Using this guide

This discussion guide is intended to assist Kappan readers who want to use articles in staff meetings or university classroom discussions.

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What Does It Take to Make a Teacher?

By Deborah Loewenberg Ball and Francesca M. Forzani

OVERVIEW OF THE ARTICLE

Key Sentence: “Students must have teachers who are prepared to help them learn, not beginners who are struggling themselves.”

KEY POINTS

• Teaching is the largest profession in the United States — 1,300 teacher preparation programs and “more than 3.6 million” teachers currently teaching — but there is no reliable system for training people how “to do this work skillfully.” Think of what other professions do to train their new members, those in medicine and the clergy, aviation and the legal field.

• “In no other domain do we allow trainees to assume so much responsibility for clients.” Is this ethical?

• Three areas to address are:
  ° Content knowledge and knowledge about how to teach content;
  ° A curriculum of practice (focusing on what teachers actually do in the classroom and how to be effective at these tasks); and
  ° Instructional activities and setting — what teachers learn and in what settings (such as laboratories and clinical settings).

• Time to practice is not, itself, the key. Having more time does not make a difference. Keen supervision, pointed feedback, and expert coaching make the difference.

FULL VALUE

Controversy in teacher preparation programs has been centered around “traditional” and “alternative” paths to teaching. But the authors of this article are not engaged in the usual debate. No matter what kind of teacher preparation program is being addressed, they say, it needs to be a system of proven strategies for helping teachers learn to teach before they practice with unwitting youngsters. The key words in the previous sentence are “system” and “proven.” The authors compare how new teachers enter education with how new practitioners enter other fields, usually under the intense guidance of mentors and veterans.

Teacher preparation programs in the United States operate on their own theories about how adults learn to teach, theories that largely have not been studied in terms of effects on students. There is no uniform approach to teacher preparation except one that relies on field experience such as student teaching, which places learners in jeopardy as their teachers struggle to learn “on-the-job.”

DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. The authors consciously use the word “make” in their title. To what extent do you think good teachers are made?

2. How did you learn to teach? To what extent was your own preparation a combination of a liberal arts education and “practice” (or student) teaching? How well did this approach work?
3. To what extent is teaching an art? A craft? To what extent is it a “natural” predisposition? To what extent can it be learned?

4. In your experience, how easy is it to become a teacher? Are the right people being invited to teach? Are they being well-prepared before they enter the classroom?

5. The authors argue that if teaching were “simple, then veteran teachers would be uniformly skillful.” To what extent do you agree with that conclusion?

6. What examples do you have of people teaching content without having a deep understanding of how to teach it (in other words, without seeing it through the eyes of a learner or novice, or understanding why learners make errors or stumble, or being unable to explain a concept)?

7. How would you amend the list of what teachers do (from the section “The Curriculum of Practice”)?

8. To what extent are the skills good teachers possess “unnatural” to “most competent adults”?

9. What attitude have you noticed in terms of students who have student teachers? What do students, their parents, their cooperating teachers, and others think of the student teaching experience?

10. How would teachers preparing to teach elementary school — responsible for all subjects — get sufficient knowledge in each content area as well as sufficient knowledge about how to teach each content area? To what extent do elementary school teachers become subject-area specialists?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1
The authors use the metaphor of a bifocal to describe the knowledge teachers must have to teach well: “This knowledge involves the bifocal capacity to understand ideas and to see them from the perspectives of others who are first encountering them.”

As you think about teacher preparation, what kind of lenses do you imagine? Bifocals? Trifocals? Multifocals? Using a process of visual dialogue in small groups (4 to 6 people) or a large group of no more than 10 people, create the lenses needed for effective teacher preparation for your environment. Draw the following template, a pair of glasses, on a large piece of chart paper. Follow the norms below to think about roles new teachers play in your system.

Some Good Norms for Visual Dialogue

Work together to co-create parts of the template rather than divvying them up for individuals to do; do not figure out any part of the template on your own.

Listen first to understand; build on each other’s ideas.

Look for commonalities but treat each idea with respect and look for its fit.

Ensure that everybody has “air time.”

“Park” ideas that are not yet fully developed or haven’t been agreed upon on a separate piece of chart paper, making sure to go back to those ideas during the process.
APPLICATIONS

This Kappan Professional Development Guide was created with the characteristics of adult learners in mind (Supporting and Sustaining Teachers’ Professional Development: A Principal’s Guide, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning style variation
- Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

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- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

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Focus on the Essentials of Reading Instruction

By Alan M. Frager and Elizabeth A. Frye

*Phi Delta Kappan* 92, no. 2 (October 2010): 56-58

OVERVIEW OF THE ARTICLE

**Key Sentence:** "To help focus attention on reading instruction, we created a rubric to use in both formative and summative evaluations of beginning teachers’ reading instruction."

KEY POINTS

- Beginning teachers may not pay sufficient attention to literacy. They need effective feedback before student teaching on how to lead discussions — how to help students “make meaning” of text.
- The rubric is designed to provide effective feedback for preservice teachers with criteria based on the “vision of a highly literate classroom.” It’s designed to “promote conversations among teacher educators, school administrators, literacy coaches, and others.”
- The rubric describes what teachers might do at these typical grade levels: F, C, B, B+, A, and A+. (There is no D.)
- Reading is not “getting information from print.” Reading is having “our own experience with the ideas.”

FULL VALUE

One of the most important breakthroughs in the practice of teaching reading came with Louise Rosenblatt’s *The Reader, the Text, the Poem* (1964). Rosenblatt argued that reading is not a one-way process, from the text (whatever it is) to the reader. Reading is interactive — both the reader and the writer supply meaning — and the result is beyond either one. Rosenblatt introduced Reader Response Theory, which at first applied to teaching literature in K-12 and higher education, and then began to affect all aspects of teaching reading.

“Basically, reader response theories reject the New Criticism of the late 1930s through the 1950s which assumed that the texts themselves were central and that teachers were to teach the skills of close, concise, attentive analysis while discouraging expression of and attention to differences in students’ own individual responses” (Gladdys Westbrook Church, “The Significance of Louise Rosenblatt on the Field of Teaching Literature,” *Inquiry* 1, no. 1 (Spring 1997): 71-77).

Reader response theory has also been called the *transactional analysis theory of reading*. The meaning of a text does not reside in the text itself (or the teacher who interprets the text); it resides in the transaction of meaning that occurs when a reader brings his/her experiences, background knowledge, and understandings to the printed (or auditory and/or visual) word.

Rosenblatt campaigned against reading as merely “literal recall or recitations of teacher-made meaning,” especially the reading of literature (Church). In particular, she “argues that teachers need to help specific human beings — not some generalized fiction called the student — to discover the pleasures and satisfactions of literature. ‘There is no such thing as a generic reader or a generic literary work; there are in reality only the potential millions of individual readers of the potential millions of individual literary works’ (Rosenblatt, *Literature*, 1938, p. 32 in Church). She deplored worksheet, test, and textbook questions that required one and only one “right” answer.
REFERENCES

Church, Gladdys W. “The Significance of Louise Rosenblatt on the Field of Teaching Literature.” Inquiry 1, no. 1 (Spring 1997): 71-77.


DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. Based on your experiences, what strategies for teaching reading are student teachers and beginning teachers likely to use?
2. Why would preservice, student teachers, and beginning teachers be more likely to use F strategies than A or A+ strategies?
3. In your experience, to what extent is literacy “an optional activity” in elementary schools? In middle schools? In high schools?
4. What is your vision of a highly literate classroom in elementary school? Middle school? High school?
5. To what extent are the F or C methods used in schools you know today?
6. What is/was the focus of oral reading? What do/did teachers expect?
7. Based on your own experience, do teachers use Before-, During-, and After-Reading strategies effectively?
8. To what extent do you think students in pre-K, K-2 can engage in “personal interpretations of text”?
9. How early can students understand their own strategies for making meaning from text? Why would teachers want students to engage in metacognition related to reading?
10. The authors suggest using the rubric to “assess preservice and early career reading teachers” as well as “to promote conversations.” How can you envision using the rubric in your own setting?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1
Consider how the advice in this article relates to several other articles in this issue:

1) Deborah Loewenberg Ball and Francesca M. Forzani, “What Does It Take to Make a Teacher?”
   Key Sentence: “Students must have teachers who are prepared to help them learn, not beginners who are struggling themselves.”

2) Martin Haberman, “The Pedagogy of Poverty Versus Good Teaching”
   Key Sentence: “My argument here is that reforms will ‘take’ only if they are supported by a system of pedagogy that has never been tried in any widespread, systematic, long-term way.”

3) Martin Haberman, “11 Consequences of Failing to Address the ‘Pedagogy of Poverty’”
   Key Sentence: “Teaching is not a profession, because the teacher acts that constitute the pedagogy of poverty have no theoretic or research base and are well known to anyone who ever attended a school.”
How do these articles, in their own ways, say the same thing? What ideas are common to them? What ideas are different/conflicting?

You might want to do a type of Venn diagram to show the similarities and differences.

Activity #2
Work together to identify the beliefs or assumptions that motivate the authors of this article. For example, one belief is that students today need to graduate as “active, thoughtful, literate participants in our society.” Why is that? What assumptions undergird that belief? Perhaps it is that only highly literate people can thrive in a global economy.

Dig deeply into each belief/assumption by asking, “What assumption underlies that belief or assumption?” Your list might resemble a three-tier outline:

I. Assumption/Belief #1
   A. Assumption/Belief that underlies #1
      1. Assumption/Belief that underlies A
      2. Assumption/Belief that underlies A
   B. Assumption/Belief that underlies #1

II. Assumption/Belief #2

(P.S. Don’t worry too much about whether your list of assumptions and beliefs about assumptions and beliefs is in “proper” outline form, that is, if there is an “A” there must be a “B”!)

APPLICATIONS
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• Integration of experience
• Learning style variation
• Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?
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Incompetent Teachers or Dysfunctional Systems? Reframing the Debate on Teacher Quality and Accountability

By Ken Futernick

Key Points:

• Policy makers and educators are currently focused on two issues: the achievement gap and improving teacher quality.

• There’s little or no agreement about what teacher quality is, but to some policy makers and educators, the antidote to poor teaching is removing “poor” teachers from the system. The problem with the removal approach to poor teaching quality is threefold:
  1. Attrition and mis-assigments (such as out-of-field teaching) may be a bigger problem than incompetent teachers.
  2. Teacher quality would only improve if enough good teachers were waiting to replace dismissed teachers.
  3. “Struggling teachers often do not get a reasonable chance to succeed.”

• Focusing on “dismissing unfit teachers — the relatively small number at the bottom end of the teacher quality bell curve” isn’t particularly helpful when “targeted improvements to the system . . . would strengthen teacher quality across the board,” for all teachers.

• The issue of teacher quality needs to be reframed as a systems problem rather than the problem of individual teachers because “variations in teaching performance flow largely from variables that have little to do with the qualities of teachers themselves.”

• One change that needs to be made is the directionality of accountability, usually top down or one way. All levels of a system (top-down and bottom-up) need to be accountable in a process called reciprocal accountability (Elmore 2000).

Overview of the Article

Key Sentence: “We must ensure that [teachers] work within a highly functional system — one that, at a minimum, provides meaningful performance evaluations, high-quality professional development, reasonable class sizes, reliable and stable leadership, and time for planning and collaboration. . . . a system [that] gives teachers a real chance to succeed.”

Full Value

The problem of teacher quality (and the need to narrow the achievement gap) are what Robert Garmston and Bruce Wellman (1999) call “wicked” problems. So-called tame problems are those leading directly to solutions. “Wicked” problems call for systems thinking.

Problems in education are often “wicked” problems, not simple, linear problems. They are “tenacious and nonlinear. They contain unpredictable barriers and recur, folding back on themselves. . . . Existing ways of thinking cannot handle wicked problems. Individuals and groups require new mental models for problem finding and problem approaches” (Garmston and Wellman 1999: 223).
**Tame Problems**

- An algorithm exists.
- Can be worked “inside the box.”
- Lend themselves to action research.
- Direct and discernible cause-and-effect relationships are apparent.
- Interactions may be complex but are not dynamical.
- Properties of the system maintain their identity before, during, and after interactions.

**Wicked Problems**

- Known algorithms are inadequate.
- Require new mental models.
- Are dynamical, producing emergent phenomena within systems and subsystems.
- Have a fractal nature.
- Recur, folding back on themselves and amplify with each iteration.
- Contain values conflicts rooted in self-sealing logic.


As a “wicked” problem, improving teaching quality is going to require more than simplistic thinking: “If this, then that. If we fire the bad teachers, we’ll have quality teachers who can ensure that students succeed.”

**DEEPEN YOUR THINKING**

Choose one or more of these individual inquiry topics for thinking and writing.

1. How would you define teacher quality? What are the essential characteristics of a quality teacher?
2. How are teacher quality and closing the achievement gap related, in your opinion? In terms of how your colleagues think?
3. What effect does the media have on education? Can the media sway public opinion about what good education is? About quality teaching? What examples do you have?
4. What is teacher turnover (attrition) in your own environment? What happens in schools (and districts) when too many teachers (and administrators) enter and leave the system?
5. To what extent is attrition a “correctable” problem in your view? How can the problem of too much attrition be corrected?
6. Why should teachers be given “a good chance to succeed”?
7. In your experience, how many new teachers are in the wrong field and shouldn’t be teaching? What can be done to help these teachers?
8. How would these factors help struggling teachers succeed?
   - Competent principal leadership
   - Reasonable class size
   - Better compensation
   - Collegial support
9. What’s wrong with a top-down approach to accountability? How could a reciprocal approach to accountability help struggling teachers?
10. How do teachers hold accountable those who work “above” them in the system — their principals? Their district office administrators? State policy makers? Others?
EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1:
One of the problems of systems is that they’re very hard to change, particularly by people within them who are simultaneously acting according to system parameters and trying to change them.

Use this three-column chart to predict how the future of the educational system might change. Instead of the given characteristics, use your own characteristics of the current system — school/district/state — to complete this chart, if you’d like.

<table>
<thead>
<tr>
<th>Characteristics of the Current System</th>
<th>Conditions That Led to the System We Have Now (Reasons We Have the System That We Do)</th>
<th>Factors That Would Improve the System We Have Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mis-assigned teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity #2
Another problem with systems is that they’re slow to change. There is often a huge delay before the result of a systems change action can be seen. In fact, what is first seen may be contrary to what’s expected — a negative reaction to the change. The gap between action and expected reaction can trick people into believing that the systems change action has failed.

Use the three-column chart below to speculate on some system changes mentioned in the article. What is likely to happen during the gap between the change and the desired result?

<table>
<thead>
<tr>
<th>The “Wicked” Problem</th>
<th>What Happens Before Positive Results Are Obtained?</th>
<th>Factors That Would Improve the System We Have Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mis-assignment of teachers</td>
<td>No teacher teaches outside his/her subject area.</td>
<td></td>
</tr>
<tr>
<td>Teacher preparation</td>
<td>Teachers are prepared to teach today’s students.</td>
<td></td>
</tr>
<tr>
<td>Top-down accountability</td>
<td>Reciprocal accountability</td>
<td></td>
</tr>
</tbody>
</table>

Use this chart to think about other system problems at the school/district/state levels.

Activity #3
A third problem in terms of systems change is our inability to see the whole system. Without the ability to see all parts of the system, we often operate in terms of our assumptions about the rest of the system. Peter M. Senge (1990) recommends that we not only collaborate with others within the system (team learning) but also share our assumptions (mental models) in order to get clarity about how the system works.

Working individually and then as a group, darken with a pencil or marker where you work in the system. Shade in parts of the system you know about (the darker shades mean you know quite a bit, the lighter shades not much). Beside the other parts of the system, write some of your assumptions about the rest of the system. Share these and, perhaps, create a model for your group’s understanding of the system.
Assumptions Regarding Education

In the Nation:

In the State:

In the District:

In the School:


APPLICATIONS

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11 Consequences of Failing to Address the ‘Pedagogy of Poverty’

By Martin Haberman

*Phi Delta Kappan* 92, no. 2 (October 2010): 45

**OVERVIEW OF THE ARTICLE**

**Key Sentence:** “Teaching is not a profession, because the teacher acts that constitute the pedagogy of poverty have no theoretic or research base and are well known to anyone who ever attended a school.”

**KEY POINTS**

- The 14 teacher acts he described in his reprinted article in this issue are “still the typical acts of teaching performed by all teachers.” (See “The Pedagogy of Poverty Versus Good Teaching” by Martin Haberman.)
- The author adds only one more act: “Assigns questions to be answered by using Google or some other search engine.”
- Moreover, people do not appear to be talking about what teaching is: “The overly directive, mind-numbing, mundane, useless, anti-intellectual acts that constitute teaching not only remain the coin of the realm but have become the gold standard.”
- The author describes 11 consequences of continuing to employ the 15 acts of teaching:
  1. One style fits all, whether advantaged or disadvantaged.
  2. There is no connection between theory and practice.
  3. “Growing research on effective instruction” will not change what teachers do.
  4. Anyone can teach according to the 15 acts of teaching — teacher preparation makes no difference in what teachers do.
  5. Lowering class size provides no benefit (except in terms of discipline).
  6. All subjects are taught the same way.
  7. “Skills, concepts, and appreciations” will be taught according to the same ineffective actions that were used in 1991.
  8. It won’t matter how old students are or how much they already know and can do.
  9. Professional development will make no difference; teachers will still use the same 15 ineffective actions.
  10. The acts of teaching result in classroom management problems and “students’ lack of motivation” and will continue to do so.
  11. These acts are so firmly ensconced in education that they (and the culture they beget) will be protected by parents, students, and educators.

- Nothing will change.
- What we know about teaching and learning makes no difference in terms of practice.
- Teaching is not a profession.
- Anyone who has attended school knows how to teach using the 15 acts.
In this introduction to his reprinted article, Haberman addresses the current state of teacher preparation programs and professional development. Teachers often teach the way they have learned. They may perpetuate Haberman’s 15 teaching actions because they experienced those themselves as students. They may not replace these — cemented in as they are through 12 years of education — during their “hit and miss” teacher preparation programs. And, if they continue to get professional development, without a chance to become learners themselves, they may not be able to change what they do when they have their own classrooms.

DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. How does this introduction help you understand Haberman’s 1991 article, reprinted in this edition of *Kappan*?
2. As you think about teachers with whom you’ve worked, how many are “exceptions to the rule” in terms of Haberman’s 15?
3. To what extent do you agree with each of Haberman’s 11 consequences of continued use of the 15 acts of teaching?
4. To what extent is there a theory of learning that guides teaching today?
5. What differences do you see in terms of today’s teachers and teachers 20 years ago?
6. What do teachers do differently when class sizes are lowered?
7. To what extent do teachers teach differently when they teach science, mathematics, social studies, and English/language arts?
8. To what extent do teachers adapt their teaching style to learners of different ages and competencies? What do they do?
9. Do you agree that the methods teachers use (the 15) contribute to classroom management problems and “students’ lack of motivation for learning”? How would you explain this phenomenon?
10. To what extent do you think that resistance to changing teaching and learning by all constituents is more powerful than reasons for change?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1

What should be the relationship among these elements of teacher learning? Draw the following template on a large piece of chart paper.

Begin with the classroom teaching cog. Work together to list what you would expect in terms of what teachers do in the classroom.

Then consider the ramifications of the descriptors in that cog. Work together to list what you would expect in terms of what teachers-to-be learn in their teacher preparation programs — and how they learn it.

Finally, consider the ramifications of the descriptors in terms of professional development. Work together to list how you would expect teachers to learn and grow through professional learning.

Discuss the interaction among the cogs.
APPLICATIONS

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Kappan Classic: The Pedagogy of Poverty Versus Good Teaching

By Martin Haberman

Phi Delta Kappan 92, no. 2 (October 2010): 81-87
Reprinted from Phi Delta Kappan 73, no. 4 (December 1991): 290-294

OVERVIEW OF THE ARTICLE

Key Sentence: “My argument here is that reforms will ‘take’ only if they are supported by a system of pedagogy that has never been tried in any widespread, systematic, long-term way.”

KEY POINTS

• Reform of urban education is often defeated by attitudes about poverty.
• Fourteen actions characterize the pedagogy of poverty at all levels and subjects, from giving information and directions to making assignments and assigning grades, from monitoring seatwork to punishing noncompliance.
• The pedagogy of poverty is “not merely what teachers do and what youngsters expect but, for different reasons, what parents, the community, and the general public assume teaching to be.”
• The logic of the pedagogy of poverty is based on beliefs that:
  ° “Students and teachers are engaged in different activities.”
  ° “Teachers are in charge” and students need to comply.
  ° Students need to be ranked.
  ° “Basics are a prerequisite.”
• Teachers do not enter teaching to enact the pedagogy of poverty, but the demands of teaching the poor require them to change their behaviors “in order to function in urban schools.”
• Students resist changes to the pedagogy of poverty; in fact, they control (through compliance) many of the strategies that teachers think they have to use in urban schools.
• The pedagogy of poverty “is a pedagogy in which learners can ‘succeed’ without becoming either involved or thoughtful.”
• Two conditions must be created before educators can change the pedagogy of poverty:
  ° “The whole school faculty and school community — not the individual teacher — must be the unit of change.”
  ° “There must be patience and persistence of application.”
• Some key changes need to be made in the areas of:
  ° “The dynamics of teacher/student interaction.”
  ° Challenging “the façade of control.”
  ° The evaluation of teachers as competent if they maintain student control.
  ° “Establishing trust and involving their students in meaningful activities.”
• Good teaching can be defined by observing what students are doing.

FULL VALUE

Efforts to reform schools, including inner-city/urban schools that enroll children of poverty, are legion. John Dewey is sometimes regarded as the quintessential educational reformer. He is known for his progressive stance regarding curriculum, which he believed could lead to social reform. He believed in an
interactive curriculum (sometimes called “experiential learning”) and on the role of the teacher as a guide for learning, not an all-knowing dispenser of knowledge. In fact, he said that delivery of information must be balanced by student interests and needs. He focused on school as a place where students can realize their full potential and take a productive role in society.

Since Dewey, other reformers have tried to change urban and other schools to be more hospitable to students and learning. Martin Haberman’s thoughts about the pedagogy of poverty fit right in with those of these reformers.

On the other hand, this is a time of national and state standards, state testing, pacing guides, and common assessments, schools that don’t make AYP (Adequate Yearly Progress), schools that are taken over by the state, evaluation of teachers according to student test scores, and other initiatives that seem to “fly in the face” of what the reformers, including Haberman, have recommended.

Another way to think about the ideas in this article is to consider beliefs about intelligence. The author asks why educational reformers do not focus on reform and restructuring in urban areas and answers his own question three ways. The third response touches on beliefs about achievement: “. . .why bother with teaching if research shows that achievement test scores of poor and minority youngsters are affected primarily by their socioeconomic class?” Since educators cannot do something about the socioeconomic class of their students, they might as well not teach. Right?

Although “achievement test scores” and intelligence are not the same, the author’s statement may take readers back to the middle of the 20th century when people were debating whether intelligence is determined by heredity or environment. The hereditarians, including Arthur Jensen, Richard Herrnstein, and William Shockley, concluded that heredity — in part, race — determined intelligence. The environmentalists, including J. McVicker Hunt, Benjamin Bloom, and Martin Deutsch, argued that environment is much more important in determining intelligence and can be affected by good instruction. Jensen, in particular, was thoroughly criticized for his point of view about IQ.

DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. What images come to mind as you think of “poverty”? To what extent are your images urban? Rural? Suburban?

2. Think about your first position in education. To what extent were teachers engaged in what the author calls the “typical form of teaching”? To what extent did you see the 14 “core functions of urban teaching,” what the author calls teaching actions?

3. How have students, parents, the community, and the general public shaped expectations about school? What do they expect? How have the media shaped expectations about school? How have educators themselves shaped expectations about school?

4. The author states, “In reality, the pedagogy of poverty is not a professional methodology at all.” He characterizes it as “ritualistic acts.” To what extent do you agree? What is a pedagogy?

5. What happens when a teacher does something that is different from what students, other teachers, and administrators expect?

6. To what extent do students control what happens in the classroom, especially in classrooms in which the 14 acts of teaching operate?

7. Why does the author maintain that “the whole school faculty and school community — not the individual teacher — must be the unit of change; and there must be patience and persistence of application” for the pedagogy of poverty to change?

8. What does the author mean by this statement: “For genuinely effective urban teachers, discipline and control are primarily a consequence of their teaching and not a prerequisite condition of learning”?

9. Reread Haberman’s list of what good teaching is. To what extent do you agree with the signs of
good teaching? To what extent do you see them in practice today?

10. What constituency's needs might prevent the replacement of the pedagogy of poverty with the kind of good teaching the author mentions?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Activity #1
Use the Four A Protocol to discuss this article. Have each member of the group read (or reread) the article looking for how its content pertains to these four randomly drawn words that begin with the letter A. Begin discussion with the first word and move to the second, third, and fourth words when participants are ready to move on.

- Acrimony
- Appreciate
- Answer
- Assembly

Note #1: The words (drawn randomly) are meant to challenge thinking. It may not be easy to think about how they help illuminate understanding of the article, but invite participants to stretch their thinking.

Note #2: You can change this protocol by coming up with your own number, letter, and words. For example, you can do a Five S Protocol or a Three B Protocol.


Activity #2
Use the activity called Red Light-Green Light to brainstorm what you would do if you were helping a school abandon the pedagogy of poverty in favor of what the author describes as “good teaching.” On three pieces of chart paper, draw a typical stoplight.

On one piece of chart paper, color the top circle red; on the next, color the middle circle yellow; and, on the third, color the bottom circle green.

As a group, think of what you would not do and record it on the chart paper with the red circle. Think of what you would do with caution and record it on the paper with the yellow circle. Think of what you would do with certainty and record it on the paper with the green circle.

Apply your ideas to a school you know — whether or not you think it is engaged in a pedagogy of poverty.
APPLICATIONS

This *Kappan Professional Development Guide* was created with the characteristics of adult learners in mind (*Supporting and Sustaining Teachers’ Professional Development: A Principal’s Guide*, by Marilyn Tallerico. Thousand Oaks, Calif.: Corwin Press, 2005: 54-63):

- Active engagement
- Relevance to current challenges
- Integration of experience
- Learning style variation
- Choice and self-direction

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so readers could apply what they have learned to work in classrooms (*Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*, by Robert J. Marzano, Deborah Pickering, and Jane E. Pollock. Alexandria, Va.: ASCD, 2001).

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

More thoughts? Go to [PDKConnect.org](http://PDKConnect.org) to discuss this article with others. (First-time users register at [pdkintl.org](http://pdkintl.org) to set up a user name and password.)
Making Ripples: How Principals and Teachers Can Spread Hope Throughout Our Schools

By Shane J. Lopez

*Phi Delta Kappan* 92, no. 2 (October 2010): 40-44

**OVERVIEW OF THE ARTICLE**

**Key Sentence:** Given that hope is malleable (Gallup 2009c; Lopez et al. 2009) and that the hopeless can learn to be hopeful, our youth need a focused effort from people who care about them and their future.

**KEY POINTS**

- “Hopeful students see the future as better than the present, and believe they have the power to make it so.”
- Hope is:
  - Not particularly related to intelligence or income;
  - “Linked consistently to attendance and credits earned”;
  - Linked in middle schools to better grades and scores on achievement tests; and
  - Linked in high schools and beginning college to higher grade point averages.
- Half of American students are hopeful (with “numerous ideas and abundant energy for the future”). Half of American students are “stuck or discouraged, lacking the ideas and energy they need to navigate problems and reach goals.”
- Students who are hopeful are “more likely to be engaged in school and thriving in life.”
- Educators can affect students’ feelings of hope. Educators can be “a hopeful principal or teacher” by “encouraging autonomy, modeling a hopeful lifestyle, promoting strengths-based development, and telling stories about how students and educators overcome big obstacles to realize important goals.”
- Schools can help create hopeful neighborhoods.

**FULL VALUE**

In his 1995 book *Emotional Intelligence: Why It Can Matter More Than IQ*, Daniel Goleman argued that emotional intelligence is as important to success as cognitive intelligence (sometimes summarized as EQ vs. IQ). Goleman’s book had a profound effect on education. Goleman advocated for teaching emotional literacy, which includes teaching students how to have an optimistic attitude — hope!

According to Goleman (1995), emotional intelligence is a set of abilities, including the ability to:

- Motivate oneself,
- Persist in the face of frustrations,
- Control impulse,
- Delay gratification,
- Regulate one’s moods,
- Keep distress from swamping the ability to think,
- Empathize, and
- Have hope.
In a chapter at the end of *Emotional Intelligence*, Goleman suggests some actions that schools can take to help students with EQ:

- Provide parent and family assistance;
- Suggest emotional relearning if needed;
- Coach for friendship;
- Provide emotional literacy courses;
- Embed emotional literacy in curriculum; and
- Rethink school.

This book had a profound effect on educators and the general public because, as one reviewer put it, “The obsession with IQ was a product of the 20th century’s model of mechanistic achievement; EQ, in its focus on empathic people skills and relationships, is a basic success element in a more fluid and creative 21st-century economy” (www.butler-bowdon.com/ei).

**DEEPEN YOUR THINKING:**

Choose one or more of these individual inquiry topics for thinking and writing.

1. How would you define hope in terms of your professional life? Your personal life?
2. Think about students you know. To what extent do they seem hopeful? How do you know? How does the percentage of “hopeful” students you know compare to the findings of the Gallup Student Poll?
3. How can schools “send out ripples of hope, slowly building a current of hope that would knock down the obstacles” to hope?
4. The author states, “Class size is negatively associated with hope — the larger the class, the lower the hope.” In what ways is his statement consistent with your own experiences of large and small classes?
5. What students do you know who “can’t think of other pathways around the obstacles or can’t get the support they need”? How can they be helped so that they don’t experience “frustration, a loss of confidence...lowered self-esteem” as well as anxiety and an inability to use feedback well?
6. In your experience, is “hope...malleable (Gallup 2009; Lopez et al. 2009)” and can “the hopeless can learn to be hopeful”?
7. Some methods for helping people have hope are interactive (“creating excitement about the future, and communicating it) and some are teachable (strategies for getting good grades and solving problems). Have you seen people use these methods at a school you know well? How do you see schools using these methods?
8. How are schools affected by being in a neighborhood or community that has no hope? One that has hope? How can schools affect the hopefulness of their neighborhoods or communities?
9. How can educators help students see that “high hope doesn’t always translate to success?” What do students need to learn about goals?
10. How would you describe the emotional culture of a school you know well? How could a focus on hope help that school? What would that school look like if all students (and adults) were hopeful?

**EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION**

**Activity #1**

Given the bad news facing students and teachers (e.g., recession, dropout crisis, environmental disasters), how can teachers get individual students excited about the future? With your colleagues, brainstorm a list of possibilities. After you have brainstormed a list, place suggestions in an analysis grid:
What activities could you do (capacity high) that would have the best effect (effect high)?

**Activity #2**
Discuss as a group: What is one barrier to student safety, well-being, or academic success that could be removed from your school or community? How would you eliminate the obstacle? How would you involve the community in this effort?

**Activity #3**
Discuss: What are you currently doing to raise the hope of your students? How can you do more of it?

**Activity #4**
Discuss: Every school has a Mr. C. What would you do about Mr. C if you were working with the Kansas school? What would you do about Mr. C in your own school?

**APPLICATIONS**

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About the Author

Lois Brown Easton is a consultant, coach, and author with a particular interest in learning designs — for adults and for students.

She recently retired as director of professional development at Eagle Rock School and Professional Development Center, Estes Park, Colo. From 1992 to 1994, she was director of Re:Learning Systems at the Education Commission of the States (ECS). Re:Learning was a partnership between the Coalition of Essential Schools and ECS. Before that, she served in the Arizona Department of Education in a variety of positions: English/language arts coordinator, director of curriculum and instruction, and director of curriculum and assessment planning.

A middle school English teacher for 15 years, Easton earned her Ph.D. at the University of Arizona. Easton has been a frequent presenter at conferences and a contributor to educational journals. She is currently co-president of the Colorado Staff Development Council.

She was editor and contributor to Powerful Designs for Professional Learning (NSDC, 2004 & 2008). Her other books include:

- *The Other Side of Curriculum: Lessons From Learners* (Heinemann, 2002);
- *Protocols for Professional Learning* (ASCD, 2009);

Easton lives and works in Colorado.