

Chapter 1: So You Want to be a Teacher?

Student: _____

1. Teaching is more than the mechanics of delivering content. It involves caring about and interacting with individual students in a group setting. Explain why.

2. John Goodlad proposed the idea that there were four moral imperatives for schools and teachers today. Explain what they are and make a case for which one is the most important imperative.

3. Nel Noddings believes that teachers should teach content to students and not care about whether or not students like the teachers or teachers like the students. In the end it is all about the mastery of content. Explain your answer.

4. What does Thomas Friedman mean by a “flat” world and what does that mean for students today?

5. Discuss three viewpoints of those who disagree with Thomas Friedman’s ideas about the world being flat. Be certain to state why Friedman’s critics disagree.

6. Describe what the projected changes in race/ethnicity for public school students will look like by the year 2020. How might these changes impact teaching and learning in schools?

7. Spoken language is what separates human culture from the rest of the animal kingdom.
True False

8. Children’s dependence on parents to protect them and teach them how to adapt effectively to their world lasts much longer than for any other animal.
True False

9. In teaching, relationships with students do not matter. Having students learn content is the only thing that matters.
True False
10. All told, the professional and personal demands on today's teachers to teach all students to high levels requires a lesser amount of professional expertise, personal mental health, and time devoted to their career than has ever been needed because of teaching to state tests required by NCLB.
True False
11. Schools' moral purpose is to make students the agents of educational change and societal improvement.
True False
12. Nel Noddings believes that our schools should produce competent, caring, loving, and lovable people in addition to learning subject matter.
True False
13. Political conservatives see schools' moral purpose differently than that of Goodlad or Noddings.
True False
14. Political conservatives' moral purpose for schools is more reflected in accountability for learning than in Goodlad's or Noddings' concept.
True False
15. Not everyone sees schools' moral purpose the same ways. Political conservatives see "moral purpose" in the public arena differently. To them, moral purpose belongs to the economy and to the public schools, not to the parents.
True False
16. Critical theorists believe that public schools are not educating students well enough in a competitive economy – hence the name *critical* theorists.
True False

17. Throughout most of human history, people lived and organized their lives around boundaries structured by local geography and topography, family and kinship, community social organizations, religions, and local world views. This is no longer true. Today, youth grow up linked to economic realities, social processes, technology and media practices, and cultural movements that spill over local and national borders.

True False

18. Anything that can be digitized can be outsourced to either the smartest or the cheapest producer – or both.

True False

19. Increasingly, college-educated jobs now often go to well-educated, highly trained, English-fluent workers with a strong service orientation in the U.S. who are willing and able to work for much less money than their foreign counterparts and still have a relatively high standard of living in their own country.

True False

20. Those who can create value through leadership, relationships, and creativity will transform the industry as well as strengthen relationships with their existing clients.

True False

21. Census data indicate that the U.S. is one of the world's most diverse nations – socially, racially, ethnically, linguistically, and culturally.

True False

22. Table 1.6 U.S. Performance on International Assessments of Reading, Math, and Science Relative to Other Countries on Several Measures

	Number of Countries with Average Scores Relative to the U.S.			
Subject & Grade or Age	Number of Countries	Scored Significantly Higher than US	Did not Score Significantly Higher	Scored Significantly Lower than US
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U.S. fourth graders' relative scores on the PIRLS Reading test have dropped between 2001 and 2006.

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James Stronge points out two researched-based qualities about the personal qualities of effective teachers that include a strong desire to control classroom discipline, and a desire for quiet in the classroom. Interestingly, the qualities were not student-centered ones.

True False

24. Which one is not one of Goodlad's four moral imperatives of schools?

- A. Preparing to live in a democratic society.
- B. Helping students learn complex subject matter.
- C. Creating effective teacher-student connections.
- D. Practicing good stewardship.
- E. A-D include all of Goodlad's four moral imperatives.
- F. A-D include none of Goodlad's moral imperatives.
- G. A and D are not part of Goodlad's moral imperatives.

25. Which one of the following is not associated with the idea of a flat world?

- A. The flat world occurred when the Internet, broadband connectivity, inexpensive and widely dispersed computers, email, and software that could chop up any piece of work and send one part to Boston, Massachusetts, U.S.A. and the other to Bangalore, India came together around the year 2000.
- B. This convergence created a platform for intellectual work that could be delivered from anywhere to anywhere.
- C. The flat world has put more distance between countries because of language and technology barriers.
- D. The flattening world means we are connecting together all the planet's knowledge centers into a single global network.

26. Which of the following is not associated with a globalized world being the same as a flat world?

- A. A highly specialized division of labor expands beyond national borders.
- B. An increasingly interconnected world exists in which highly skilled workers are not limited by geography.
- C. Management and workers operate in various international locations to form alliances that create a specified product or service.
- D. Outsourcing moves many well-educated, skill-intensive jobs overseas.
- E. Globalization is de-territorializing the skills and competencies it rewards, but not having an impact on what students need to know.

27. Which of the following is not a type of education skill set students will need to survive and succeed in this globalized environment?

- A. Passive learning without a high level of work ethic will prove invaluable for U.S. students.
- B. Cognitive flexibility will be important.
- C. Multitasking, learning how to learn, learning from failures, lifelong learning, and the ability to make connections between different ideas and processes will be essential.
- D. Higher order thinking and interpersonal skills needed for problem finding, problem solving, articulating arguments with verifiable support will be important.

28. Which of the following does not explain what Bill Gates meant when he said that the ovarian lottery has changed?

- A. As the world has become globalized, people can "plug and play" from anywhere.
- B. Genetic engineering can produce highly specialized children to become competitive players in a global economy for any adult to pay for such scientific services.
- C. It would be better to be born a genius in China than an average person born in Poughkeepsie.
- D. Natural talent has started to become more important than geography.

29. Which of the following is not true of what business must do to remain competitive in a globalized economy?

- A. Those who can create value through leadership, relationships, and creativity will transform the industry as well as strengthen relationships with their existing clients.
- B. The high-touch, high-value-add, customized innovation and services will differentiate one successful company from another.
- C. Most U.S. workers will not need to be retrained during their career and they will not need a social safety network as workers will need in other countries.

30. Not everyone agrees with the flat world assumptions of Thomas Friedman. Which one of the following is not one of the critics' arguments?

- A. Challengers observe that higher skills do not guarantee higher wages.
- B. Data indicates that earning a college degree does not guarantee getting a college-level job.
- C. Bureau of Labor Statistics statistics indicate that there are more jobseekers with college degrees than there are openings in jobs requiring them.
- D. An ETS report indicates that college graduates with weaker skills find employment in lower paying, low-end jobs.
- E. With the increased price of technology and fuel more businesses are staying in the United States and outsourcing jobs much less frequently.
- F. It is not the schools' job to prepare students for employment.

31. Which one of the following statements may not be true from either side of the globalization issue?

- A. Earning a college degree does not guarantee that the individual will find employment in a job requiring a college degree.
- B. Globalization impacts the way employees will work and learn. This has implications for education.
- C. Globalization is changing the nature of life from labor to knowledge.
- D. The globalization issue is just another way to bash education. We have heard the bad news about education at the on set of the industrial revolution, with Sputnik and the Russians beating the U.S. in the space race, and with politicians bashing education since the mid-1980's. The U.S. economy will be fine.
- E. A globalized economy will increase international competition for college educated skilled workers who can provide the best, user-tailored products for the most reasonable costs, accessing work across a virtual world without moving physically.
- F. High level knowledge and skills and the ability to keep learning are necessary conditions to secure a well-paying career.
- G. High level skills and knowledge and the ability to keep learning do not guarantee that anyone possessing them will secure or keep a well-paying career.
- H. Education necessary for success in this changing world is broader than education for employment. It is life-long and for living an aware, productive, personally and socially responsible, and satisfying life.

32. Which of the following statements is not true about the make up of America's public schools?
- A. Public schools educate 99 percent of all K – 12 students. The remaining 1 percent is educated in private schools or they are home schooled.
 - B. Four out of 10 public school students are considered racial or ethnic minorities.
 - C. In 2003 – 2004, 36 percent of U.S. public school students were eligible for free or reduced-price lunches.
 - D. In New York City Public Schools there are more than one million students enrolled in its five boroughs. Within that student body, 40% live in a household where a language other than English is spoken and one third were born in another country.
 - E. Almost 14% of U.S. public school students receive special education services because they have an identified disability.
 - F. Sixteen percent of children ages 5 – 17 lived in families with incomes below the poverty level.

33. What can be said accurately about the data in the following table?

Percent of Students Scoring at or Above Basic Level on NAEP
(National Assessment of Educational Progress) by Race/Ethnicity
1990/92 to 2005

Student Group	Math	Reading			
	1990/92	2005	1990/92	2005	
African-American	Grade 4	17	60	32	42
Grade 8	22	42	45	52	
Hispanic	Grade 4	33	68	39	46
Grade 8	34	52	49	56	
White	Grade 4	59	90	71	76
Grade 8	60	80	77	82	
Asian/Pacific Islander	Grade 4	73	90	60	73
Grade 8	76	81	76	80	

- A. African-American students in Grade 4 made greater point gains in Math between 1990/92 and 2005 than any other student group made in Math.
- B. The percentage of Hispanic students attending math classes has increased from 33 to 68 percentage points between 1990/92 and 2005.
- C. African-American students have made greater percentage point gains in Reading between 1990/92 and 2005 than White students have.
- D. Asian/Pacific Islander students consistently score higher than white students in all 2005 tests.
- E. All student groups are scoring higher in Math and Reading in 2005 than they were in 1990/92.
- F. Generally, Asian/Pacific Islander students are smarter than White, Hispanic, or African-American students.
- G. A, C, and E are correct.

34. What can be said accurately about the data in the following table?

Percentage of Students Scoring at or Above the Basic Level on NAEP by Income Level and Subject

Student Group	Math	Reading			
	1996	2005	1998	2005	
Low-Income	Grade 4	40	67	39	46
Grade 8	38	51	56	57	
Not Low-Income	Grade 4	76	90	73	77
Grade 8	69	79	80	81	

- A. Low-income students tend to score at or above the basic level on this test more frequently than do students who are not low-income students.
- B. Gains in reading between 1998 and 2005 appear to be stronger than gains in math for both income groups.
- C. Gains in math for low-income students between 1996 and 2005 at the 4th and 8th grade levels are greater than the gains for the same students who are not low-income students.
- D. Statements A, B, and C are false.
- E. Statements A, B, and C are true.

Chapter 1: So You Want to be a Teacher? **Key**

1. Teaching is more than the mechanics of delivering content. It involves caring about and interacting with individual students in a group setting. Explain why.

Grade Rubric

A Both points about teaching are included in the explanation with clarity. A strong and convincing case is made for why teaching is more than content delivery and why teaching involves caring and interacting with students in a group setting. Writing mechanics show no errors.

B Both points about teaching are included in the explanation but they lack clarity in explanation. A case is made for why teaching involves caring about and interacting with individual students, but it lacks strength. Writing mechanics show minor errors.

C One of the points about teaching is missing. Explanations are weak. A weak case is made for why teaching is more than content delivery and why teaching involves caring and interacting with students in a group setting. Writing mechanics show some minor errors and misspellings.

D Only one point about teaching is discussed superficially. No case is made for why teaching is more than content delivery and why teaching involves caring and interacting with students in a group setting. There are major errors in writing mechanics.

F Student misses why teaching is more than content delivery and why teaching involves caring and interacting with students in a group setting and shows great difficulty in explanation. Writing mechanics are clearly weak.

2. John Goodlad proposed the idea that there were four moral imperatives for schools and teachers today. Explain what are they are and make a case for which one is the most important imperative.

Grade Rubric

A All four points of the moral imperative are included in the explanation with clarity. A strong and convincing case is made for which imperative may be most important. Writing mechanics show no errors.

B All four points of the moral imperative are present but they lack clarity in explanation. A case is made for which imperative may be most important, but it lacks strength. Writing mechanics show minor errors.

C One of the moral imperatives is missing. Explanations are weak. A weak case is made for which imperative may be most important. Writing mechanics show some minor errors and misspellings.

D Two of the imperatives are discussed superficially. No case is made for which imperative may be most important. There are major errors in writing mechanics.

F Student misses three or more of the moral imperatives and shows great difficulty in explanation. No case is made for which imperative may be most important. Writing mechanics are clearly weak.

3. Nel Noddings believes that teachers should teach content to students and not care about whether or not students like the teachers or teachers like the students. In the end it is all about the mastery of content. Explain your answer.

Grade Rubric

A Noddings' ideas about traditional purposes of education and hers are included in the explanation with clarity. A strong and convincing case is made for ethical caring versus a more traditional view of teaching. Writing mechanics show no errors.

B Noddings' ideas about ethical caring are present but they lack clarity in explanation. Some case is made for ethical caring, but it lacks strength. Writing mechanics show minor errors.

C Noddings' ideas are not presented clearly, but the main idea is present. Explanations are weak. A weak case is made for ethical caring. Writing mechanics show some minor errors and misspellings.

D Noddings' ideas are discussed superficially. No case is made for ethical caring. There are major errors in writing mechanics.

F Student misses Noddings' ideas and shows great difficulty in explanation. No case is made for which imperative may be most important. Writing mechanics are clearly weak.

4. What does Thomas Friedman mean by a "flat" world and what does that mean for students today?

Grade Rubric

A Friedman's ideas about information being digitized and work being able to be completed anywhere in the world by bright, highly trained individuals are included in the explanation with clarity. A strong and convincing case is made for what this means for students today. Writing mechanics show no errors.

B Friedman's ideas about globalization are present but they lack clarity in explanation. Some connection is made to what this means for students today, but it lacks strength. Writing mechanics show minor errors.

C Friedman's ideas are not presented clearly, but the main concept is present. Explanations are weak. A weak connection is made to students today. Writing mechanics show some minor errors and misspellings.

D Friedman's ideas are discussed superficially. No connection is made to students today. There are major errors in writing mechanics.

F Student misses Friedman's ideas and shows great difficulty in explanation. No connection is made to what his ideas mean for students today. Writing mechanics are clearly weak.

5. Discuss three viewpoints of those who disagree with Thomas Friedman's ideas about the world being flat. Be certain to state why Friedman's critics disagree.

Grade Rubric

A At least three of Friedman's critics' ideas about globalization are clearly included in the explanation. A strong and convincing case is made for the critic's viewpoint. Writing mechanics show no errors.

B Three of Friedman's critics' ideas about globalization are present but they lack clarity in explanation. Some explanation for the critic's viewpoints are made, but they lack strength. Writing mechanics show minor errors.

C At least two of Friedman's critics' ideas are presented but the explanation lacks clarity. The main concepts are present, but the explanations of the critic's viewpoints are weak. Writing mechanics show some minor errors and misspellings.

D Friedman's critics' ideas are discussed superficially. No explanation is made as to the critic's viewpoints. There are major errors in writing mechanics.

F Student misses Friedman's critics' ideas and shows great difficulty in explanation. Writing mechanics are clearly weak.

6. Describe what the projected changes in race/ethnicity for public school students will look like by the year 2020. How might these changes impact teaching and learning in schools?

Grade Rubric

A Statistics about racial/ethnic groups are included in the explanation with clarity. A strong and convincing case is made for what these changes mean for teaching and learning. Writing mechanics show no errors.

B Statistics about changes in racial/ethnic groups are present but they lack clarity in explanation. Some connection is made as to what these changes mean for teaching and learning, but explanation lacks strength. Writing mechanics show minor errors.

C Statistics about racial/ethnic group changes are not presented clearly, but the main concept is present. Explanations are weak as to what these changes mean for teaching and learning. Writing mechanics show some minor errors and misspellings.

D Statistics about changes in racial/ethnic groups are discussed superficially. No connection is made to what these changes mean for teaching and learning. There are major errors in writing mechanics.

F Student misses the main ideas and changes in racial/ethnic group changes and shows great difficulty in explanation. No connection is made to what these ideas mean for teaching and learning. Writing mechanics are clearly weak.

7. Spoken language is what separates human culture from the rest of the animal kingdom.

TRUE

8. Children's dependence on parents to protect them and teach them how to adapt effectively to their world lasts much longer than for any other animal.

TRUE

9. In teaching, relationships with students do not matter. Having students learn content is the only thing that matters.

FALSE

10. All told, the professional and personal demands on today's teachers to teach all students to high levels requires a lesser amount of professional expertise, personal mental health, and time devoted to their career than has ever been needed because of teaching to state tests required by NCLB.

FALSE

11. Schools' moral purpose is to make students the agents of educational change and societal improvement.

FALSE

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TRUE

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TRUE

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FALSE

16. Critical theorists believe that public schools are not educating students well enough in a competitive economy – hence the name *critical* theorists.

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17. Throughout most of human history, people lived and organized their lives around boundaries structured by local geography and topography, family and kinship, community social organizations, religions, and local world views. This is no longer true. Today, youth grow up linked to economic realities, social processes, technology and media practices, and cultural movements that spill over local and national borders.

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22. Table 1.6 U.S. Performance on International Assessments of Reading, Math, and Science Relative to Other Countries on Several Measures

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- C. In 2003 – 2004, 36 percent of U.S. public school students were eligible for free or reduced-price lunches.
- D. In New York City Public Schools there are more than one million students enrolled in its five boroughs. Within that student body, 40% live in a household where a language other than English is spoken and one third were born in another country.
- E. Almost 14% of U.S. public school students receive special education services because they have an identified disability.
- F. Sixteen percent of children ages 5 – 17 lived in families with incomes below the poverty level.

33. What can be said accurately about the data in the following table?

Percent of Students Scoring at or Above Basic Level on NAEP
(National Assessment of Educational Progress) by Race/Ethnicity
1990/92 to 2005

Student Group	Math	Reading			
	1990/92	2005	1990/92	2005	
African-American	Grade 4	17	60	32	42
Grade 8	22	42	45	52	
Hispanic	Grade 4	33	68	39	46
Grade 8	34	52	49	56	
White	Grade 4	59	90	71	76
Grade 8	60	80	77	82	
Asian/Pacific Islander	Grade 4	73	90	60	73
Grade 8	76	81	76	80	

- A. African-American students in Grade 4 made greater point gains in Math between 1990/92 and 2005 than any other student group made in Math.
- B. The percentage of Hispanic students attending math classes has increased from 33 to 68 percentage points between 1990/92 and 2005.
- C. African-American students have made greater percentage point gains in Reading between 1990/92 and 2005 than White students have.
- D. Asian/Pacific Islander students consistently score higher than white students in all 2005 tests.
- E. All student groups are scoring higher in Math and Reading in 2005 than they were in 1990/92.
- F. Generally, Asian/Pacific Islander students are smarter than White, Hispanic, or African-American students.
- G. A, C, and E are correct.

34. What can be said accurately about the data in the following table?

Percentage of Students Scoring at or Above the Basic Level on NAEP by Income Level and Subject

Student Group	Math	Reading			
	1996	2005	1998	2005	
Low-Income	Grade 4	40	67	39	46
Grade 8	38	51	56	57	
Not Low-Income	Grade 4	76	90	73	77
Grade 8	69	79	80	81	

- A. Low-income students tend to score at or above the basic level on this test more frequently than do students who are not low-income students.
- B. Gains in reading between 1998 and 2005 appear to be stronger than gains in math for both income groups.
- C. Gains in math for low-income students between 1996 and 2005 at the 4th and 8th grade levels are greater than the gains for the same students who are not low-income students.
- D. Statements A, B, and C are false.
- E. Statements A, B, and C are true.