



Foundations of American Education: Becoming Effective Teachers in Challenging Times (16th Edition)

By James A. Johnson, Diann L. Musial, Gene E. Hall, Donna M. Gollnick

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Editorial Review

From the Back Cover

Current, thoughtful, and completely up-to-date, this classic text presents a broad introduction to the foundations of education through discussions of theory and practice in such critical areas as advocacy, legislation, and the current social, political, and economic climate. In it, teachers get a realistic perspective and approach to their work that is informed by serious, reflective philosophical and historical principles. This mixture of reflection on principles in the midst of pressures to change and remain current makes this edition especially unique.

- **This edition is updated to include coverage of the fast-paced world of information** and underlying constructs that influence today's schools.
- **The authors pay close attention to recent trends and issues in schools**, as well as the emergence of Common Core State Standards, RTI and the continuing emphasis on assessment.
- **Included are multiple opportunities for students to make sense of the changes in the world**, to determine a reflective response to the present, and to adjust responses and practices as new changes emerge.

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About the Author

James A. Johnson, professor of education at Northern Illinois University, has been an educator for more than 35 years, serving as a public school teacher, teacher educator, university administrator, researcher, national/international consultant and speaker, and strong education advocate. He is a life member of, and active participant in, many professional associations, and has been the lead author of all editions of the widely popular *Foundations of Education* textbook, as well as the author or co-author of a dozen other college textbooks and scores of professional articles in various professional journals.

Diann Musial is a professor emerita in the Foundations of Education and Northern Illinois University Distinguished Teaching professor. Currently, she is field coordinator for educational internships with Great Basin College and a member of Research and Doctoral Processes with Capella University. Diann has taught middle school science and mathematics in Chicago Illinois, served as principal of an Individually Guided Education elementary school and worked in industry as director of training. She has directed more than 20 state and federally funded staff development grants, developed countless performance assessments and test item banks, coauthored *Integrating Science with Mathematics and Literacy: New Visions for Learning and*

Gene E. Hall began his academic career as a faculty team member at the national R&D Center for Teacher Education, The University of Texas at Austin. The faculty team was charged with developing an experimental teacher education program, called the Personalized Teacher Education Program. Following more than a decade at UTA he became a faculty member at the University of Florida, then the University of Northern Colorado, and currently University of Nevada, Las Vegas. He has twice served as the Dean of a College of Education. His research has always centered on studies of the change process in schools and business settings. He is the lead architect of the Concerns Based Adoption Model (CBAM), which is one of the major perspectives for understanding, facilitating and evaluating change initiatives. He also has a continuing role nationally in regard to national accreditation of teacher education. He is co-author of several books on introduction to teaching and on implementing change.

Donna M. Gollnick is an education consultant to the Council for the Accreditation of Educator Preparation. She previously served as Consultant and Senior Vice President for the National Council for Accreditation in Teacher Education (NCATE). She has been writing about multicultural education for the past 35 years. She is the co-author with Philip Chinn of the textbook, *Multicultural Education in a Pluralistic Society* (Allyn & Bacon, 9th edition, 2013). She is a co-author of *Joy of Teaching*, an introductory textbook for students preparing to teach that was first published in 2007. She contributed to the 1995 *Handbook on Research in Multicultural Education*, which was co-edited by James A. Banks and Cherry C. A. Banks. She has contributed chapters and articles on cultural diversity and teacher education to numerous publications. Donna is a past president of the National Association for Multicultural Education (NAME) and has received Distinguished Alumni Awards from Purdue University and the University of Southern California. She was also honored by the American Association of Colleges for Teacher Education (AACTE) as an “Advocate for Justice.”

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