

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 you the excitement we feel about teaching.

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. The text should help you 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 you answer these questions, we offer a panoramic (and we hope) stimulating view of education.

An Interactive Text

Each edition of *Teachers, Schools, and Society* has broken new ground by creating new features, introducing new topics, and adding new supplements. This edition adds to that rich tradition by creating an even more interactive book for students. The chapters—always lauded for their student-friendly readability—have been revised to encourage more engagement and reflection. Reflection questions have been added to all figures and tables, as well as to many of the boxed features. The Online Learning Center (www.mhhe.com/sadker6e) that was introduced with the previous edition has been revised to be a true extension of the text. Throughout the text, you are directed to the Online Learning Center to complete interactive activities or polls, respond to questions, and to access the online student study guide. See page xx for a tour of the text's features including the Online Learning Center.

Content Coverage

We elected to view the field from several vantage points. In Part One, you will see the world of teachers and students from a new perspective—the teacher's side of the desk. In Part Two, your field of vision will be widened so you can examine the structure, culture, and curriculum of that complex place called school. Part Three then examines the broad forces (historical, philosophical, legal, and financial) that shape the foundations of our educational system. In Part Four, you will have a chance to examine, debate, and speculate about issues and trends, and explore many of the questions students typically bring to this course, often practical and personal questions. Following each of the four parts are *Inter-missions*. The *Inter-missions* offer you the opportunity to develop crucial skills related to the teaching profession and to start your teaching portfolio. The Appendixes contain information about teacher licensing, including relevant addresses; teacher competency exams; and an Observation Manual with guidelines and strategies for collecting important information about teaching as you observe in schools.

Style of Presentation

The trouble with panoramic views is that the observer is often at such a distance from what is being viewed that all richness of detail is lost. Vague outlines devoid of human interaction dominate many survey type texts. We worked hard to personalize this book. At various points throughout the text we replace our wide-angle lens with a more intimate view that captures the human drama as well. For example, in many chapters, we introduce traditionally dry, abstract topics with illustrative scenarios that help personalize and dramatize the topic at hand. The *In the News* feature offers insightful, humorous, and poignant educational news items taken from newspapers, the Internet, and the popular press. *Class Acts* offer personal insights into teaching and schooling. Several “pop” quizzes probe your prior knowledge and

beliefs and introduce, even personalize, governance, law, and philosophy. The *Photo-synthesis* feature offers dramatic visual contrasts of pressing educational concerns, while *You Be the Judge* invites you to evaluate different perspectives on relevant educational issues. We hope that these stylistic elements, along with a writing style that is deliberately informal rather than academic, will add spice and human interest to the text.

Inter-missions

The *Inter-missions* feature was introduced in the previous edition, as part-ending activities designed to help you reflect on teaching, build a portfolio, and enhance understanding of the concepts in this text. To make these more practical, the *Inter-missions* are based on the INTASC standards.

New in the Sixth Edition

This sixth edition of *Teachers, Schools, and Society* is designed to improve an already comprehensive text. The entire text was updated and revised to provide the most current coverage possible. Major revision was done in the following areas.

New/Expanded Topics and Issues

Topics receiving increased attention in this edition include philosophy, finance, induction, technology, national standards, and testing. The philosophy chapter has an expanded section on *social reconstructionism* and includes a greater emphasis on female and non-western philosophers. The quiz has been revised and shortened, as have the descriptions of the five philosophies. The first chapter, *Becoming a Teacher*, has been rewritten to provide greater focus on the pros and cons of teaching, and to highlight school reform efforts. The chapter also suggests that creating teacher-friendly school climates can be a valuable dimension of school improvement efforts, although it is too rarely a part of the national debate. *Financing and Governing America's Schools* now has an expanded discussion of the legal arguments surrounding educational adequacy.

Multicultural Focus

Multicultural issues, a strong feature in the fifth edition, is further expanded in this sixth edition. Student diversity, which may be the single most critical issue facing our schools in the decades ahead, is a powerful focus, as is the educational history of many ethnic and racial groups. The text also provides several popular theories explaining group differences in academic performance, as well as some practical strategies for nonracist, nonsexist teaching.

Technology

The coverage has been expanded throughout the text, as well as revised in the *Technology in Education* chapter. This chapter has been rewritten to reflect how teacher effectiveness research can be connected to, and enhanced by, technology. We now describe several practical considerations for teachers to consider as they introduce new technology in their classrooms.

Features

The text's features have been revised and expanded. New features include:

- *What Do You Think?* links you to the Online Learning Center where you can take a quick survey or self-inventory. Responses are submitted to a national poll so you can immediately (and confidentially) see where you stand in comparison with your colleagues.
- *Interactive Activities* link you to the Online Learning Center to do a content-related activity.
- *You Be the Judge* is a feature providing two views of relevant, often critical, education issues. The feature invites you to reflect and consider conflicting points of view.
- *Profile in Education* offers brief biographies of leading educators who have made, and continue

to make, a difference in the lives of children.

- *Reflection* questions are included throughout the text to engage you in educational issues and ideas. It is one example of the interactive nature of this edition.
- *Frame of Reference* provides research updates, personal anecdotes, critical statistics, and practical advice for new teachers.
- *Reel to Real Teaching*, included at the end of each chapter, describes relevant films and videotapes, and offers strategies for incorporating these media to highlight chapter ideas and concepts.
- *Further Reading* provides selected annotated bibliographies after each chapter.
- *Chapter Summaries* are now organized around focus questions and are more detailed.
- *Key Terms and People* now reference relevant text pages.

You'll find a full listing of the text's features is located on page xx.

Acknowledgments

In March 1995, Myra died undergoing treatment for breast cancer. She worked on this textbook even while undergoing chemotherapy and she was always the major force behind providing a student-friendly introduction to teaching. She will always be the primary author of this book.

When Phyllis Lerner and I married, she had no idea how cyclical and stressful this literary pregnancy would be. Little sleep, meals at strange hours of the day, personal disputes that erupted from nowhere—but, nine months later, there you are, parents of a new edition. And you look back and wonder: was it worth it?

Rather than have us answer that question, we will leave it to you. We sure hope it was worth it. This book is stronger, more interesting, and more relevant because of Phyllis' efforts. Her decades of practical school experience are reflected on the book's pages. While the *Inter-missions* bear her name and her practical wisdom, all the chapters reflect her comments and contributions. She developed the Annotated Instructor's Edition and updated the Instructor's Manual. She also created and pulled together the *Photo-synthesis* feature and produced the Video Companion. In addition, working with Feldman and Associates, she selected the text photos. And Phyllis was responsible for the backpack design concept used in the book. If you are getting the idea that she is quite creative, you are right. Phyllis took major responsibility for updating the chapters on the *Struggle for Equal Educational Opportunity* and *What Students Are Taught in School*. She has become a major influence and participant in this text, and the book is more multicultural, livelier, and more creative because of her efforts. I was lucky to have her participate. She is lucky that yet another edition is done.

In this sixth edition, veteran of the classroom and parent-extraordinaire Chris Cozadd was enlisted once again to edit. She edits with precision and tact, a rare combination. But, more important, she reads with intelligence and insight, which creates a more thoughtful and logical book. She has always been a tremendous influence on the book and personal source of encouragement.

Karen Zittleman is a new and wonderfully talented recruit to this project. She is insightful and wise beyond her years. She had the major responsibility for updating the law chapter, wrote the initial drafts of the vast majority of *Profiles in Education*, found and included the Web links, and constructed the annotated bibliographies included in the *For Further Reading* sections. But the best fun was going to the movies and video store together so we could view and evaluate Hollywood's best efforts and select which to include. When we selected the ones we liked best, it was Karen who wrote the *Reel to Real* features. Whenever a difficult question or a puzzling organizational problem arose, Karen's insight and logic could be relied on to see us through. We were incredibly lucky to have her onboard.

Jen Engle has been my graduate assistant for several years and this is the second edition that she has tackled. She is an Internet maven, tracking down references in a nanosecond, updating charts, getting permission forms out and signed, and offering content ideas and teaching approaches. She took on the major responsibility for updating Chapter 15, the *Question and Answer* chapter, and wrote many of the accompanying test questions. She has helped enormously. Thanks, Jen!

Jackie Sadker, one of two extraordinary daughters, did the major revision of the legal arguments discussed in the *Financing and Governing America's Schools* chapter. In previous editions of this book, she has worked on the curriculum chapter, helped with the editing, and indexed the book. Now that she is the editor of her law school

newspaper, I find myself seeking her insights and editorial help. The first draft of this book was written before Jackie started elementary school. Now she is a contributor and consultant, and getting ready to graduate from law school. What a kid! Thanks, Jackie.

Sara Kindler helped review and update the technology chapter. While a graduate student at American University, Sara developed strong technology skills, but her skills did not stop there. What became evident in this project are her organizational talents and her strong work effort. Her ideas for reformatting the technology chapter were terrific and, while I am pleased that she is now teaching in the New York area, I hereby formally extend an invitation for her to return to the Washington, DC, area and help with the next edition. Thanks, Sara!

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Our editor, Cara Harvey, was a constant source of ideas and encouragement, a partner and friend in shaping and revising this text, and a great source of suggestions of just what books we should be reading for enjoyment (if we weren't writing this one). Her energy and abilities made this venture much sweeter. She also whipped the manuscript (and us) into shape. Beth Kaufman, editor on the previous edition, demonstrated her commitment to us and to this edition by her continued involvement and support. Her talent and efforts have strengthened this edition of the text, and her friendship is much appreciated. Jane Karpacz, our publisher at McGraw-Hill, was a lion in getting this book out and gave us all the support we needed to make it a success. I am nominating her for the Publishing Hall of Fame. Wow, were we lucky!

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David M. Sadker