that detail your accomplishments in education. Be sure to include your unique skills and expertise to describe your achievement.

Reflection: The activity should help you define your professional values. What actions might help you reach your long-time goals? What steps should you consider now? Are there mentors and professional relationships that might help support your success? Keep this *Hall of Fame* entry in your portfolio. You could even seal and date it in an envelope to be opened when you teach your first class of students, receive your doctorate in education, are named U.S. Secretary of Education, or attend your retirement dinner. Attach your reflection to the artifact and include in your portfolio.

3:2 Money Matters

Purpose: Most state offices of education work to equalize per-pupil expenditures. Still, children live with very different financial realities at home and at school. A family's income influences a student's physical, social, emotional, moral, and cognitive growth.

Activity: To better understand and meet the needs of your learners, consider how economics has affected you and your education.

Artifact: "Finances and Me." Under each developmental area, list ways your education was helped and/or hindered by money. Although we all realize to one degree or another that money matters, we rarely take the time to consider specifically how it has changed our own lives.

be done in the library, a video store, or a chat room. We included issues of diversity, technology tasks, and opportunities to conduct educational interviews. When applicable, printable forms for the *RAP* activities are available on the Online Learning Center (OLC).

Each *RAP* includes

Purpose—explains why this activity is useful, and what it is intended to accomplish


Activity—allows you to apply your readings through observations, interviews, teaching, and action research

Artifact—challenges you to collect and manage the items you will find useful for developing your portfolio

Reflection—helps you think deeply and realistically about education and your place in it

In Appendix 3, we've provided a chart connecting the content of the book to INTASC standards and the correlated *RAPs*.

You Be the Judge This feature provides two sides of an educational issue and asks you to consider these different points of view. The reflection questions help you to be the judge (law school not required) and reach your own conclusion about the issue.



MORAL EDUCATION AND ETHICAL LESSONS

Are Best Taught by Instilling American Values Through Character Education Because . . .

OUR YOUTH ARE BEING CORRUPTED BY THE MEDIA
Television, music, and videos bombard children with commercialism, violence, and sex. Schools must be proactive in helping families instill the moral attitudes and values needed to counteract our lax social mores.

CHILDREN ARE UNABLE TO MAKE THEIR OWN MORAL CHOICES
Throughout history, educators have recognized that children have “impressionable” minds. Without moral training at a young age, as Theodore Roosevelt once noted, they can quickly become “a menace to society.”

SHARED VALUES AFFIRM A NATIONAL IDENTITY
Americans believe in a common code of values to teach our children: respect, patriotism, tolerance, and responsibility. Our national fabric is built on such values, and our nation’s future depends on them.

Should Help Students Develop Their Own Values Because . . .

SOCIETAL INDIFFERENCE IS CORRUPTING OUR YOUTH
Traditional character education adopts a “blame the media” approach while neglecting real social needs. By ignoring poverty, racism, and sexism, traditionalists inculcate their own rosy picture of America, overlooking genuine if unattractive social injustices.

CHILDREN MUST LEARN TO MAKE MEANINGFUL MORAL CHOICES
Through character indoctrination, students are manipulated to adopt a narrow set of values. Far better is for teachers to help students become reflective thinkers, active citizens ready to work for social justice.

INDIVIDUAL VALUES HONOR DIVERSITY
In a nation of people with diverse cultural backgrounds, indoctrinating one set of fixed values is undemocratic and unwise. Respect for different cultural values will help create a safe and fair society marked by tolerance.

YOU DECIDE . . .

What role should character education play in public schools? Examine textbooks and curriculum used in a local school to determine the major values being taught to students. Are students expected to accept the values or to critically examine them? Which strategy do you support?

www.mhhe.com/sadker06

What Do You Think? This feature taps into the readers’ curiosity and prepares you for the chapter that follows. It links to the Online Learning Center, where you can take a quick survey or self-inventory that registers your responses on issues ranging from why you want to become a teacher to how much you already know about the history of education. Responses contribute to a national poll so you can immediately (and confidentially) see where you stand in comparison with your colleagues.



WHAT DO YOU THINK? What do you think schools and students are like today? Check off what you think and see how others respond.

Reflection Questions To help you determine if teaching is right for you, and to learn more about education in general, you will find *Reflection* questions throughout the text. These questions will put you right into the center of issues, a personal connection that encourages your thoughtful deliberation.

REFLECTION: Why do you believe that most people prefer to reform the current system rather than find an alternative?

Interactive Activity Links These activities are listed in the text margin and can be found on the **Online Learning Center**. They allow you to connect to content in unique ways, such as responding to a multicultural literacy quiz or taking a personal emotional intelligence assessment.

ELECTRONIC RESOURCES

Although the text has been designed to broaden your understanding of the teaching profession, we have

also created a number of free electronic resources to extend learning from the printed word to a CD-ROM and to the Web.



The Online Learning Center

The icon below indicates that you should go to the **Online Learning Center (OLC)** for additional learning or to do an activity. The OLC provides a wealth of free resources and options for extending your learning opportunity and confirming your understanding of key concepts including:

Study Guide

Focus questions

Key terms

Flash cards

Quizzes

Multiple-choice quizzes with feedback

True/false quizzes with feedback

Interactive Exercises

What Do You Think? Surveys referenced in the text

Web-tivities

The *You Be the Judge* response area

Interactive Activities referenced in the text

Resources

RAP forms

Ask the Authors link

The Glossary

Online appendices



The screenshot shows the Online Learning Center interface for the textbook "Teachers, Schools, and Society, 11/e". It includes a navigation menu with options like "Home", "About", "Contact Us", and "Feedback". The main content area lists authors: David M. Berliner, Karen E. Zeichner, David H. Gaudin, and Karen H. Zemlin. It also provides the ISBN (0073391795) and copyright year (2008). At the bottom, there is a note about obtaining an instructor login and a copyright notice for McGraw-Hill Education.

Class Acts

Profiles in Education

Reel to Real teaching-related movie summaries

Hall of Fame profiles

For Further Reading

Web Links

THE TEACHERS, SCHOOLS, AND SOCIETY READER

Inside every new copy of the text you'll find another, free book, *The Reader*. Published on a CD-ROM, *The Reader* offers greater depth on topics, different points of view, case studies, and video clips that allow you to apply your skills and insights to specific situations. *The Reader* includes 48 readings (more than half are new in the ninth edition), 23 case studies, and 17 classroom videos.

How can instructors use *The Reader*? Some assign certain readings on topics they will explore in greater depth in class; others assign readings if they lack the time to cover them in class. The case studies are focused on real-life, practical problems facing a teacher. They bring a reality test to the ideas in the text. You can explore them individually, in small groups, or in class discussions. The classroom observation videos share short clips of classrooms, teachers, and students in action. They are designed to provide you with additional views of what teaching looks like. Just like the readings and the case studies, the classroom videos include analysis questions to help you explore the issues raised. The inside front cover of the book includes a table of contents for *The Reader*. We hope you and your students enjoy and grow from the opinions and ideas that emerge from *The Reader*.

NEW TO THIS EDITION

Previous users of *Teachers, Schools, and Society* will find the student-friendly writing style, the engaging features, and many of the chapters and topics familiar. But when we revise a textbook, we want those revisions to be meaningful and current. Reforming schools and President Obama's education program are two such consequential revisions. Other changes, such as the sections on teacher liability, poverty, and

classroom management, were suggested by professors using the book. Specific chapter updates are listed here:

Chapter 1. *Becoming a Teacher.* New section on *A Teaching Career—Is It Right for You?* Updated information on teachers' salaries, National Board for Professional Teaching Standards (NBPTS), and alternative teacher education; a section on *American Schools: Better Than We Think?*; and a new *Profile in Education* on Rafe Esquith.

Chapter 2. *Different Ways of Learning.* New material on a teacher's experience with single-sex schools. New research on gender stereotypes, influence of race, ethnicity, and economic status on educational achievement, and *nature deficit disorder*. New section on Gardner's Five Minds. New material on the Individuals with Disabilities Education Act (IDEA).

Chapter 3. *Teaching Your Diverse Students.* Updated statistics on demographic forecasts. Added material on the new multiracial demographic category. An updated section on gay, lesbian, bisexual, and transgender students (GLBT). New research material on Peggy McIntosh's white privileges. Revised section on *cultural pluralism*. Updated statistics on states with English immersion classes.

Chapter 4. *Student Life in School and at Home* (previously Chapter 5). Updated material on *Family Patterns*, and a discussion of alternative families. An entirely new section on *Obesity and Eating Disorders*. New material and updated research on the culture of poverty and its impact on incoming college students. Revised coverage of abstinence-only sex education programs to include the Obama administration's position. Three new figures covering the following topics: the statistics of children under 18 living in poverty without health insurance, a comparison of the number of books in affluent and poor neighborhoods, and recent statistics on high school graduation rates.

Chapter 5. *Reforming America's Schools* (previously Chapter 4). The chapter has been significantly revised, updated, and rewritten to incorporate current issues on reform. The new chapter title, *Reforming America's Schools*, reflects coverage of recent changes in school choice, vouchers, magnet schools, open enrollment, online education, schools for profit, and homeschooling.

New topics such as green schools and full service schools are included. In this chapter, we consider important but often ignored underpinnings of the reform movement, issues that will influence the success or failure of the movement. How can teachers be included as full partners? How can reformers build teachers' trust in the process? What issues and changes do students seek in this reform movement? Why are the opinions of teachers and students, the crux of the teaching-learning process, so often ignored in school reform?

Chapter 6. Curriculum, Standards, and Testing. Updated research on and changes to *No Child Left Behind (NCLB)* implementation and legislation, including the Obama administration's newly proposed requirements. Discussion of the impact of socioeconomic status on high-stakes tests. New research results from the Center on Education Policy study on how much time schools spend on various aspects of the curriculum. New trends in the curriculum, such as financial literacy and lifelong physical fitness skills.

Chapter 7. The History of American Education. In response to user feedback, this chapter has been streamlined, with some of the *Hall of Fame* profiles moving to our *Online Learning Center*. New research on literacy rates in the United States and abroad has been added, as well as an Imagine feature on continuing racial segregation in the South. We've added a discussion on the 2007 controversial Supreme Court ruling that struck down plans for desegregation in Seattle and Louisville.

Chapter 8. Philosophy of Education. New material expanding the discussion of essentialism, including insights from Alan Bloom and E. D. Hirsch.

Chapter 9. Financing and Governing America's Schools. This chapter has been revised and rewritten to include current thinking and research on the financing of America's schools, including the goal of adequate education. The Obama administration's budgeted 150-billion-dollar influx of federal funds through the *American Recovery and Revitalization Act (ARRA)* is described. Material on the impact of commercialism on children, in and beyond school, has been expanded, and several features and charts have been updated. The section on school administrators has also been updated.

Chapter 10. School Law and Ethics. In response to requests from users of the text, we've added a list

of precautions teachers can take to avoid liability in the classroom. We updated the figure illustrating states where corporal punishment is legal and illegal. We updated the discussion on a school's right to search student lockers and strip-search students. We expanded the discussions on sexual harassment and cheating. In this revision, we outline ways teachers can protect themselves if they engage in social networking and e-communications with their students.

Chapter 11. Teacher Effectiveness. In this edition, we expanded the section on classroom management through both discussion and a new table outlining a range of belief systems, their main focus, and their advocates. In that section, we also discuss consequences for classroom behavior and how to prevent problems. Updated material on technology throughout the chapter looks at how technology can be effectively used in the classroom, and provides insight into how teaching is affected. A new, expanded section on differentiated instruction has been added.

Chapter 12. Your First Classroom. In this chapter, we added a new section, *Your First Day*, which helps students prepare for their first day in the classroom. Students are asked to consider how they want to physically structure their classrooms, how they will manage students' behavior, and how they will approach rules and consequences. Research on professional development has been updated. Another new section has been added to this chapter. In it we discuss *Tomorrow's Classroom* and look at changes that may reshape America's schools.

Chapter 13. Q and A Guide to Entering the Teaching Profession. In the ninth edition, we added discussions of Quaker education and Friends schools, Waldorf Education, and Montessori Education.

Acknowledgments

We are grateful for the contributions and insights of our colleagues. Professor John White of the University of North Florida reviewed and offered useful suggestions concerning the treatment of class and poverty in this edition. Professor Ian Macgillivray of James Madison University provided materials and insights for the discussion of gay, lesbian, bisexual, and transgendered

students. We extend a special thanks to Dr. Carl Grant, University of Wisconsin, and Louise Wilkinson. Their insightful critiques and recommendations made Chapter 3, *Teaching Your Diverse Students*, a stronger, more relevant chapter.

Joe Kelly did a great job summarizing the many new readings in *The Reader*, as well as creating new questions. Dan Otter used his years of practical school experience to develop the INTASC Reflective Activities and Your Portfolio (*RAP*) sections.

Teachers, Schools, and Society was originally inspired by a wonderful woman and bright academic star—Myra Pollack Sadker. David's late wife co-wrote the text through several editions over a fifteen-year period. She was always the major force behind providing a student-friendly introduction to teaching. In March 1995, Myra died undergoing treatment for breast cancer. Yet her insights and passion for teaching still guide our efforts. Even when her name is no longer on the cover, her heart and mind shine through the book. We know that she will always be the primary author of this book. To learn more about Myra and her work, visit the Myra Sadker Foundation at www.sadker.org.

Our new editor, Maureen Spada, has done an amazing job of taking on this challenging assignment. Maureen is a skilled, hardworking, and sensitive editor, and we are lucky to have her services. Cara Labell was our collaborator and wonderful editor before Maureen arrived, and she guided us through many editions of this text. Her thoughtful insights are still very much a part of this ninth edition. Senior sponsoring editor Allison McNamara is a force of nature and a great supporter. She works with us to sort out changes in content and the features, and we owe her a great debt of gratitude. And overseeing all of this, Beth Mejia generously shared her wealth of experience and publishing insights to bring this text to fruition. Sarah Colwell was responsible for assembling the many supplements that accompany the book, and we appreciate her efforts as well as the contributions of Dawn Groundwater, the Director of Development. Sarah Keifer and Zachary Norton are editorial assistants on this project, and they both have worked on coordinating manuscript

and information as it passes from one set of hands to another. Mel Valentín is the production editor of this book, and the design is under the direction of Laurie Entringer. The McGraw-Hill team continually makes us feel that this text could not have better publishing allies and friends, and we are proud to have them as our publishers.

We also thank the following reviewers of *Teachers, Schools, and Society* for generously sharing with us their experiences in teaching the book:

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Finally, we thank our students for keeping us honest, on track, and motivated. They are our inspiration.

David M. Sadker
Karen R. Zittleman
 Tucson, Arizona

The Supplements Package

Teachers, Schools, and Society Supplements	Resources to Enrich Your Teaching	Resources to Involve Your Students
Annotated Instructor's Edition	X	
Instructor's Manual	X	
Test Bank (Word and EZTest)	X	
PowerPoint Slides	X	
Instructor Online Learning Center	X	
Video Program (DVD and VHS formats)	X	X
<i>Only a Teacher</i> Video Series	X	X
Classroom Performance System Content	X	X
Blackboard and WebCT Cartridges	X	
<i>The Teachers, Schools, and Society Reader</i>		X
Student Study Guide (Student Online Learning Center)		X
Online Interactive Resources (Student Online Learning Center)		X
<i>Teaching Portfolios</i>		X
Resources to Prepare for the Praxis™ Exam		X

Instructor Supplements

The instructor's supplements package was developed to provide you with a wealth of resources to promote interactivity in your classroom.

Annotated Instructor's Edition (AIE)

The Annotated Instructor's Edition is an all-in-one guide to everything that supports teaching and learning with this ninth edition, suggesting how and when to take advantage of all the book's supplements.

Instructor's Manual

The Instructor's Manual includes practical and creative classroom teaching ideas. In addition to a content outline, summary, and list of key terms, each chapter includes a wealth of activities that can be used to teach the chapter. There are suggestions for beginning your class, using the accompanying video and incorporating the *RAP* activities, as well as general classroom

activities. The teaching ideas and resources offer new instructors ideas for teaching and suggest new and different classroom activities for experienced teachers.

Test Bank

A test bank, with questions keyed by level of difficulty, accompanies the text. In addition to traditional multiple-choice, true/false, matching, short-answer, and essay questions, we have included authentic assessment questions.

The test bank is available in Word or as a computerized test bank through McGraw-Hill's EZTest. McGraw-Hill's EZTest is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book-specific items. It accommodates a wide range of question types, and instructors may add their own questions. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. EZTest Online is a new service and gives you a place to easily administer your

EZTest-created exams and quizzes online. The program is available for Windows and Macintosh environments.

PowerPoint Slides

The PowerPoint presentations include over 160 slides with figures and tables from the text as well as additional statistics and discussion starters. The PowerPoint slides are conveniently keyed in the AIE and are directly related to the content in the text.

The Video Programs

1. The Teachers, Schools, and Society Video Companion (VHS and DVD formats) The *Teachers, Schools, and Society* Video Companion provides 35 video segments depicting teachers and classrooms in action. Each text chapter is supported and expanded by multiple segments. For ease of use, relevant segments from the *Only a Teacher* series (see following description) have been integrated into this video program. The Instructor's Manual includes descriptions of the segments and suggests critical questions to consider for each. Thus, the taped segment becomes an interactive resource for your students rather than a disconnected element. The video clips are keyed to book content in the AIE.

2. The Only a Teacher Video Series *Teachers, Schools, and Society* is also accompanied by a video series, one produced and directed by Claudia Levin and shown on PBS. The *Only a Teacher* video series is the first documentary to explore the diverse faces and many roles of the American teacher from the 1820s through the present. The series contains three one-hour segments. Since it might be improbable for you to show the entire program in one sitting (unless you get a long snowy day during class time), we have integrated segments into *The Teachers, Schools, and Society Video Companion*.

Classroom Performance System (CPS) Content

Accompanying the text is content to use in your Classroom Performance System. The content includes both objective quiz questions and opinion/poll questions designed to encourage discussion. Additionally, you can add your own questions—before or during class.

To find out more about CPS, contact your local sales representative.

Instructor's Online Learning Center

The password-protected instructor's section of the Online Learning Center contains an electronic version of the Instructor's Manual, the test bank, the PowerPoint slides, a sample syllabus, CPS content, and access to the online student resources. You can e-mail the authors from this site (<http://www.mhhe.com/sadker9e>) with any questions you have regarding the text or teaching ideas.

Course Management

Blackboard A Blackboard Course Cartridge accompanies this text. Simply adopt the textbook and, upon request, you will receive the Online Learning Center and test bank for use in your Blackboard course. You can then customize the content as you see fit. Our Blackboard content is free for adopting instructors.

WebCT A WebCT Course Cartridge accompanies this text. Simply adopt the textbook and, upon request, you will receive the Online Learning Center and test bank for use in your WebCT course. You can then customize the content as you see fit. Our WebCT content is free for adopting instructors.

Customize the Student Text with Primis

Teachers, Schools, and Society is customizable through the McGraw-Hill Primis system. Select the chapters you want your students to read and add materials from other McGraw-Hill texts or your own content (state standards, school schedules, etc.). Contact your local sales representative for more information.

Student Supplements

The student supplements package is designed to allow students to extend their learning.

The Teachers, Schools, and Society Reader

The reader includes 48 contemporary, thought-provoking readings as well as historically significant

excerpts, each related to specific chapter content. Each reading includes an introduction and analysis questions. In addition, 23 case studies based on actual school events help students confront significant and relevant educational questions and dilemmas. Finally, the Reader includes 17 Classroom Observation Video Clips designed to allow students to see in action the issues they are reading about. For a listing of the readings, cases, studies, and classroom observations, see the inside front cover of book. *The Reader is packaged for free with new copies of the text or can be purchased separately.*

Online Learning Center—Study Guide and Interactive Resources

The Student Online Learning Center contains an online student Study Guide (including quizzes and study tools), Interactive Exercises (the *What Do You Think?* poll, *Interactive Activities*, *You Be the Judge* questions, *Web-tivities*, and *Reel to Real Teaching* questions referenced in the text), and additional resources such as Web Links, the online appendices, and *RAP* forms.

Teaching Portfolios

Teaching Portfolios is a practical guide to creating a portfolio. In addition to concise information about how to create a portfolio and what goes into one, the book includes a wealth of sample artifacts as well as discussion about creating artifacts to reflect your classroom management skills and ability to differentiate instruction. *Teaching Portfolios* can be packaged with *Teachers, Schools, and Society* for free. Contact your sales representative to add this resource to your students' text package.

Resources to Prepare for the Praxis™ Exam

An overview of the Praxis™ Exam is presented in the book's appendix.

For further study, *McGraw-Hill's Praxis I & II Exam* can be packaged with the text at a reduced price. Contact your sales representative for more information.

Quick Guide to Locating the Supplements

	Instructor's Online Learning Center	Linked in Annotated Instructor's Edition Activities	Physical Product, Request From Your Sales Representative
Instructor's Manual	X	X	
Test Bank	X		
PowerPoint Slides	X	X	
Video Program		X	X
<i>Only a Teacher</i> Video Series			X
Classroom Performance System Content	X		
Blackboard and WebCT Cartridges			X
<i>The Teachers, Schools, and Society Reader</i>			Reader CD-ROM packaged with text
Readings		Listed at the end of each chapter	Reader CD-ROM packaged with text
Case Studies		Listed at the end of each chapter	Reader CD-ROM packaged with text
Classroom Observation		Listed at the end of each chapter	Reader CD-ROM packaged with text
Video Clips	X		
<i>Teaching Portfolios</i>			X
Resources to Prepare for the Praxis™ Exam			X