
Preface to the Second Edition

In the opinion of fools, it is a humble task, But, in fact, it is the noblest of occupations.

—Erasmus

Tell me and I'll forget; show me and I may remember; involve me and I'll understand.

—Chinese Proverb

Education's purpose is to replace an empty mind with an open one.

—Malcolm S. Forbes

Welcome to the second edition of *Teaching 101*. I am gratified that you, the reader, have found this book so practical and valuable. I have updated the book to make it even more user-friendly. The second edition is premised on three important principles highlighted in each of the above quotations. First, teaching is an esteemed profession. Be proud as a teacher because your influence is enormous, probably beyond your expectations. Second, this book emphasizes an active approach to learning. Successful teachers go beyond lecture and giving directions; they inspire by involving students in the learning process. This book includes many interactive activities to involve you, the reader. Third, as represented by the final quotation, the purpose of education, as advocated in this edition, is to expand one's intellectual horizons through critical reflection and openness to lifelong learning. What else do these quotations convey to you?

Response: _____

(Share thoughts with a colleague.)

Listed below are the changes made for this second edition of *Teaching 101*.

1. Updated all citations and references, including Web sites
2. Rechecked complete text for readability (consequently, some text was deleted and/or added)
3. Added relevant quotations, explanations, and exercises
4. Included an introductory activity sheet at the start of each chapter to prompt important thinking about upcoming ideas
5. Moved the chapter on assessment earlier in the text and eliminated the chapter on portfolios because such work is not necessarily critical for a beginning teacher
6. Added a section on bully prevention in Chapter 3
7. Added two new detailed and excellent lesson plans as samples for readers in Chapter 4
8. Substantially revised Chapters 8, on curriculum development, and Chapter 9, on technology.
9. Added a new appendix (Appendix D: Teacher's Suggestions Exchange Forum)

I hope you appreciate these changes. Please feel free to e-mail me (glanz@yu.edu) any suggestions for further improvements for *Teaching 101*.

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On the first day of class, I tell my 30 eager prospective college students a story. After all, isn't that what good teachers do? That is, tell stories. This is a famous story, I explain, told at Harvard Law School, in which 175 eager, albeit anxious, first-year law students await their first professor in their first course. A middle-aged, scholarly-looking gentleman dressed in a dapper blue suit enters the huge auditorium through one of the doors adjacent to the stage. The professor walks across the stage without looking out at his audience. He places his ledger on the podium and peers out at his students and selects his victim. "You," pointing to a male student in the rear of the auditorium, "state the facts in the case before you." Nervously and hurriedly, the 175 students read the case they had only moments before ignored. The student selected by the professor offers no response. Once again the

professor repeats his request. The student again freezes. Again the request is made. “State the facts in the case before you.” The student gives an inadequate answer. Stoic and silent, the professor nonchalantly reaches into his pocket and takes out a dime and says “Take this dime, call your mother (it’s an old story!), and tell her to pick you up because you’ll never become a lawyer.” Shocked, yet thankful they weren’t called upon, the 174 other students anxiously await the student’s reaction. No response. “You heard what I said. Take this dime and tell your mother to pick you up.” The student rises and walks slowly toward the stage. Hushed silence pervades the auditorium. Suddenly the student stops, looks up at the professor and shouts “Sir, you are a bastard.” Without batting an eyelash, the professor looks up and says, “Go back to your seat; you’re beginning to think like a lawyer.”

“This story,” I inform my class, “epitomizes the purpose of law school, which is to instill habits of skepticism, verbal aggressiveness, and the readiness to challenge the authority of a lawyer.” I continue by conveying my expectations and hopes for them this semester. “My purposes in teaching this course are very different from that professor at Harvard. I do, however, want to help you begin to *think and act* as a teacher . . . to respect teaching as a noble profession.” That is my goal for you, too, my reader. To think, act, and be proud that you are a teacher. As a new teacher, you face daunting tasks and inevitable challenges. The problems and pressures you encounter are unique. At every turn you may be belittled, criticized, and unappreciated. Those who do not teach can never really know all that you encounter and experience. As one of my nonteaching acquaintances once queried: “How tough can it be? You teach a half a year, have all holidays and summers off, and leave work when the sun is still shining?!” Go on, explain . . . ugh . . . Do you feel the same way? Respond to the Likert-type statements in Form P1 to reflect on and express your feelings about your profession and some of the reasons why you decided to teach.

Form P.1 RESPOND

RESPOND				
<i>SA = Strongly Agree (“For the most part, yes”)</i> <i>A = Agree (“Yes, but . . .”)</i> <i>D = Disagree (“No, but . . .”)</i> <i>SD = Strongly Disagree (“For the most part, no”)</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
1. I feel upset when others criticize or belittle teachers and teaching.				
2. I became a teacher and remain one because I love children (my students).				

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(Continued)

<i>SA = Strongly Agree ("For the most part, yes")</i> <i>A = Agree ("Yes, but . . . ")</i> <i>D = Disagree ("No, but . . . ")</i> <i>SD = Strongly Disagree ("For the most part, no")</i>	<i>SA</i>	<i>A</i>	<i>D</i>	<i>SD</i>
3. I consider those who go into teaching, for the most part, committed and dedicated professionals.				
4. I would recommend that my son or daughter become a teacher if he or she is inclined to do so.				
5. I went into teaching, for the most part, because of the emotional satisfaction provided.				
6. I'm disturbed when the media misrepresent teachers and teaching.				
7. I consider myself a professional on a par with lawyers and medical doctors.				
8. I'm uncomfortable when I have to defend why I went into teaching.				
9. Teachers should receive more recognition and remuneration.				
10. I chose to become a teacher because I want to make a difference in the lives of my students, not because I'll have summers off.				

If you checked *Strongly Agree* (SA) for most, if not all of the items, then you value your chosen profession, understand why it's so vital to society, and are upset when others misunderstand or denigrate teaching. And now for another story.

Many years ago when I was a fourth-grade teacher with only a few years of teaching experience, I attended a conference, unrelated to education, in Austin, Texas. Between conference sessions, I walked into a cocktail reception area and found myself in a small group with three other conference attendees. Not knowing each other, the first question one of the fellows posed was "What do you do?" An athletic, tall, tan-skinned gentleman dressed in a rather expensive black suit proclaimed proudly that he was an

anesthesiologist. The next gentleman, anticipating his turn, announced boldly and arrogantly, “I am a *successful* attorney” (notice the added adjective) “working on Wall Street.” Intent to outdo the first two contributors of this dull yet intense conversation was a short, stocky middle-aged man who stated emphatically, “Well, I own a chain of high-tech companies throughout North America” (fortunately for him, this conversation took place many years prior to the recent demise of dotcoms and related tech companies). Their eyes then turned toward me. I must admit I hesitated for a moment. I swallowed and looked as confident as I could saying, “I am a teacher.” They stared at me in deathly silence. The seconds felt like minutes. Then, I think it was the lawyer who muttered, “Uh hum . . .” Clearing his throat nervously, he quickly changed the topic to discuss the weather. The discomfort was palpable. Although I’m usually reticent in such situations, a fearless attitude overcame me that afternoon. Perhaps it was wanting, or needing, to “give it” to those snobbish, elitist “gentlemen,” or perhaps I felt an obligation to the profession I loved so much. I stated loudly and clearly, “Excuse me, but may I ask how you became a lawyer?” Momentarily stunned, the fellow retorted, “Well, of course, I attended the finest law school.” “And,” I added, “who taught you how to conduct research, write a brief, and to do ‘lawyering’ in general?” “Well, my professors of course.” To which I quickly responded, “Oh, you mean teachers.” At that point, I placed my drink on the nearest tabletop and disdainfully walked away from the smoke-filled room with so much negative energy.

Teaching is certainly noble, as the quote by Erasmus at the beginning of this preface indicates. Teachers have the privilege of caring for youth by helping them develop the necessary academic and social skills for successful living. As Elliot Eisner, an insightful educational critic, insightfully posits (and I’m paraphrasing), “The purpose of teaching is not to help students do well in school but, rather, to do well in life.” Teachers, then, are in an optimal, influential position to make a difference in the lived experiences of their students. As such, teaching is indeed important and should receive its due recognition.

I wrote this book because I believe that teaching is a spiritual and intellectual calling. Teaching is both a science and an art. I believe that teachers are born great, but I also believe that one can become a great teacher. How to do so is not as easy to answer. Books on becoming a teacher flood the market. Many of these texts are used in college courses for preparing prospective teachers. Most, if not all, of these books are lengthy and cover many topics that are not necessarily critical for the K–12 practitioner. A new book is needed that culls the essential principles and ideas about teaching in an easy-to-read, concise yet thoughtful and still comprehensive manner. *Teaching 101* is such a text. I have tried to distill essential ideas

and practices into a concise text that is reader-friendly, easy to understand, and practical.

CAUTIONARY NOTE: This book cannot really convey “all” you will ever need to know about teaching. I’ve culled what I thought was the most essential as a start. As you progress in your wonderful career, you necessarily will deepen your knowledge, understanding, and practice. As a teacher, you need to be a lifelong learner. Always seek to improve and learn. Read education journals and magazines like *Educational Leadership*. Join organizations like the Association for Supervision and Curriculum Development (ASCD) (<http://www.ascd.org/>). Attend professional development training sessions at your college, school, or district office.

Teaching 101 identifies, describes, and explains essential theories and practices for excellence in teaching and being a successful teacher. This book is primarily written for new teachers, whether they are contemplating the career, just starting out, or within the first several years. The ideas and principles contained here are necessarily generic and relate to teachers at all levels K–12. *Teaching 101* is written in workbook format to facilitate easy reading and use. Charts, photos, boxed text, questionnaires, and practice exercises will make for easy, enjoyable, and meaningful reading.

Teaching 101 includes the following chapters:

- *Why Does Teaching Matter?* A short and hopefully inspirational beginning to help you understand the importance of education and teaching, as well as the impact we have as teachers.
- *What Makes a Good Teacher?* A practical overview of specific knowledge, skills, and dispositions that good teachers possess.
- *Who Are the Students in My Class?* Some of the differences in student learning styles and needs of students.
- *How Should I Write Lesson Plans?* A nuts-and-bolts approach to designing lessons.
- *Can I Effectively Manage My Classroom?* Simple and effective suggestions and guidelines to successfully promote positive student behavior in the classroom.
- *How Can I Help My Students Learn?* An analysis of several key metacognitive strategies that promote learning drawing on brain-based learning strategies, including study skills instruction and cooperative learning.
- *How Should I Assess and Grade My Students?* Simple yet concise guidelines on developing a system of assessment in your classroom.
- *How Can I Best Incorporate State and District Curriculum Standards?* Suggestions for teaching to the numerous statewide and local standards-based reforms while at the same time developing creative, interdisciplinary lessons.

- *How Can I Begin to Incorporate Technology Into My Teaching?* Suggestions for using technology to best promote student learning.

Teaching 101 begins with an Activity sheet, then includes Focus Questions at the start of each chapter and Follow-up Questions/Activities that you are encouraged to answer or undertake. You also will find a number of interactive tools (“Reflect,” “Respond,” and “Recollection”) that provide background, reinforce ideas, and/or extend practice that I hope you respond to by writing responses or thinking deeply. These interactive tools will engage and challenge you to reflect on new material and help deepen your appreciation of the complexities of teaching; that is, teaching well. *Teaching 101* also includes four useful appendixes: Appendix A contains essential readings; Appendix B contains key Web sites that will provide practical ideas, information, and teaching suggestions; Appendix C contains a self-assessment instrument for use as a reflective tool to assist you in becoming an even better teacher; and Appendix D contains information on how to keep abreast of the latest research and practices in teaching.

This book will acquaint you, the prospective and/or new teacher, with ideas about teaching that are essential for success. The book also will reinforce or ingrain information you might already know. *Teaching 101* will encourage you to develop and maintain a professional outlook. No other profession is more important than the one you’ve chosen. You have an awesome responsibility to really make a difference in the lives of others. Take the questionnaire that follows to self-assess your own motivations, goals, and perspectives.

Share your responses with explanations with a colleague. Do others share your views? Explain.