Formatting Text Information for Recall

"*If you don't know where you are going,*

you'll probably end up someplace else."

—Yogi Berra

MAKE CONNECTIONS

Self-Assessment Checklist

Complete the self-assessment checklist before you begin Chapter Eight to activate your background knowledge about the **chapter objectives.**

- ✓ Check "I know it" if you can explain the concept to someone.
- ✓ Check "I've heard about it" if you recognize the concept but cannot explain it.
- ✓ Check "I don't know" if you have no prior knowledge of this concept.

Explain the best ways to highlight text.

☐ **I KNOW IT**   ☐ **I'VE HEARD ABOUT IT**   ☐ **I DON'T KNOW**

Distinguish between highlighting and annotating text.

☐ **I KNOW IT**   ☐ **I'VE HEARD ABOUT IT**   ☐ **I DON'T KNOW**

Describe how to annotate text.

☐ **I KNOW IT**   ☐ **I'VE HEARD ABOUT IT**   ☐ **I DON'T KNOW**

Define and describe mapping.

☐ **I KNOW IT**   ☐ **I'VE HEARD ABOUT IT**   ☐ **I DON'T KNOW**
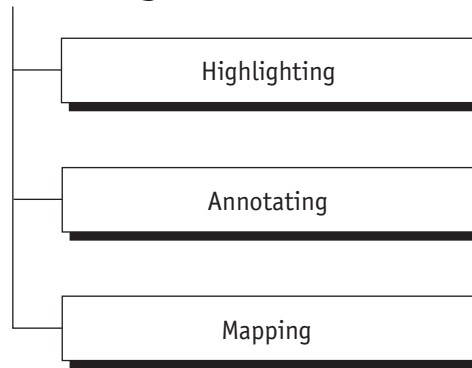
Identify how mapping information can improve recall.

☐ **I KNOW IT**   ☐ **I'VE HEARD ABOUT IT**   ☐ **I DON'T KNOW**

Formatting Text for Recall

- Highlighting
- Annotating
- Mapping

Although you will read to learn new information throughout your life, when you read to learn for a college course you must remember enough of the information to pass an exam or otherwise demonstrate you have a firm grasp of the material. By using active reader techniques that you have explored in this text, you increased your understanding of the information as you read. However, your courses now cover much more information in a shorter period of time than they did in high school. If you read your history or psychology text for three to six hours a week, you cannot afford the time to completely reread all of the material when it comes time to study for an exam. It would take more hours than you have in a day or even a week to reread everything. Even then, just reading does not guarantee that you would remember the information. You must work at different ways to format the text you read so that you can more easily recall the information.

Although there are many methods you may use to help you, this chapter will survey three popular methods—highlighting, annotating, and mapping of information. In their own way, each provides a road map for review to help you more efficiently reach your goal of passing. Highlighting helps you to mark important ideas but does not distinguish these ideas in any way. Annotating expands this marking by including separations of ideas, notations of importance, questions, and relationships. Mapping visually organizes information and presents a clear picture of the connections between ideas. Even if you have used one of these methods previously, practice each one with a college mindset. Each technique has its pluses and minuses, and you may use them for different reasons. Examine the textbooks that you currently use with a critical eye. Which technique would work best for each one? Perhaps annotating and highlighting help as you actively read while a map creates a summary or review of the information. Keep your academic goals in mind, so you know when you have reached them.

TOPIC: EDUCATION

According to *The Princeton Review* article, "Top 10 Most Popular College Majors," an elementary education major ranked fourth and an education major of any grade level ranked sixth. Becoming a teacher is a popular career choice of incoming college freshmen.

If you decide to pursue a major in education, some college programs offer an area of specialization such as early childhood, language arts, or mathematics. Your academic work would include courses dealing with the foundations, methodology, and psychology of education. For instance, a Foundations of Education class presents a study of school from historical, sociological, educational, and philosophical perspectives. Methodology courses discuss the different approaches to teaching a particular subject area such as science. A course entitled Psychology of the Exceptional Child deals with an overview of the human development of people with a full range of disabilities and special health care needs. Student teaching as well as state certification exams complete the program.

Today's teacher has the responsibility not only to convey knowledge in areas such as math, reading, science, and history but also to impart morals, values, and character to each of the students. A good teacher is motivated, flexible, caring, and nurturing. A sense of humor and confidence adds to the valuable leadership of an effective teacher. Most importantly, good teaching is about having fun and passing on the joy of learning to today's youth.

FOCUS ON FORMATTING TEXT FOR RECALL

Highlighting

As you read other college textbooks, it is soon apparent every chapter contains a great deal of important information. Professors may assign multiple chapters each week in order to complete their course work in a semester. This workload places heavy demands upon students to both read and remember the assignments. Because textbooks are not meant to be suspense novels that automatically grab and hold your interest, it is important to maintain an active reading role both mentally through the reading process and physically through one of several techniques for marking text. The simplest of these methods is highlighting.

Highlighting is the marking of important text using a pen, pencil, or highlighter. Students often resist marking their text in any way because they hope to sell the book at the end of the semester. Nevertheless, it is important to get the most out of a textbook when taking the course rather than to focus on the sale of the book when the course is over. You will probably spend the extra ten dollars you may receive from an unmarked book in a day, but the better grade you receive by actively studying and marking your text will remain on your transcript for life.

Since highlighting is an easy technique, students often become victims of "highlightitis" as they effortlessly mark or color almost every sentence. Other students experience the "rainbow effect" by working with multiple colors and creating elaborate systems of color coding but still covering every sentence. In these cases efficient reviewing cannot occur because you would have to reread every word.

To highlight more efficiently think about what is important to reread when you review and study the information. Main ideas, definitions, and connections of concepts are examples of important information. Examples or minor details help you to understand the idea as you read, but you do not need to highlight them.

Consider the following guidelines when you highlight a reading.

■ Read the paragraph or section in its entirety first without highlighting. Then go back and highlight what is important. This will prevent you from highlighting everything as you read.

■ Use the bold faced headings to point you in the right direction. The headings signal the topic being addressed. Use the information gained when you previewed to help you choose the significant information.

■ Highlight the topic and the main idea. Be selective of the supporting details that you highlight.

■ You do not need to highlight every word in an important sentence. Choose enough to make sense upon review.

■ Keep a balance between too little highlighting where you only mark one or two words and too much highlighting where you underline every word. Too little will give you an incomplete review, and too much will defeat the purpose of an efficient review.

■ Be consistent how you mark the text. Some students can work effectively with two different color markers, but be careful that you focus on the ideas presented and not the colors used.

■ Reread what you highlighted to assure that you chose the most important ideas in the reading. After you become adept at this technique you will not need to check yourself as often.

Examine the highlighting in the following paragraph. Notice the information available to review after highlighting.

We can use the word *memory* in a variety of ways, sometimes to refer to how well we can put something away for future use, sometimes to how long we can retain it, and sometimes to how well we can get to it. We consider four aspects or operating characteristics of memory: *input* (how the material goes in), *capacity* (how much can be held), *persistence* (how long it can be held), and *retrieval* (getting it out again). We also consider what would appear to be several kinds of memory, because memory does not always look like the same process when examined in different ways. Psychologists in fact often distinguish three kinds or aspects of memory, depending on the time that elapses between the original presentation of something to be remembered and the test to see what can be retrieved. The first aspect, termed sensory store, is related to information from its arrival at a receptor organ, such as the eye, until a perceptual decision is made, for example, the identification of several letters or words. The second aspect, usually called short-term memory, involves the brief time we can maintain attention to something immediately after its identification, for example, remembering an unfamiliar telephone number as we dial it. Finally, there is long-term memory, which is everything we know about the world, our total amount of nonvisual information.

SOURCE: *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read,* 5th edition, Frank Smith, Lawrence Erlbaum Assoc., 1994.

EXERCISE 8.1
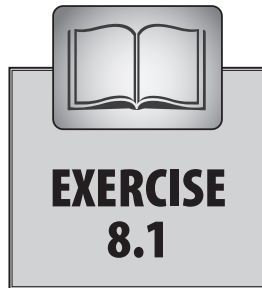
Practice highlighting the following selections.

1. The extensive amount of literature dealing with cooperative learning indicates its broad appeal and current prominence in educational thought; included in the list is work representing the fields of social psychology, secondary education, reading education, elementary education, sociology, writing education, bilingual education, adult education, and educational psychology. It's not surprising, then, that the literature abounds with various names for cooperative learning, most of which are used synonymously; e.g., "group problem solving," "groupwork," and "group investigation." An important distinction does exist, however, between *cooperative learning* and *collaborative learning* (even though the terms are often used interchangeably); this distinction centers around who does what planning for whom. That is, *cooperative learning activities* are most often conceived and planned by the teacher and carried out by students in cooperative groups working from teacher direction and assistance. *Collaborative learning activities* are projects and ventures that are student-directed: projects planned, developed, and carried out by student groups in consultation with the teacher. This distinction gets fuzzy in both theory and practice when teacher-planned activities develop a life of their own and brand new direction as student work progresses, and/or when student-planned activities bog down and require greater amounts of structure and assistance from the teacher. Thus, cooperative activities can become collaborative and collaborative student planning may require considerable teacher direction.

SOURCE: *Teaching Content Reading and Writing,* 2nd edition, Martha Rapp Ruddell, Allyn & Bacon, 1997.

State the main idea of the selection.

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2. The first basic element of successful teaching relates to content knowledge. Teachers have as their primary function making content knowledge accessible to students. Content knowledge has two main parts: knowledge of the subject matter content and knowing how to use content knowledge. Teachers must first become knowledgeable in the field to be taught. This assumes a commitment to life-long scholarship in the subject so as to remain current in the field. Being a master teacher in the information era, however, does not end with simply knowing a great deal about one's subject; an understanding of the relevance of the field in the world today and how to "put the subject to work" is also essential.

Assessment practices are another basic element of successful content classrooms that are an inseparable part of teaching when applied appropriately. Two forms of assessment used are referred to as *qualitative* and *quantitative*. Qualitative assessments elaborately describe what students know and can do with content knowledge they have acquired. Words are used to describe a student's progress instead of letter grades or percentage scores. Quantitative assessments use numbers or letter grades to summarize in simple terms how students are progressing.

The learning environment is a fundamental element of successful content classrooms. There are at least two considerations in quality learning environments: structure and climate. Structure pertains to the physical environment of the classroom—furniture

placement, technology. Climate relates to the emotional environment cultivated by the teacher to encourage a spirit of cooperation and collaboration among students.

SOURCE: *Teaching Reading in the Content Areas: Developing Content Literacy For All Students,* Robert R. Cooter, Jr. & E. Sutton Flynt, Merrill-Prentice Hall, 1996.

State the main idea of the selection.

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3. Open education is an attempt to restructure preschool and primary classrooms into settings that support individuality, promote independence, encourage freedom, and demonstrate respect for children. In this context, open education is a logical extension of many of the ideas of Montessori, Dewey, and Piaget. Open education is an attitude that encourages children to become involved in their own learning. Teachers allow children to make choices about how and what they learn. Teachers can conduct an open program regardless of the physical, social, or financial setting of the school or community.

Open education is an environment in which children are free from authoritarian adults and arbitrary rules. Contrary to popular misconception, children are not free to do everything they choose. Within broad guidelines, however (ideally established by teachers, students, and administrators), children are free to move about the room, carry on conversations, and engage in learning activities based on their interests.

Open education is child-centered learning. Adults do not do all the talking, decision-making, organizing, and planning when it is children who need to develop these skills. Open education seeks to return the emphasis to the child, where it rightfully belongs.

The foundations of open education can be traced to Pestalozzi, Froebel, Montessori, and Dewey, although they did not use the same terminology. Montessori might be called the first modern open educator, because she allowed children to enjoy freedom within a prepared environment. She also encouraged individualization instruction, and most important, insisted on respect for children.

SOURCE: *Early Childhood Today,* 4th edition, George S. Morrison, Merrill Publishing, 1988.

State the main idea of the selection.

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Annotating

While highlighting marks important ideas, you can expand the information available for review by adding your own thoughts and reactions through annotations. You have added your questions and comments to the readings in previous chapters. Annotating expands this marking by including separations of ideas, making notations of importance, noting definitions, and showing relationships through comments or symbols.

You can create your own symbols for a main idea, details, or definitions. For example, you can use a double line under a main idea or a circle around a definition. Abbreviations for examples or definitions such as *ex.* or *def.* help to pinpoint information when studying. Arrows may note relationships. You can number important factors and use brief margin notes to summarize a passage. Use whatever is comfortable and makes sense to you. However it is very important that you keep the symbols the same each time you use them. This will eliminate confusion when you review what you have annotated.

There are no rules for annotating your text. You must choose the best way to keep yourself actively involved in learning the material. Consider the following points when adding annotations.

■ Note your annotations as you read. Review them after reading and add additional notes as you highlight.

■ Mark important ideas, definitions, or examples that help you to understand the concept.

■ Watch for numbers such as *three key points,* then enumerate them when annotating.

■ Mark any point you did not clearly comprehend. Make sure you understand the idea upon review.

■ Mark an author's point of view or purpose.

■ Note any points of contrasting opinion. Perhaps an author presents two sides of an argument or perhaps you disagree with the author's opinion.

■ Just as in highlighting, too many annotations will distract from understanding. After reading review your annotations.

Common symbols

Ex	example
Def (or circle)	definition
MI (double underline)	main idea
**	very important
??	did not understand
↗	is related to another idea
1, 2, 3	enumerated ideas

Examine the following annotated selection.

Rewards of teaching

1—Satisfaction
Who are they
talking about?

As hard as the job is, as <u>intellectually, physically, and emotionally demanding, teaching young children is also a joyous experience</u>. To those who have worked with young children, nothing can equal the <u>satisfaction, excitement, and reward that comes from teaching. First,</u> early childhood teachers have the <u>satisfaction</u> that comes from being in a profession dominated by giants, <u>of taking a place among those who</u> through hard work, understanding of children, and intellectual toughness <u>changed the very nature of American education.</u>

2—Respect

Then, too, as the <u>awareness of the importance of the early years</u> becomes <u>more widely appreciated</u>, the early child <u>teacher achieves</u>, little by little, more and <u>more respect</u>. As highly qualified sensitive, knowledgeable, and aware persons enter the field, respect for the profession grows.

3—Joy
Describing
pre-schoolers
2–4 years?

But <u>most of all</u> there is the <u>pure joy</u> of working with young children. Nothing compares to being with preschoolers. The thrill of being with a child <u>discovering new things and mastering new skills</u> cannot be described. Preschoolers experience life fully seeing each day as a fresh, wonderful day of waiting adventures. It is difficult not to be caught up in the same anticipation and <u>joy of life</u> when you are with young children.

SOURCE: *Teaching Young Children,* Carol Seefeldt, Prentice Hall, 1980.
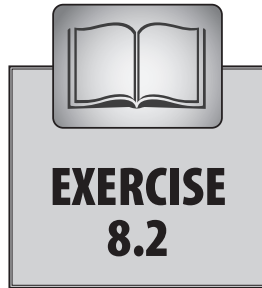
EXERCISE 8.2

To see the difference between highlighting and annotating reread the paragraphs in exercise 8.1. Annotate the paragraphs in 8.1 to clarify the information. Then annotate the following paragraphs.

1. Play is defined as spontaneous, self-initiated activity with no purpose other than the immediate pleasure derived from participating in the activity. Children in all societies play. Nature and the world around them provide a rich learning laboratory. Children play alone, with peers, and in groups. Play changes as children develop. Using all of their senses, children explore long before they put any objects to use in their play. They touch, smell, see, and listen. In the earliest months and years, children are more involved with the manipulation of materials than they are with the uses of them. A toddler tries to examine also most anything in sight and within reach. Pots and pans from the kitchen are favorite toys that a child can bang and pound as she enjoys the noises she makes. She drops something and expects someone to pick it up, repeating the process for as long as anyone will play with her.

   Early explorations are largely made through trial and error. When a child is satisfied with his results, he will repeat the action many times. He takes great pleasure in this self-imposed drill. Paul discovers he can put the lid on the jar and then remove it. After many tries he finds he can do it without help. He continues the task because he is having such fun with this newly found skill. A child plays as long as he is interested, until he becomes frustrated, or until he feels satisfied with what he has accomplished.

   SOURCE: *Young Children Exploring and Learning*, Lucile Lindberg & Rita Swedlow, Allyn & Bacon, 1985.

   State the main idea.

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2. All young children need vigorous physical activity each day. The following suggestions can help teachers plan gross- and fine-motor activities that encourage the physical development of children.

   Three- and four-year-olds
   ■ Outdoor play: provide enough space for children to move about freely: running, jumping and skipping. Many children can ride tricycles. As children learn to throw and catch provide rubber balls.
   ■ Indoor play: Indoor equipment can now include rocking boats, foam cubes, individual steps and low slides. As children tire easily after periods of vigorous activity, there should be a balance between quiet and active play: vigorous activity followed by a story, discussion or snack. Children can be encouraged to draw, assemble puzzles, and cut with scissors.

   Five- and six-year-olds
   ■ Outdoor play: Provide opportunities to demonstrate movement and/or impulse control, such as "statues," run-and-stop, or seeing how long they can stand on one foot. Five-year-olds can use hula hoops and jump ropes. They will also need durable rubber balls for kicking.

■ Indoor play: Make certain children have many opportunities to experiment with representation of fine motor control. Five-and six-year-olds have a keen interest in the alphabet, words, drawing, and making collages. Paper, markers, crayons, watercolors, fingerpaints, glue, stickers—any and all arts and writing materials should be plentiful and available.

SOURCE: *Early Childhood and Curriculum Resource Handbook,* Kraus International Publications, 1993.

State the main idea.

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3. A reading-study system is a step-by-step procedure that helps you learn as you read. The basis of the reading-study system, SQ3R, designed by Francis P. Robinson in the 1940s, is the reading process. Robinson designed this system primarily for textbook chapter reading, but it is adaptable for reading any selection. The system improves your retention of the material. Letters in the system's name represent each of the five steps: **S**urvey, **Q**uestion, **R**ead, **R**ecite and **R**eview.

Steps in the SQ3R Method
The abbreviation SQ3R stands for the steps that a student follows in using the higher-level study method. A description of each step is given below.

1. **Survey**   Glance over the headings in the chapter to see the main points that will be developed. Also read the final summary paragraph. This survey should not take more than a minute and will help you organize the ideas as you read them later.

2. **Question**   Turn the first heading into a question. It will bring to mind information already known, thus helping you to understand that section. The question also will make important points stand out as well as explanatory detail.

3. **Read**   Read to the end of the first headed section and find the answer to the question. This is an active search for answers.

4. **Recite**   Having read the first section, look away from the book and recite the answer to your question. Use your own words and cite an example. If you can do this, you know what is in the book; if you cannot, glance over the section again and jot down key phrases.

   Now repeat steps 2, 3, and 4 with each successive headed section. Read in this way until the entire lesson is completed.

5. **Review**   When the lesson has been read through in this way, look over your notes to review the main points and their relationship and check your memory by reciting major sub points under each heading.

SOURCE: *Effective Study,* 4th edition, Francis P. Robinson, Harper & Row, 1970.
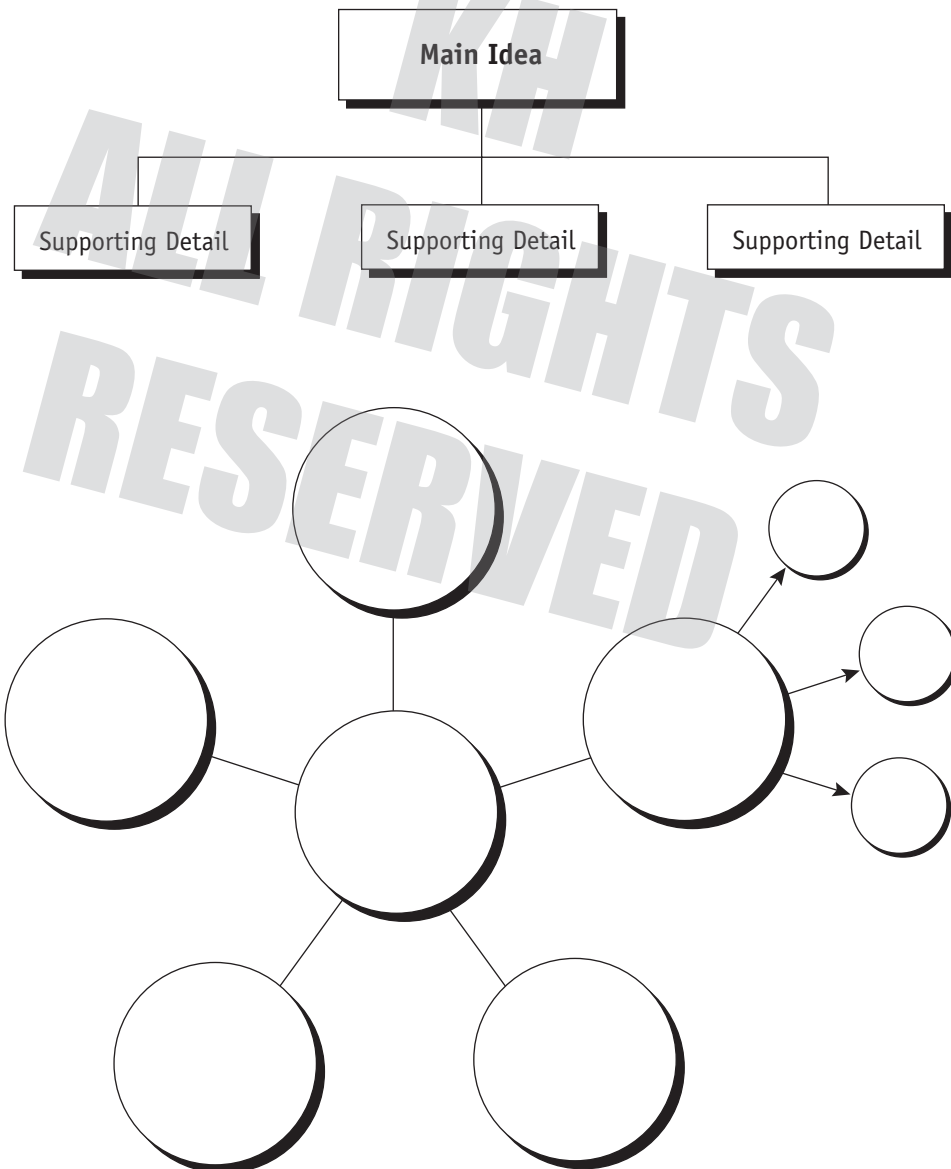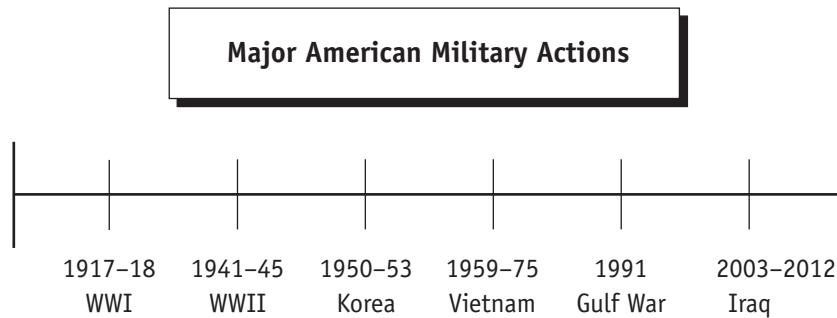
State the main idea.

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Mapping

Mapping is a visual way of showing how the ideas in a chapter or reading relate or connect to one another. By creating diagrams that group the information, you can more easily see the relationships of the ideas. Since maps organize the important information into a visual form, visual learners find them especially helpful when recalling information.

Maps may use lines, circles, or boxes and can consist of general information or specific details, depending on the course requirements. You may see a visual presentation of flowcharts, timelines, or steps in a process.

The textbook may use maps for a particular reading or to connect the main ideas in an entire chapter. Mapping the main points of an entire chapter on one sheet of paper provides a quick and simple reference to use when reviewing.

The following are examples of different styles of maps you may utilize.

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┌─────────────────────────────────┐
│   Major American Military Actions │
└─────────────────────────────────┘
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1917–18	1941–45	1950–53	1959–75	1991	2003–2012
WWI	WWII	Korea	Vietnam	Gulf War	Iraq

There are no specific rules for creating mapping. Each map will reflect the important ideas. Here are some general guidelines to consider when creating maps.

■ Read the chapter or selection in its entirety. Then highlight and annotate the important points.

■ Identify the key topic of the map you are going to design. Think about how the rest of the information relates to the topic. You are looking for main ideas and supporting details that help explain the topic.

■ Decide on the form of your map. For example, if you have a topic with five important points you may choose to design your map as a circle in the middle of the page stating the topic and five lines radiating from that circle stating the key points.

■ Draw the framework of the map. Fill in the topic and important points. Make sure it all is clearly readable without having to turn the paper in different directions. Write neatly and be sure to spell all terminology correctly.

■ Review the textbook information once more to make sure you did not omit any valuable information from the map.

Read the following selection and examine the map that visually represents the information.

Because these conclusions offer a distillation of the principles and a holistic and integrative view of key assumptions about the meaning of learner-centered, we call them premises of a learner-centered model.

**Premises of the Learner-Centered Model**

1. Learners are distinct and unique. Their distinctiveness and uniqueness must be attended to and taken into account if learners are to engage in and take responsibility for their own learning.

2. Learners' unique differences include their emotional states of mind, learning rates, learning styles, stages of development, abilities, talents, feelings of efficacy, and other academic and nonacademic attributes and needs. These must be taken into account if all learners are to be provided with the necessary challenges and opportunities for learning and self-development.

3. Learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learner and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience.

4. Learning occurs best in a positive environment, one that contains positive interpersonal relationships and interactions, that contains comfort and order, and in which the learner feels appreciated, acknowledged, respected, and validated.

5. Learning is a fundamentally natural process; learners are naturally curious and basically interested in learning about and mastering their world. Although negative thoughts and feelings sometimes interfere with this natural inclination and must be dealt with, the learner does not require "fixing."

SOURCE: *The Learner-Centered Classroom and School,* Barbara L. McCombs & Jo Sue Whisler, Jossey-Bass Publishers, 1997.
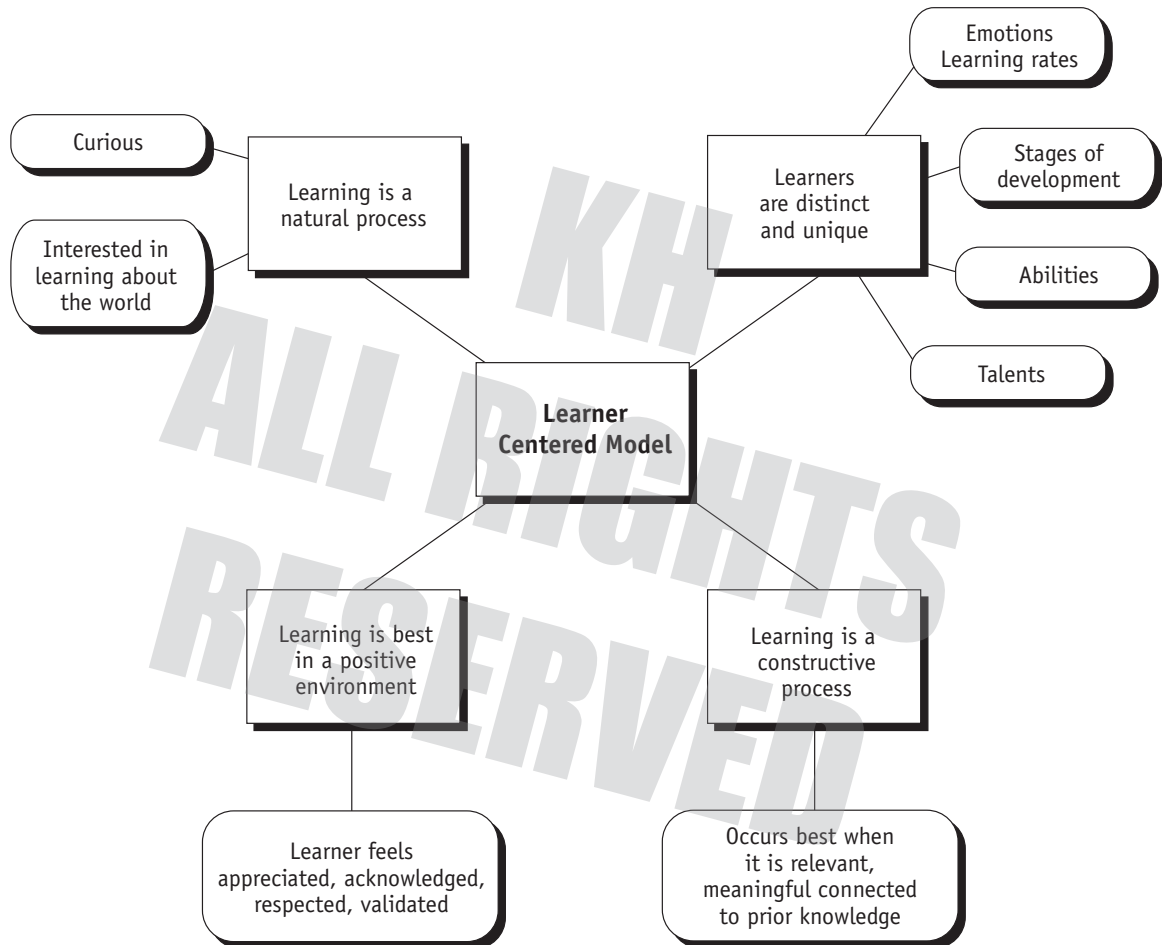
Remember, a map is an informal representation of your design for your personal study use. There is no right or wrong in choosing the form of your map, as long you show the relationship of the points in the text correctly. A clear, well designed map can become a useful study tool as you read to learn.
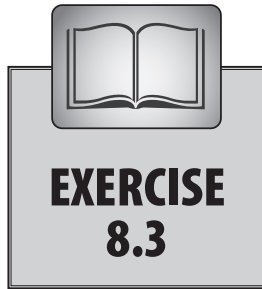
EXERCISE 8.3

Choose three of the selections in exercise 8.1 or 8.2. Create a map for each one.

1.

2.

3.

Application

EXERCISE 8.4

In addition to reading and answering the questions, highlight or annotate the following reading selections.

Selection One

"Self-Directed Learning" J. Patti and J. Tobin, *Smart School Leaders*

Before Reading

Preview "Self-Directed Learning" by reading the title and introduction, locating the headings and subheadings, noting important terminology, and examining visual aids, if any.

What is a self-directed learner?

_____

_____

_____

_____

What are some of the questions that guide self-directed learning?

_____

_____

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_____

What do you expect to learn?

_____

_____

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During Reading

Enhance your interaction with text by using the guide questions in the margins and by adding your own notations as needed to improve your comprehension.

Circle the words that are unfamiliar to you as you read.

Self-Directed Learning

¹ Perhaps the most essential characteristic that any school leader can model is that of being a self-directed learner. Self-directed learning is defined as "intentionally developing or strengthening an aspect of who you are or who you want to be, or both." A self-directed learner, in other words, is someone who wants to learn and is actively engaged in personal development. Imagine what it would be like to be in a school in which everyone, including the principal and the teachers, were demonstratively engaged in self-directed learning.

² To be an effective self-directed learner requires an understanding of the process of self-change and the steps to achieve it. A useful model to use for this purpose is the one developed by Richard Boyatzis, Professor and Chair of the Department of Organizational Behavior at the Weatherhead School of Management at Case Western Reserve University. His model (see Figure 1) is based on three decades of his research on and experiences with leaders of organizations.

³ As you can see from the model, self-directed learning is a cyclical process that involves five moments of what Boyatzis calls discovery. Each discovery entails a sense of discontinuity and a combination of self-awareness and a motivation to change. These five discoveries occur in the following stages:

⁴ **1. The First Discovery:** *My ideal self—Who do I want to be?* In your vision of the ideal leader, what would you be like? This may seem like an easy question to answer but to really answer the question truthfully, you must first sort out what you think you ought to say as opposed to what you truly believe. In doing so it's important to use your self-awareness and to find the answer that evokes your dreams, aspirations, and passion.
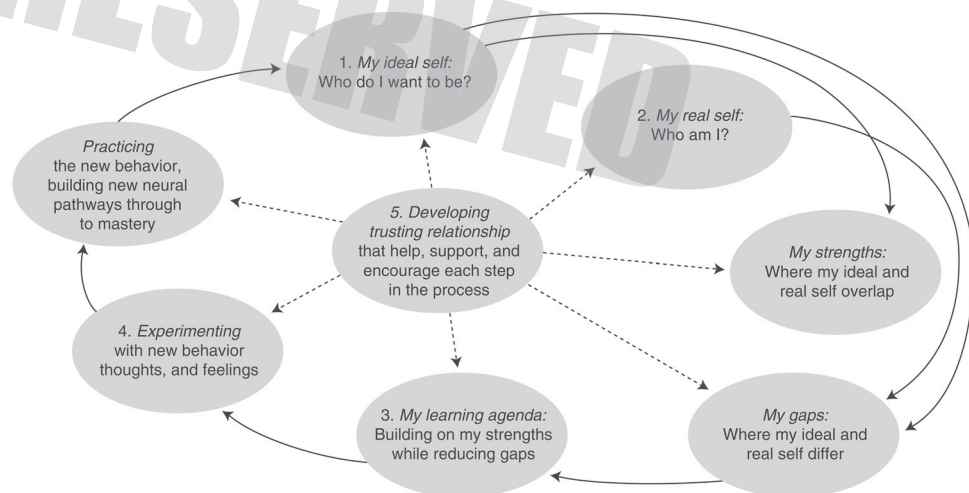

Figure 1.   Boyatzis's Theory of Self-Directed Learning (from Goleman et al., 2002, *Primal Leadership Harvard Business School Publishing*).

From *Smart School Leaders: Leading with Emotional Intelligence,* 2nd edition by Janet Patti & James Tobin. Copyright © 2003, 2006 by Janet Patti & James Tobin. Reprinted by permission of Kendall Hunt Publishing Company.

QUESTIONS/NOTATIONS

5 **2. The Second Discovery:** *My real self—Who am I?* What are my strengths and gaps? As a child, Yogi Berra, the baseball Hall of Fame catcher, was scolded by his teacher for his performance in class: "I remember a teacher asking me, 'Don't you know anything?' and I said 'I don't even suspect anything.' " So, often, we don't suspect anything. We live our lives but don't suspect that we have lost an accurate picture of who we are as people and leaders in this time and in this place. Our natural psychological processes, developed to protect us emotionally, tend to distort incoming information to our brains so that we may see ourselves either as more like or more dissimilar to our idealized selves than to who we actually are. In our research with principals, for example, we noticed that there was often a real gap between our subjects' perceptions of themselves as collaborators and the observations of both staff members and ourselves.

6 This distortion may be heightened because people, especially those you lead, may not be giving you accurate feedback because it makes them very uncomfortable to do so. To break out of these informational constraints, you need to actively question your self-portrayal and seek out 360-degree feedback from your boss, your peers and your followers. By energetically seeking out information about yourself and your performance from people who have frequent contact with you and view you from different perspectives, you are more likely to get an accurate picture. This is especially true if you make it safe to give negative information. Getting this information will enable you to assess your leadership strengths and gaps—the gaps representing the true differences between your ideal and real selves.

7 **3. The Third Discovery:** *My learning agenda—Building on my strengths while reducing the gaps.* In this stage, self-directed learners develop their own learning goals based on their vision, strengths, individual learning styles, what is feasible and realistic, and a time table flexible enough to suit their own orientation to the future (e.g., I learn better if I make detailed future plans while you do better with an open-ended approach). There is no right way to plan for this discovery because everyone is different as a learner. The criteria should be how well this plan fits the way you learn best and how practical the plan is for reducing the gap.

8 **4. The Fourth Discovery:** *Experimenting with and practicing new behaviors, thoughts, and feelings to the point of mastery.* The brain mostly learns new habits through implicit learning, which can only be learned through repeated practice. You cannot just tell your brain to unlearn old habits and then learn new habits. If that were so, your reading of this book and your desire to be the best leader you can be would lead like a straight path to the acquisition of EQ (Emotional Quotient) habits. However, anyone who has learned a sport, tried to break a bad habit, or tried to learn how to play the piano knows that the learning process is far from straight and requires prolonged time-on-task and on-going reflection. Reflective practice literally rewires the brain by strengthening different pathways in the brain and, in some cases, even fostering the growth of new neurons. When this circuitry is strong enough the desired behavior becomes automatic and a habit. Be patient. As Seneca, the Roman philosopher, said long ago, "The mind is slow in unlearning what it has been long in learning."

Emotional quotient is defined as a cross-section of emotional and social competencies that determine how well we understand and express ourselves, understand and relate with others, and cope with daily demands and pressures.

9 **5.** **The Fifth Discovery:** *Developing supportive and trusting relationships that make change possible.* Self-directed learning is not self-alone learning. It occurs best within a community of learners. In some school environments there may not yet exist such a community. The school leader must then find, both within and outside the school, people who will act as his support network for learning. Because optimal learning always exists in that zone between safety and risk known as challenge, a support system for leaders provides a safe harbor for experimentation while at the same time asking tough questions. Ideally, some of the people supporting school leaders should be school leaders themselves and able to understand the leader's challenges from three levels: personal, group, and organizational. This support team should be there for the self-directed learner throughout the other four stages.

After Reading

Vocabulary

Record the words that were unfamiliar to you on the *Vocabulary Chart* at the end of this chapter.

Define the following terms found in the selection.

1. entail _____

2. feasible _____

3. criteria _____

4. implicit _____

5. acquisition _____

Comprehension

To help you to evaluate your understanding, answer the following questions.

1. State the main idea of the reading.

_____

_____

_____

_____

_____

2. What are the five discoveries of Boyatzis's theory?

_____

_____

_____

_____

_____

3. What credentials make Richard Boyatzis a valid source of information on this subject? How did he arrive at his model of self-directed learning?

_____

_____

_____

_____

4. Each discovery needs several elements to succeed. What are two of these elements?

_____

_____

_____

_____

5. How does the visual map help to clarify Boyatzis's Theory of Self-Directed Learning?

_____

_____

_____

_____

6. To find the vision of our ideal self we need to truthfully identify what we _____ about our dreams and aspirations.
   a.   say
   b.   need
   c.   believe
   d.   dream

7. To get an accurate picture of yourself and how you interact with others you need feedback from your
   a. boss.
   b. peers.
   c. followers.
   d. all of the above

8. The main idea of paragraph 8 is
   a. We can only learn new habits through repeated practice.
   b. We can only learn new habits by telling the brain to unlearn old habits.
   c. The brain constantly builds neurons.
   d. The learning process is very straightforward.

9. To protect our emotional selves, we tend not to see ourselves as we actually are.
   a. True
   b. False

10. A support system for leaders allows a self-directed learner to accomplish all five discoveries.
   a. True
   b. False

Selection Two

"Mandatory School Uniforms" Alicia Mendoza *The Essentials of Elementary Education and Current Controversies*

Before Reading

Preview "Mandatory School Uniforms" by reading the title and introduction, locating the headings and subheadings, noting important terminology, and examining visual aids.

What are some notable concerns for today's schools?

_____
_____
_____
_____

Did you have to wear a uniform to elementary school? What is your opinion of mandatory uniforms in public schools?

_____
_____
_____
_____

EXERCISE 8.5

What do you expect to learn from this reading selection?

_____

_____

_____

_____

During Reading

Enhance your interaction with text by using the guide questions in the margins and by adding your own notations as needed to improve your comprehension.

Circle the words that are unfamiliar to you as you read.

| QUESTIONS/NOTATIONS |

Mandatory School Uniforms

1 Concern over school safety and low achievement has intensified over the last two decades. Studies reveal that approximately 3,000,000 thefts and crimes of violence take place in or near our schools annually. That translates to more than 16,000 such occurrences daily (Kakar, 1998). From the 1940s through the 1990s, teachers and administrators dealt with such things as truancy, excessive talking, making noise at inappropriate times, gum chewing, and not throwing trash into wastebaskets. Today's school personnel are dealing with such problems as homicides, sexual assaults, weapons and drug-related offenses, rapes, aggravated assaults, and other similar serious transgressions. During the 1999–2000 school year, twenty percent of the public schools in the United States reported one or more serious violent crimes, such as rape, sexual assault, robbery, or aggravated assault (National Center for Education Statistics, 2003). Very recent trends in violence on school property indicate that the level of threats has remained about the same, violent crime victimization rates have declined, and the number of fights on school property have declined slightly. From 1993 to 2001, the percentage of youths in grades 9–12 who reported carrying a weapon (gun, knife, or club) to school during the month prior to the survey declined from twelve percent to six percent (National Center for Education Statistics, 2003). However, the instances of serious crime and violence are still disturbing.

2 A review of recent research on school safety reveals that the threat of violence and the fear of being the victim of violence is interfering with the learning of many school-aged youngsters. Many children are concentrating on staying safe rather than on learning. Because they fear being attacked at school, potential victims are truant (National Institute for Citizen Education in the Law & the National Crime Prevention Council, 1996). Those who attend report avoiding certain hallways or restrooms out of fear of attack. This fear, even among elementary-age children, is understandable

in view of recent occurrences. In February of 2004, a middle-school youngster in Miami, Jaime Gough, was found dead in a school bathroom. The accused killer is a classmate, Michael Hernandez, who was supposedly Gough's friend (*The Miami Herald,* February 3, 2004). Reports of similar incidents across the nation continue to provoke fear in children and parents as well.

³ In an attempt to quell the tide of school violence and serious crime on school property, and to raise academic performance levels, many public schools are trying various policies and procedures; one such policy is requiring that students attend in a prescribed uniform. It should be made clear that a mandatory uniform policy differs from a dress code that many schools have had for a long time. A dress code specifies **what may not be worn.** For example, typically, a dress code would outlaw such things as extremely short shorts (above the reach of fingertips when standing with your hands at your sides), flip-flops (a potential safety hazard), bare midriffs, see-through tops, and the like. On the other hand, a mandatory school uniform policy dictates **exactly what the student is required to wear.** For instance, boys are usually required to wear a collared polo shirt, which buttons at the neck, and either walking shorts or slacks. Often, it is required that the shirt be tucked in and that the pants be worn with a belt. Girls are frequently mandated to wear a collared polo shirt with buttons, just like the boys, with a jumper, slacks, skirt, or skort (a combination of a skirt and shorts, rather like a skirt that has been stitched together in the middle). Just like the boys, girls must also tuck in their shirts and wear a belt. In addition to these specified types of allowable dress, the clothing is restricted in terms of a set of colors that each school selects.

Vignette

⁴ When my own two sons were in middle school, they were permitted to wear polo shirts that were white, burgundy, grey, or navy. They could choose from shorts or slacks that were khaki, black, burgundy, grey, or navy. Since this particular school had so many color options, that afforded many color combinations, the children that attended hardly looked like they were in uniforms at all. In addition, each school in the district was to have an individually designed, identifying, embroidered patch that was to be attached to the front of each child's shirt. For the two years during which my sons attended this school, no such patch existed, although I periodically tried to obtain one so that my children would be in compliance.

⁵ Mandatory school uniforms were first instituted in selected schools in Baltimore, Maryland, and Washington, D.C. in 1987. By 1989, seventy-four percent of Baltimore's schools, and thirty-two schools in Washington, D.C. had uniforms. At the same time, some schools in Miami, Florida and Detroit, Michigan implemented school uniform policies. In 1990, school districts in Chicago, Illinois and New Haven, Connecticut put school uniform policies into place (Thompson, 1999).

⁶ The first large school district in the United States to mandate uniforms in all of its elementary and middle schools was Long Beach, California, which did so in July of 1994.

In 1995, California passed a state law allowing all of its school districts to mandate dress codes. Many of the districts used this state statute to require prescribed uniforms. The Long Beach School District engaged in a longitudinal study on the effects of the uniform requirement. The results indicated that during the first year that the policy was in place, incidents of assault and battery decreased by 34 percent, fights were down 51 percent, robbery was down 65 percent, sexual offences decreased by 74 percent, possession of potentially dangerous devices (weapons) decreased 50 percent, and vandalism was down 18 percent (Thompson, M., 1999). The president of the board of the Long Beach Unified School District issued the following press release concerning the observed effects of the school uniform policy:

> These schools are becoming educational workplaces. Students arrive dressed for success, ready to learn. They're getting along with one another better and experiencing significant gains. Principals and teachers tell us that students' success is taking many forms—fewer absences, fewer tardies, fewer truancies, fewer referrals to the office for behavior problems, fewer suspensions and expulsions, better grades and, in some cases, significantly higher achievement. (Polacheck, 1996, p.7, cited in Brunsma, & Rockquemore, 1998)

[7] Support for mandatory school uniforms has come from the highest level of government, namely, from the President of the United States. In his State of the Union Address in 1996, President Bill Clinton expressed his full backing. He challenged "all our schools to teach character education, to teach good values and good citizenship. **And if it means that teenagers will stop killing each other over designer jackets, then our public schools should be able to require their students to wear school uniforms"** (cited by Thompson, 1999, p. 1). This was seen as a major boost for the implementation of mandatory school uniform policies and large numbers of school districts joined those who had already put such policies into effect.

[8] Policies requiring mandatory school uniforms in the public schools are not without their critics. There have been in the past, and continue to be, lawsuits on mandatory school uniform policies as well as on issues closely allied to those dictates, which on notable occasions, have gone all the way to the United States Supreme Court.

[9] I will summarize the arguments on both sides of this issue in a point/counterpoint format. Generally, as is the case with most controversial issues, for every argument that can be made in favor of the issue, an equally compelling argument can be made against the matter.

Points in Support of School Uniforms	Points Against Mandatory School Uniforms
1. Uniforms make it easy to spot intruders.	1. It is quite easy to duplicate the typical school uniform, especially if the requirement for an identifying patch unique to each school and attached to the shirt is not enforced.

QUESTIONS/NOTATIONS		

2.	Mandatory uniforms will eliminate the wearing of gang colors often used to intimidate.	2.	Gangs can choose allowable uniform colors or specific combinations of school colors. Mandating uniforms may actually conceal the presence of gangs. Requiring uniforms may prevent school authorities from identifying gang members, especially those who have recently joined gangs and whose mode of dress would change accordingly, if not for the mandatory uniform policy.
3.	Uniforms are cheaper for parents to buy than non-uniform, appropriate school clothing.	3.	Uniforms are more expensive for parents to buy than non-uniform, appropriate school clothing.

¹⁰ If parents are accustomed to sending their children to school in the latest, designer label clothing, then sending them in school uniforms will probably be cheaper. However, most uniform policies specify the color, style, and sometimes the fabric of what is to be worn. It would still be possible for parents to comply with such requirements through the purchase of designer label clothing.

¹¹ On the other hand, if parents are accustomed to sending their children to school in clothing purchased at discount stores, or even second-hand stores, sending them to school in school uniforms will probably be more expensive, unless they can find the colors, styles, and fabrics at these more economical locations.

¹² Parents complain that the mandatory school uniforms are made of fabrics less durable than what they would normally buy (such as denim). Therefore, even if they initially spend less on uniforms, the cost of replacing worn-out uniforms makes the overall cost higher. In addition, parents find the mandatory uniform policy more expensive because they must purchase two sets of clothing—one for school, and one for after school and/or weekends.

4.	Mandatory uniforms will "level the playing field" so that economic differences will not be apparent.	4.	Those youngsters whose parents send them to school in designer label school uniforms will still stand out as economic "haves" from those sent in uniforms purchased at discount stores. Uniform policies do not include restrictions on book bags, shoes, jewelry, etc. Because of this, those children who come from homes that are more affluent will still be readily apparent.
5.	Uniforms have the effect of decreasing absenteeism. The presumed reason could be that children who previously were absent because they lacked suitable clothing for school will now attend school in a sanctioned uniform without embarrassment.	5.	Uniforms could actually increase absenteeism in children from low socioeconomic families. These families may not be able to afford multiple uniforms. If the clothing gets soiled, the child may be absent until it is laundered.

QUESTIONS/NOTATIONS		
	6. Uniforms have the effect of increasing academic performance.	6. The research on this argument is very mixed. Most rigorous studies on this issue have concluded that there is no evidence to support this claim. On the contrary, there is some evidence to suggest that mandatory school uniforms actually had a negative affect on achievement as measured by standardized test scores. In a summary of their research on this issue, Brunsma and Rockquemore (1998) actually found that "uniformed students have significantly higher test scores than do nonuniformed students" (p. 56). However, this same article in the Journal of Educational Research, concluded that there was a negative effect of uniforms on student academic achievement.
	7. Uniforms increase and promote school spirit and a sense of unity. School uniforms are similar to team uniforms for sports teams.	7. Those opposed make the case that what uniforms actually promote is conformity and a disgruntled student body that would prefer to choose rather than to be told what to wear to school. Athletic teams are voluntary organizations, unlike schools. Team uniforms serve to identify fellow team members so that a ball is passed or thrown to a team member rather than an opponent.
	8. Requiring uniforms prepares children to enter the workforce, where employers will require a uniform.	8. Most jobs, particularly those with high status and concomitant salaries do not likely require uniforms. Traditionally, those who work in low-paid, low-status positions are the ones required to wear uniforms. Do we want to prepare our children to aspire to these positions in the future?
	9. The United States Supreme Court has upheld the right of districts to mandate school uniforms. This is not seen as an unlawful suppression of free speech.	9. Mandating school uniforms violates a student's first amendment right to freedom of expression through clothing.

[13] There have been several cases related to this issue that have reached the United States Supreme Court, though to date, no case has focused directly on the issue of mandatory school uniforms. The most noteworthy related Supreme Court case was that of *Tinker v. Des Moines School District* in 1969. In this case, three youngsters, John F. Tinker, fifteen; Christopher Eckhardt, sixteen; and Mary Beth Tinker, John's thirteen-year-old sister attended schools in the Des Moines, Iowa school district. At a meeting held at the Eckhardt home, adults and students decided to publicize their

objections to the Vietnam War by fasting on December 16th and New Year's Eve, and by wearing black armbands during the holiday season. This included wearing the armbands to school. The principals of the schools attended by these students learned of the plan to wear the armbands. Two days prior to the protest start, they adopted a policy prohibiting the wearing of the armbands. The policy stipulated that any student wearing such an armband to school would be asked to remove it; if he refused, he would be suspended until he agreed to return without the armband. On December 16th, Mary Beth and Christopher wore armbands to school. John Tinker wore his the following day. All three were sent home from school and suspended until they agreed to return without the armbands. They did not return to school until after New Year's Day, which was after the protest period had ended. The fathers of the suspended youngsters filed a complaint in the United States District Court. They sought an injunction against the district from disciplining the youngsters and minimal monetary damages. The District Court dismissed the complaint and upheld the right of the school district's actions on the ground that it acted reasonably to prevent a disturbance and breakdown of the school's discipline. The Fifth Circuit Court, in a similar case, *Burnside v. Byars,* in 1966, held that symbolic armbands could not be banned unless the District could show that wearing them "materially and substantially interfere[s] with the requirements of appropriate discipline in the operation of the school" (*Burnside v. Byars,* 363 F. 2d 744, 749 (1966)).

[14] The Tinker decision was appealed in the Eighth Circuit, and in a divided opinion, the District Court's decision was affirmed (383 F. 2d 988, 1967). The case proceeded to the United States Supreme Court where the lower court's decision was reversed. The high court stated that there was no evidence to suggest that the wearing of the black armbands at school in any way disrupted the conduct of school activities and was tantamount to the right of free speech under the provisions of the First Amendment. In rendering its opinion, the Supreme Court stated that, "First Amendment rights, applied in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (*Tinker v. Des Moines School District,* 393 U.S.503 (1969)).

[15] More recently, at the federal level, the Fifth Circuit Court of Appeals in *Littlefield v. Forney Independent School District,* 268 F.3d 275 (5th Cir. 2001) and *Canady v. Bossier Parish School Board,* 240 F.3d 437 (5th Cir. 2001) ruled that mandatory school uniforms did not violate First Amendment rights under the Constitution. The court held that the policy is constitutional because it furthered "important and substantial governmental interest," improved the educational process, and because "federal courts should defer to school boards to decide, within constitutional bounds, what constitutes appropriate behavior and dress in public schools" (The American Civil Liberties Union Protecting Constitutional Freedoms in Utah, 2002. Retrieved December 14, 2004, from http://www.acluutah.org/uniforms.htm).

10. Mandatory uniforms do not prevent students from expressing their creativity and selves. There are many outlets for the expression of self and the exercise of creativity besides clothing. This will challenge them to seek and to use the other options available.

10. Mandatory uniforms prevent students from expressing their creativity and selves through their mode of dress. This is especially true of middle-school youngsters who are beginning to display their individuality.

11. Getting ready for school in the morning will be less stressful and faster because mandatory uniforms reduce the choice of what to wear and facilitate the decision making.

11. Children, who tend to resist uniforms, and who tend to be argumentative, may argue over having to wear a uniform rather than over what to wear. Thus, getting ready for school will remain stressful and no time will be saved by mandating uniforms.

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After Reading

Vocabulary

Record the words that were unfamiliar to you on the *Vocabulary Chart* at the end of this chapter.

Define the following terms found in the selection.

1. mandatory _____

2. transgression _____

3. quell _____

4. compliance _____

5. affirm _____

Comprehension

To help you evaluate your understanding, answer the following questions.

1. What is the author's purpose for writing this reading selection?

   _____

   _____

2. How could the use of uniforms "level the economic playing field"?

   _____

   _____

   _____

   _____

3. How do school uniforms help to keep out intruders?

   _____

   _____

   _____

   _____

4. What is the difference between a dress code and a mandatory uniform policy?

_____

_____

5. Are you for or against mandatory school uniforms? Using the information given in the reading selection, support your opinion.

_____

_____

6. What is the author's tone in "Mandatory School Uniforms"?
   a.   biased
   b.   factual
   c.   negative
   d.   optimistic

7. Support for mandatory school uniforms has come from President _____ .
   a.   Kennedy
   b.   Obama
   c.   Bush
   d.   Clinton

8. Several school districts who mandate uniforms have found
   a.   decreased fighting.
   b.   fewer absences.
   c.   less vandalism.
   d.   all of the above

9. Many children are concentrating on staying safe rather than learning in schools.
   a.   True
   b.   False

10. Mandatory uniforms violate freedom of expression under the Constitution.
   a.   True
   b.   False

Create a map showing the pros and cons of mandatory school uniforms as stated in this reading selection.

EXERCISE 8.6

Selection Three

"The School of the Future" J. Patti and J. Tobin, *Smart School Leaders,* 2006

Before Reading

Preview "School of the Future" by reading the title and the first line of each paragraph, noting visual clues, if any.

What are educational trends?

_____

What are two types of learning mentioned in emerging trends?

_____

_____

What do you expect to learn from this reading?

_____

_____

What is the date of this reading?

_____

During Reading

Enhance your interaction with text by highlighting and/or annotating the text.

Circle the words that are unfamiliar to you as you read.

The School of the Future

[1] No school leader can accurately predict what schools will look like in the future. As leadership guru Peter Drucker points out, no one's predictions soon after the invention of the printing press or the steam engine foresaw the revolutions that would follow. In its early use, the printing press primarily served to maintain the status quo of the wealthy and powerful, and only later did Martin Luther and the humanists of the Renaissance discover the true power of the press to spread ideas and transform society. The steam engine and its offspring, the railroad, would lead eventually to factories and big cities and public schools in big cities that were designed in the late nineteenth century to function like factories. But did James Watt and his contemporaries envision the schools in which you spent your youth? The idea of a public school designed to be as scientifically managed as a factory only came much later, a revolutionary idea at that time but one still shaped by the earlier technology, the printed word.

[2] If leaders cannot predict the future, how can they lead? The answer is that they can raise their awareness of emerging trends, keep themselves updated on new technologies that might serve their school's mission, and act as a catalyst for change. By using their EQ they can facilitate the collaborative processes that learning communities will have to make regarding when to say "Yes" and when to say "Pass" to the latest innovation. Mastering their conflict management skills, they can turn conflicts into opportunities for gathering information, generating new ideas and strengthening working relationships. Finally, they can use technology themselves to foster the EQ development of everyone in their schools.

Emerging Trends

IT: Information Technology

[3] A number of educational trends seem to be emerging from IT best practices:

- Student-centered learning rather than teacher-centered learning
- Improved instruction that can be tailored to individual learning styles and special needs
- A changing role for the teacher
- Communication and collaboration beyond the boundaries of the classroom and the school
- Flexible restructuring of time to free students and teachers from a fixed nine-to-three, September-to-June schedule
- More focus on life-long learning

The first three trends reflect the power of IT to give immediate and individualized access to both information and knowledge. In the past, the teacher and the textbook primarily determined what the student learned in school but neither the teacher nor the textbook can match the ability of new technologies to provide up-to-date, extensive information on any aspect of the curriculum. How many of us have read a textbook that was ten years old and laughed when we noticed its inaccuracies or

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QUESTIONS/NOTATIONS

Emotional quotient is defined as a cross-section of emotional and social competencies that determine how well we understand and express ourselves, understand and relate with others, and cope with daily demands and pressures.

lack of relevancy to our students' lives? By using IT and an inquiry-based instructional approach, the learning process can shift from teacher-directed to more student-directed learning as students engage in both individual and group learning activities that are tailored to the learning styles and needs of each and every student. For example, it is likely that a future student, a kinesthetic learner with a mild visual impairment and a deep interest in history and fantasy, will have a curriculum that adapts easily each day to his needs as well to all other students. Such curriculums, using video game techniques to simulate virtual environments that will engage learners to learn while doing science, for example, are being field tested as we rewrite this book in 2006. What makes video games so alluring to young people—the opportunity to assume strong identities, take risks as they learn skills, safe and ongoing feedback, a sense of control over choices, and the customization of the game to individual learning styles—is what could prove to be an important tool to curriculum designers and teachers.

4 Perhaps in this future, every student will also gather information and knowledge on their own inexpensive wireless handheld computer and with that same device make calculations, word process notes, take photos or moving images, store data, and communicate with online mentors or peer collaborators. Some schools already equip students with hand-held computers called personal digital assistants (PDAs), but these devices may someday be replaced by user-friendly electronic "paper" that looks like paper in size, weight, and flexibility but can store both text and images for downloading and be reused thousands of times.

5 In this future, the teacher's role changes from being the main source of all information and knowledge to a guide to both knowledge and information. Relieved of being the primary dispenser of information, the teacher is freed to spend more time facilitating group interactions and coaching students one-on-one. Teachers are able then to spend more time developing the EQ of their students, helping them to critically and creatively process their virtual and classroom explorations, and to reflect on their group interactions.

6 These changes in how students learn and teachers teach has implications for the last three trends as well. If students are not exclusively bound to their teachers and their textbooks and teachers are not bound to the limitations of the textbook manual, both groups can extend their roles beyond the confines of the classroom walls. Students involved in project-based learning can learn from students, teachers, and experts from around the world or from the school five blocks away. Similarly, teachers can collaborate with others via the Internet or an intranet to share ideas, solve problems, and plan. Furthermore, these collaborations do not need to be relegated to a 9-to-3 day, Monday to Friday, September to June in a physical building called a school. Schools can function as hubs for essential face-to-face (F2F) interactions such as team and community building, but many students and teachers can function successfully in their roles while temporarily located elsewhere (e.g., museums, field expeditions, home, internships). Furthermore, if we expand the possibilities we can make room for parents, teachers, and administrators to engage in learning themselves in this wider community of learners. Can you picture, for example, communities of learners in schools and in the larger community coming together in vir-

| QUESTIONS/NOTATIONS |

tual and F2F collaboration to learn about the natural, historical, and human riches of their state and producing a web-site based on their research that is actually used by tourists?

7 In this future school, education looks quite different. Schools might be open all day and all year, meeting the needs of students, educators, and the larger community. Scheduling, done almost entirely by powerful computers and not by principals, flaw-lessly manages the comings and goings of people who rotate in and out of different sessions and locales. The division of the school day into forty-five-minute periods may be replaced by a more flexible approach that can accommodate the vagaries of a technology-enhanced project-based curriculum. At times, teachers, outside experts, and students of different ages may engage in long-term projects that make use of mentoring, peer tutoring, integrated studies, or service learning. Parents also may be involved in these projects as well as in online courses that enable busy or school-phobic parents to continuously learn in a nonthreatening and convenient way. Schools may also replace the traditional multiple-choice tests with ones that provide ongoing user-friendly information about student learning in academic and social-emotional areas. As part of that ongoing assessment, student portfolios from pre-K–12 may be digitally stored and instantaneously accessed to provide a developmental portrait of a student's progress (parents might also like a copy!). This information is then programmed so that as soon as an individual (student or adult) accesses technology, that technology instantly adapts the learning experience to that person's learning style, interests, language, and prior learning.

8 In all these scenarios, the mission of the school community must guide the deci-sions and the implementation of any change effort. The EQ leader must personally become informed about new technologies and how they can or cannot be applied to furthering the school's mission. Working with others, school leaders can make virtual or real visits to see how the technology is being used in similar schools. Based on the results of these visits and ongoing discussions with core constituencies, promising technology could be piloted and assessed. Part of that assessment should include EQ factors including the leader's own reflections after using the technology for an extended amount of time. The investment cost of technology can be great. Therefore, your ability to judge how this innovation "feels" to you and to "read" the emotional reactions in others who use it is crucial. Too many district and school lead-ers either purchase or accept the latest gadgets without assessing if the emotional field for such seeds of change is ready for sowing. If it is not, the *SMART* school leader must take the warning and either create a way to prepare the field or look for a dif-ferent gadget.

9 For example, Dianne Yee, the principal of a middle school in Saskatchewan, Canada, realized that standard technology workshops were not lessening the fear and frustration levels of her teachers. Thus, with her teachers, she created custom-ized professional development opportunities. These included in-school technology sabbaticals ranging from a half-day to several months during which teachers, work-ing individually or in small teams, engage in their own self-directed, project-based learning. Not only did this approach meet the emotional needs of teachers, it also gave them valuable insights into how powerful technology-based inquiry learning

could be for their students. Principal Yee had been wise to "listen" to her teachers' feelings as warnings to put the brakes on technology workshops and ask if there was perhaps another path to travel.

Warnings

10 There are other important warnings for the EQ leader to consider when the issue of technology becomes the issue. The first is to be aware that the business world, which can be a great source of funding and expertise, can also be a source of a great pressure on schools to adopt the latest "innovation that will transform learning." Businesses can also pressure schools to use technology in ways that are more market-driven than people-driven. "Free" technology given to schools, for example, can carry the hidden costs of lost student and teacher time, commercialization of our schools, and follow-up costs of repair and upgrades. The second warning is that the problem of safety and privacy, despite improving firewalls and other safeguards, still presents a risk to our community of learners and should be considered in planning and implementation. Another warning is to resist, with every emotion-mobilized strategy in your repertoire, any "well, the easiest thing to cut is teacher training" solution to budget problems. The cost of quality professional development is small compared to the cost of unused or misused technology. If the choice is reduced to one or the other (most times there are creative ways to afford both) hold off on the technology and wait for the next price decrease or next bond issue.

2 An even larger warning for our society as a whole is the threat of creating an even greater "digital divide" than what already exists today. Will the financial burdens of integrating technology into the curriculum be so great that only the wealthy school districts will be able to take advantage of these modern marvels? Though school superintendents and principals in many historically underfinanced districts have been able to take advantage of government programs and corporate largesse to integrate technology in meaningful ways, there is a danger that poor children will be left behind or will be faced with computers that merely drill them in the basics. EQ leaders need to mobilize their communities to take advantage of what is currently available to them and to reform school financing so that every child in the future has access to technology and the skills to use it. Electronic equity is possible if we, as a society, will it to be. For example, our airwaves, which media giants lease for nominal fees, could be leased in the future to finance IT for all schools. We can also move away from using property taxes to finance schools. Just as our society came together to say it is right and just that there should be free public libraries, we can come together to say it is right and just for every school child to have access to IT. Schools leaders in a democracy need to work together and use technology to strive for equity. By connecting people who care about equity issues, the Internet has the potential to power the same democratic yearnings as the printing press did in the eighteenth and nineteenth centuries.

12 Thinking about equity issues and democratic yearnings within our school communities, however, is likely to lead to thinking on a global scale because technology has brought us within keystrokes of the rest of humanity. As a school leader you can be certain that some curious eighth grader or impassioned parent will pose a "What

QUESTIONS/NOTATIONS

about . . ." question. If you have been proactive, however, your school may already be part of a rapidly-growing intercultural global learning network that connects schools around the world and you can probably answer the question. More important, you can point to teachers, parents, or groups of students who are already taking their recently gained cultural understanding and applying it to real-world problems. In their book *Brave New Schools,* Jim Cummins and Dennis Sayers describe how a high school student in Long Island translated an Internet message from a young man describing abuse in a Croatian refugee camp. The message was sent around the world and schools and communities from around the world responded in ways that helped end the horror. In another case, a student-edited magazine used the Internet to find Palestinian and Israeli students to contribute to an issue on the Middle East controversy. The responses led the U.S. students to set up a videoconference with some of those Middle East students, who then had an opportunity to communicate with each other for the first time. By supporting such Web-based interactions with the world, EQ leaders in future schools all around the world will help their students learn, in a very real and active way, from our incredible human diversity.

After Reading

Vocabulary

Record the words that were unfamiliar to you on the *Vocabulary Chart* at the end of this chapter.

Comprehension

To help you evaluate your understanding, answer the following questions.

1. What is the overall main point of this selection?

_____

_____

_____

2. Describe at least three major changes that could occur in the school of the future.

_____

_____

_____

3. What improvements in student instruction would there be in the school of the future?

_____

_____

_____

4. Why would video games be acceptable in the school of the future?

_____

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_____

5. There are warnings about the use of new technology for school leaders. What problems can arise from the business world?

_____

_____

_____

6. What does the "digital divide" mean?

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_____

7. How does the Internet compare to the printing presses of the eighteenth and nineteenth centuries?

_____

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_____

8. How has technology affected school communities on a global scale? Give an example.

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_____

9. What are some technological items a future student may have?

_____

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_____

10. Describe in detail what you think schools of the future will become.

_____

_____

_____

WRITE TO LEARN

Using the following questions, reflect in writing about the topics discussed in Chapter Eight in your learning journal in the back of the book.

1. Think about the many educators you have worked with as you progressed through school. Describe one of your favorite teachers. What made this teacher different from your other teachers? How did you benefit from working with this teacher?

2. After reviewing this chapter, create a map of the concepts presented.

EXTEND VOCABULARY

EXERCISE 8.7

ROOTS

duc—to lead

We can use the root -duc to create over one hundred words. By adding prefixes and suffixes, create words using -duc.

duc

| educate	induce	deduce

Vocabulary Chart

Complete the vocabulary chart by adding words that were unfamiliar to you. Include a definition in the second column and a picture, web, or page number for context in the third column.

Vocabulary Word	Definition	Picture/word map/ page # for context

REVIEW CONNECTIONS

EXERCISE 8.8

Assess your knowledge of the chapter by answering the questions that you initially reviewed in the self-assessment, Make Connections.
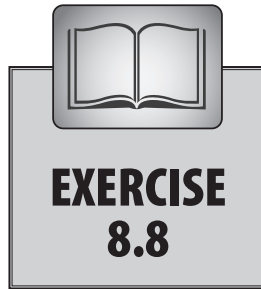
1. What are the best ways to highlight text?

_____

_____

_____

_____

_____

2. What is the difference between highlighting and annotating text?

_____

_____

_____

_____

_____

3. How do you annotate text?

_____

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4. What is mapping?

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5. How can mapping information improve recall?

_____

_____

_____

_____

_____

CONNECTIONS QUIZ

1. Which method helps an effective reader identify and organize information read?
   a. highlighting
   b. annotating
   c. mapping
   d. all the above

2. Highlighting and annotating helps a reader to
   a. stay actively involved in what they are reading.
   b. make a page look really nice.
   c. confuse a reader.
   d. none of the above

3. Highlighting, annotating and mapping
   a. increase your understanding of information as you read.
   b. assist you in retaining the information read.
   c. both of the above
   d. none of the above

4. You can expand information read by adding your own thoughts and reactions. This is called:
   a. author's tone.
   b. structural analysis.
   c. annotating.
   d. none of the above

5. Symbols and abbreviations are helpful forms while annotating.
   a. True
   b. False

6. Everyone's textbook markings should be the same.
   a. True
   b. False

7. If done well, a marked chapter can serve as a study guide.
   a. True
   b. False

8. "Highlightitis" refers to
   a. highlighting too little information.
   b. highlighting too much information.
   c. highlighting just enough information.
   d. an inflammation on your hand.

9. Mapping is a visual method of organizing information and presents a clear picture of the connections between ideas.
   a. True
   b. False

10. When highlighting, a reader should
   a. highlight as you are reading for the first time.
   b. highlight every other sentence.
   c. make pretty designs on the page using multiple colors.
   d. read first and highlight after you have identified the important information.

E LEARNING

www2.ed.gov/students   The website for the U.S. Department of Education promotes educational experiences for all Americans. Review the site. What type of information is available?

You can also go to *www2.ed.gov/parents* to see what other type of information is available.

_____

_____

_____

http://www.cnn.com/education   The site developed by Cable News Network, a popular source for world news. The education section presents the current topics in all levels of education. Write a summary about one of the stories featured on the Web site. Print a copy of the story to hand in with your summary.

_____

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