

PREFACE

When we were in school, textbooks were generally informative, but uninteresting. We want this text to be both informative and fun, and we worked hard to accomplish this goal. We wrote this book to share with students the excitement, the joy, and the challenges we feel about teaching as well as the importance of fairness and justice in school and society.

Teachers, Schools, and Society is designed for introductory courses in teacher education variously labeled Introduction to Education, Introduction to Teaching, Schools and Society, or Foundations of Education. Whatever the label, the primary intent of such a course is to provide a sufficiently broad yet detailed exposure to the realities of teaching and the role of education in our society. The text will help students answer those all-important questions: 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 students answer these questions, we offer a panoramic and (we hope) stimulating view of education.

With this eighth edition, our basic goal remains unchanged: to write a book students *want* to read, not *have* to read. While we continue to work hard to provide content coverage that is both current and inviting, we work just as hard to create an engaging book, one that will turn students on to the possibilities of a career in the classroom.

Content Coverage

The text views education from several vantage points. In Part I of the text, readers will see the world of schools, teachers and students from the teacher's side of the desk. Part II explores the purposes of schools, daily life in school, and the obvious, and not so obvious, lessons taught in school. Part III examines the broad forces—historical, philosophical, legal, and financial—that shape the foundations of our educational system. In Part IV, students' field of vision will focus on teaching, the classroom, and the continuing steps in becoming a teacher.

Hallmarks of *Teachers, Schools, and Society*

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

Focus on Fairness

Issues of social justice and equity are at the core of *Teachers, School, and Society*. Students examine the racial, economic, social, and gender issues that erect barriers to equal opportunity. While discussions of equity are integrated throughout the text, several chapters are uniquely devoted to diversity. Chapter 3, *Culturally Responsive Teaching*, is a new chapter that introduces readers to bilingual education, multicultural education, and culturally responsive teaching. Students have an opportunity to acquire some helpful skills on the road to understanding and teaching diverse students. Chapter 7, *The History of American Education*, has been expanded to include a chronological overview of the history of schooling and the educational struggles faced by many Americans, including students of color and women.

Topics Updated to Reflect Today's Environment

With each edition of *Teachers, Schools, and Society*, our goal is expose students to the issues facing education today. Topics receiving special attention in this edition include culturally responsive teaching, single-sex schooling, relational aggression, the ongoing debate on Intelligent Design versus Evolution, the economic impact on schools of poor versus wealthy communities, the growing influence of business in schools, bullying, and the impact of standardized testing on teaching and learning. The curriculum discussion includes examples of more authentic, meaningful learning.

Diverse Voices and Experiences

Multicultural and gender issues have always been a major thread of *Teachers, Schools, and Society*, and continue to be a major theme in this edition. Student diversity, which may be the single most critical issue facing our schools in the decades ahead, is a powerful focus integrated throughout the text, as is the educational history of many ethnic and racial groups. Issues of multicultural education, culturally responsive teaching, and diversity in learning are fundamental and infused in every chapter. The text also provides several explanations of group differences in academic performance, as well as some practical strategies for nonracist, nonsexist teaching. We argue that only through recognizing and appreciating diversity can teaching be both effective and joyful.

Annotated Instructor's Edition

The Annotated Instructor's Edition provides a wealth of resources that supports teaching and learning with the eighth edition. It offers instructors easily implemented suggestions for how and when to use the many supplements that accompany this text. Whether you teach a large lecture or a small section, the text-specific supplements, practical teaching ideas, and Annotated Instructor's Edition provide the kinds of support that can make every class a success.

New to This Edition

In an effort to provide the most current coverage in the most engaging manner, there are several major revisions in this eighth edition of *Teachers, Schools, and Society*.

Expanded Coverage of Diversity

Building on the diversity theme, the eighth edition expands the discussion of diversity from one chapter (formerly Chapter 2) into two (now Chapters 2 and 3). Moreover, students are given the opportunity to develop some skills for culturally responsive teaching. The content from the Struggle for Educational Opportunity chapter is now integrated throughout as appropriate.

The new two-chapter introduction to student diversity begins with Chapter 2, *Different Ways of Learning*, a chapter on individual diversity that explores learning styles, multiple intelligences, emotional in-

telligence, and exceptional learners. Chapter 3, *Culturally Responsive Teaching*, continues the introduction by examining topics including student cultural and racial diversity, bilingual education, multicultural education, and culturally responsive teaching. This chapter discusses the knowledge, skills, and attitudes at the foundation of culturally responsive teaching. It then explores the differences between stereotypes and generalizations to help future teachers begin down the path of culturally responsive teachers.

In order to provide as contextual a discussion as possible, the content from The Struggle for Educational Opportunity chapter present in previous editions has been integrated into other chapters. For example, the histories of different groups now appear in Chapter 7, *The History of American Education*, and discussions of children at risk are presented in Chapter 5, *Student Life in School and At Home*.

Streamlined Coverage of Curriculum

Previously discussed in two chapters, curriculum, standards, and testing are now presented in a single chapter, Chapter 6, *Curriculum, Standards, and Testing*. This revision allows for a more streamlined discussion of the topics. The chapter highlights the reciprocal relationship between what is taught in schools and sociopolitical influences on schools. We explore curricular controversies, including censorship, evolution and intelligent design, and cultural literacy. We also take a critical look at the current emphasis on standards and testing promoted through the *No Child Left Behind* legislation. We carefully summarize the arguments both for and against the standards and testing movement, and then offer our suggestions for more meaningful learning, more diverse assessments, and a more positive school climate.

Integration of Technology Coverage

In other textbooks, and in earlier editions of *Teachers, Schools and Society*, technology receives a chapter all to itself. Technology has finally come of age and is integrated throughout this edition. This approach recognizes the acceptance of technology as an organic part of schools and learning. That is not to say that technology is an educational panacea—far from it. The jury is still out on the pros and cons of technology's influence on learning. But it is no longer a novelty, and we no longer treat it as a novelty. Technology is

now integrated throughout the book, in chapters on teaching, curriculum, and other aspects of schooling.

PrepCenter

PrepCenter is a new instructor resource that houses textbook resources that you may want to use in your class lectures or discussions. Each of these resources is searchable by Chapter, Concept, Resource Type (PowerPoint Presentation, Video Clip, etc.), and related INTASC standard. Once you select a resource you would like to incorporate into your class, simply download it onto your computer for easy access during your class. See the tabs throughout this annotated instructor's edition for full listings of the resources available on PrepCenter.

The Teachers, Schools, and Society Reader

Unlike other texts that offer an accompanying book of readings, *The Teachers, Schools, and Society Reader* is both free and closely coordinated with content from the each chapter in the text. It includes a collection of readings, case studies, and classroom observation video clips designed to expand students' understanding of key topics and present different viewpoints and opinions on current issues in education. Each selection in the reader begins with a brief overview and concludes by posing several analysis questions for consideration. Consider the reader a second book, lighter to carry, free of charge, and containing hand-selected readings, case studies, and classroom observation videos.

Updated and Expanded Coverage and Research

Research supporting discussions in the text has been updated wherever possible. New to this edition is the *Imagine . . .* feature, which replaces *In the News*. This feature shares information and ideas designed to stretch the reader's thinking. In addition to the above, we added or expanded discussions of several topics, including views of teacher education, gender as a learning style, single-sex education, GLBT students, gifted education, influence of businesses on schools, adolescent society, identity in middle school, poverty, substance abuse, bullying, *No Child Left Behind*, blending educational philosophies, online assessments/interviews, merit pay, alternatives to earning a teacher's license, and teacher competency tests.

The Courage to Teach: A Final Word

In this new Afterword, we do what textbook authors rarely do: ask readers to take a moment and listen to their hearts. For in the end, the most exciting textbook chapters revealing the most intriguing information are far less important than the answer to one question: Is teaching right for me? We share the diary of a new, courageous urban middle-school teacher to help readers tap into their hearts and discover if they feel an authentic call to teach.

Acknowledgments

As the coauthor of more editions of this text than I care to remember, let me tell all of you how proud (and relieved) I am to welcome Karen Zittleman as the new and wonderfully talented coauthor to this edition. As a doctoral student, Karen cut her teeth on both the sixth and seventh editions, and stood out as a wise and skilled researcher. She has now graduated to coauthor, and brings energy, insight, and commitment to this effort. Everyone who reads this book benefits from Karen's skills and effort. I am proud to be working with her.

Professor Ian Macgillivray of James Madison University provided materials and insights for the discussion of gay, lesbian, bisexual, and transgendered students. Janice Ginsberg provided valuable research assistance, tracked down references, and updated charts. We would like to thank Brian Daniels, John McAllister, James Ambury, Michelle Sauve, Courtney Schafer, Debbie Moore, Lindell Palmer, Matthew Cousineau, and Jonathan Super for their help in preparing the selections for the reader. Heidi Ashton took on the task of updating the Instructor Test Bank as well as the student practice test items on the OLC. Dan Otter and Phyllis Lerner worked on the *INTASC Reflective Activities and Your Portfolio (RAP)* sections. Their decades of practical school experience are reflected on those pages. Phyllis, Chris Cozadd, and Dan also suggested ideas and test questions for the Annotated Instructor's Edition and the Instructor's Manual. Previous editions were improved by many students and colleagues (and relatives), who are often in my thoughts. Thanks are extended to Chris Cozadd, Jane Lonnquist, Daniel Spiro, Lynette Long, Elizabeth Ihle, Nancy Gorenberg, Elsie Lindemuth, Jen Engle, Mary Donald, June Winter, Kirstin Hill, Kate Volker, Ward Davis, Pat Silverthorn, Julia Masterson, Amy Monaghan, Shirley Pollack, and Kathryn McNerney.

Preface

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Teachers, Schools and Society was originally inspired by a wonderful woman—Myra Sadker. David's late wife coauthored the original hardback editions of the text for more than a decade. 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. We will be forever grateful for her work.

Our senior development editor, Cara Labell, was a constant source of encouragement, a partner, and friend in shaping and revising this text, and a great source of suggestions and ideas. Cara whipped the manuscript (and us) into shape. She is a skilled, hard-working, and sensitive editor, and McGraw Hill is lucky to have her. Allison McNamara is a major force behind the eighth edition. She worked with us at conferences, on campuses, and over the phone to sort out the content and the features that would appeal to students and professors. She also advocated that *The Teachers, Schools, and Society Reader* be included to broaden the horizons and viewpoints of the text. Allison was driven to produce a quality text, and for that both authors and readers owe her a debt of gratitude. And overseeing all of this, Beth Mejia generously shared her wealth of experience and publishing insights to this text. Our thanks to Susan Trentacosti, our project manager, for another efficient and thoughtful effort in moving the manuscript into a published book. 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 want to thank the following reviewers of *Teachers, Schools, and Society* for generously sharing with us their experiences in teaching the book:

Carol L. Higy, *University of North Carolina, Pembroke*
 Charles Howell, *Minnesota State University, Moorhead*
 Philip Koger, *University of Central Florida*
 Jan Lupton, *Texas Tech University*
 Ian K. Macgillivray, *James Madison University*
 Gale McEnery, *San Jacinto College*
 Kathleen Park, *Lamar State College, Orange*
 Rusty Powlas, *Maple Woods Community College*
 John R. Noak, *Lincoln Land Community College*
 Kristine Reed, *The University of South Dakota*
 Robert L. Shkorupa, *Community College of Southern Nevada*
 Lois A. Stanciak, *College of DuPage*
 Robert L. Stevens, *University of Texas, Tyler*
 Jeff Thomas, *University of Southern Indiana*

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

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

David M. Sadker
Karen R. Zittleman