1. This thing can fly.
2. It can go up.
3. It can go down.
4. It's so big that we can all get in it.
5. It can fly you to a new place.
6. What can it be?
7. Don't forget to think!
8. Thinking will make you smart.
Dr. Flynn enters the room of a patient who was recently admitted to University Hospital complaining of severe abdominal pain. Several interns follow Dr. Flynn to the patient’s bedside. Dr. Flynn begins to ask the patient a series of questions. After the patient responds, Dr. Flynn turns to one of the interns and asks for a diagnosis. The intern gives a diagnosis. Dr. Flynn follows with a series of questions related to the basis for the diagnosis and possible treatment.

The ABC Corporation has just initiated a new data management plan. All middle managers have been told to report to the conference room at 8:30 a.m. on Monday. Upon arrival, the director of human resources introduces Ms. Dominguez from Data Resources, the retailer of the software supporting the new data management plan. Ms. Dominguez distributes a packet of materials and spends the remainder of the day with the managers, reviewing the materials in the packet, presenting additional information using a computer presentation platform, and showing a video related to the data management plan.

Mr. Pell stops at Amy Black’s desk and answers a question. He moves to the desk of another student, observes the student writing in a workbook, points to something the student has written, and then, in a low voice, tells the student that the response is not correct and explains why. He continues around the room, stopping at almost every desk to make some remark. After about 10 minutes he goes to the front of the room and says, “Class, it appears that several people are having problems with this assignment. Let’s review how to divide one fraction by another fraction.” Mr. Pell walks to the blackboard and begins to speak.

Which of these individuals—Dr. Flynn, Ms. Dominguez, or Mr. Pell—is a teacher? Why? What defines the act of teaching?

Teaching has been considered by some to be the most noble of professions. H. G. Wells went so far as to say, “The teacher, whether mother, priest, or schoolmaster, is the real maker of history.” Perhaps you are asking yourself, “What is a teacher?”; “What is this profession of teaching all about?” And, perhaps most important, “Should I become a teacher?” This chapter presents an overview of the teaching profession. After studying the chapter, you should be able to:

• Provide a demographic overview of America’s teaching force.
• Evaluate your motives for becoming a teacher.
• Identify the most commonly cited satisfactions and dissatisfactions of teaching.
• Describe a typical teacher preparation program.
• Identify the most common strategies being used to recruit minorities into teaching.
• Discuss current issues related to teacher certification, including testing for certification, emergency certification, and interstate certification.
• Discuss the advantages and disadvantages of providing alternative routes for teacher certification.
• Compare projected data related to teacher supply with that projected for demand, and explore the factors contributing to teacher supply and demand.
• Identify the major elements of teacher compensation, including supplemental pay and performance-based pay.

The Teacher and Teaching: Definitions
Put most simply, a teacher is one who instructs another. A more formal definition from the Encyclopedia of Education describes teachers as “intellectual leaders who create opportunities for students to demonstrate what they know and what they know how to do” (Waid & McNergney, 2003, p. 2435). Teaching is defined in another work as “the processes of helping pupils acquire knowledge, skills, attitudes, and/or appreciations by means of a systematic method of instruction” (Shafritz, Koeppe, & Soper, 1988, p. 468). Perhaps the most provocative definition defines the teacher as an artist and teaching as an art. According to Eisner (2002), teaching can be considered an art from at least four perspectives:

First, it is an art in that teaching can be performed with such skill and grace that, for the student as well as for the teacher, the experience can be justifiably characterized as aesthetic…. Second, teaching is an art in that teachers, like painters, composers, actresses, and dancers, make judgments based largely on qualities that unfold during the course of action…. The teacher must “read” the emerging qualities and respond with qualities appropriate to the ends sought…. Third, teaching is an art in that the teacher’s activity is not dominated by prescriptions or routines but is influenced by qualities and contingencies that are unpredicted. The teacher must function in an innovative way in order to cope with these contingencies…. Fourth, teaching is an art in that the ends it achieves are often created in the process … teaching is a form of human action in which many of the ends achieved are emergent—that is to say, found in the course of interaction with students rather than preconceived and efficiently attained. (pp. 154–155)

To consider teaching an art does not negate the necessity of establishing a scientific basis for the art of teaching and for developing a theoretical framework for teaching that addresses what we know and believe about intelligence, the conditions of learning, and what defines an effective teacher. The stronger the scientific basis, the greater the potential to improve teaching.

Profile of the Teaching Profession
Whatever definition is used, there is little argument that the teacher is the central element in the educational system. Research has consistently shown that the teacher is the most important school-related variable in student learning. It is of interest to review what we know about the almost 4 million teachers in America today. Table 1.1 presents some characteristics of public school teachers.

As indicated in the table, the teaching force is predominantly female and White. While only 24% of the teaching force is male, this is actually an increase from the 21% in 2000; 83% of all public school teachers were non-Hispanic White. The data also show a less experienced and younger teaching force. The average class size of secondary teachers was larger than that of elementary teachers as were the number of hours per week spent on teaching and other school related duties.
The number of teachers and other instructional personnel employed in the public school systems of the United States has grown over the years as enrollments have increased. Table 1.2 gives a historical summary of public elementary and secondary school enrollments; number of instructional staff; and number of teachers, librarians, and other nonsupervisory staff. Since 1990 the total number of teachers, librarians, and other nonsupervisory staff increased over 40%. The growth in staff reflects not only enrollment increases, but also the steady reduction in pupil–teacher ratios, the enactment of legislation requiring increased services and specialized personnel, and the increased utilization of teacher aides, librarians, guidance counselors, and other instructional support personnel.

### Why Become a Teacher?

There are many reasons why an individual might choose a career in teaching. Very few teachers would be able to identify a single reason for entering the profession. Many were positively influenced by former teachers. For others an important reason might be a practical consideration such as job security or something as forthright as the fact that their first career choices were blocked (i.e., they didn’t make it into medical school or into professional sports). Others may be attracted by the long summer vacations or a schedule that allows them to spend more time with their families. A less positive reason might be that teaching is a good temporary job while waiting to prepare for or be accepted into another career.
All of the preceding reasons are indeed motives for becoming a teacher, but they are not the primary motives. Over the years, numerous researchers have asked teachers what attracted them to the profession. The three reasons given most consistently are (1) a caring for and desire to work with young people, (2) a desire to make a valuable contribution to society, and (3) an interest in a subject matter field and an excitement in sharing it with others.

The reasons one has for becoming a teacher have a significant effect on the ultimate satisfaction one finds in the job. For this reason it is important that prospective teachers question themselves about what they expect to gain from or give to teaching. The set of questions found in the following Ask Yourself feature are provided to guide you in this inquiry.

### ASK YOURSELF

**Do I Want to Be a Teacher?**

1. What reasons do you have for wanting to teach? Are they all negative (e.g., because the schools are oppressive, or because you need a job and working as a teacher is more respectable than working as a cab driver or salesperson)? What are the positive reasons for wanting to teach? Is there any pleasure to be gained from teaching? Knowledge? Power?

2. Why do you want to spend so much time with young people? Do you feel more comfortable with children? Have you spent much time with children recently, or are you mostly fantasizing about how they would behave? Are you afraid of adults? Intimidated by adult company? Fed up with the competition and coldness of business and the university?

3. What do you want from the students? Do you want them to do well on tests? Learn particular subject matter? Like one another? Like you? How much do you need to have students like you? Are you afraid to criticize them or set limits on their behavior because they might be angry with you? Do you consider yourself one of the kids? Is there any difference in your mind between your role and that of your prospective students?

4. What do you know that you can teach or share with your students?

5. With what age youngster do you feel the greatest affinity or are you most comfortable with?

6. Do you have any gender-based motives for wanting to work with young people? Do you want to enable them to become the boy or girl you could never be? For example, to free the girls of the image of prettiness and quietness and encourage them to run and fight, mess about with science, and get lost in the abstraction of math? Or to encourage boys to write poetry, play with dolls, let their fantasies come out, and not feel abnormal if they enjoy reading, acting, or listening to music?

7. What kind of young people do you want to work with?

8. What kind of school should you teach in?

9. How comfortable would you be teaching in a multi-racial or multicultural setting? Do you feel capable of working with a culturally diverse student population?

Source: Kohl, 1976.
Satisfactions and Dissatisfactions with Teaching

Just as each individual has personal motives for becoming a teacher, each individual will find certain aspects of the position satisfying and certain aspects dissatisfying. In fact, it is possible that a particular aspect may be both satisfying and dissatisfying. Long summer vacations are satisfiers, but the reduced salary is a dissatisfier. Working with children can be both satisfying and frustrating. Although each individual will find personal satisfactions and dissatisfactions with teaching, it is of interest to look at what practicing teachers have identified as the satisfactions or attractions of teaching, as well as the dissatisfactions or challenges of teaching. Prospective teachers in particular need to know and prepare themselves for what they will encounter when they enter the classroom.

Understanding the satisfactions and dissatisfactions of teaching is also important for those making policies that affect teachers, because teacher satisfaction has been found to be associated with teacher effectiveness which, in turn, affects student achievement (U.S. Department of Education, 1997). The good news for those considering entering the teaching profession is that teachers who have the most experience (20 years or more), rather than being the least satisfied, are the ones most likely to rank their satisfaction as “very satisfied” (Markow & Pieters, 2009).

What exactly is it that teachers find satisfying and dissatisfying about teaching? We have already mentioned what teachers most often identify as the major satisfactions of teaching: the joy of working with children and the feeling that they are making a difference in the life of a student and in the larger society. Teachers also often talk about feeling respected in today's society, being recognized for a job well done, and the fact that teaching allows them the opportunity to earn a decent salary (Markow & Cooper, 2008). Many teachers find the autonomy they exercise in their classrooms and the control they have over their own time to be attractions. For others it is the opportunity to have a lifelong association with their subject field. And for still others the security of the position and the feeling of camaraderie and cooperation they share with their colleagues are important attractions (Viadero, 2008). Teaching is one of the few professions where competition is virtually nonexistent.

Among the extrinsic factors that have been associated with teacher satisfaction and dissatisfaction are level of support from parents and administrators, availability of resources, class size, amount of time provided for planning and professional growth or collaboration with other teachers, degree of student misbehavior, and school safety (Markow & Cooper, 2008; Viadero, 2008). And, although very few teachers are motivated by salary to enter teaching, salary and benefits can influence teachers’ level of satisfaction or dissatisfaction in the position, as well as their desire to remain in or leave teaching (Swanson, 2008).
Teachers are no different from other professionals in wanting to have input into the decisions that affect them and to have control over their immediate environment. Although teachers feel they are in the best position to recognize the needs of their students, they often feel they are excluded from participation in the decision-making process regarding their students. And one of the ironies of the No Child Left Behind Act of 2001, discussed in detail throughout this text, is that while it aims to promote school choice for parents and students, the curriculum and assessment systems that have been created to meet its mandates have created an environment more likely to limit than to expand teachers’ choice in these areas.

A final dissatisfier, inadequate resources, the constant bane of teachers, inhibits the ability of teachers to meet the needs of individual students and prepare all students for higher levels of educational attainment or successful participation in the workforce. The nationwide recession which began at the end of the first decade of the twenty-first century has resulted in cuts in public school budgets and has exaggerated the financial challenges facing the schools.

Perhaps the ultimate indication of teacher job satisfaction or dissatisfaction is whether, given the opportunity to make the decision again, a person would become a teacher. When teachers are asked this very question, 90% of teachers said they would choose teaching again and only 8% said they would leave teaching before retirement and only 10% would leave for a better job (Alt & Henke, 2007).

**Teacher Preparation**

The standards and accountability movement that has driven the reform of K–12 curriculum and assessment has also focused attention on issues related to teacher quality including teacher preparation, teacher evaluation, and teacher certification. The standards movement in teacher education has been led by the Interstate New Teacher Assessment and Support Consortium (INTASC), a group of major professional education organizations; the National Council for the Accreditation of Teacher Education (NCATE); and the National Commission on Teaching and America's Future (NCTAF). Each of these organizations has developed standards that detail what teachers should know and be able to do. The INTASC Core Teaching Standards are presented in Table 1.3 as well as on the inside front and back covers of this text. The INTASC standards have provided the content and organizational framework for many teacher education programs. Standards for experienced teachers that parallel the INTASC standards have been developed by the National Board for Professional Teaching Standards (NBPTS) and have also influenced the design of teacher preparation programs. NCATE standards are used in the accreditation of schools, colleges, and departments of education. To aid you in becoming familiar with the INTASC standards, the Organizing Your Professional Portfolio feature at the end of each chapter addresses one or more of the standards.

There are a number of ways to become a teacher. The most common is to complete a 4-year baccalaureate teacher education program that has been approved by the state or accredited by NCATE or the Teacher Education Accreditation Council. At some institutions, undergraduates majoring in fields other than education are able to accumulate enough teacher education credits to qualify for certification. An extended, or 5-year, preservice teacher education program has been implemented at a number of institutions. These programs typically emphasize field experiences, and most award a master’s degree upon completion.

For the increasing number of individuals who have non-education college degrees and want to enter the profession without earning another undergraduate degree, alternative routes are available, ranging from enrolling in a compressed certification program to enrolling in a master’s degree program leading to teacher certification. In the next section, we will review baccalaureate teacher education programs, the most common avenue into the profession, as well as the increasingly popular alternative certification program option.
Baccalaureate Teacher Education Programs

From its beginnings at the Columbian School in Concord, Vermont (see the Historical Note on page 10), the formal preparation of teachers has grown to an enterprise that takes place in about 1,200 departments, schools, or colleges of education in the United States. Teacher education programs usually consist of four areas: (1) general studies, (2) content studies in a major or minor, (3) professional studies, and (4) field experiences and clinical practice. The general studies or liberal arts and science portion of the program, as well as the academic major portion, are generally similar to those required of other students at the college or university. Typically students are not admitted into the teacher education program until they have completed, or substantially completed, the general studies requirement with a grade point average (GPA) of at least 2.5. In addition, the majority of teacher education programs require the passage of a test of basic skills, often the Praxis I, prior to entering the program.

Preparation programs for elementary school teachers are somewhat different from those for secondary school teachers. In the vast majority of states, students

Table 1.3 — INTASC Core Teaching Standards

<table>
<thead>
<tr>
<th>The Learner and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #1: Learner Development.</strong> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
</tr>
<tr>
<td><strong>Standard #2: Learning Differences.</strong> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
</tr>
<tr>
<td><strong>Standard #3: Learning Environments.</strong> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #4: Content Knowledge.</strong> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<td><strong>Standard #5: Applications of Content.</strong> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #6: Assessment.</strong> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
</tr>
<tr>
<td><strong>Standard #7: Planning for Instruction.</strong> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
</tr>
<tr>
<td><strong>Standard #8: Instructional Strategies.</strong> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard #9: Professional Learning and Ethical Practice.</strong> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</td>
</tr>
<tr>
<td><strong>Standard #10: Leadership and Collaboration.</strong> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
</tr>
</tbody>
</table>

Most histories of education identify the Columbian School at Concord, Vermont, established by the Reverend Samuel Hall in 1823, as the first formal teacher training institution in the United States. Hall had gone to Concord as a supply (temporary) pastor in 1822 and in the first year observed the poor condition of the schools and came to believe that better teachers were central to any school improvement. When he accepted the pastorate in 1823 he did so with the stipulation that he be allowed to open a school to train teachers. Beginning in the unused part of a store, the school soon moved to a new brick building provided by the town.

At the Columbian School, Hall offered a review of the subjects taught in the common (elementary) school, plus advanced mathematics, chemistry, natural and moral philosophy, logic, astronomy, and the “art of teaching.” In 1829 Hall published the first professional textbook on teacher education in the English language, *Lectures on Schoolkeeping*. A partial chapter outline of the book was as follows:

*Chapter III.* Requisite qualifications of teachers.

*Chapter IV.* Nature of the teacher’s employment. Responsibility of the teacher. Importance of realizing and understanding it.

*Chapter V.* Gaining the confidence of the school. Means of gaining it. The instructor should be willing to spend all his time when it can be rendered beneficial to the school.

Preparing to be elementary school teachers are not required to have a major in a content area; elementary education is considered the major. It is assumed that elementary education students acquire knowledge of the subject matter through the liberal arts and science requirements. The opposite is true for secondary majors, who in most states are required to have a major in the subject field to be taught. The number of hours in the major will usually constitute two thirds of the hours taken in the upper division, with the other one third in the professional education sequence. On average, secondary education students require 10 semester hours more to complete their program than do elementary education majors.

The professional studies component of the teacher preparation program is the specialized body of knowledge and skills required by the profession. The typical professional studies component includes courses in the foundational studies in education (e.g., introduction to education, history, sociology, philosophy of education, educational psychology, child and adolescent development, comparative education, multicultural education) and the pedagogical studies, which concentrate on teaching and learning theory, general and specialized methods of instruction, and classroom management.

The fourth component of the teacher preparation program, the clinical field work, has become the focus of recent proposals and efforts to reform and strengthen teacher preparation programs. Clinical field work includes various field-based opportunities that provide candidates the opportunity to observe, assist, tutor, instruct, and/or conduct research in off-campus settings such as schools, community centers, or homeless shelters (NCATE, 2011). **Clinical field experiences** begin early in the program and are ongoing, whereas **clinical practice** includes student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are
provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing” (NCATE, 2011, p. 21). Recent proposals for reforming teacher education have recommended that the clinical practice component become the centerpiece of the teacher preparation program and be extended to a much longer apprenticeship or residency.

Student teaching or internship is required for certification in almost every state. The typical length is 10 to 12 weeks. Normally, the student teacher is assigned to a cooperating teacher, who is selected based on a reputation as an “expert” teacher. A college or university professor is assigned to supervise the student teaching experience and makes periodic observations and visitations with the student and the cooperating teacher. During the student teaching experience, the student gradually assumes greater responsibility for instruction under the guidance of the cooperating teacher. Whereas the amount of time that the student teacher actually spends teaching may vary considerably (in part a function of the demonstrated ability of the student teacher and in part a function of the nature of the classroom), on average, student teachers will spend about 60% of their time teaching. The remaining time is spent observing, record keeping, and assisting in various classroom activities. The student teaching experience is consistently rated by practicing teachers as the most important part of their preparation program.

Alternative Teacher Preparation Programs
As described in the Video Insight, “Teacher Shortage: Alternative Certification,” in response to the shortage of qualified teachers in some teaching areas, 48 states and the District of Columbia have adopted alternative teacher preparation/certification programs to certify candidates who have subject-matter competence without completion of a formal teacher preparation program. These programs are designed

**ABC NEWS: VIDEO INSIGHT**

**Teacher Shortage: Alternative Certification**

This ABC News video introduces the issue of providing alternative routes to teacher certification as a strategy to meet the current and projected teacher shortage. The focus in this short video is on the benefits of attracting second-career individuals into teaching. What is left out are the concerns many educators have about these programs.

1. What do you see as the major concerns about trying to prepare individuals to enter the classroom in such an abbreviated time frame?
2. What are some alternative strategies that might be used to attract qualified individuals to the teaching profession?
3. Why have they not gained in popularity as has alternative certification?
to attract to the teaching profession qualified recent college graduates or persons with at least a bachelor's degree from other professions who have been the victims of layoffs and downsizing in the private sector or who have retired from the military (e.g., Troops to Teachers) and may want to change careers. Many such programs, including the increasingly popular Teach for America, are intended to recruit teachers for underserved rural or inner-city districts or subject areas experiencing teacher shortages.

Alternatively prepared teachers now account for as many as one third of all new teachers (Constantine, Player, Silva, Hallgren, Grider, & Deke, 2009). Several states have been particularly aggressive in developing and using alternative routes for licensing teachers: 40% of new hires in New Jersey and about one-third of new hires in Texas and California have entered the profession through alternative certification programs (National Center for Alternative Certification, 2011). The number of teachers obtaining certification through alternative routes has increased significantly in the last decade. The National Center for Alternative Certification (2011) estimates that 59,000 teachers obtained their certification through alternative routes in 2008–2009.

Alternative preparation programs may be offered through a local school district, a college or university, a private provider, the state department of education, or a partnership of any of these. There is variation among the states as to the coursework and internship requirements of those seeking alternative certification as well as how long the internship must be and how much supervision and support are given to novice teachers. University alternative certification programs usually require students to complete all coursework and field work prior to certification. Others only require the prospective teacher to complete a six- or eight-week summer program before becoming a teacher of record in a school. The remaining coursework is completed while the teacher is serving as a full-time teacher. Still other alternative certification programs require an extended residency program where participants take courses and spend significant time in the schools working with a teacher-mentor before assuming full-time classroom responsibility (Grossman & Loeb, 2010). Teacher residency programs are most popular in urban districts and are designed to meet specific teacher supply needs (e.g., math and science). Teacher residency programs have been strongly supported by the Obama administration and have received funding under the Teacher Quality Enhancement program.

The merits of alternative preparation programs are a topic of some debate and the research is mixed. Some studies have found that alternatively prepared teachers are less effective in improving student achievement and are less likely to remain in the profession than traditionally certified teachers. Other reports show no discernible difference between traditionally prepared and alternatively prepared teachers on various measures of observable teaching behaviors and student achievement, especially after the first year. One indisputable fact is that alternative preparation programs tend to attract more men and minorities than do traditional teacher education programs, which has been a major impetus for their proliferation.

**Minority Representation in the Teaching Force**

In 2008 approximately 45% of public school students were classified as minority as compared to 16% of teachers. It has been predicted that by 2020, over 50% of the students in our nation’s schools will be minority while less than 10% of the teachers will be minority. The underrepresentation of minority teachers “almost guarantees that most students will end their formal public school experiences without ever having had or met a teacher of color” (Stephens & Harris, 2000, p. 5).

Minority teachers are needed in the schools for a variety of reasons. Minority teachers serve as role models for all students. Minority children, many of whom come from impoverished backgrounds (see Chapter 8), derive an obvious benefit from seeing minorities in professional positions. But it is also important that all children see minorities in professional roles, rather than overly represented in nonprofessional roles. "The very presence in the classroom of teachers from racial
and ethnic minorities reflects the growing diversity of professionals and authority figures throughout society and lets all students know what is possible” (Nichols, Bicard, Bicard, & Casey, 2008, p. 598). Minority teachers are aware of the importance of serving as a role model and, in fact, have cited this as a primary motivation for becoming a teacher (Villegas & Irvin, 2010). Minority teachers are also needed because they have the cultural framework to make instruction more culturally relevant and effective. Research suggests that this “cultural synchronicity” does provide academic benefits to minority students. Villegas and Irvine (2010) identified five specific practices of minority teachers that are associated with the favorable effects of minority teachers: “(a) having high expectations of students; (b) using culturally relevant teaching; (c) developing caring and trusting relationships with students; (d) confronting issues of racism through teaching; and (e) serving as advocates and cultural brokers” (p. 180). Given the positive impact of minority teachers on student achievement, it seems clear that increasing the supply of minority teachers should be a major strategy for decreasing the achievement gap between minority and White students described in Chapter 8.

One of the major concerns of teacher preparation programs today is that fewer minority students are entering the programs. What once was one of the few professions open to minorities must now compete with higher salaried and status professions to attract capable minority students. Various studies among Blacks, Hispanics, and Asian Americans have consistently cited teaching’s lack of prestige and the associated low earning potential as major reasons minorities do not enter teaching. In an attempt to address the critical shortage of minority teachers, educators and policymakers at the local, state, and national levels have initiated a number of strategies for increasing diversity in teacher preparation programs. An overview of the most popular of these initiatives is provided in the following section.

**Strategies for Increasing Diversity**

Strategies for increasing diversity in teacher education programs are of two types: strategies aimed at eliminating obstacles to participation and recruitment strategies. Strategies aimed at removing obstacles to participation include increasing scholarship, loan, and loan forgiveness programs; increasing support services and retention efforts; ensuring that testing and evaluation programs minimize the influences of race and ethnicity on entry to the profession; and, as previously noted, expanding alternative certification programs.

A number of strategies designed to increase the number of minorities in teaching go beyond traditional recruitment efforts to strategies aimed at increasing the pool of minority teacher education students. One such strategy involves identifying and encouraging interested students before their senior year in high school. This is done through Future Educator clubs, teacher cadet programs, and even magnet schools that offer a college preparatory program for students who are interested in becoming teachers (e.g., the High School for the Teaching Professions in Cincinnati and the Austin High School for the Teaching Professions in Houston). Most programs target junior high or senior high school students and are designed to engage students in learning about teaching through both classroom activities and actual teaching experiences. Such programs often provide financial aid support services, and, in some cases, transferable credits that may be taken while in high school.

An increasingly popular recruitment strategy operated as a joint venture between a college or university and local school districts is the “grow your own” program for paraprofessionals. Under the typical program, teacher aides or other professionals continue in their regular jobs, taking courses offered with flexible scheduling arrangements after school, on the weekend, and during the summer. Some districts provide time off with pay to attend classes. Tuition is often reduced or paid for by the district. And, perhaps most important, graduates are guaranteed employment in the district upon successful completion of the program and certification.

Increasing the pool of minority teacher education students is not enough if they do not stay in the profession. Minority teachers are twice as likely to leave
the profession as non-minority teachers (Markow, Moessner, & Horowitz, 2006). One reason for this is that minority teachers are more likely to be placed in the inner cities, where working conditions are often the poorest and stress is the highest. Financial incentives, including housing subsidies, state income tax credits, and retention bonuses are among the strategies used by a number of districts in an attempt to retain teachers in these “hard-to-staff” schools. Also among the efforts being implemented to increase the retention of minority teachers are the mentoring programs mentioned in Chapter 2.

Teacher Certification

Successful completion of a teacher training program does not automatically qualify an individual to teach. To become qualified for teaching, administrative, and many other positions in the public schools and many private schools, individuals must acquire a valid certificate or license from the state where they wish to practice. The certification or licensure requirement is intended to ensure that the holder has met established state standards and is therefore qualified for employment in the area specified on the certificate. The federal No Child Left Behind Act of 2001 stipulates that all newly hired teachers in schools receiving Title I funds must be certified in the level or subject to be taught and may not have any certification requirement waived on an emergency, temporary, or professional basis.

The certification process is administered by the state education agency. The certificate can be obtained in one of two ways: (1) The candidate can apply to the state agency, which will assess the candidate’s transcripts and experiences against state requirements; or, (2) more typically, the applicant can be recommended for certification after graduation from a state-approved teacher preparation program. The certificate typically specifies at what grade and content area the holder may teach. The certificate may be good for life or, more commonly, must be renewed every 3 to 5 years. A certificate does not guarantee employment; it merely makes the holder eligible for employment.

Specific certification requirements vary from state to state, but they usually include a college degree (all states require a bachelor’s degree as a minimum), a minimum number of credit hours in designated curricular areas (35 states specify course requirements in the field of education), recommendation of a college or employer, a student teaching experience, “good moral character,” attainment of a minimum age, U.S. citizenship, the signing of a loyalty oath affirming support of the government, and the passing of a state-prescribed exam to assess basic skills and subject-matter mastery.

Several states have moved to a “staged” certification system. The initial certificate, often called a probationary or provisional certificate, is issued to beginning teachers who satisfy the requirements for initial certification, and it is good for a limited number of years. The standard or “professional” certificate is issued to teachers upon successful performance on an assessment performed by a school district team or by the state, using videotaped lessons, portfolios, or classroom observations. In a three-tier system, an advanced or “master” certificate is issued to teachers based on experience and demonstrated higher levels of professional performance. One way this can be obtained in most states that have the advanced certificate is to receive certification by the National Board for Professional Teaching Standards, as described later.

Assessment for Initial Certification and Licensure

Public concern about the quality of the teaching force in recent years, combined with the influence of the No Child Left Behind Act, has led to an increase in state testing of prospective teachers. Not only are prospective teachers required to pass a test for admission into the teacher education program, but they also are required to pass a test for certification or licensure in 43 states. Testing for certification is
seen as an accountability measure to ensure that prospective teachers have met the INTASC or other standards adopted by the state and are qualified to enter the classroom. The No Child Left Behind Act requires that all newly hired teachers in schools that receive federal funds be “highly qualified.” For new elementary teachers, this means that they must pass a “rigorous” state test that covers the elementary curriculum and teaching skills. New middle and high school teachers must pass a “rigorous” state test in the academic subject matter they teach or complete an academic major in every subject they will teach.

The most commonly used tests for certification are the **Praxis Series: Professional Assessments for Beginning Teachers** developed by the Educational Testing Service. The first test in the Praxis series, Praxis I, measures reading, writing, and mathematics skills and is often taken while in college. The Praxis II exam, which is taken after completion of the teacher education program, is in two parts. The first part of the Praxis II exam measures core content knowledge in more than 70 subject areas. The second part measures knowledge of teaching and learning in four areas: Students as Learners, Instruction and Assessment, Communication Techniques, and Profession and Community. A few states also require prospective teachers to submit a portfolio demonstrating their teaching effectiveness that is evaluated by experienced teachers.

**Emergency Certification**

Forty-nine states have some provision for granting emergency (temporary) certificates to persons who do not meet the requirements for standard certification when districts cannot employ fully qualified teachers. Emergency certificates are issued with the presumption that the recipient teacher will obtain the credentials or will be replaced by a regularly certified teacher. In most states, before the emergency certificate is granted, the district must show that an effort has been made to hire a regularly certified teacher. Although the requirements of No Child Left Behind and the growth of alternative certification programs have reduced the rate at which emergency certificates are issued, nationwide thousands of individuals enter teaching each year on emergency or temporary certificates. In many instances these teachers are concentrated in poor urban schools or rural areas.

Emergency certification does not require any professional education training prior to the assumption of teaching duties and often does not require the passage of a subject-matter test, although some states do require the passage of a basic skills test. Many professional educators question the ethics and safety of hiring untrained persons to teach: No other state-licensed profession issues “emergency” certificates to untrained persons. However, given the shortage of teachers discussed later in this chapter, it seems unlikely that the practice will be abandoned in the foreseeable future.

**Recertification**

Acquiring certification once does not mean that a teacher is certified for life. Teachers are required to periodically renew their certificates to ensure they are knowledgeable about new developments in their fields. In the past, teachers could be recertified by earning a specified number of continuing education units (CEUs), which could be earned by taking approved college courses or by attending workshops, in-service training, or other acceptable activities. Increasingly, however, some states are taking measures to ensure that recertification requirements include more directed, research-proven career growth activities. For example, some states will not accept a master’s degree for recertification unless it directly relates to the teacher’s content knowledge or teaching skill (Education Commission of the States, 2005). About half the states accept NBPTS certification as the basis for granting recertification. Twelve states require an assessment (Praxis II, Praxis III, NES, or state-developed) for recertification (Baber, 2008).
Reciprocity and Interstate Certification

Because each state has somewhat different certification requirements, a matter of concern related to state certification for any profession is whether the certification granted by one state will be recognized by another. The increasing mobility of teachers has encouraged state certification authorities to establish interstate reciprocity, which allows teachers who are certified in one state to be eligible for certification in another. It is to the advantage of each state to facilitate the employment of qualified educators and to increase the availability of educational personnel, not to establish barriers to employment. To this end, 44 states and the District of Columbia have signed the NASDTEC Interstate Agreement under the auspices of the National Association of State Directors of Teacher Education and Certifications (NASDTEC) to make it possible for an individual who has completed an approved program and holds a certificate or license issued by one state to receive an equivalent certification in another state (Iowa, Minnesota, Nebraska, New York, South Dakota, and Wisconsin are not signers). The agreement does not constitute full reciprocity in that the moving teacher may have to complete additional requirements (e.g., ESL endorsement or a course in the new state’s constitution or history).

Regional interstate reciprocity agreements are also in place in a couple of areas. Eight states in the northeast (Connecticut, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, and Vermont) have agreed to recognize the Northeast Regional Credential, and in the Midwest nine states (Illinois, Iowa, Kansas, Michigan, Missouri, Nebraska, Oklahoma, South Dakota, and Wisconsin) have formed a regional exchange agreement under which each state’s minimum certification standards are protected but the teacher applicant is given an initial 2-year license by the receiving state (National Center for Alternative Certification, 2011).

National Certification: The NBPTS

The professionalization of teaching, as well as the prospect for some form of national certification, has been greatly enhanced by the efforts of the NBPTS, not only to develop professional standards for teaching, but also to develop certification in 25 fields. The certification fields are structured around 16 subject areas and seven levels of schooling (visit the NBPTS website at www.nbpts.org for certification fields).

Teachers with 3 years of teaching experience who hold a state teaching license can start the certification process upon payment of a fee. The process involves preparing a professional portfolio containing videotapes of classroom practice, samples of student work, and a written commentary, and going to one of the board’s assessment centers for written assessment exercises focused on the candidate’s content knowledge. Successful candidates are deemed board certified, a term used commonly in other professions. Such certification is a public acknowledgment that the teacher possesses not only the requisite knowledge but also the demonstrated ability to teach in the areas or levels of certification specified. NBPTS certification is issued for a period of 10 years and may be renewed upon satisfying a renewal requirement. As discussed in Chapter 2, a major incentive for teachers to undertake this process is that 38 states and hundreds of school districts offer financial incentives to teachers who receive board certification, and almost all states offer licensure incentives. As important as financial incentives, teachers who have been through the board certification process almost unanimously report that the experience has made them better teachers. Since its inception in 1997, more than 91,000 teachers have received national board certification (NBPTS, 2011). Overall, national board certification seems a goal beginning teachers should consider as they think about their careers.

Teacher Supply and Demand

School districts nationwide are facing an unprecedented demand for teachers at all levels. The demand for teachers (public and private) is expected to continue, creating a demand for over 425,000 new teachers annually by 2016 and increase to
The projected demand for additional teachers is a result of projected record increases in enrollment (see Figure 7.2 on page 185), as well as the record number of vacancies created by the retirement of an aging teacher population. Approximately one-third of the teaching force is 50 years of age or older and many teachers are beginning to retire: According to some estimates as many as 1.5 million teachers will retire between 2010 and 2018 (National Commission on Teaching and America’s Future, 2010). The problem created by retirements is compounded by the growing turnover of teachers, both new and experienced, who leave the profession each year. Turnover is highest among beginning teachers and teachers serving in high-poverty, high-minority, urban, and rural schools (Ingersoll & Merrill, 2010).

The continued lowering of pupil–teacher ratios has also contributed to an increased demand for teachers. Pupil–teacher ratios in the public schools have declined from 16.0 to 1 in 2000 to 15.5 in 2007 and are projected to decline to 14.6 by the year 2019 (Hussar & Bailey, 2011). Also contributing to the demand for teachers is the growth in special education and elementary enrichment classes (Ingersoll & Merrill, 2010).

Although the demand for teachers is expected to increase, the projected supply of new teachers is not expected to be sufficient to meet the demand. The supply of newly hired teachers is a function of (1) the number of new college graduates entering teaching, (2) delayed entrants (first-year teachers who engage in other activities between graduation from college and entering teaching), (3) transfers from one state or district to another, and (4) the number of former teachers reentering teaching. In recent years, first-time teachers have come to represent a smaller percentage of newly hired public school teachers (new graduates, 18%; delayed entrants, 12%). Returning teachers make up 24% of the newly hired teachers, whereas transfers comprise about 53% of the new hires (Provasnik & Dorfman, 2005). One of the major unknowns in projecting teacher supply is the number of individuals trained as teachers who will actually enter the profession. In recent years only slightly better than half of newly prepared teachers actually entered teaching. How many of these individuals, or other prepared or interested individuals, would enter teaching if salaries and working conditions were improved and the status of the profession were enhanced is an important policy issue. However, projections by the U.S. Department of Labor, Bureau of Labor Statistics (2010) suggest that the supply of teachers will increase in response to reports of improved job prospects, better pay, greater teacher involvement in school policy and governance, and increased public interest in education. High unemployment in other professions and the proliferation of alternative certification programs should also increase the supply of teachers.

Although a shortage of teachers is expected nationwide, supply and demand will vary among states, school districts, and disciplines. In the South and West, states with the fastest growing populations will have a greater demand for teachers, while states in the Midwest and Northeast, with large numbers of teacher colleges, will have surpluses. Urban and rural districts in particular are expected to experience teacher shortages. The greatest shortages will continue to be in most areas of special education, some foreign languages (Japanese, Spanish), bilingual education, English as a second language, reading, all the sciences, computer science, and mathematics.
while surpluses will exist in kindergarten, dance, social studies, health and physical education (American Association for Employment in Education, 2009). And, as always, there is a high demand for male teachers at the elementary level.

**Salary and Other Compensation**

The compensation of teachers has become a major issue in efforts to strengthen the teaching profession and improve student learning. Historically, teachers’ salaries have lagged behind those of other professionals with comparable training and responsibility, as well as those of many of the technical and semiskilled occupations. Although in the last decade teacher salaries increased at a higher rate than inflation, recent studies have shown that while teachers earn more than the typical worker, on the average they earn 58 cents to every dollar earned by workers in occupations with similar skill demands (Swanson, 2008). Figure 1.1 depicts the trend in average annual salaries of elementary and secondary teachers since 1991 in 1991 dollars and 2011 dollars. Although the current dollar increases appear substantial over this 20-year period, from $33,084 in 1990–1991 to $56,064 in 2010–2011, when adjusted for inflation salaries grew by only $1,334 (4.0%). And, as can be seen, during the last several years, salaries have remained almost flat or actually decreased slightly in constant dollars. This may be due to the fact that large numbers of teachers are retiring and being replaced with newer, lower paid teachers, bringing the average salary down. In 2010 salaries ranged from more than $65,000 in California, Massachusetts, New Jersey, and New York to under $45,000 in North Dakota and South Dakota (National Education Association, 2010). Salaries were highest in states in New England, the Midwest, and the Far West, and lowest in the Southeast and the Southwest.

The specific salary teachers receive depends on a number of factors, including supply and demand, union activity, the prevailing wage rate in neighboring districts, and the wealth of the district as determined by the tax base. School districts with a higher assessed value of property per pupil will typically pay higher salaries than those with lesser assessed value of property per pupil. However, many poor districts, in terms of assessed valuation, have chosen to levy higher tax rates in order to pay teachers competitive salaries. In addition, as described later, teacher shortages have led some districts to offer financial incentives to teachers who work in targeted schools or teach in target teaching assignments.

*Figure 1.1 — Average Classroom Teacher Salary, 1991–2011*

![Graph showing average classroom teacher salary from 1991 to 2011 in current and 2001 dollars. The graph illustrates the trend in average annual salaries of elementary and secondary teachers since 1991.](image)

Salary Schedules

More than 90% of teacher salary schedules across the nation are based on the single salary schedule format. The single salary schedule pays equivalent salaries for equivalent preparation and experience. The trend toward the adoption of a single salary schedule for teachers began in the first quarter of the 20th century, and by midcentury it had come to dominate teacher compensation. The single salary schedule is popular with boards of education because it is easy to understand and to administer and has traditionally been defended by teacher unions as the fairest way to pay teachers (Committee for Economic Development, 2009).

There are two basic dimensions to the single salary schedule: a horizontal dimension made up of columns that correspond to levels of academic preparation (e.g., bachelor's degree, master's degree, master's degree plus 30 hours, doctorate degree), and a vertical dimension of rows of “steps” that correspond to the years of teaching experience. There is no standard number of columns or rows in a teacher's salary schedule, although there are usually more rows than columns so that the schedule tends to form a vertical matrix (see Table 1.4).

---


### Table 1.4 — Glenbard Township High School District 87: 2011–2012 Teacher Salary Schedule

<table>
<thead>
<tr>
<th>Years</th>
<th>BA</th>
<th>BA+15</th>
<th>MA</th>
<th>MA+15</th>
<th>MA+30</th>
<th>MA+45</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$49,694</td>
<td>$51,185</td>
<td>$54,664</td>
<td>$55,161</td>
<td>$57,149</td>
<td>$58,639</td>
</tr>
<tr>
<td>2</td>
<td>$51,682</td>
<td>$53,173</td>
<td>$56,652</td>
<td>$58,142</td>
<td>$60,130</td>
<td>$61,621</td>
</tr>
<tr>
<td>3</td>
<td>$53,670</td>
<td>$55,161</td>
<td>$60,130</td>
<td>$61,124</td>
<td>$63,112</td>
<td>$64,603</td>
</tr>
<tr>
<td>4</td>
<td>$56,155</td>
<td>$57,646</td>
<td>$63,112</td>
<td>$64,603</td>
<td>$66,094</td>
<td>$67,584</td>
</tr>
<tr>
<td>5</td>
<td>$58,639</td>
<td>$60,130</td>
<td>$66,094</td>
<td>$67,584</td>
<td>$69,572</td>
<td>$70,566</td>
</tr>
<tr>
<td>6</td>
<td>$61,124</td>
<td>$62,615</td>
<td>$69,075</td>
<td>$70,566</td>
<td>$72,554</td>
<td>$74,045</td>
</tr>
<tr>
<td>7</td>
<td>$65,100</td>
<td>$72,057</td>
<td>$73,548</td>
<td>$75,535</td>
<td>$77,026</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>$75,039</td>
<td>$76,529</td>
<td>$78,517</td>
<td>$80,008</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>$78,020</td>
<td>$79,511</td>
<td>$81,499</td>
<td>$82,990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>$81,002</td>
<td>$82,493</td>
<td>$84,480</td>
<td>$85,971</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>$83,984</td>
<td>$85,474</td>
<td>$87,462</td>
<td>$88,953</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>$86,965</td>
<td>$88,456</td>
<td>$90,444</td>
<td>$91,935</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>$89,947</td>
<td>$91,438</td>
<td>$93,425</td>
<td>$94,916</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>$92,929</td>
<td>$94,419</td>
<td>$96,407</td>
<td>$98,395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>$96,407</td>
<td>$97,898</td>
<td>$99,886</td>
<td>$101,874</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>$98,892</td>
<td>$100,383</td>
<td>$102,370</td>
<td>$105,352</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>$98,892</td>
<td>$100,383</td>
<td>$104,855</td>
<td>$108,831</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>$98,892</td>
<td>$100,383</td>
<td>$104,855</td>
<td>$112,309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>$98,892</td>
<td>$100,383</td>
<td>$104,855</td>
<td>$115,788</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>$101,377</td>
<td>$107,837</td>
<td>$112,309</td>
<td>$119,267</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Glenbard Township High School District 87, Glen Ellyn, IL.
Initial Placement
The initial vertical placement of a new teacher on a specific vertical step on a scale is determined by several factors, the most common of which is teaching experience. To receive credit for any previous years of teaching, usually the teacher must have taught for 75% of the school year. Most school districts place a limit on the number of years of teaching experience credited toward initial placement on the salary schedule. Factors that affect this decision are whether the experience is in or out of the district and in or out of the state. Other factors considered in making the initial placement on the schedule are credit for related experience, credit for military service, and credit for other experience. Some districts recognize related experience such as public library experience for librarians or recreational experience for physical educators. Others grant full or partial credit for military service or for experience in the Peace Corps, Volunteers in Service to America (VISTA), or the National Teachers Corps.

Advancement
Horizontal advancement across columns in a salary schedule is dependent on earned academic credit beyond the bachelor’s degree. Vertical advancement from one step to the next within the scale is normally automatic after a stipulated period of time (usually 1 year), although longer periods may be required for advancement to the higher steps. Although teachers’ groups have continued to advocate automatic advancement, in an increasing number of districts certain restrictions are being placed on vertical advancement. For example, advancement at specified points may be made contingent on (1) the attainment of additional units of academic credit or completion of in-service training programs, or (2) satisfactory performance or merit. To provide for teachers who have reached the maximum number of steps in a particular scale, some salary schedules also provide for super-maximum or long-term service increments beyond the highest step in the scale.

The single salary schedule has come under increasing criticism in recent years for its failure to recognize teacher performance, an important variable in student achievement, and because it does not provide the flexibility needed to attract teachers in hard-to-staff subjects or schools. Some individual districts have attempted to address these shortcomings by adapting the single salary schedule to include performance-based pay or labor market-based pay plans discussed in the following sections.

Performance-Based Pay Plans
The growing recognition of the importance of teacher effectiveness to student performance has led to increased efforts to link teacher pay to improvements in student performance. Performance-based pay is seen as a way to both attract and retain good teachers and motivate them to greater performance and as the next logical step in the accountability movement (Yecke, quoted in Honowar & Olson, 2008). Performance-based pay initiatives have been encouraged by the federal Teacher Incentive Fund that was enacted in 2006 to support the development and implementation of performance-based pay for teachers serving in high priority schools. Under the terms of the grants, teacher pay is to be measured primarily on student achievement. Currently, about 10% of the school districts in the United States have adopted some measure of student achievement in their teacher compensation plan.

Performance-based pay plans are of two types: those that reward the individual teacher and those that reward the group performance of the school staff as a whole. Most such plans use the single salary schedule to establish the teacher’s base pay and then provide performance awards to teachers who attain established levels of performance. Group-based performance awards recognize that in most organizations achievement of organizational goals is as much a result of group performance as individual performance. They are seen as a way to encourage collaboration among teachers and to promote school and school district goals. Group-based performance reward programs provide financial rewards to individual schools that meet certain
prescribed standards or outcomes in such areas as student achievement, dropout rates, graduation rates, or absenteeism.

A major concern and impediment to the adoption of performance-based pay plans has been the methodological issues in measuring student learning. Using single-year measures of student achievement rather than the growth in achievement can reward teachers who teach students from higher socioeconomic backgrounds or who teach more able students, and it ignores all the many out of school variables that impact on student achievement. One proposal to address this concern is to base performance pay on the value-added method of evaluating teachers discussed in the next chapter that measures teacher performance on the gain in student test scores from one year to the next. Although a growing number of states and school districts have adopted or are considering value-added evaluation and pay, it is the subject of considerable controversy among policymakers and educators. The major arguments for and against value-added performance-based pay are presented in the Controversial Issue feature.

**Labor-Market Based Pay**

As previously noted, the supply and demand for teachers varies by academic discipline and geographic area. Even within a district, preferences about where to teach create shortages in some schools. In response to these shortages, a number of states and school districts offer various incentives to attract teachers to targeted schools or target assignment areas. Twenty-five states offer incentives

**CONTROVERSIAL ISSUE**

**Value-Added Pay**

The Obama administration has encouraged states to adopt laws that use student test data as a significant factor in the evaluation and rewarding of teachers. The proposal has gained favor with governors and lawmakers in several states, while teachers as a whole do not support basing evaluation or pay on the gain, or value added, in student test scores. The reasons often given in favor of or against value-added pay are as follows:

**For**

1. The use of gain scores allows for a more sophisticated and objective comparison of teachers and schools.
2. Basing teacher performance on growth does not penalize teachers who teach low-performing students—i.e., it accounts for differences in the starting point of students.
3. The public would be more willing to support education if they knew that teachers were accountable for student performance and paid according to performance.
4. Value-added pay would help motivate, retain, and reward good teachers.
5. Rewarding performance is consistent with the standard applied to other workers and professions.

**Against**

1. Except for self-contained classrooms, the contribution of one teacher to a student’s performance is difficult to determine with any accuracy.
2. Even with the most sophisticated methodologies, it is virtually impossible to accurately control for classroom, school, and student variables beyond the control of the teacher.
3. There is little agreement about what is good teaching or how it can be evaluated using student test data.
4. Value-added pay systems encourage “teaching to the test.”
5. The system is only as good as the tests teachers use; standardized tests are not available for all disciplines, and many have been plagued with issues of accuracy and validity.

Why do you oppose or favor value-added pay? Are you familiar with a school system where such pay is in operation? What effect has it had on education in that system?
to teach in targeted schools and 17 offer incentives to those who teach in target teaching assignment areas (Hightower, 2010). These take the form of student loan assistance, tax breaks, relocation assistance, or housing assistance. In addition, an increasingly popular incentive is signing or hiring bonuses.

**Compensation for Supplemental Activities**

In addition to a base salary, approximately one third of the public school teaching force receives compensation during the school year for supplemental activities such as coaching, student activity sponsorship, or teaching an extra class or evening class. The amount of the supplemental pay normally depends on some consideration of the activity involved: The more student contact hours involved, students involved, and equipment and budget involved, the larger the supplement. For example, the supplement for a senior high football coach or band director may be 8% to 10% of a fixed point on the teachers’ salary schedule, whereas that of the chorus director or cheerleading coach may be 4% to 5%.

**Salaries for Administrative and Support Personnel**

Many teachers begin their educational careers in the classroom and then move into administrative or supervisory positions or into positions such as counselor or librarian. Most of these positions are 10- to 12-month positions and command significantly higher salaries, even on a monthly basis, than those of classroom teachers (see Table 1.5). The highest paid administrator typically is the superintendent. Superintendents in small districts earn an average of $85,000 to $100,000. Superintendents in districts with over 25,000 enrollment often earn a salary of over $175,000 per year. Principals, the administrators closest to the teacher, on the average earn 175% of the average salary of classroom teachers. However, it must be noted that most administrative and supervisory positions do require higher levels of educational preparation and experience than that required of classroom teachers.

**Table 1.5 — Mean Salaries Paid Personnel in Selected Administrative Positions, 2010–2011**

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>$150,000</td>
</tr>
<tr>
<td>Deputy/Associate Superintendent</td>
<td>$128,000</td>
</tr>
<tr>
<td>Assistant Superintendent</td>
<td>$115,000</td>
</tr>
<tr>
<td>Supervisor/Director for:</td>
<td></td>
</tr>
<tr>
<td>Curriculum/Instruction</td>
<td>$95,000</td>
</tr>
<tr>
<td>Human Resources</td>
<td>$93,000</td>
</tr>
<tr>
<td>Finance/Business</td>
<td>$93,000</td>
</tr>
<tr>
<td>Technology</td>
<td>$85,000</td>
</tr>
<tr>
<td>Special Education</td>
<td>$82,000</td>
</tr>
<tr>
<td>Subject Areas</td>
<td>$78,000</td>
</tr>
<tr>
<td>Principals:</td>
<td></td>
</tr>
<tr>
<td>Senior High School</td>
<td>$94,000</td>
</tr>
<tr>
<td>Jr. High/Middle School</td>
<td>$87,000</td>
</tr>
<tr>
<td>Elementary School</td>
<td>$81,000</td>
</tr>
<tr>
<td>Assistant Principals:</td>
<td></td>
</tr>
<tr>
<td>Senior High School</td>
<td>$79,000</td>
</tr>
<tr>
<td>Jr. High/Middle school</td>
<td>$75,000</td>
</tr>
<tr>
<td>Elementary School</td>
<td>$68,000</td>
</tr>
</tbody>
</table>
Indirect Compensation: Employee Benefits and Services

Indirect compensation, commonly referred to as fringe benefits, is an important part of any teacher’s compensation package. In fact, the employee benefits provided teachers are better on the average than those provided other professionals (Allegretto, Corcoran, & Mishel, 2008) and cost school districts an average of 30% of wages. Certain benefits, such as Social Security, unemployment compensation, and workers’ compensation, are required by law. Other benefits, including life insurance, health and hospitalization insurance, and long-term disability insurance, are not required by law but are voluntarily provided by the school district.

A third category of benefits includes retirement and savings plans. In most states, retirement benefits are financed jointly by teacher and public contributions. In several states, in an attempt to increase compensation without increasing state aid to education, school districts pay the employees’ share of retirement as well as the employers’ share. This benefit has great appeal to employees because it has a significant impact on net income without increasing gross taxable income. Consequently, in an increasing number of school districts this provision has become a popular item for negotiation. Also becoming increasingly popular are tax-sheltered annuities, which allow employees to invest part of their salaries, before the computation of taxes, in an annuity. This allows employees not only to reduce current taxes but also to supplement any state retirement plans.

One very popular category of benefits is pay for time not worked. For public school personnel this includes sick leave, personal and family leave, sabbatical leave, professional leave, religious leave, jury duty leave, military leave, and severance pay.

Employee services enable employees to enjoy a better lifestyle or to meet certain personal obligations at a free or reduced cost. Such services include credit unions, employee assistance programs directed at improving employee mental and emotional health, wellness programs, child care, or subsidized food services.

Summary

There are as many definitions of teacher as there are reasons for becoming a teacher. It is important that those considering the profession evaluate their perceptions and expectations of teaching and their motives for considering teaching as their chosen profession.

After a period of serious criticism of the teaching profession and teacher preparation, the status of the profession appears to be improving. And a greater percentage of the teacher workforce reports being satisfied with teaching as a career. There is still a shortage of minority teachers, but more and more bright and talented individuals are entering the teaching profession, either through traditional baccalaureate programs or through the growing number of alternative certification programs. As the demand for teachers intensifies, various proposals for differential compensation, including performance-based pay and competency-based pay, are being adopted in an effort to attract qualified individuals. The next chapter discusses other efforts to make teaching more attractive by increasing professionalization and reviews other professional opportunities available to teachers.
Prepare for the State Licensure Examination

Tom Metcalf, a general science teacher, and Bill Rosak, a chemistry teacher, were in discussion during their prep period in the teacher’s lounge at Carlton High School. Tom had just returned from Dallas, where the annual professional meeting of Secondary Teachers of Science took place. The meeting is always held on the Friday following Thanksgiving. This year he took his wife, Sally, and they spent Thanksgiving with her parents, who live in Dallas. Tom was very excited about a new curriculum series he had learned about that provided hands-on projects his students could even do at home without any formal scientific equipment. Tom was also impressed by the fact that the curriculum included a number of projects that could be adapted for students with disabilities, because he has been having difficulty designing lessons that are appropriate for students with learning and physical disabilities in his general science class. Tom asked Bill if he would be willing to join him in requesting that the district purchase the series for use the next year.

Toward the latter part of Tom’s remarks, Bill began to shake his head. “You must be crazy, Tom,” he said. “There is no way I would let any kid with a physical disability come near any chemicals. Nor do I want to be responsible for some learning-disabled kids hurting themselves trying to do some take-home science experiment!” Bill went on.

Not discouraged, the very next day Tom made a request to the district textbook adoption committee that this new textbook series be approved for purchase. While waiting for the committee’s response, Tom seeks the advice of his assigned mentor.

1. Under what conditions can teachers be held responsible for the injury of a student? What can teachers do to reduce their liability?
2. What approaches might Tom’s mentor recommend he use to accommodate various learning styles, intelligences, or exceptionalities in his general science class? Base your response on principles of varied instruction for different kinds of learners.
3. Suggest formal and informal assessments that Tom might use to allow all students to demonstrate their accomplishments on the take-home science projects.

Build Your Knowledge Base

1. What is your perception of what a teacher is and does? How is your perception reflected in your responses to the questions at the end of the opening vignette?
2. Was there any single event or experience that motivated you to choose teaching as a career?
3. What are the advantages and disadvantages of teaching as a career? Which are the most important to your decision to consider teaching as a career?
4. What strategies should be used to attract more top-quality students to teaching?
5. Should people be required to complete a teacher training program to become a teacher? Should there be any minimum requirements?
6. The public has increasingly expressed support for the competency testing of teachers. In your opinion, should prospective teachers be required to pass a competency test?
7. The public has also shown increasing support for competency-based pay for teachers. What are the pros and cons of competency-based pay? To what extent are financial incentives likely to improve job performance?
Develop Your Portfolio

The Professional Portfolio

The professional portfolio can be used as a self-evaluation strategy, as an assessment tool to evaluate candidates for teaching positions, and to document competence for licensing/certifying agencies. The National Board for Professional Teaching Standards (NBPTS) has used the portfolio as a basis for national certification of master teachers, and a number of states require teacher portfolios prior to receiving a permanent teaching certificate.

The portfolio is an organized, goal-driven collection of evidence or artifacts. The purpose of the portfolio is to demonstrate the teacher’s knowledge, skills, and abilities. The audience can be either the teacher or external reviewers. The artifacts include a wide variety of materials: lesson plans, units of study, written reports, self-reflections, essays, videotapes, photographs, and other professional documents. Reflections include written thoughts about the evidence contained in the portfolio. The portfolio serves as both a record of accomplishments and a tool for evaluating professional growth over time. You should continue to revisit/revise your portfolio throughout your education and career.

Organizing Your Professional Portfolio

One of the first steps in developing a portfolio is to consider how you will organize the types of evidence or artifacts that you choose to include. The artifacts can be displayed in either print or electronic format. Most teachers include both formats in their portfolios.

Allow yourself ample time to develop and organize your professional portfolio into a series of appropriately labeled files. Organizing and setting up your portfolio filing system may be one of the more time-consuming portfolio tasks. However, once the system is in place you will not have to repeat this exercise again unless you decide to improve on its filing system. First you will need to prepare a series of 10 files, each labeled with one of the 10 INTASC standards presented in Table 1.3. As you read each chapter of the text, you will be directed to develop a portfolio activity that will address one or more of the INTASC standards.

Three-ring binders, labeled file folders, or forms of electronic storage (e.g., CDs or DVDs) are typically used for organizing the materials that will comprise your portfolio. Should you plan to share your portfolio with an audience other than your immediate supervisor or state licensing agency, you will need to consider the legal issues involved with sharing such information. Release forms signed by parents/guardians are necessary if you plan to share any samples of students’ work or photographs or videotapes of students. An important rule of thumb is to make sure that you have blocked out any student’s name. It is especially important to protect the identity of any student with special needs.

To view examples of portfolios that have been developed by other preservice teachers, as well as by beginning teachers and teachers who have received national board certification, visit www2.ncsu.edu/unity/lockers/project/portfolios/portfoliointro.html.

1. There are multiple reasons why individuals select teaching for a career. Reflect on Herbert Kohl’s questions for prospective teachers presented in the Ask Yourself feature on page 6. Using these reflections as a guide, write an essay about your own reasons for choosing to pursue or continue a career in teaching. Revisit Kohl’s questions and your essay throughout your training and career to determine how your early ideas have shaped your thoughts or experiences. Place your essay in the portfolio folder labeled INTASC Standard 9, Professional Learning and Ethical Practice.

2. Because there are a number of ways to become a teacher, it is important to maintain a detailed record of your educational program, including general studies courses, content studies in a major or minor, professional studies, and field experiences such as clinical practice, internship, or student teaching. One of the most important items to include in your portfolio is a dynamic résumé that will evolve throughout your education and career. As your education progresses, list important details or summaries of your education, experiences, and skills, and pursue letters of reference and recommendations. As an in-service teacher, continue to update all sections of your résumé file and include certifications, employment experience, and continuing education.
Explore Teaching and Learning: Field Experiences

1. Arrange to shadow a teacher for a day. Keep a detailed log of the activities and tasks in the teacher’s day.
   a. How much time is spent in instruction?
   b. How much time is spent in interaction with individual students or small groups of students?
   c. How much time is spent in interaction with colleagues? What were the topics?
   d. How much time is spent in interaction with the principal? What were the topics?
   e. How much time is spent on administrative duties (taking attendance, lunch count, recording grades, completing reports for the principal, etc.)?
   f. How much time is spent on student discipline?

2. Arrange an interview with an experienced teacher and a beginning teacher using questions such as the following:
   a. What are some of the most satisfying aspects of teaching?
   b. What parts of your job are most frustrating?
   c. What steps can you take to improve your working conditions?
   d. For the experienced teacher: What have you done to help beginning teachers?
   e. For the beginning teacher: What did experienced teachers do to help you in your early days of teaching?

MyEducationLab

Go to Topic 1, The Teaching Profession in the MyEducationLab (www.myeducationlab.com) for Foundations of American Education, where you can:

- Find learning outcomes for the teaching profession along with the national standards that connect to these outcomes.
- Complete Assignments and Activities that can help you more deeply understand the chapter content.
- Apply and practice your understanding of the core teaching skills identified in the chapter with the Building Teaching Skills and Dispositions learning units.
- Examine challenging situations and cases presented in the IRIS Center Resources.
- Access additional video clips of CCSSO National Teachers of the Year award winners responding to the question, “Why Do I Teach?” in the Teacher Talk section.
- Check your comprehension on the content covered in the chapter with the Study Plan. Here you will be able to take a chapter quiz, receive feedback on your answers, and then access Review, Practice, and Enrichment activities to enhance your understanding of chapter content.
- Use the Online Lesson Plan Builder to practice lesson planning and integrating national and state standards into your planning.