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Writing the thirteenth edition of *Those Who Can, Teach*, we were guided by the goals and challenges of teaching an “Introduction to Education” or a “Foundations of Education” course to *today’s students*. Both authors have long taught aspiring teachers in their very first education course. Therefore, instructors teaching the introductory course in education were very much on our minds. As we saw it, instructors want to:

- **Help students examine their motives for teaching** so they can determine whether teaching is right for them.
- **Inspire these future teachers to form and sustain a commitment to teaching**—a commitment that is grounded in a realistic understanding of the teaching profession.
- **Offer instructional activities** that incorporate the way today’s students learn, particularly with regard to their use of technology.
- **Prepare aspiring teachers to teach students whose cultural complexities**—such as race, socioeconomic status, and orientation to learning—may differ from their own.
- **Provide course experiences** that help prospective teachers bridge the “theory-to-practice” divide.
- **Make the history and philosophies of education relevant** to the lives and careers of future teachers.
- **Help prospective teachers develop the habits and skills of a reflective practitioner.**
- **Prepare all students to do well on mandatory, high-stakes standardized tests** based on national, state, and local standards.

Another reality that we have kept in mind as we have revised this text is that today’s college students are part of a fresh, new generation, which has grown up in this era of technological and social change. For these students, **technology is a way of life**. They are both connected and insulated through technology, and are accustomed to processing information differently than the generations before them.

- They are **team oriented** due to the significant time spent on social networking sites and on instant messaging platforms.
- Many of today’s students are **unaccustomed to academic difficulty**. Rather, they are used to rewards and accolades, and have high expectations for achievement and little tolerance for failure.
- The lives of today’s students **are often quite programmed**. They suffer more stress and often feel more overwhelmed compared to those in past generations.

## How Does *Those Who Can, Teach* Meet the Needs of Today’s Learners?

How have we addressed the challenges of teaching today’s students while meeting the goals of an introduction to education course in this edition of *Those Who Can, Teach*?

We know that students who will use this text are facing many challenges. Many are at the beginning of their college experience and are still getting accustomed to their independence. There are almost certainly many activities—other courses, social events, and jobs, to name a few—competing for their time and attention. They, like all of us, struggle to balance all that is on their plate. Still, we believe that exploring what might be their life’s work requires that they fully engage in the course and with the questions posed in this text. To help them do this, we have used a number of instructional tools, described below, to gain and keep the readers’ attention and to inspire them to carefully consider all aspects of becoming one of Those Who *Can*.

- **Examining motives for teaching.** We begin and end the book with chapters that focus on examining “Why Teach?” Two or three times in each chapter, students are asked to **Pause and Reflect** on questions of self-examination and understanding. At the end of each chapter, we provide the reader opportunities to consider and reflect in the sections entitled, **Why Teach? Your Final Word**. In addition, two “bookend” sections, **Let’s Get Started** and **Before You Close This Book**, offer important reflection questions before and after students read the text. These appear as interactive activities on the Education CourseMate website as well. **Let’s Get Started**, in particular, was written to make clear to student-readers what we hope they get out of *Those Who Can, Teach* and what we believe is the most productive way to engage the book.
- **Developing a realistic understanding of teaching.** A frequent complaint of beginning teachers is “that no one ever told us what it would *really* be like in the classroom.” Although these complaints are sometimes unfair (people tried to tell them but they may not have been listening), we have tried to reflect the real world of schooling. Throughout the book, we have presented many case studies of teachers in our **From Pre-service to Practice** feature that portrays the realities (both the good and bad) of teaching. The **Voices from the Classroom** feature is a reflection or comment on one of each chapter’s key topics from actual classroom teachers. The classroom voices bring a realistic perspective on these topics and issues. We have also interspersed through the book numerous **TeachSource Video Cases**, which provide students with real-life teaching examples of problems, methodology, and teaching styles in online video clips that add another layer of richness to the realistic case studies offered by this book.
- **Learning through technology.** Because today’s students learn so much through technology, we have integrated technology throughout the book. One whole chapter, “What Should Teachers Know about Technology and Its Impact on Schools?” addresses the many uses of technology to increase and enhance learning for all students, including those with disabilities. The **TeachSource Video Cases**, mentioned above, provide multi-media ways of observing and studying teaching. Education CourseMate, accessible through [www.cengagebrain.com](http://www.cengagebrain.com), provides many supplementary materials for students to deepen their understandings.
- At the end of each chapter, there are three or four **websites** for students to explore in greater depth the topics and issues discussed in the chapter.
- **Understanding cultural complexities.** Women and whites predominate in both teacher education programs and in the teaching force, whereas over 40 percent of students in public schools are students of color. Many education students have had few interactions with students who differ from them in terms of race, ethnicity, and socioeconomic status. The chapter “Who Are Today’s Students in a Diverse Society?” describes various diversities and implications for teachers.

Throughout the book, we provide multiple examples of the diversities that teachers will encounter, and discuss implications for teachers and schools.

- **Bridging the “theory-to-practice” divide.** The book assists students to bridge this gap by providing realistic **case studies**, **TeachSource Video Cases**, **Reflection Questions**, **Voices from the Classroom**, and many **Pause and Reflect** questions throughout the book.
- **Bringing history and philosophy “alive” to students.** We try to enliven the history of American education through a lively writing style and by focusing on the people who have made educational history. Our **Leaders in Education** feature, found both in the book and on the website, presents biographical sketches of both historical (e.g., Horace Mann, John Dewey, and Anne Sullivan), as well as contemporary educational leaders (e.g., Michelle Rhee, Erin Gruwell, Kay Tolliver, and Ron Berger). In discussing educational philosophies, we have developed statements by teachers who embrace each philosophy, so readers can see how those individual philosophies guide teachers’ actions and behavior in classrooms. Chapter 9 includes **Your Philosophy of Education Self-Inventory** to help students bring their educational views to great consciousness. An interactive version of this instrument is available on the Education CourseMate website.
- **Reflective practice.** Throughout the book, we ask readers to stop and think: to reflect. We are convinced that our readers, like ourselves, live in a noisy world of words and pictures that is continually competing for our attention. We have tried to make a case for reflection but have also built into the text requests that the reader stop and reflect what particular content means personally. Using a variety of devices throughout the book, such as, cartoons, and boxed inserts on research findings, we are unabashedly committed to helping students start on the road to become reflective practitioners. New in this edition is a special feature, **Truth or Fiction?** which appears at the beginning each chapter. To quickly engage the readers in the chapter’s subject, we present them with three or more statements having to do with the subject of the chapter and ask them to make a judgment as to whether each statement is true or false. Later in the chapter, they will encounter the subject of each statement (marked with a special “Truth or Fiction” icon) and discover whether the statement was “truth” or “fiction.”
- **Team-orientation of students, students’ high success rates and busy lives.** The Instructor’s Manual, Test Bank, Student Website (Education CourseMate), and Course Management System provide many materials (described below) to save students and instructors time and to assist them in achieving the objectives of each chapter. Many group activities are also suggested, and **Video Cases** can be shown in class to provide a common viewing experience that can then be deconstructed through group activity.
- **Informal writing style.** Although there are many changes in the thirteenth edition, key qualities have been retained. Chief among them is the book’s informal writing style. We have tried to communicate the seriousness surrounding professional topics and at the same time reflect the humor and humanity that is part of the professional life of a teacher. We are helped in this “experiential” aspect of our book by the presence in the text of the actual words of practicing classroom teachers. We believe (and hope) that this writing style and heavy use of narrative give the text a greater sense of reality.
- **Standards testing for teachers.** Recognizing that virtually all prospective teachers must meet state and national standards to be licensed, *Those Who Can, Teach* tries to make the connection between standards and content crystal clear by including

a correlation chart in the back of the book. The 10 core principles of INTASC are correlated to the chapters and pages in the book (see inside cover), and at the beginning of each chapter we identify the principles addressed in that chapter.

- **Finally, currency.** The field of education is in a particularly dynamic state. The federal government has initiated new programs such as “The Race to the Top,” and changes are being made in the landmark No Child Left Behind legislation. State and local educational authorities are deeply involved in educational reform efforts. The policies of key players such as teachers unions, as well as foundations such as the Gates Foundation, are changing. New groups and organizations are influencing the lives of teachers. All this and the ever-increasing research base in education need to be brought to the attention of those considering becoming teachers.

## Accompanying Teaching and Learning Resources

The thirteenth edition of *Those Who Can, Teach* is accompanied by an extensive package of instructor and student resources.

- ***Kaleidoscope: Contemporary and Classic Readings in Education, thirteenth edition*** is a companion book of readings that can be used either in conjunction with the text or as a separate volume. This collection of 55 selections, approximately 40 percent of which are new in the current edition, contains works by some of the most distinguished scholars in education, along with the writings of practicing teachers. Several of the authors and reports of research cited in *Those Who Can, Teach* are included in this book of readings. We have specially marked several key readings, like those of John Dewey and John Goodlad, as educational classics for their impact on the field. We believe that a certain level of literacy about the field of education—that is, knowing the key figures who have shaped educational practice—is a requirement of being a professional teacher. Other readings typically reflect more recent developments in the field.
- An **Online Instructor’s Manual with Test Bank**, prepared by Amy Thompson, Professional Development Coordinator in the Hanover County Public Schools in Virginia, is offered at the Instructor’s website. It includes a transition guide, sample syllabi, learning objectives, chapter overviews, supplementary lecture and discussion topics, class activities, student study guides, practice quizzes, selected references and media resources, school observation activities, and a section of five or six case studies with discussion questions. The Instructor’s Manual also includes a correlation guide to *Kaleidoscope*, the companion reader. For assessment support, the updated Test Bank includes multiple-choice, short-answer, and essay questions for each chapter.
- **ExamView® Test Bank**, available for download from the Instructor’s website, includes all the test items from the Test Bank in electronic format, enabling you to create customized tests in print or online.
- **Presentation Slides**, also prepared by Amy Thompson, are available from the Instructor’s website and include preassembled Microsoft PowerPoint lecture slides that cover content for each chapter of the book.
- **Education CourseMate**, accessible by students at CengageBrain.com, brings course concepts to life with interactive learning, study, and exam preparation tools that support the printed textbook. CourseMate includes an integrated eBook, quizzes, flashcards, TeachSource Video Cases, and other book-specific

resources such as reflection activities and the Your Philosophy of Education Self-Inventory. For instructors, Education CourseMate includes access to EngagementTracker, a first-of-its-kind tool that monitors student engagement in the course. The accompanying instructor website, accessible by instructors at [login.cengage.com](http://login.cengage.com), includes protected resources such as an electronic version of the instructor’s manual, test bank, and PowerPoint slides.

- **The award-winning Video Cases** add the sharp bite of life in schools to our text. Available online and organized by topic, each case is a 4- to 6-minute module consisting of videos presenting actual classroom scenarios that depict the complex problems and opportunities teachers face every day. The video clips are accompanied by “artifacts” that provide background information and allow preservice teachers to experience true classroom dilemmas in their multiple dimensions. Also, a number of ABC video news stories pertaining to topics treated in the text are accessible to the reader.
- **WebTutor.** Jump start your course with customizable, rich, text-specific content within your Course Management System. Whether you want to Web-enable your class or put an entire course online, WebTutor™ delivers. WebTutor™ offers a wide array of resources, including access to the eBook, quizzes, videos, web links, exercises, and more.
- **The Educator’s Guide Series.** These are brief paperbacks that examine important topics in more depth, such as Diversity in the Classroom, Classroom Assessment, Inclusion, Technology Tools, Teacher Reflection, Motivation, and Differentiated Instruction.

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Kevin Ryan  
James M. Cooper

# So Let's Get Started . . .

**And get to what this book is all about:** students and teachers, schools and subject matter, ideas about learning, and the fascinating challenges of education today. If you take a look at the chapter titles, you can see that we have built the book around questions—questions you should try to answer if you are thinking about becoming a teacher such as, “What makes a teacher effective?” and “How should our schools be reformed?” The *most important question*, however, is the first chapter’s question, “Why teach?” This question—and its potential answers—is the focus not only of the initial chapter; it captures the purpose of the entire book.

One of life’s most important questions is this: “What am I going to do with my life?” How you spend most of your time and energy—what *work* you decide to do—will determine, more than anything else, how content you are in life. Ideally, a career decision should be based on the best information available about the chosen field and on a deep understanding of who you are.

## Knowing Your Own Motives

Centuries ago, Francis Bacon told us, “Knowledge is power.” Much earlier, Socrates (one of civilization’s great teachers, whom we discuss in the chapter entitled “What Are the Philosophical Foundations of American Education?”) recognized the enormous power of self-knowledge when he urged his students to “know thyself.” Understanding yourself and your motives, especially in something as important as a career choice, is crucial to good decision making. Becoming a teacher without taking the time to carefully consider whether you’re truly meant to teach, or without examining *the reasons you want to teach*, can lead to disappointment. For instance, let’s say your fifth-grade teacher had an enormous influence on you. She took the time to get to know you, taught you new and interesting subjects, had loads of patience, and was just plain fun. In fact, you have considered becoming a teacher since fifth grade. You get to college and declare yourself an education major, without ever analyzing precisely why you want to teach or whether you have the ability, skills, attitudes, or drive to become a teacher.

Equally as important as knowing *who you are* is clarifying your motives for teaching. Why is knowing *why* you want to teach so important? Because understanding the reasons you want to teach will help you determine whether teaching is right for you. It will also help you uncover and plan for the unique challenges you may face as a teacher. Let’s say your desire to teach stems from a passion for a particular subject. Someone whose desire to teach grows out of a passion for history, for example, will have to prepare for the reality that not all of his students will share that passion. How will such a teacher motivate students who would rather be learning math? Or playing soccer?

We have written this book to help you to uncover whether you have what it takes to become a successful, fulfilled teacher and to help you understand the reasons you are considering teaching as a profession. We hope that you will use this book to gain a greater understanding of how you and a career in education might fit together.

## The Habit of Reflection

As you will see throughout this book, we believe that effective teachers, indeed effective people in many areas of life, succeed in part because they are mindful of what they are doing. Always looking for ways to improve, they reflect on their performance and on what they are engaged in. Having acquired the habit of reflection, these people are called *reflective practitioners*.

Everyone has experiences. We meet new people. Someone sends us a fascinating Web link. We encounter a destitute, homeless person on the street. We have an unexpected and deeply personal conversation with a roommate. We all have special experiences. Truly effective people, however, use their experiences to understand their past and to chart their future. This very crucial practice of *reflection* is a habit you can start developing even now, as part of your career choice process. The way you use this book can help you on the path to be a reflective person. We think that recording what you think today, revisiting your thoughts throughout the term, and then noting what you think at the end of your course work will help solidify any choice you make about teaching.

Everyone can develop the habit of reflection. Begin right now by answering four questions. Take time to write your answers to these questions. By doing so, you will take your first steps to becoming a reflective practitioner, which will help you in your life and in your career, whatever that may be.

## Your Motives Exam



The questions below will help you get in touch with your true motives for considering teaching as a career path and your personal thoughts about teaching. You can respond on the blank lines that follow, on a separate sheet of paper, or on the Education CourseMate website, where an interactive version of this exercise is available. In the exercise, we ask you to think about four main questions: Why do you want to become a teacher? Which teachers have you admired most and what made them so admirable? What strengths or qualities do you have that will make you a successful teacher? And, finally, what concerns do you have about either becoming a teacher or the teaching field itself?



Visit the Education CourseMate website and answer these questions online.

First, list all of the reasons to become a teacher, and all of the reasons to choose another profession (or why *not* to become a teacher). Be sure to list not only the altruistic reasons you may want to teach—to help others or to inspire children, for example—but also the more selfish motives you may have, such as having the summers off to travel or finishing work at 3:00 in the afternoon. Do the same for choosing another profession in the second column. For this exercise to be valuable, you need to paint a full, complete picture of how you feel and what you think about teaching as well as possible other professions you may consider. As teacher Elida Laski asks in the “Voices from the Classroom” feature in Chapter 1, “Do you have to be born with that certain something in order to be a good teacher? If you are born with *it*, do you always know that teaching is the profession for you?”

### 1) Why do you want to become a teacher?

*Motives for becoming a teacher*

*Motives for choosing another profession*

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Now, think about some of the people—your teachers—who may have inspired you to consider teaching as a profession.

### 2) Who are three teachers you had in your elementary and secondary education whom you admire most? What made them so admirable?

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3. \_\_\_\_\_  
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Next, take an initial look at yourself.

3) What are your strengths? List at least five qualities you have that will make you a successful teacher.

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2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

Lastly, think about what concerns you have.

4) What concerns do you have about either becoming a teacher or the teaching field itself? List three questions about teaching and education that you want to know more about by reading this book.

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2. \_\_\_\_\_  
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If you did not stop reading to think about your motives for becoming a teacher or if you failed to commit yourself in writing, please stop now and think about what kept you from seriously engaging one or more of the questions. Your answer may tell you a good deal about yourself as a learner, about the educational system of which you are a product, and possibly about how you will behave as a teacher. Have you been trained to devour pages and pages of textbook reading without really confronting the issues conveyed by the words? Have you learned to disregard your own views, even about issues quite central to you? If your answers to these questions are *yes*, you are like many, many other students. But take heart. With practice, everyone can develop the habit of reflection.

We sincerely hope that this will be a different kind of book and a different kind of reading-questioning-thinking experience for you. Precisely because we are teachers, we want this book to have a very special impact on you. We want to help you make good decisions about whether you want to be a teacher and about what kind of teacher you want to become. For these reasons, you need to read this book in a different way. Take the book on fully. Encounter it. Fight with it! Improve it by adding yourself to it. The truism you probably heard from your parents, “You get out of it what you put into it,” truly applies here.

Our hope is that by the end of the semester, when you have finished reading this text, you will have acquired the habit of reflection and developed a greater understanding of what it means to teach, of what teachers do, of how schools operate within their communities and society, and of several other issues you will need to consider as you think through the question, “Why teach?”

