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Effective Schools and Standards for Teaching



Guiding Questions

1. What are some teacher characteristics for 21st-century teaching?
2. What is it like to be a reflective teacher?
3. How is an attitude of servant-heartedness related to being an effective, accountable teacher?
4. What are the five core propositions from the National Board for Professional Teaching (NBPT)?
5. How might the NBPT propositions and standards help teachers to serve students more effectively?
6. What does diversity have to do with teaching effectiveness?

21ST-CENTURY TEACHING: A NATIONAL MODEL

Although it may be difficult to imagine, there was, in the not-too-distant past, a time and a place where liberals, conservatives, educators, policymakers, and

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politicians concerned about the preparation of teachers for public schools gathered in a large number to *reason together*. The first national symposium by major teacher educator organizations took place in December 1995. The Association of Teacher Educators, the American Association of Colleges for Teacher Education, and the U.S. Department of Education's Office of Educational Research and Improvement sponsored and conducted a (U.S.) National Congress on Teacher Education. Leading national figures in teacher education presented their views to the almost 500 delegates. Focus groups examined the views and reported to a conference coordinator. The coordinator, in turn, synthesized the concerns, ideas, and recommendations into a daily log of issues. In the end, the group produced a list of desired characteristics for teachers of the 21st century.

Characteristics of 21st-Century Teachers

- Hold selfless love for students
- Exhibit commitment and fairness to all
- Treat students as whole persons
- Model thinking and problem-solving strategies
- Know students' needs thoroughly
- Skillfully manage classroom environments
- Lead with global vision and awareness
- Manage change positively
- Have clear standards and hold high expectations of themselves and others
- Work effectively with parents and other adults

The institutions and organizations represented at the congress forged a preliminary national agenda regarding teaching strengths and skills. Effective teachers are reflective, accountable, and most certainly student centered, as opposed to convenience centered or content centered (Elliott, 1996).

Reflective Teachers

The 1995 Congress on Teacher Education described what pupils of the 21st century should be: value minded and caring, understanding of basic human rights, communicators, masters of basic knowledge, information processors, problem solvers, decision makers, and successful at living, among other traits. Such thinking is reminiscent of reflectiveness in teaching practices. Reflectiveness, or thoughtfulness, and the reflection of that thinking onto the

learning situation, is an important element for those who would be effective as teachers. More important, it is necessary for those who would be successful as learners and problem solvers. If we are to prepare pupils to become thinking adult citizens, then the teachers must themselves be reflective about their own teaching.

Accountable Teachers

The spectrum of educational spokespersons and inquirers that gathered in Washington, D.C., in 1995 to discover what 21st-century teachers should be like agreed that *teachers must be willing to teach accountably*. Teachers who will be truly effective in their craft will come to understand the importance and the imperative of servanthood. Accountability is a form of servanthood. Servanthood is an attitude that leads one to consider the needs of others and to address those needs. To have the heart of a servant, one is willing to do what might be necessary to discover the need and then to provide a service that will satisfy or fulfill it. Servanthood and servant-heartedness are necessary in skillful teaching. Teachers who see their role in terms of service to others are not distracted by personal considerations, for they see their mission in serving rather than in being served.

Student-Centered Teaching

The thrust of a teacher's efforts must always be to serve students according to their needs. Sometimes, those needs are expressed directly by the learners. However, more often than not, students who may not be able to verbalize the expression of need in specific or accurate terms unconsciously demonstrate those needs. Teachers who center their efforts on the expressed and demonstrated needs of their students, rather than a fixed collection of information or data, have been shown to create far more lasting results, regardless of the subject. The effective teacher's curriculum is not the textbook. Rather, it is the material that the teacher develops with each individual student in mind. What are the individual skills needed? It will not matter that the child arrives without prerequisite skills and abilities. It will remain that teacher's moral duty to teach each child appropriately. When a child's needs are beyond the resources and skills available to a single teacher and classroom, it will yet remain the teacher's duty to facilitate connections so that learning needs may, in the end, be satisfied.

Standards for Teaching: A Holistic Vision

Because of local demand, state reform planning, and national education policies, most states have formally adopted standards for the teaching profession. These are all influenced by the five core propositions developed by the National Board for Professional Teaching (NBPT, 2003). These propositions describe teachers who successfully promote excellence in the students they serve. The following five propositions, sometimes called National Board

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Standards, provide patterns for teaching excellence, and we will thread them throughout this book about teaching models, methods, and strategies:

- Teachers are *committed* to students and their learning.
- Teachers *know the subjects* they teach and *how to teach* those subjects to students.
- Teachers are *responsible* for managing and monitoring student learning.
- Teachers *think* systematically about their practice and *learn* from experience.
- Teachers are *members of learning communities*.

Teaching standards often overlap—by design—because they represent a holistic vision emphasizing the complex interrelationships of teaching and learning that exist within 21st-century schools and society. A vision of teaching should emphasize relationships among things like: a teacher’s understandings of students; the subject matter and curriculum; and instructional models, methods, and strategies. Each element is tightly linked to how the teacher prepares for each lesson and how the learning outcomes will be assessed.

Of course, teaching is more than mere methodology. Theory and philosophy about teaching and learning must empower reflective teachers to make thoughtful decisions about teaching methods and the support of student learning outcomes. A teacher’s practice cannot be viewed or evaluated separately from her or his educational philosophy—professional ideas and understandings about all aspects of teaching.

A Developmental View of Teaching

Teachers’ knowledge, skills, and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world. Teachers are never “finished” as professional learners, no matter how extensive or excellent their formal education and preparation. If teachers’ expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge, and perspectives throughout their careers. Teachers who think they possess all necessary knowledge and understanding to teach their classes are, to be sure, the least prepared. Effective teachers know that true teaching and learning relationships are based on a mutual journey in which teacher and learner collaborate and both grow.

Individual teachers enter the profession with wide-ranging levels of skills. Because of shortages, many people who now occupy classroom positions have no formal training at all regarding the craft and skill of teaching. It is imperative that all teachers who have attained a professional status of certification are able to deliver the most excellent of teaching practices and assist each other in their journey toward professional practice. New standards for the teaching profession are aimed at producing *professional teachers* who are appropriately equipped.

NATIONAL BOARD FOR PROFESSIONAL TEACHING PROPOSITIONS

1: Teachers are committed to students and their learning.

Effective teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. To do this, teachers use a variety of instructional strategies and resources that respond to students' different needs. They build challenging learning experiences for all their students and create environments that promote autonomy, interaction, and choice. Effective teachers know the importance of actively engaging all students in learning. Doing this requires awareness of every student's needs and abilities. Also, it requires an awareness of problem-solving and critical thinking strategies to use within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts. Thus, effective teachers make subject matter meaningful, assisting all students to become self-directed learners who show, explain, and evaluate their own learning.

Learning will occur when effective teachers strive to help students to see the connections between what they already know and the new material. When teachers assist students to connect classroom learning to their life experiences and cultural understandings, knowledge relationships develop. When students' needs and differences are discerned and all students (including second-language learners) are supported, they achieve learning goals. Effective teachers ponder ways to open a lesson or unit to capture student attention and interest. They build on students' comments and questions during the lesson to extend their understanding. They make "on the spot" changes in the lesson plans based on updated perceptions of students' interests and questions. Last year's lesson plans are not appropriate for today's classrooms where truly effective teachers are concerned.

Effective teachers work to engage *all* students in a variety of learning experiences that accommodate the different ways each learns. Teachers use alternative strategies to introduce, explain, and restate subject matter concepts and processes so that all students understand. They select strategies that make the complexity and depth of subject matter understandable to each learner. Their inclusive strategies support subject matter learning for second-language learners as well. They often modify materials and resources and use appropriate adaptive equipment to support each student's fullest success. Using technology to enhance student learning is familiar stuff for effective teachers. They vary their strategies from hour to hour and day to day. Of course, they recognize whenever a lesson is not working and determine what to do about it.

As teachers develop, they discover ways to use the classroom environment to provide opportunities for independent and collaborative learning. How can a variety of grouping structures be used to promote student interactions and learning? What are the best ways to promote participation and positive interactions between all students? Effective teachers work to support and monitor student autonomy and choice during learning experiences. Effective teachers

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support and frequently monitor students through extensive collaboration during learning activities. They are quick to help students make decisions about managing time and materials during learning activities.

State and national standards call for teaching effectiveness that provides opportunities for *all* students to think and reflect about their learning, to engage in discussion and interaction, and to evaluate the content and outcomes of their learning. Effective teachers are certain to help *all* students learn through practice and application of subject-specific strategies. They facilitate critical investigation into subject matter concepts and questions by *all* students. *All* students become engaged in problem-solving activities with multiple approaches and solutions. Each learner is encouraged to ask critical questions and consider alternative views. Students are empowered and supported to discover meaning and relationships in learning information presented so that life-forming conclusions can be reached.

In effective classrooms, teachers must plan how to motivate every student to initiate and monitor his or her own learning and to strive for challenging learning goals. Students are encouraged to describe their own learning processes and progress. Teachers are careful to explain clear learning goals for all students for every lesson activity. Students frequently are engaged in chances to consider and assess their own work and that of their peers. Teachers are careful to help all students to create and use personal strategies for knowing about and reflecting on their own learning. Of course, effective teachers help all students, regardless of their prior abilities, to develop and use strategies for accessing knowledge and information related to the current courses of study.

2: Teachers know the subjects they teach and how to teach those subjects to students.

Over the decades, the frustrations often shared by teachers across the nation have been expressed in the plea that people ought to view teachers as much more than baby-sitters or child care workers. But truth is, people still retain these limited views! Teachers and the leaders of schools and school systems have had to change perceptions about the role of teachers. Now, teachers must see themselves as conveyors of real information, transmitted so that it becomes meaningful knowledge in the minds of learners. Successful teachers promote both the understanding of information and the application of it in ways that are productive and meaningful to the learner across time. Creative teachers use the subjects they deliver as access points into the domains of social understanding, cultural relevance, ethical propositions and worldviews, and the operations of our physical world.

Effective teachers are well prepared and exhibit a strong working knowledge of subject matter, as well as of student development. This standard is, perhaps, the central core to *effective teaching*. With our best strategies and our most loving and serving attitudes, we cannot make a difference in the lives of our learners if we have nothing to teach them. To teach anything to others, we must know and understand it well ourselves. Effective teachers are able to organize curriculum in ways that enhance students' understanding of the central

themes, concepts, and skills in the subject area. Then, these teachers interrelate such ideas and information within and across the various curricular domains so that student understanding is enriched. By careful and clever use of their understanding of both the learners and the subject, these effective teachers allow the subject matter to become accessible to all of the class members.

Using curriculum guides and frameworks as well as state curriculum standards, effective teachers can identify and understand the key concepts and underlying themes and relationships in the material to be taught. They ensure that the subject matter incorporates diverse perspectives, and they work to keep themselves current in the subjects they teach so that they can adequately support student learning. They are attentive to students' linguistic and cognitive development as well as their physical development.

Effective teachers use their knowledge about human development to organize and sequence the curriculum to increase student understanding. They also accomplish this by investing effort to master subject matter. Because of their subject matter knowledge, they are able to plan units and instructional activities that demonstrate key concepts and their interrelationships. Teachers' efforts to organize subject matter effectively reveal how they value different cultural perspectives. They are consistent as they incorporate subject or grade-level expectations into their planning for student learning outcomes. Thus, they ensure that students develop a deep understanding of core concepts in each subject matter area.

Effective teachers realize that students develop real knowledge through understanding and application linked to the information centered in the instructional objectives and subject content. Many have debated the relative importance of content versus process in modern education, and those debates will likely continue indefinitely. Truth is, both are essential. Effective teachers know the material that must be mastered by students in the educational arena. The teachers are, themselves, true masters of those content areas, as demonstrated by their undergraduate and graduate school preparation for teaching. Then, effective teachers are also equipped with creative and unique methods and strategies for teaching. They design most of these themselves, using basic models and patterns in the educational literature but filtering through the teachers' professional decisions about the actual needs of the actual students sitting in the classroom.

Part of teaching well includes the use of the physical environment to promote learning. Effective teachers who know how to teach their subjects also tend to make creative use of the spaces in which they teach.

When teachers create physical environments that engage all students, they approach teaching effectiveness. They strive to engage each learner in purposeful learning activities and encourage constructive interactions among students. Effective teachers maintain classrooms and learning spaces that are safe, places where fairness and personal respect are the expected and enforced norm and where students assume responsibility for themselves and others. Everyone is moved to participate in the making of appropriate decisions independently and in collaboration with others. Student conduct expectations are clearly understood and consistently maintained. Through intriguing and interesting learning routines and processes, teachers effectively use instructional time.

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Effective teachers are quick to arrange their classrooms in ways that inspire positive classroom interactions. Seating is adapted to accommodate individual and group needs. Materials, as well as technology and other learning resources, are easily accessible. The classroom environment reflects and promotes learning performance outcomes by all, and the place is seen as safe for each class member.

A goal that all effective teachers never surrender is the need for each to be respectful toward the others, including those who may be different from them. These teachers model and promote fairness. They demonstrate respect by carefully considering how they approach each individual student. They recognize effort and achievement by every member of the class and reinforce contributions that lead to meaningful learning. They are able to help students take risks and exercise creativity. Effective teachers consistently recognize and respond to inappropriate conduct in ways that are fair and equitable.

Daily classroom activity is designed to assist each individual learner to communicate respect and accept different points of view, discuss and disagree with ideas without condemning individual personhood, and recognize the mutual search for truth in which all are engaged. Students are often organized in groups to promote social development and social understanding. Teachers strive to develop students' self-esteem. They create opportunities for students to work cooperatively toward mutually important goals. They teach students appropriate leadership skills. Classroom procedures and standards are developed to promote individual responsibility and inspire all students toward self-direction in their learning habits.

Effective teachers pay attention to students and strive to understand the reasons for student behavior. The standards of behavior always reflect the learning needs of the class. Teachers are consistent and fair with enforcement and intervene when student behavior does not meet agreed-upon classroom standards. Students are involved in making decisions about classroom procedures. With their management strategies, effective teachers help all students learn to solve problems and resolve conflicts. They help the students to exercise personal responsibility. They are careful to include families in the development, monitoring, and enforcement of personal responsibility for the student.

Daily schedules, time lines, classroom routines, and classroom rules are created in ways that involve *all* the students. Teachers then help students to internalize classroom rules, routines, and procedures so they can become self-directed learners. A climate of fairness and respect is generated by classroom procedures and effective teachers' consistent attitude. Procedures are held as flexible standards and not rigid rules in order to help each student uniquely, equitably, but in fairness to all others.

Daily instruction is the priority in time allotment. Effective teachers develop ways to avoid losing valuable time to activities like taking roll, cleanup, and interruptions. Students are helped to remain on task and attentive to the learning process. Lessons and activities are designed to facilitate efficient transitions from one to another. Often, drill and review is conducted during cleanup and other transition periods. Administrative tasks are addressed in ways that have minimal impact on learning activities.

Standards for teaching clearly reveal that effective teachers in the 21st century are able to vary lesson design according to the diverse needs of class members every time the curriculum is covered. They develop and use a repertoire of instructional strategies suitable for the particular subject matter. But they also use their knowledge of subject matter to help students construct their own knowledge. They can develop interesting instructional strategies that challenge all students to think critically in each subject area. They use students' life experiences, prior knowledge, and interests to make the content relevant and meaningful to them. Their quiverful of diverse strategies and methods draws from a variety of recognized instructional patterns to illustrate various concepts and their connections within and across subject areas. With such creativity, effective teachers help all students to develop enthusiasm for and a deep knowledge of the subject matter.

Emerging technologies are tools that 21st-century effective teachers use invisibly and confidently, along with other materials, to organize and deliver the curriculum. The selected materials and technologies promote students' understanding of subject matter. Teacher planning for instructional materials reflects the diversity in their classrooms. Creative use of technology highlights key concepts in the subject matter. These teachers are careful to help all students gain access to useful materials, resources, and technologies to support their learning.

3: Teachers are responsible for managing and monitoring student learning.

Truly effective teachers are masters of the classroom in which they serve. They are able to attend to all the activities of all of the students because they planned for those very activities and created effective implementation strategies that motivate student involvement, engagement, and productivity. Such teachers attend to the activities of the students and are fully equipped to make formal and informal assessments of student learning. They are always monitoring student growth. Every assignment, every class activity, every sponge activity in between formal lessons is designed with assessment of student growth in mind. The learning environment is created and arranged with learning and outcome assessment in mind. These teachers are able to assess their students individually as well as the progress of small groups or even the whole class as a group.

Teachers deserving of the title care about how well students learn. Therefore, they clearly communicate to all learners the goals for learning. They collect information that illustrates student-learning outcomes. They involve the students in assessing their own learning outcomes. They also use a variety of sources and techniques to measure these outcomes. Effective teachers also are effective communicators with the students' parents about student learning success. They find ways to engage parents in the assessment of learning by monitoring student demonstrations of learning at home. Their assessment strategies go well beyond the standardized test that is the darling of legislators and policy wonks across the nation. They are able to use Individual Education Plans (IEPs), curriculum content standards developed by state departments of

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education, and personalized assessment tools created by the teacher for each of the students.

Effective teachers find ways to make assessment a fundamental part of all learning processes. They model strategies for assessing the students both collectively and individually. This modeling is done so that students can develop understanding about how and why they may assess their own learning growth; as a result, all students become self-directed learners. Peer discussions and cooperative learning activities teach learners to assess themselves and mentor one another.

Effective teachers use the assessment tools as part of comprehensive planning for instruction that is aimed at growing each learner according to the need to reach potential. Instructional decisions are made on the basis of assessment data rather than personal whim or what the teacher next door is trying. Teaching strategies are selected because of effective student assessment. With this information, effective teachers are able to inform students about their progress and help them to plan for improving their own achievement levels through setting higher goals.

4: Teachers think systematically about their practice and learn from experience.

When teachers reflect about their own teaching practices and then collaborate on planning schoolwide and systemwide approaches to assist learners in common sorts of need, they are contributing to massive professional development. This is the work of *professional* teachers—to shape the performance of the profession itself. Professional teachers are not represented by labor unions in professional decisions, but, rather, they represent themselves through their attention to detail and excellence. Professional teachers engage in ongoing inquiry about effective teaching. Professional teachers are never satisfied with just getting by but are only content when maximum excellence is achieved. Professional teachers want to be a part of a profession wherein all members hold themselves individually and collectively accountable for the best possible performance. Professional teachers are not about setting blame but are all about finding success. Professional teachers serve the students whatever it takes.

Professional teachers work with and within their communities to build successful schools. They want to assess their own growth in teaching skill and ability to seek even more effective approaches and methods. They undertake professional development plans without direction, just because they want to know more about their professional performance potential. They are the models of lifelong learning that we want our students to become.

Teaching professionals participate in true professional associations that inform them about best professional practices. Their concerns are not about labor representation but about maximum student learning. If they must, they tolerate imposed unions and may, perhaps, seek to turn them away from labor confrontation into a tool for true professional development. But even when labor groups put restrictions on professional performance, professional teachers perform anyway because they are accountable to a higher source—themselves as teaching professionals.

5: Teachers are members of learning communities.

One of the biggest challenges for classroom teachers is that of isolation. However one might seek to organize and operate the local school, when the teaching begins, teachers close the classroom door and begin to focus on the 15 to 50 precious lives placed into their hands for the designated learning period. Promoting real professionalism and collegiality among K–12 teachers was always one of the most challenging of activities for me as a K–12 instructional leader. The teaching act requires that teachers be minutely focused on the content and processes of teaching. But the larger picture of learning outcomes for the local community of students, the larger school, the state, and the nation is also important because the collective output of all the teachers of all our U.S. schools has the effect of determining the future of our nation. The work of education resides in wider communities. Educational societies, subject-based national organizations, political entities, and professional groups all have a stake in what our schools produce. Therefore, effective teachers seek ways to be plugged in to groups like the National Council for Social Studies Education, the National Science Foundation, the National Council for Teachers of English, and the National Mathematics Council, as well as university-related organizations helping to inform educational change and reform through research and publications. Effective teachers resist the temptation to close their doors at 4 p.m. and go home to plop themselves in front of the TV for 6 or 7 hours. They read, they think, they reflect, and they are involved in larger communities of educational interest. If they have already attained advanced degrees, then perhaps they serve to mentor others into the profession.

When teachers collaborate with other professionals about education, then they enhance their own performance and the profession as well. Teachers ought to have key roles in the very development of the curriculum frameworks and guides that are handed out by the state educational agencies' policy divisions. Truly *professional* teachers share responsibility with state educational authorities and educational leaders in shaping the content and the process standards that are the very foundation of all state public schools. If teachers have not been key players in developing standards, the National Board feels there may be legitimate question about their appropriateness for inclusion in our schools. But the teachers must be willing to acquire the necessary expertise, reflect and grow from their own practices, and then put themselves forward to become involved in such decision-making bodies at school-district level, county level, state level, and, perhaps, even national levels.

But excellent teachers also know how and when to draw personal lines, keep balance in their lives, and avoid becoming overextended. By working through groups and in larger communities, then, teachers lend their voices to larger constituencies that can share the broad development responsibilities.

A key role for teacher involvement is the ability to work collaboratively with parents in the preparation of children for learning excellence. Teachers need allies in the classroom, and the best allies are the parents. Effective teachers create strategies for engaging parents in decisions about their children's educational processes and progress. Frequent communication is the key to this collaboration. When teachers make sure that parents know all that

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is going on in classrooms and all that is expected of their children, then they build allegiance among parents to the learning the teacher is championing with their children.

The National Board for Professional Teaching promotes these five propositions and uses them in the designation of teachers who may become National Board-certified teachers. Information about these propositions and other NBPT activities can be found on their Web site, <http://www.nbpts.org>. A recent study by Dan Goldhaber and Emily Anthony (March 8, 2004) demonstrates that, in fact, the assessments of teaching and of teachers by the NBPT are on target. The study revealed that students taught by National Board-certified teachers made greater academic gains than their counterparts in other classrooms that had similar settings and demographics. Although one could challenge some of the conclusions from this investigation—for example, about whether the certification process makes the great teacher, or the great teacher is revealed by the certification process—one conclusion is assured. The standards of learning excellence, as measured by the NBPT core principles, are valid for identifying the necessary skills desired in all teachers. We will draw on these propositions and apply them throughout this book as we discuss the various models, methods, and strategies that creative, effective teachers may collect and use to *hit the target* of excellence in student learning outcomes.

CULTURAL AND LINGUISTIC DIVERSITY AND TEACHING EFFECTIVENESS

The NBPT propositions, as well as most state standards for public school teaching, require a philosophical orientation that is student centered, as opposed to subject centered. This is not to say subject content is unimportant; rather, *each and every* individual learner in a class must be taught the subject content so that learning potential outcomes are maximized. All learners deserve to have high-level outcomes arise from their schooling experiences, regardless of how they come to the school. Many communities have many children in schools whose first language is not English. Each deserves maximized learning outcomes. In addition, many communities have schools serving large numbers of children who have been historically disenfranchised because of economic limitations. Some theorists (Lindsey, Robins, & Terrell, 2003) suggest that these limitations come as part of a racism package in North American society. Others (Elliott & Holtrop, 1999) suggest that these limitations result from a general devolution in human nature in which people lack an appropriate orientation toward the creator's supremacy. Whatever the perceived cause, the truth is that many children are not well served in our schools, and it is our dream and vision to change so that *all* are served well.

Randall Lindsey and his colleagues (Lindsey et al., 2003) have suggested four very important tools that professional educators should make use of to achieve an appropriate attitude toward *cultural proficiency*. To these theorists, cultural proficiency is a view of living daily in ways that help us understand and appropriately respond to people who are different from us. For teachers, this is

an essential skill. Of course, cultural proficiency addresses ethnic differences, linguistic differences, and social class differences, but it also could be applied to learning style differences. It is precisely such a skill that, when correctly applied, empowers teachers to individualize teaching for each learner, according to several learning-style sets and their several cultural divergences.

Lindsey et al. (2003) call these four tools *continuum*, *essential elements*, *guiding principles*, and *barriers*. Continuum involves a cultural-proficiency scale that illustrates ways in which people might address differences:

- Cultural destructiveness: See the difference, stomp it out
- Cultural incapacity: See the difference, make it wrong
- Cultural blindness: See the difference, act like you don't
- Cultural pre-competence: See the difference, respond inadequately
- Cultural competence: See the difference, understand the difference that difference makes
- Cultural proficiency: See the differences and respond positively and affirmatively. (p. 7)

For Lindsey and his colleagues (2003) in the Cultural Proficiency Group (culturalproficiency@earthlink.net), *cultural* proficiency can never be attained by following a formula or reorganizing a school according to a specific model. In the beginning of their excellent book *Cultural Proficiency: A Manual for School Leaders*, they proclaim plainly:

Cultural proficiency is not a plug-and-play model. Schools that adapt the cultural proficiency model for responding to the issues of diversity make a commitment to change the culture of the school. The individual and the organization must grow and change to be culturally proficient. (p. xxii)

The teacher who will become *culturally proficient* and teach accordingly is the teacher who will adopt a child-centered philosophy for teaching and become willing and equipped to *do whatever it takes* to reach each learner. Different religious and philosophical paradigms will suggest differing means by which such a state of being can be achieved, but the reality is that teachers must truly make positive differences in the lives of each and every child. Regardless of philosophical position, to become this *culturally proficient* teacher, you've got to desire it and be willing to undergo personal change to accomplish it. At its base, teaching is a life of selflessness and servant-heartedness. The culturally proficient teacher must be the teaching servant. Arrogance and self-centeredness, self-righteousness, and perceptions of self as above anyone else must be eliminated.

MULTIPLE MODELS TO CREATE A MYRIAD OF METHODS AND STRATEGIES

The national teaching standards and all state standards call on teachers to become effective at teaching and motivating student learning outcomes. All

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sets of standards specify that teachers must be knowledgeable about teaching methodologies—collections of methods and strategies they can use to prepare learning activities that best fit the diverse needs of diverse students from diverse communities and cultures.

This collection of teaching models provides several very well-recognized models or patterns for lesson design. These patterns are not prescriptions but rather examples for use by knowledgeable teachers who know the needs of their students. The first issue we must master if we are to become effective teachers is the development of safe, orderly, and well-managed learning environments. That will be discussed in Chapter 2. The next area we must cover deals with learning objectives or outcomes and the design of learning activities. That will be presented in Chapter 3. Following that, we will begin an introduction of several key models for lesson design that emerging effective teachers can use to prepare lessons aimed at specific learners, with specific needs, and specific curricula.