

# Part I

## *Teaching and Learning*

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# CHAPTER 1

## *An Introduction to Teaching:* Getting Prepared



At the conclusion of this chapter, you should be able to:

- identify characteristics of the four stages (cycles) of teaching;
- determine the role of a reflective practitioner; and
- distinguish between the “idea” and the reality of teaching.

*René turned her “shiny” key into the lock of her new classroom door. Student desks were stacked on one side; bookshelves were covered with a thin brown paper on the other side of the room. Her new teacher’s desk seemed more like a makeshift card table, and the walls were barren. Though the room was dusty and dull from summer storage, to Rene, everything appeared “shiny” and new. Her eyes sparkled as she imagined colorful bulletin boards with mathematical shapes and social studies references, a reading nook with bean bag chairs, and an experimental science center with hopes for a class pet.*

*“This is it!” she thought. “The moment is finally here,” she said out loud as if someone else were in the room. The realization that all of her experiences--education and non-education courses, field observations, baby sitting jobs, “playing school”-- everything had prepared her for this moment.*

*In the midst of excitement, she felt butterflies fluttering in her stomach. So much has occurred this week —faculty meetings, parent “meet and greet” conferences, administrative paperwork. As she sat at her makeshift desk, she thought “Calm down...you are well equipped to teach.” She began to reflect on her undergraduate **Introduction to Education** course. Though she thought the course was interesting, she could not understand why the instructor selected a book in which the author merely asked numerous ambiguous questions. “Answering these questions, will not help me learn ‘how to teach’,” she thought. “Why are you here?” “Whom should we teach?” “When should we teach?” Finally, today it began to make sense. Dr. Rodriguez, her professor, was merely trying to encourage her to search for “intrinsic” reasons for being a teacher that would later affect her “extrinsic” exhibition as a teacher. Now she realized that the answers to such questions would become the catalyst for her teaching.*

## INTRODUCTION

Most prospective teachers desire to become effective teachers and make a lasting positive impact on their students. However, sometimes the journey between the desire to become an effective teacher and actually exhibiting behaviors of an effective teacher becomes long and difficult, and unfortunately, many do not reach the goal. Defining the word “effective” can be difficult. It can be elusive and have a different meaning for each person. Some determine effectiveness based on student performance or achievement; others identify effectiveness according to popularity (how much students “like” a particular teacher); some base effectiveness on how well a teacher maintains control of a classroom, even when students do not perform well academically.

Though it is important to consider how one becomes an effective teacher, it is just as important to consider how one becomes the opposite—an ineffective teacher. How does a once zealous and eager prospective teacher later exhibit ineffective teaching qualities, give up on students, and become frustrated when trying to meet students’ academic and social needs? When these teachers were education majors, such as yourself, did they instinctively know that one day they would become ineffective in the classroom? Did they realize during their developmental process of becoming a teacher that one day they would make a negative impact on their students? Did they actually intend to become an ineffective teacher?

More than likely, the answer is “no”. It is difficult to imagine that anyone would intentionally desire and work toward becoming an ineffective teacher. It is unlikely that ineffective teachers wake each morning and say, “Today, I am going to try really hard to make my students miserable. I desire to teach poorly, I choose to be insensitive—at least to some of my students.” More than likely, ineffective teachers do not spend time devising specific techniques to be boring and insensitive to students’ needs. Is it possible that these teachers once had the desire to become effective teachers? If so, what happened?

What factors influence one to become an effective teacher? An ineffective teacher? After studying hundreds of effective teachers, researchers suggest that the most salient characteristics include the ability to: (1) motivate high academic engagement and competence; (2) maintain excellent classroom management; (3) foster a positive, reinforcing, cooperative learning environment; (4) set high expectations and consistently encourage students to try more challenging tasks; (5) encourage students to self-regulate learning; and (6) make explicit connections across the curriculum.

Ineffective teachers often display disparity between *intention and function* (Madsen, 1998; Madsen & Kuhn, 1994), that is, between *ideas and behaviors*, or between “*wanting to*” and “*actually doing*.” Even when there is a desire to do one thing, often there is a “breakdown” between the concept (thought process) of the desire and the exhibited behavior (actually doing) of the desire. For example, if a person says, “I want to lose weight,” but never exercises or changes bad eating habits, is it feasible to believe this person will lose weight? There is disparity or breakdown between the desire to lose weight and the necessary behavior to lose weight. So, if a prospective teacher says “I am going to be a great teacher” but does not attend class regularly or complete course assignments while in college, is it possible that this person will not have the basic skills to become an effective teacher? These examples indicate overt displays of disparity between one’s idea and behavior of a specific goal.

Often, teachers create several reasons, or excuses for not becoming an effective teacher. Some suggest *preparation*— “If my college professors had prepared me more thoroughly, I would be a much better teacher.” Some propose *experience*—“Hopefully, I will just naturally get better over time.” Others suggest *environment*—“If I taught at a *better* school with *better* students, then I would be a much *better* teacher.” Although preparation, experience, and environment factors may influence teaching, in some ways, these elements are not assurance of teaching effectiveness (Robinson, 2006).

Teaching does not begin the first day “on the job.” There are too many skills to master as a beginning teacher and becoming a teacher should not be one of them. It is most important to work on teacher qualities now. Build the skills that will become the foundation of your professional future as a teacher. What characteristics do you currently exhibit that will be necessary and beneficial when you become a teacher? What characteristics did your most effective teacher possess? Which of these characteristics are you going to try to emulate?

This textbook is designed to help you become an effective teacher, discover creative approaches to teaching subject content knowledge, and enhance students’ academic success. Before we proceed, we will assume that you desire to become the best teacher possible and make a lasting impact on your students’ lives. It is important to understand that even with the best preparation and the greatest desire, the journey requires diligence, patience, and perseverance. All teachers proceeds through the four primary cycles of teaching.

## STAGES (CYCLES) OF TEACHING

There are four phases of teaching: (1) Fantasy Stage; (2) Survival Stage; (3) Mastery Stage; and (4) Impact Stage (Wong & Wong, 2004). All teachers begin in the *fantasy stage* of teaching.

### FANTASY STAGE



**Stage 1: “Fantasy” Land.** “I finally have my own room where I can set up my own rules and procedures. My students are going to be exquisite (in behavior and academic performance) because I am going to be a wonderful teacher and will implement all the teaching strategies and behavior modification techniques I learned as an education major. Also, I was extremely successful as a college student. I received the “Student Teacher of the Year” award and have volunteered for several after school programs. I am confident in my abilities and my skills as a teacher. I cannot wait to get my own classroom. I KNOW my students will be successful.”

(Allen, First-year teacher)

Similar to Allen, novice teachers typically enter the teaching profession with idealistic expectations, which is typically referred to as the *fantasy stage*. Teachers in the fantasy stage are zealous and excited about teaching and often imagine that teaching will be exciting and fun every day. Novice teachers in the fantasy stage typically do not accurately estimate the time and energy commitment required for the efficient and effective execution often demonstrated by master teachers.

Pre-service teachers often have a disparity between their “idea” of teaching and the reality of what they will encounter in the classroom. When a pre-service teacher creates a mental image of their future classroom, their perception often negates the many challenges teachers encounter daily, such as large class sizes, students with special needs, testing, and administration, to name a few. As you progress through your education courses, you take several method courses structured to develop pedagogical, theoretical, and subject-matter content knowledge in regards to teaching the subject; however, generally you may receive little exposure to the other aspects of teaching that are so important for success. The truth is there is not enough time in your undergraduate career to teach you EVERYTHING there is to know about teaching.

### SURVIVAL STAGE



**Stage 2: “Survival” Desert.** *“My wake-up call came shortly after the first week. No one knew about my awards and accolades I received as college student. My students had no clue and, honestly, probably did not care. My classroom did not look the way I envisioned because what I dreamt actually cost money. Although I received a little support money for my classroom, after purchasing classroom materials, there was little left for other things. No matter how much you prepare (often it seems as though you may be more prepared than your classmates), you are not prepared enough, because there is always room for growth.” All of this is not to say, as a new teacher, you will be floundering.*

(Robert, Second-year teacher)

Novice teachers typically progress from Fantasy Stage to Survival stage quickly. The transition may occur during the first week or even first day of teaching. Survival Stage occurs when the “ideas” of the fantasy intercept with the realities of the profession (e.g., student abilities, lesson planning, administrative paperwork). Rather than being “creative” and “thinking outside the box,” survival teachers rely on ineffective practices and the daily chore of “just getting through another day.” Often, survival teachers begin to complain about work conditions, and make excuses for reasons why they are not effective teachers. Typically, teachers in the Survival Stage rely on busywork that may not effectively teach content and enhance academic achievement, and often there is little accountability for student performance. Unfortunately, many teachers get stuck in the Survival Stage and remain in this stage for the remainder of their career or until they leave the profession. However, some teachers seek assistance and search for alternative strategies to survive the Survival Stage of teaching, and, over time, transition to the Mastery Stage of teaching.



## MASTERY STAGE



**Stage 3: "Mastery" Terrain.** *"I think I'm beginning to transition between survival and mastery. I'm going into my third year and feel as though I am not functioning in survival mode anymore. I haven't mastered everything—YET!—but undeniably, it is getting better! After I realized I needed help, I sought mentorship with a seasoned teacher at my school. She helped me develop new ways to present information to my students, and simple ways to manage the behavior in my classroom. Probably one of the most important things I learned from my mentor teacher is that students are not the same and do not learn the same. It is my responsibility to differentiate instruction for each student's success. I am more confident that my students are actually learning. Finally, I am doing more than "just surviving." I believe I am starting to make a difference in the lives of children who have been entrusted to me. Plus, I love it! For the first time, I am actually beginning to feel like I'll be effective in my classroom. In the beginning, I had doubts about why I chose this profession, but now, I feel like this is my career. I love what I do and it is not about the paycheck anymore."*

(James, Third-year teacher)

The Mastery Stage begins when teachers start taking personal responsibility, as did James, for what occurs in their classroom. Mastery teachers hold themselves accountable for their students' learning and even more, they hold themselves accountable for when students do not learn (Wong & Wong, 2004). They may say, "If my students are not learning, I need to find another way to present the information, because I am responsible for my students' academic progress." During the Mastery Stage, teachers begin to use effective practices, manage their classroom with high expectations and strive to improve professionally at all times. Master teachers develop the desire to become exceptional teachers, exhibit this by reading professional journals, attending professional meetings and conferences, and seeking great mentors. The Master teacher is not afraid to ask for help or ask "How did you do that?" Master teachers continue to learn and grow until they themselves become mentor teachers for others.

## IMPACT STAGE

Effective teachers in the Impact Stage make a difference in the lives of their students beyond the subject matter being taught. Finally, when you reach the Impact stage, you will return to the fantasy stage of teaching and fulfill your fantasy or dream of making a difference in the lives of your students. You'll also live a fulfilled life with a sense of pride and accomplishment knowing that you are making a vital contribution to the teaching profession.



**Stage 4: Impact.** *"When I first became a teacher 20 years ago, my expectation of my job was to, 'simply teach.' As time has progressed on, that has changed. As a mature teacher, I realize that I am expected to provide the counsel of a counselor, the fortitude of a warrior, the unconditional love of a parent, and the compassion of a friend. My calling to teach has returned the reward of my impacting the lives of others to have a more enriched life. Surviving in schools today can be somewhat tumultuous for everyone (both myself and my students), yet my charge is to nurture, to shape, to encourage every child to never rest until his 'good is better and his better is his best.' I have an opportunity to be an agent of change in my students' lives. I totally invest and I expect a return — not a financial return but a life-changing return. Seeing that triumphant glow in a student's eyes when they visit years later is the biggest reward/paycheck of my life!"*

(Pam, 20 years)

Figure 1.1 The Four Stages of Teaching.



## GETTING PREPARED

### REFLECTION ON PERSONAL QUALITIES

Although it is impossible to determine exactly the teacher you will become, there are some general indicators. Often the best indicator of how you will act in the future as a teacher is to look at your current



## Application

Provide a list of “fantasies” that you may have in regard to teaching. Then, indicate a possible “reality” for the specific fantasy.

### *Fantasy*

Ex. All my students will be well-behaved

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### *Reality*

Ex. I must learn to manage my classroom to maintain good student behavior.

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What strategies will you employ to help during the “Survival stage” of teaching?

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behavior as a student (Madsen, 1994). For example, are you habitually late to class? Do you not meet deadlines for your assignments? The answers to such questions can provide a little insight into your professional future. One can presume that such inappropriate behaviors will continue as a teacher. Let's examine some direct transfers. If a student consistently does not turn in school assignments, it can be assumed that as a teacher, he or she may not turn in appropriate paperwork into administration. Some believe such behaviors are “temporary” and will change once they become teachers. Unfortunately, these students believe they become teachers the first day of school.

It is important to understand that you are practicing becoming an effective teacher today—every day—whether you are cognitively aware of this process or not. As a prospective teacher, a preliminary step to becoming an effective teacher is to become self-aware of your daily behaviors. Analyze your current behaviors that emulate the behavior of an effective teacher.

## Application

Think about the best or most effective teacher you have ever had—any teacher, any grade level, any subject. Create a list of the characteristics that made this teacher effective. Now think about your worst or ineffective teacher. Create a list of the characteristics this teacher exhibited. Compare and contrast the two lists of descriptive terms. Write down your personal characteristic? Compare your characteristic to these two lists. Where should you improve? What characteristics should you modify?

## KNOW YOUR STUDENTS

Your primary goal for your students is for each student to achieve academic success. To reach this goal, you must consider the various learning styles of your students. Addressing these learning styles will help your students achieve their full potential. Barbe and Swassing (1979) presented a theory of learning modalities stating that students process information through three “sensory” channels: the auditory channel, the visual channel, and the kinesthetic/tactile channel. As each channel indicates, the visual learner remembers information when it is presented in visual format—bright illustrations and information presented in iconic, symbolic, or in literate form. In today’s technological world, the use of DVDs, computer graphics, and animations is effective in presenting information to a visual learner.

The auditory learner “hears” and “listens” to learn. Reading orally and listening to others, listening to recorded music or podcasts are activities well suited to auditory learners. Kinesthetic learners are in motion and experience the world through moving—they learn while doing physical activity. Typical activities include playing instruments, tactile manipulatives, and large motor activities related to learning an activity. In a typical classroom, 30 percent of the students will be visual learners, 25 percent auditory, 15 percent kinetic, and 30 percent of them will have mixed learning modalities (Barbe, 1998).

The implications for teaching to different learning styles result in a “multisensory” approach to teaching. Multisensory teaching has received much attention in literacy teaching, especially with the teaching of students with dyslexia. However, all lessons in all classes can be developed to include all types of learners through representing the material in a variety of modes/senses. Table 1.1 presents some different strategies for assisting students with different learning styles in music. Teaching towards these learning styles can engage all learners. Some students learn best with visual stimulation (visual), others learn best when content is presented aurally (aural), and there are those who learn best when utilizing the entire body through movement (tactile-kinesthetic). It is also highly probable that students may utilize a combination of all three.

As educators, we must approach teaching in a variety of ways. Effective teachers are able to enhance students’ learning by establishing a creative learning environment that embraces the visual, auditory and tactile-kinesthetic modes of learning. Music and the arts are wonderful vehicles to create such environments and to provide creative ways to learn content material.

Table 1.1 *Learning Style Strategies*

<b>Type of Learner</b>	<b>Tips for teaching</b>	<b>Music Tips</b>
<b>Visual</b>	Use pictorial representation of content Use pictures for text Incorporate technology to view content	Pictorial representation of the beat Use icons for rhythm Pictures for text Text visuals (charts) Use printed sheet music Use technology to view music
<b>Aural</b>	Introduce content through songs, raps, or poems Incorporate multimedia and interactive features to introduce and reinforce concepts (i.e. videos, television and computer programs, tape recorders, music instruments) Incorporate oral reports, presentations, and demonstrations	Model through singing Model through playing Sing the rules or routines: (tune is <i>Mulberry Bush</i> ) e.g., “Now it’s time to all clean-up, all clean-up; Now it’s time to all clean-up and go to circle time”.
<b>Tactile - Kinesthetic</b>	Incorporate movement activities to illustrate content (i.e. dance, role-play, demonstrations, dramatizations) Take field trips Incorporate whiteboard/chalkboard activities Allow time for making and creating Incorporate computer activities	Use body to teach instrument or rhythm parts, then transfer to instruments (see body percussion) Create homemade instruments to accompany stories or dramatizations

## Application

### Learning Styles

**Aural** learners understand concepts best by listening, and can reproduce symbols, letters, or words by hearing them. They can repeat or fulfill verbal instructions relatively easily.

**Visual** learners use visual depictions to learn concepts. These learners function well by seeing and by watching demonstrations, often have a vivid imagination and like visual stimuli such as pictures, slides and graphs.

**Kinesthetic** learners use whole body movement to learn concepts. These learners work best with direct involvement in things, often find success in physical response activities, and use movement to help concentrate.

My primary learning style is: \_\_\_\_\_.

List activities that best support your learning style.

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### MUSIC AND TEACHING "OUTSIDE THE BOX"

Music is an important aspect of our lives. People experience music informally or formally. Informal experiences to music include an unconscious exposure to music through various modalities. For example, when you suddenly recognize the background music in the grocery store, you are participating in an informal musical experience. Other informal musical experiences may include listening to the radio in the car while driving, or listening to music while studying. Formal musical experiences include structured, intentional encounters with music. Some formal experiences may include listening to music at a church service, attending a concert, or taking piano lessons. Think about formal and informal musical experiences you have been exposed to this past week. How did each experience function in your life? Better yet, how would the exact experience function without music? For example, how would your church service differ if there were no music? Would it be better? Worse? The same?

Many times informal experiences with music may occur through exposure to environmental or natural sounds. Take a moment to listen to the sounds in this very room. Do you notice sounds you did not previously hear? What environmental sounds do you hear? Do you hear the rumbling of an air conditioner? Maybe the chatter of conversation outside of the room? Do you hear the rhythm of your own breathing? We experience countless informal musical experiences daily. Think about other informal musical experiences. Think about the background music of commercials. The transitional music in TV sitcoms. The music in a bookstore. The music in a gym. As you may now be aware, music plays an integral role in your life; likewise, music is interwoven into the daily fabric of a child's life. Is it possible, that building on such experiences can make learning opportunities exciting for young students?

Finally...This course will help you use your informal musical experiences to create effective learning activities for your future classroom. After experiencing the activities in this text, you will never look at a science experiment, math problem, or literary work the same way again. After your "creative" journey through this text, you will view other subjects with a more comprehensive perspective that opens multiple opportunities for engaged learning, allowing your students to obtain a deeper understanding of the concepts. There is only one requirement—open yourself to explore freely the concepts introduced to you. As a teacher, you will be the greatest model for your students; as they see you develop, teach, and implement "creative" lessons, they too, will become comfortable with exploring concepts within the realm of their own creativity.

### *Application*

In order to practice thinking “outside the box,” select an inanimate object of your choice (e.g. stuffed animals, tennis ball, cotton ball, etc.). What academic concept can be taught using the object?

Object: \_\_\_\_\_

Concepts I can teach:

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*“The first day of school is absolutely one of the most important days of the year because it sets the tone for the rest of the year,” René remembered her professor stating. Although an entire year seemed like a long time, when she thought about the breadth of material to cover, she asked herself “How in the world will I be able to teach every single content area in a way that my children will be engaged?” René was determined not to waste any “precious” time but to make every moment a learning experience, including this all-important day one. She decided that her first day will not be “traditional” (only reviewing class rules, procedures, basic introduction), but fun, exciting, and educationally sound.*

*Her professor's voice rang in her ears again as though she were in the very room, “alternating fun activities with practical and serious ones gives students time to internalize information.” René suddenly remembered the “Name Game” she and other classmates participated in when they took Music for the Education Major at the University. She was excited because she remembered that this activity not only allowed students to introduce themselves to others, but also introduced basic number concepts.”*



## CHAPTER OVERVIEW

### THOUGHT-PROVOKING QUESTIONS

1. List and describe the four stages of teaching. What would you recommend to help someone progress through the Survival Stage?
2. Discuss the relationship between personal behavior and professional behavior.
3. Detail your earliest music memory. Describe the occasion.
4. How have you experienced music today? (Do not reflect on yesterday; begin now and take note of what you encounter).

### END-OF-CHAPTER ACTIVITIES AND ASSIGNMENTS

1. Create a three-day journal of your daily musical experiences. Each day, indicate your emotional state during the music experience. How would your emotional state change if (1) the type of music were different, or (2) music were not present at all?
2. Take a "sound walk" to the grocery store, park, etc. Write down the various sounds that you hear.
3. Watch your favorite movie. Listen and describe how the music was used to depict certain characteristics. What specific emotions or reactions did the music enhance?
4. Select a painting or drawing. Create a short three-paragraph story describing the illustration. If you were to include "background music," (1) what kind of music would you select and (2) how would it function?

### EXTENDED ACTIVITY

#### *Application: Monitoring Your Own Behavior*

- (1) For one week, write down everything you do in 30-minute increments. Do not cheat! EVERYTHING!
- (2) At the end of the week, total up your minutes according to the chart following (adjust, add, or replace categories as needed).
- (3) There are 10,080 minutes in a week. Determine the percentages of time you devote to a specific task or activity (divide your activity by 10,080 and multiply by 100). What does this tell you about what you value? Would you prefer to spend more time doing a different task? If so what would you modify?
- (3) Record the amount of time you spend on a specific behaviors such as *talking on the telephone, watching television, preparing for classes, socializing with friends*. Is something out of balance? How would you make a change to establish more effective and efficient behavior in a certain area?

<i>Activity</i>	<i>Total Minutes</i>	<i>Percentage</i>
<i>Sleeping</i>		
<i>Eating</i>		
<i>Bathing/grooming</i>		
<i>Teaching</i>		
<i>Grading papers</i>		
<i>Preparing for classes</i>		
<i>Domestic errands</i>		
<i>Work</i>		
<i>Socialization</i>		
<i>Watching TV</i>		
<i>Reading</i>		
<i>Church/worship:</i>		
<i>Other:</i>		
<i>Other:</i>		
<i>Other:</i>		

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