

## Part 2 – Knowledge

### Chapter 2: The Norm – Why Schools Are As They Are

1. In the current educational climate, the culture of schools or the work environment establish the following norms:
  - a. Each school district follows the same procedures in the state.
  - b. Teachers follow the strategies established by the department.
  - c. Teachers may arrive on time for teaching students.
  - d. Teachers vary expectations about their own work in a particular school.
2. Which are the following teacher roles are characteristics of the One-Room Schoolhouse?
  - a. Teachers were responsible for the total instruction of all students.
  - b. Teacher worked alone to use creativity in his/her classroom.
  - c. Principals were in charge of the curriculum.
  - d. Teams of teachers maintained the building.
3. The similarities between the One-Room Schoolhouse to the work environment or culture of schools reveal the following components. Choose the one that applies.
  - a. Collaboration discourse and professional learning
  - b. Differentiation, learning styles, and student profiles
  - c. Institutional independence, privatization of teaching, and isolation
  - d. Teacher training and competency development
4. McMillan & Price (2005) parallel the work environment of teachers in Frontier West to the modern teacher conditions in the following ways:
  - a. Paid consultants
  - b. Limited class size
  - c. Funding difficulties
  - d. Supportive tutoring
5. School culture are deeply rooted in the institutional beliefs in the
  - a. training of beginning teachers.
  - b. shared decision-making from all stakeholders.
  - c. understanding the dominant culture
  - d. collective development of the school mission.
6. Research has indicated that isolation and individualism has been observed through the work environment. Which of the following describes this research?
  - a. Open classrooms represented areas in which teachers could view individual methods of teaching.
  - b. Teachers work in visual isolation where they work in different places at the same time; however, they do not observe each other.
  - c. When a teacher is almost exclusively with children, they are psychologically alone.
  - d. Teachers share methods in their classroom with others during their planning times.
7. Chang's (2009) research discussed the psychological dilemma experienced by teachers in the following manner:
  - a. Elementary teacher meets with 25-30 students for six and one-half hours.

- b. Secondary teacher meets with 100 to 150 students for five to seven 50-minute periods.
  - c. Teachers have the responsibility to bring their children to a certain academic level.
  - d. Teachers requires training to meet the competency requirements.
8. Which of the following psychological frustration did teachers not reveal?
- a. Routine of the teaching day
  - b. Encounters of the students' academic and emotional behaviors
  - c. Professional expectations from administration
  - d. Creative approaches to heighten student engagement
9. Beginning teachers are faced with environmental difficulties. Which are examples of these difficulties?
- a. Least restrictive resources for special education students
  - b. Adequate resources
  - c. Supportive mentors
  - d. Unclear expectations
10. Which of the following supporting evidence reveals adequate induction practices for beginning teachers?
- a. Assignment of low achieving groups of students
  - b. New teachers pay their dues by being assigned more duties and larger classes.
  - c. First year teachers are never sure what is expected of them as professionals
  - d. Consistent dialogue on strategies with mentors
11. Which of the following environmental difficulties experienced by novice teachers is supported by research?
- a. Between one-third and one-half of teachers drop out of the profession within their first seven years of teaching.
  - b. Novice teachers develop a wide range of expertise for instruction.
  - c. Most qualified teachers remain in the profession.
  - d. Many teacher leaders enter into administration.
12. Conventional schools must examine inequity critically through
- a. an analysis of risk solutions within the school environment
  - b. a review of the performance for students, from a specific minority group.
  - c. an investigation the curriculum design of curriculum, instructional materials, and strategies
  - d. an evaluation that is standardized for each district.
13. Teaching as a profession can be improved through the following:
- a. Staged career from training to being a full profession
  - b. Standard salary scales in districts within a state
  - c. Benchmarks for interviewing practices for employment
  - d. Recognition of administrative roles

14. The one essential dimension of successful schools is
  - a. improved resources.
  - b. professional dialogue.
  - c. rich curriculum.
  - d. highly qualified teachers.
  
15. School-wide curriculum and instructional decisions would be improved if teachers
  - a. were involved in decisions about curriculum
  - b. followed the mandated curriculum
  - c. were mature, competent to deal with all learners
  - d. were expected to fulfill certification requirements
  
16. Shared technical culture possess
  - a. problem solving that meets the needs of the teachers.
  - b. standardized practices for technology infusion
  - c. common purpose, mission, and goals.
  - d. purposes that are applicable to the district only
  
17. Darling-Hammond (2006) stated that the American factory model schools differ from high-achieving European and Asian countries in which of the following ways?
  - a. Less time to plan
  - b. Ineffective assessment measurements for learning
  - c. Curriculum lessons
  - d. Observation techniques
  
18. What are the differences between school culture and shared technical culture?
  - a. Cutting edge for the state of the art technology
  - b. Common instructional practices
  - c. Learning from experience
  - d. Ongoing communication and dialogue
  
19. Conservatism has the aspects that encourage the status quo in schools today. Which of the following aspects are considered conservatism?
  - a. Specific teacher-centered instructional methods
  - b. Shared technical culture
  - c. Establishing long range goals
  - d. Research and experience
  
20. Researchers on school reform and student learning promote that improvement in education. Which is critical to reform?
  - a. Legislating higher standards and consequences for non-performing schools
  - b. Diminishing the ability of internal stakeholders for decision-making
  - c. Promoting extrinsic rewards for schools
  - d. Supervising instruction and engagement of internal stakeholders
  
21. What aspects do not need to be considered in promoting culture within cultures?
  - a. Norms
  - b. Structure
  - c. Socio-economic status

d. Customs

22. Schools need to consider the multiple cultures and subcultures, which can be described as:

- a. adult or student culture
- b. student population based upon on race or socioeconomic status
- c. grade level teams
- d. content area teams

23. The Newtonian Paradigm is similar to the traditional school in the following:

- a. Fix the parts of the system that needs repair
- b. Review the broken pieces, as categories of learning
- c. Analyze the “big picture” in the school and community
- d. Assess the creativity within the relationships in the school

### **Essay Topics:**

1. Compare the One-Room Schoolhouse to work environment or cultures today.
2. Explain the reasons why teachers feel disenfranchised historically in their schools.
3. Analyze the research that has inhibited teacher performance and connection and discuss ways to overcome this psychological frustration.
4. Create an implementation plan to move beyond the Newtonian Paradigm of Traditional Schools.

### **Exercises**

#### **Academic**

1. Choose a period of American history (for example, the colonial period or the early 20th century) and research the state of teaching as a profession during that era. Prepare a report comparing the role, functions, working conditions, and status of teachers in the selected era and the current era.
2. Research the state of teaching as a profession in an industrialized nation other than the United States. Prepare a report comparing the role, functions, working conditions, and status of teachers from the selected nation with those of U.S. teachers.
3. The chapter lists routine, psychological dilemma, and isolation as three factors associated with the work environment of teachers. Interview a supervisor about the work environment of teachers in his or her school. How does he or she attempt to improve conditions? Write a summary of your interview.
4. In most school systems, a teacher’s career is unstaged. Outline a plan for a staged teaching career. Include recommended entry requirements, screening methods, a description of an apprenticeship period (other than student teaching), and suggested requirements and rewards for promotion to full membership in the teaching profession. Suggest ways in which teachers who have attained full professional status can be presented with new challenges and rewarded for meeting such challenges.

5. Write an autobiographical essay in which you discuss your experiences with the daily routine, psychological encounters, and isolation you have confronted as a teacher or observed as a visitor in a school.

## **Field**

1. Interview three teachers of various experience levels about why they chose teaching as a career. Write a report that includes a brief description of each teacher, a summary of his or her reasons for becoming an educator, and a comparison of the various teachers' responses.
2. Conduct interviews with a veteran and a first-year teacher in which you ask them to compare their written job descriptions with the duties they actually carry out. During both interviews, write out a list of duties the teacher carries out that are not listed on the formal job description. Prepare a report summarizing your findings and drawing conclusions.
3. Interview a member of a graded profession (physician, attorney, college professor, scientist, engineer, or the like) who has reached full professional status. Ask the professional about the stages and challenges he or she had to pass through to attain such status, the extent to which having to pass through these grades increased his or her professional performance, and the rewards of reaching full professional status. Prepare a report summarizing the interviewee's responses and giving your opinion of whether aspects of such a graded career could be adapted to the teaching profession.
4. Interview a veteran instructor or supervisor in a teacher preparation program. Ask him or her to compare students who are preparing for a career in education today with teacher candidates of 10 years ago in terms of academic preparation, performance, and commitment to a teaching career. If the interviewee perceives significant differences between present and past teacher candidates, ask for his or her perceptions of why such differences exist and how they are likely to affect the future of education. Prepare a report summarizing the interview and drawing your own conclusions.
5. Interview an individual who was a teacher for at least five years and voluntarily left teaching for a new career. Request (a) his or her reasons for entering the teaching field, (b) his or her reasons for leaving teaching, and (c) a comparison of the teaching profession with his or her present career. Prepare a written report on the interview.

## **Developmental**

1. Begin a diary of how the major characteristics of your work environment affect your job performance over a period of time.
2. Begin a notebook of ideas for breaking up the inertia of the teaching profession and environment. Over time, note your own ideas and also record the ideas and actions of teachers and supervisors you observe attempting to counter the routine, psychological dilemma, and isolation of the teaching environment. Include ideas

for promoting teacher autonomy and encouraging teachers and supervisors to focus on a cause beyond oneself.

**Chapter 2 The Norm – Why Schools Are As They Are**  
**Answer Key to Multiple Choice Questions**

1. D	6. C	11. A	16. C	21. C
2. A	7. C	12. C	17. B	22. B
3. C	8. D	13. A	18. C	23 B
4. C	9. C	14. B	19. C	
5. D	10. D	15. A	20. D	