

PREFACE

I hope you share my belief that teaching is the world’s most important profession.

Teaching is exciting, rewarding, and uplifting; teachers receive great satisfaction from making a difference in their students’ lives. In today’s climate of accountability, high-stakes testing, and new federal programs such as Race to the Top, however, becoming a successful teacher requires high levels of professionalism and commitment.

The 10th edition of *Becoming a Teacher* continues to listen to the voices of those who care deeply about teaching—professionals and expert teachers, novices just learning the ropes, students in America’s classrooms, and preservice learners deciding if teaching is their best career path—to help readers discover the answer to the question, “Is teaching for me?”

With the help of these stakeholders, the 10th edition focuses on teacher quality and provides in-depth coverage of:

- teacher leadership, political activism, and change facilitation
- diversity and culturally competent teaching
- social justice and democracy

Becoming a Teacher embraces and articulates the changing field of education, outlining ways to be an agent of change in the profession, pinpointing meaningful uses of technology in education, clarifying realities of diversity in the classroom, and clearly outlining past, present, and future thoughts on curriculum, instruction, management, philosophy, and issues in education. This down-to-earth and straightforward approach provides students with the tools and information necessary to answer the questions, “What does it take to become a high-quality teacher?” and “Do I want to teach?”

A THOROUGHLY REVISED NEW EDITION

The 10th edition is thoroughly revised and draws attention to the rapidly changing climate in education. I approached this revision of *Becoming a Teacher* with an eye toward providing readers with cutting-edge information impacting the teaching profession. In response to reviewers’ feedback, new research, and emerging trends, the 10th edition reflects the following changes and additions.

NEW INTERACTIVE ETEXT

The medium in which you are reading this content might be an eText or a print loose-leaf version. To be more portable and accessible as well as affordable, we produced this text with the digital version in mind first. You’ll notice the following characteristics and features in the 10th edition’s Pearson eText:

- **Dear Mentor/Dear Student** pieces on Part Openers feature audio clips of exchanges between new teachers and their mentors.





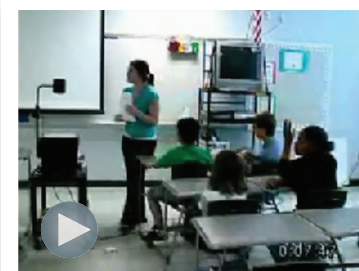
- Embedded **videos** help to illustrate key chapter content.



Watch this video to observe various characteristics needed to be an effective teacher.



- **Professional Reflection** interactive features include videos followed by reflective questions, helping students begin to develop their thinking as professionals.



PROFESSIONAL REFLECTION

Listen as this teacher gives you advice for succeeding in your first year of teaching.



- **Teaching on Your Feet** features, which describe classroom scenarios, include pop-up windows where students can analyze the scenarios and respond to reflective questions.



TEACHING ON YOUR FEET



Half of Teaching Is Learning

"You have a screen name?" they query in disbelief. Screen name, IM, blogging, DVD, iPod, podcasts, YouTube, MySpace, HDTV, text messaging, iMac . . . this is the jargon of the *millennials*—my seventh-grade students. Their world is filled with technology; they accept it—and expect it. They use it to communicate, connect, and create. And they use it constantly and confidently.

Yes, I tell them. I have a screen name . . . It's *mrshheebz*. I blog, instant message (IM), Google, make podcasts, publish online books, and text message. I visit MySpace, Facebook, and YouTube. I use Garageband, Comic Life, iPhoto, iTunes, Frontpage, iMovie, Keynote, and Noteshare. I love the world of technology. Of course, my students think I'm kidding when I tell them I grew up with a rotary phone . . . and a black-and-white TV with three stations of snow. No microwave, no World Wide Web, no cell phones . . . and certainly no computers. But my family did own a typewriter and a complete set of World Book Encyclopedias. I had all the tools necessary to give me an edge in school—then.

Fast-forward 40 years. The 12-year-olds I teach still have the encyclopedia as a wonderful window to the world. But the typewriter is long gone. Instead they possess iMac G4 laptops with the World Book just one of the many promising programs at their fingertips. It's a powerful tool that gives my kids—and me—an edge on learning.

There is no tool that has changed my teaching practice as much as the laptop. All seventh and eighth graders in the state of Maine have 24/7 access to their own wireless laptops. In 2001, the Maine Learning and Teaching Initiative (MLTI) was voted and approved; as a result, 1 percent of Maine's educational funds was spent on one-to-one computing—a laptop for every seventh grader in the state. The following year, the eighth grade was added, for a total of 35,000 laptops. This was a lofty goal aimed at evening the digital divide by providing the World Wide Web to all students in our largely rural state. This was a true democratic ideal: equal opportunity regardless of economic status. At this time, this initiative was the only program of its kind in the world. . . . Teachers spouted clichés like a potato sprouts eyes: a mixed blessing, throwing money in the wind, a two-edged sword, Christmas in July, can't teach an old dog new tricks. The program was embraced by some teachers, scorned by others. I chose to embrace. To learn. Or at least try to learn. For to teach "is to learn twice" (Joseph Joubert). And that has made all the difference in who I am as a teacher.

Using technology has transformed my curriculum and my teaching style. In particular, one-on-one computing has made the single biggest impact on my 27 years of teaching. My entire belief system has been tested and strengthened not only by the advent, but also by the intrusion of the laptop into my classroom. I'm no longer the expert, the disseminator of all-that-needs-to-be-known. I'm a learner, growing along with my students and along with my colleagues. We are a true community of explorers compelled by the MLTI motto: "If you know how to do it, teach someone else. If you don't know how, ask someone else." It's an energizing environment in which to learn: it's the environment of the connected generation.



Today's students are often more technologically savvy than their teachers. At many schools, students play an important role in integrating technology into teaching. What are the benefits of this approach to technology integration?

I teach seventh-grade language arts in a coastal town in southern Maine. The majority of my students come from professional families who have the ability to travel widely, vacation often, own lovely homes, and pay for higher education. It's a homogeneous community, with poor and minority students few and far between. Ninety-two percent of the families in my district had access to the Internet at home when the MLTI program began, so the digital divide was never a huge issue for my students. Yet access to computers at school for word processing and research had always been minimal. Prior to the laptop program, I'd been lucky to obtain an hour a week in the computer lab for my students. Laptops have given us a portable writing lab, instant access to research, and assistive technology.

My teaching philosophy is simple. I strive to create a democratic classroom—an energetic community of caring people engaged in learning. The laptop is a tool, a powerful communication device that has increased my ability to enact democratic ideals on a daily basis. Engagement, energy, and caring: these are more important to me than the content I teach.

ANALYZE & REFLECT

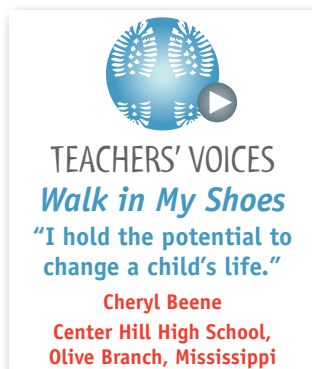
Click here to analyze and reflect on this scenario you have just read.

Merry Herbert teaches seventh-grade language arts at a middle school in MAINE.

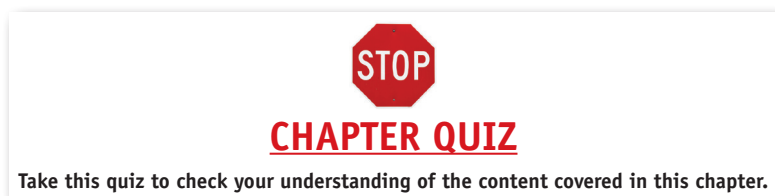
The preceding is excerpted from her contribution to the National Network for Educational Renewal's Teacher Case Story Collection. The Collection is "dedicated to providing a public forum for teachers to share their stories." National Center for Educational Renewal © 2008. Retrieved and adapted from <http://nnerpartnership.org/stories/herbert.html>.



- Audio clips in **Teacher's Voices: Walk in My Shoes** features allow teachers to share their classroom experiences, describe their perspectives on a career in teaching, and even offer advice and tips. In the first chapter, this feature includes a video of the author himself sharing about his own teaching experiences.



- **Chapter Quizzes** at the end of each chapter help students gauge their understanding of the material covered.



- **Glossary** terms can be clicked on to read definitions.

AN EMPHASIS ON STANDARDS TO PREPARE PROSPECTIVE TEACHERS TO MEET KEY PERFORMANCE STANDARDS

- The 10th edition of *Becoming a Teacher* provides prospective teachers with guidelines for acquiring the knowledge and skills necessary to meet the performance standards developed by InTASC, NCATE, TEAC, PRAXIS, NBPTS, and the newly created Council for the Accreditation of Educator Preparation (CAEP). The book also prepares readers to meet the accountability criteria contained in the No Child Left Behind (NCLB) Act and the current administration's *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*.
- The text's appendix, **Preparing for Certification: Your Guide to Licensure**, provides students with a brief tutorial of FAQs, test-taking tips, and sample test questions intended to remove some of the intimidation of this important professional step. Correlations to content in the book demonstrate why *Becoming a Teacher*, 10th edition, is the ideal preparation guide for becoming a licensed teacher.

AN EMPHASIS ON THE DIVERSITY OF STUDENTS AND THEIR TEACHERS

- **Focus on Diversity** These sections in each chapter address cultural and ethnic diversity, student ability, the impact of socioeconomic status, as well as linguistic diversity in today's classrooms. The sections introduce readers to culturally competent teaching and help them learn how to meet students' diverse needs in every classroom.
- **Comprehensive State Coverage** To ensure that students and teachers from all over the country see themselves mirrored in the content, the 10th edition specifically highlights master teachers, instructional issues, and curriculum initiatives from across the United States. An index of highlighted states is presented at the end of the Preface.

NEW CHAPTERS

- CHAPTER 11, School Curricula and Standards
- CHAPTER 12, Assessing Student Learning

NEW PEDAGOGY AND UP-TO-DATE CONTENT

- Learning Outcomes at beginning of each chapter
- New Readers' Voices open each chapter
- More than 250 new references to reflect the most recent information about the teaching profession in the United States

LATEST TRENDS IN TECHNOLOGY AND TEACHING

A thoroughly revised technology chapter explains how teachers can integrate technology into teaching in order to engage today's tech-savvy students fully and to adjust to the reality that technology has transformed how, when, and where students can learn. From blogs and wikis, to podcasting and 3-D virtual worlds, the 10th edition is filled with case examples of how teachers are integrating technology and transforming their teaching to foster collaboration, discovery, and understanding of the "big ideas" in the curriculum.

NEW AND EXPANDED COVERAGE TO ADDRESS THE MOST CURRENT TRENDS AND ISSUES

Chapter 1, Teaching: Your Chosen Profession

- Revised chapter now covers classroom observations, induction into the profession, gaining practical experience for becoming a teacher, and benefits of having a mentor.
- Characteristics principals look for when hiring teachers (NEW)
- Timeline for efforts to reauthorize the Elementary and Secondary Education Act (ESEA) and change the No Child Left Behind (NCLB) Act (NEW)
- Revised section on "Teaching and the National Economy"
- Latest data on school enrollments, school staffing, and teacher salaries

Chapter 2, Today's Teachers

- Revised chapter now covers the role of teacher leaders in transforming the profession, the U.S. Department of Education's "Respect Project," and seven "critical components" for transforming teaching.
- Influence of different groups on hiring process in schools (NEW)
- Model for teacher's thought processes while teaching (NEW)
- Model for multi-stage career ladder for teachers (NEW)
- Updated demographic information on U.S. public school teachers

Chapter 3, Today's Schools

- Revised chapter now covers educational opportunities for children of lower-income families, and provides analysis of America's continuing dropout problem, homeless children and youth, and extent of child maltreatment in the United States.
- Updated data on child well-being in the United States, drug use among students, crime in public schools, discipline problems, and dropout rates

Chapter 4, Philosophical Foundations of U.S. Education

- Eight guidelines for facilitating a Socratic discussion (NEW)
- Matrix for comparing five philosophical orientations to teaching (NEW)
- Matrix for comparing three psychological orientations to teaching (NEW)
- Model for an eclectic philosophy of education and teaching (NEW)
- Teaching on Your Feet, "Reluctant Readers" (NEW)
- Being an Agent of Change, "Every Day Is Filled with Deep Thinking and Contemplation" (NEW)

Chapter 5, Historical Foundations of U.S. Education

- Revised chapter now covers Common Core State Standards Initiative (CCSS), continuing efforts to reauthorize the Elementary and Secondary Education Act (ESEA), and "EASA flexibility."

- Section that describes the European antecedents of American education (NEW)
- Timeline for European influences on American education (NEW)
- Illustration of the seven liberal arts (NEW)
- Updated historical timeline for U.S. education
- Walk in My Shoes, “Understanding the Past Is the Best Compass for the Future” (NEW)

Chapter 6, Governance and Finance of U.S. Schools

- Revised chapter includes updated, expanded coverage of: Chicago School Reform and 2014 school closings; state takeover of the School District of Philadelphia; summary of Obama administration’s education reform efforts through 2014; up-to-date analysis of research on charter schools by Stanford University and the National Education Policy Center; and critical analysis of the performance of for-profit schools.
- Sections that describe innovative approaches to school governance in New York City; Washington, D.C.; Memphis, Tennessee; and New Orleans, Louisiana (NEW)
- Section that discusses role of teacher leaders in school governance, including teacher involvement in teacher education, certification, and staff development (NEW)
- Section that discusses the District of Columbia School Choice Incentive Act (NEW)
- Discussions of education–business partnerships: GE Foundation and Bill and Melinda Gates Foundation (NEW)
- Updated figures and tables for data on 10 largest U.S. school districts, school expenditures, distribution of expenditures, sources of school revenues, state education revenues, and funding priorities for education philanthropy

Chapter 7, Ethical and Legal Issues in U.S. Education

- Revised chapter includes updated, expanded coverage of court cases involving teachers and online social networking, student expression on social networking sites, dress codes, cyberbullying, and homeschooling.
- Updated references throughout chapter reflect the most recent court rulings on legal issues in U.S. education
- Legal advice for your student teaching experience (NEW)
- Section on Employment Non-Discrimination Act (NEW)

Chapter 8, Today’s Students

- Revised chapter includes updated, expanded coverage of minority groups and academic achievement and Afrocentric schools.
- Updated figures and tables for data on children of immigrant families, English language learners (ELLs), and poor children and low-income families in the United States
- Nation’s Report Card: 2013 Mathematics and Reading (NEW)
- Technology in Action: “High School Teacher Earns Online Master’s Degree in Multicultural Education” (NEW)

Chapter 9, Addressing Learners’ Individual Needs

- Revised chapter includes updated, expanded coverage of multiple intelligences, and Individual Education Plans (IEPs).
- Graphic to illustrate Piaget’s stages of cognitive growth (NEW)
- Strategies for teaching children at Piaget’s stages of cognitive growth (NEW)
- Updated figures and tables for data on children with disabilities
- Walk in My Shoes, Anthony Mullen (NEW)
- Being an Agent of Change, “Creating an inclusive environment . . . has always been my mission” (NEW)

Chapter 10, Creating a Community of Learners

- Revised chapter includes updated, expanded coverage of cooperative learning and cross-cultural interaction, successful classroom management, and assertive discipline.

- Graphic of authentic learning activity (NEW)
- Updated figures and tables for data on discipline problems at school and assertive discipline policy
- Data on importance of what teachers can do for parents (NEW)
- Professional learning environment for teachers (NEW)
- Teaching on Your Feet, “I see a story in every learner” (NEW)
- Sections on how teachers build learning communities and participate in teacher collaboration (NEW)

Chapter 11, School Curricula and Standards (NEW)

- Model for four kinds of curricula students experience (NEW)
- Model for three noncognitive factors that contribute to academic achievement (NEW)
- Coverage of global awareness; grit, tenacity, and perseverance; academic mindset; mindfulness/meditation skills; curricula to enhance noncognitive strengths; and Common Core State Standards Initiative (CCSS) (NEW)
- Walk in My Shoes, “I Learned That I Love Learning” (NEW)
- Being an Agent of Change, “A ‘Techno-Librarian’ Shares New Ideas Across the Globe” (NEW)

Chapter 12, Assessing Student Learning (NEW)

- Latest data on students’ mathematics, reading, and science performance on the Program for International Student Assessment (PISA) (NEW)
- Map of state high school exit exam policies (NEW)
- Sections on the role of assessment in teaching, standardized assessments, international assessments, “high-stakes” tests and accountability, and portfolio assessment (NEW)
- Being an Agent of Change, “Good Teachers Don’t Shy Away from Assessment Data” (NEW)

Chapter 13, Integrating Technology into Teaching

- Revised chapter includes updated, expanded coverage of how technology is transforming teaching, virtual schools, availability and use of technology in schools, and the latest research studies on the use of educational technology.
- Figure to illustrate how teachers “embrace” digital technology (NEW)
- Sections on the traditional educational model and the digital “learning farm” model, how students use cell phones in learning, teachers’ use of digital tools, and online activities teachers assign to students (NEW)
- Sections on the performance of cyberschools, flipped classrooms and flipped teaching, and “wired” students and their ability to focus (NEW)
- Three vignettes of how teachers use technology (NEW)
- Map of states with multi-district fully online schools (NEW)
- Data on percent of teachers reporting the availability of various technology devices (NEW)
- Data on students’ use of educational technology during their classes (NEW)
- Being an Agent of Change, “Is Blended Learning Worth the Hype?” (NEW)

POPULAR FEATURES TO ENGAGE READERS

VOICES FROM THE FIELD

Throughout the 10th edition, the voices of preservice, new, and master teachers are heard.

- **“Dear Mentor” Feature** Success during the first years of teaching is a challenge for new teachers. Ask any experienced teacher to identify the key to success and most, if not all, will stress the importance of mentors. To facilitate your students’ journey to becoming high-quality teachers, the popular Dear Mentor feature that opens each part of the book continues, enlisting the help of four novice teachers who pose important questions to four highly accomplished mentor teachers.

PART 1
THE TEACHING PROFESSION

DEAR MENTOR In two years, I will graduate with a bachelor's degree in elementary education; then, I will continue on to a fifth-year master's program in special education. I hope to work in the western half of the United States. At this point, I do not have a particular town or state in mind.

While teaching, I would like to work on my Media Specialist Endorsement. This will enable me to work in a school library. While working in a library, my master's in special education will allow me to be on an IEP (Individual Education Program) team.

The current economic climate and education reforms have left me with many questions concerning teaching. Have I chosen the right profession? Do you anticipate more or less job availability for teachers in the future? Do you see teaching as a lifetime career choice?

SINCERELY, **KOURTNI MCHUGH**
Missoula, MONTANA

DEAR KOURTNI Education is an exciting field and, yes, there is reform taking place, some of which is long overdue. Don't fear the word "reform." Teachers who are dynamic and experts in their field know that reform or change is another opportunity to take on a new challenge. No one has a crystal ball to see into the future; however, rest assured that there are and will continue to be jobs in education, especially in harder-to-fill specialties such as special education, math, and science.

You are making some excellent decisions about your future as an educator, and they will serve you well once you start trying to land your first teaching position. Having a master of education degree plus your library and special education endorsements makes you a more marketable job applicant. Multiple endorsements will also serve you well further down the road in your teaching career since, once you are teaching full-time, you may find it challenging and costly to go back to school to add additional endorsements. By entering the teaching profession with a master's degree and two endorsements, you will have more freedom in making decisions about what you would like to teach and where.

Personally, I see teaching as a fantastic career. You know many of the pluses of the job already: summers off, after several years of teaching you make a decent wage, and, for the most part, the benefits are decent, too. Aside from the time off, salary, and benefits, teaching is like no other profession. You will make a difference in the lives of children, their families, and your community. Once you establish yourself at a school, you will be both surprised and delighted to see that the positive relationships you build with students in your classroom also carry over into your community.

While you are finishing up your certification, I urge you to talk to as many educators as you can, especially those who have been in the profession awhile. Ask them what they love about teaching; every one of them will have a different reason for staying in the profession. Yes, teaching has huge challenges, but it has huge rewards as well. You have most certainly heard this before, but it is worth saying again: "Education is a rewarding field that is unlike any other." Best of luck to you!

SINCERELY, **ADRIENNE LEHMAN, M.ED.**
English Language Learner Specialist,
Puyallup School District
Puyallup, WASHINGTON

- **Readers' Voices** This feature at the beginning of each chapter provides comments by undergraduate teacher education majors about the importance of chapter content and helps readers feel confident about joining the wider community of those preparing to teach.
- **Teachers' Voices: Being an Agent of Change** This feature brings in the voices of experienced teachers—many of them National Teachers of the Year award winners—to focus on how teachers can effect change in the classroom and the community for the benefit of their students.

TEACHERS' VOICES **BEING AN AGENT OF CHANGE**

GEORGE WATSON
Preparing "Citizens of the World" Who Respect Cultural Differences

Buenos días. I teach Spanish at Walpole High School in Walpole, MASSACHUSETTS. I am also the department head of foreign languages for grades 6 through 12. When I was a student many years ago, I really looked up to my teachers. I saw them as people who had devoted themselves to a very noble profession, and that belief has not changed. Teaching, along with parenting, is probably the most important job that any one individual can do in any society, in any culture, on any continent.

I teach because I believe that every child wants to learn, is able to learn, and must learn. Furthermore, I teach because I believe that every child should have access to foreign language education. And every child should have access no matter what their reading level, no matter what their learning style and, really, no matter what grade they are in.

Over the course of my career, I have had the privilege to give my students the skills to communicate effectively in a second language and to help them confidence to navigate in a foreign culture. And I've seen students who have had very difficult middle school years come to my ninth-grade freshman Spanish class and achieve success. I've seen students from both Walpole, Massachusetts, and Palmares, Costa Rica, participate in our exchange program and establish friendships and bonds that last for years and years. I've seen

students who over the course of their 4 years in high school achieve incredible linguistic success and progress, so by the time that they are seniors in my AP class I know that they're going to be successful in college; I know that they are going to eventually participate in a global economy, which is more than just rewarding for me personally, it's nationally critical.

And last, it's wonderful for me as a teacher and a department head to celebrate the achievement of students—this is so very important; we just don't do this enough, I think, in public education. In Walpole, we have a very special foreign language awards night where we do just that, and we highlight not just what students have learned, but what students can do with the skills that we've provided them.

Yes, I am a teacher. I want to do my part to prepare my students to be citizens of the world, to be lifelong, self-confident learners, to be students who appreciate and respect cultural differences—those cultural differences that make our society and our world so fascinating and so very, very rich.

QUESTIONS


1. With respect to the subject area and grade level for which you are preparing to teach, how can you help students become "citizens of the world"?
2. After you become a teacher, what are some ways that you can demonstrate to students your own love of learning?

George Watson was Massachusetts Teacher of the Year for 2009.


- **Teaching on Your Feet** This feature has been revised to present examples of how successful teachers have turned potential problem situations in the classroom into "teachable moments." Written by real teachers, this feature illustrates how professional reflection and inquiry enable teachers to meet the numerous, unpredictable challenges that are part of teaching in today's schools.
- **Teachers' Voices: Walk in My Shoes** This margin feature of audio-recordings profiles teachers whose philosophy and professional contributions reflect commitment to touching others' lives through teaching. These teacher leaders share their insights, challenges, and accomplishments and encourage future teachers to "walk in their shoes."

AN EMPHASIS ON TODAY'S TECHNOLOGIES

- **Technology in Action** These features in each chapter have been revised to highlight how teachers are integrating cutting-edge technologies—such as virtual labs and text-to-speech programs—into their teaching. A practical “**Try It Out**” section in each feature gives readers hands-on directions for learning more about integrating the highlighted technology into their own teaching.



TECHNOLOGY in ACTION
Virtual Labs in a Ninth-Grade Biology Classroom



At this time each year, Mrs. Rajid's students start to squirm. She teaches introductory ninth-grade science, and the class will be dissecting frogs during the coming weeks. Many of her students will bring notes from their parents excusing them from the lesson. Mrs. Rajid has evidence of a direct correlation between those students who do not participate in the frog-dissection activity and their gradual poor performance in high school science classes. She needs something to help her students understand the concepts of the lesson, rather than fixate on how “gross” it is to cut open a frog.

So, Mrs. Rajid goes on a frog-dissection webquest and finds several options; one is quite user-friendly, accessible on the web, and free. She decides to use the virtual lab (a software program that replicates the activities in a physical lab) in her next lesson, before the permission slips are sent home. The next day, she takes her students into the computer lab, has them open a web browser, and instructs them to navigate to the frog-dissection website. She then asks them to dissect their virtual frogs. A few students make comments like “Yuck” and “Gross,” but the students perform quite well. They each have a frog preserved in formaldehyde; they dissect it and are able to identify the appropriate organs and structures.

Next week, when it is time to send home the permission slips for dissecting the real frog, she finds that a much higher percentage of her students are planning to participate. She also finds that her students are much better prepared to perform the real activity. They know what to do, how to do it, and what the goals of the activity are. Mrs. Rajid thinks that some day this virtual lab might indeed replace the need for the actual experience—at much less cost and with no formaldehyde smell.

VIRTUAL LABS: Virtual labs replicate activities that take place in a physical lab and deliver basic desired learning outcomes without the need for equipment, supplies, and dangerous materials. Although the effectiveness of virtual labs is debated among practitioners, there is no doubt that their growing popularity, combined with the technology enhancements of the industry, is a promising development for teachers. These labs usually take the form of interactive animation in which students make decisions, select tools, and perform actions, while the animation program responds appropriately. Some virtual labs use video, graphics, and audio to supplement the learning materials.

VISIT: <http://www.sciencecentral.com/>. This site is regularly updated with new tools and user ratings.

POSSIBLE USES: Teachers have successfully used virtual labs to help students understand biology, physics, astronomy, and chemistry. For example, virtual labs can allow students to practice appropriate stream restoration techniques, explore a human cadaver and perform an autopsy, and mix complex combinations of elements to see how those elements interact with one another.

TRY IT OUT: Open a web browser and visit <http://www.sciencecentral.com/>. Click on the Biology link. Then enter “virtual frog” in the internal search engine. Several options will come up; pick the one that looks most appealing.

Source: Copyright © 1994–2011 by Berkeley Lab. Used by permission of the Lawrence Berkeley National Lab.

INSTRUCTOR'S RESOURCE CENTER

The Instructor Resource Center at www.pearsonhighered.com has a variety of print and media resources available in downloadable, digital format—all in one location. As a registered faculty member, you can access and download pass code–protected resource files, course-management content, and other premium online content directly to your computer.

Digital resources available for *Becoming a Teacher*, 10th edition, include the following:

- *Instructor's Resource Manual and Test Bank*, which includes:
 - Chapter-by-chapter materials, including a Chapter-at-a-Glance organizer for each chapter of the text, which correlates chapter outlines, learning objectives, and teaching supplements; an Annotated Lecture Outline, which provides examples, discussion questions, and student activities; suggestions for additional readings and media extend chapter learning; and handout masters, which provide additional lecture support materials.
 - A Test Bank of multiple choice and essay tests
 - TestGen
 - PowerPoint presentations specifically designed for each chapter.

To access these items online, go to www.pearsonhighered.com and click on the Instructor option. There you will be able to log in or complete a one-time registration for a user name and password. If you have any questions regarding this process or the materials available online, please contact your Pearson representative.

ACKNOWLEDGMENTS

I would like to thank the many members of the Pearson Education team who provided expert guidance and support during the preparation of the tenth edition of *Becoming a Teacher*. Clearly, Julie Peters, Senior Editor, and Mary Beth Finch, Production Editor, head the list. From skillful coordination of the revision process, from beginning to end, to addressing the challenges of preparing a new interactive eText and a print loose-leaf

version, their hard work is deeply appreciated. Additionally, I am forever grateful to Meredith D. Fossil for her skill and professionalism in making critical arrangements for the tenth edition revision of this book.

I extend a very special thanks to Jeffery W. Johnston, Vice President and Editorial Director; Bryce Bell, Development Editor; and Kelli K. Jauron, Full-Service Project Manager, all of whom were steadfast in their support of the tenth edition.

I also extend a special thanks to Donald Finn for writing the Test Bank and preparing the Instructor's Resource Manual and PowerPoints for this edition.

For their patience, encouragement, and understanding while their dad has worked on revisions of this book since its first edition in 1990, I give warm thanks and a hug to each of my wonderful daughters: Anna, Catherine, Rebecca, and Anchitta. And, for her friendship, spiritual support, and encouragement during the revision process, I thank my wife, Phensri. Her ability to maintain a positive outlook while meeting life's inevitable challenges is remarkable; each day, she brings sunshine and joy into my life.

In addition, Michael Trevisan, Dean of the College of Education at Washington State University; Kelly Ward, Chair of the Department of Educational Leadership, Sports Studies, and Educational/Counseling Psychology; and the faculty, teaching assistants, and research assistants in the department gave me much-appreciated encouragement and support. Gail Furman, Professor of Educational Leadership, and Paul Pitre, Associate Professor of Educational Leadership, provided invaluable ideas for this edition of the book, as did Eric J. Antil, Associate Professor of Education and Director for Innovation at the University of Portland. I give a sincere thanks to students (many of them now teachers and school administrators) in the classes I have taught at Washington State University. Conversations with them over the years have been thought provoking and professionally rewarding. I extend warm thanks to Ingrid Spence and her colleagues and students at the University of Idaho for their excellent suggestions for this edition. And, for demonstrating the power of professional inquiry, I owe a profound debt to a great teacher, mentor, and friend, the late Herbert A. Thelen, Professor of Education at the University of Chicago.

I am also grateful to the many people throughout the United States who have used the previous edition and provided suggestions and materials for this edition, including my students at Washington State University. I also wish to thank the following reviewers, who provided concise, helpful suggestions during the developmental stages of this book: Tina Allen, University of Louisiana at Monroe; Robert A. Schultz, University of Toledo; and Curtis Visca, Saddleback College; as well as the following reviewers of earlier editions: Tami Baker, East Tennessee State University; Kara Dawson, University of Florida; Larry Froehlich, Kent State University; Lynne Hamer, University of Toledo; Judy Jackson May, Bowling Green State University; Sandi McCann, Columbus State University; Lois Paretti, University of Nevada, Las Vegas; Sarah Swicegood, Sam Houston State University; and Barbara Taylor, Western New Mexico University.

STATE COVERAGE

The 10th edition of *Becoming a Teacher* considers educational issues and contributions as they apply to teaching across the country. You'll see specific state coverage throughout the chapters.

CHAPTER 1: TEACHING: YOUR CHOSEN PROFESSION

California	New York
Colorado	North Carolina
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Georgia	Rhode Island
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Illinois	Texas
Kansas	Washington
Maryland	Washington, DC
Massachusetts	

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CHAPTER 3: TODAY'S SCHOOLS

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North Carolina
Ohio
Oregon
South Dakota
Tennessee
Texas
Vermont
Virginia
Washington
West Virginia
Wisconsin



PART 1

THE TEACHING PROFESSION

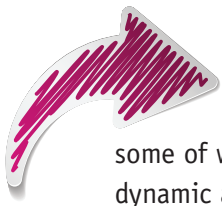
▶ **DEAR MENTOR** In two years, I will graduate with a bachelor's degree in elementary education; then, I will continue on to a fifth-year master's program in special education. I hope to work in the western half of the United States. At this point, I do not have a particular town or state in mind.

While teaching, I would like to work on my Media Specialist Endorsement. This will enable me to work in a school library. While working in a library, my master's in special education will allow me to be on an IEP (Individual Education Program) team.

The current economic climate and education reforms have left me with many questions concerning teaching. Have I chosen the right profession? Do you anticipate more or less job availability for teachers in the future? Do you see teaching as a lifetime career choice?

SINCERELY, **KOURTNI MCHUGH**

Missoula, **MONTANA**



DEAR KOURTNI

Education is an exciting field and, yes, there is reform taking place, some of which is long overdue. Don't fear the word "reform." Teachers who are dynamic and experts in their field know that reform or change is another opportunity to take on a new challenge. No one has a crystal ball to see into the future; however, rest assured that there are and will continue to be jobs in education, especially in harder-to-fill specialties such as special education, math, and science.

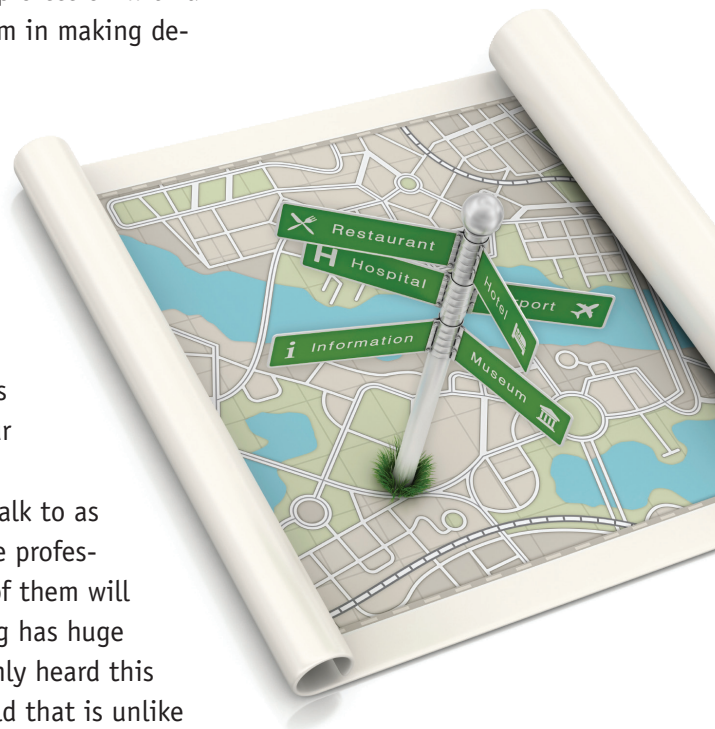
You are making some excellent decisions about your future as an educator, and they will serve you well once you start trying to land your first teaching position. Having a master of education degree plus your library and special education endorsements makes you a more marketable job applicant. Multiple endorsements will also serve you well further down the road in your teaching career since, once you are teaching full-time, you may find it challenging and costly to go back to school to add additional endorsements. By entering the teaching profession with a master's degree and two endorsements, you will have more freedom in making decisions about what you would like to teach and where.

Personally, I see teaching as a fantastic career. You know many of the pluses of the job already: summers off, after several years of teaching you make a decent wage, and, for the most part, the benefits are decent, too. Aside from the time off, salary, and benefits, teaching is like no other profession. You will make a difference in the lives of children, their families, and your community. Once you establish yourself at a school, you will be both surprised and delighted to see that the positive relationships you build with students in your classroom also carry over into your community.

While you are finishing up your certification, I urge you to talk to as many educators as you can, especially those who have been in the profession awhile. Ask them what they love about teaching; every one of them will have a different reason for staying in the profession. Yes, teaching has huge challenges, but it has huge rewards as well. You have most certainly heard this before, but it is worth saying again: "Education is a rewarding field that is unlike any other." Best of luck to you!

SINCERELY, **ADRIENNE LEHMAN, M.ED.**

English Language Learner Specialist,
Puyallup School District
Puyallup, WASHINGTON



CHAPTER ONE

Teaching: Your Chosen Profession



learning outcomes

After reading this chapter, you will be able to do the following:

1. Explain why you want to teach.
2. Identify the benefits of teaching.
3. Identify and explain the challenges of teaching.
4. Explain what society will expect of you as a teacher.
5. Describe the job outlook for teachers.
6. Explain what you can learn from observing in classrooms.
7. Explain why your induction into teaching is important.
8. Explain how you can gain practical experience for becoming a teacher.
9. Explain how you will become a highly qualified teacher.
10. Explain how you can benefit from having a mentor.

READERS' VOICES

Why do I want to teach?

Teachers have been a profound influence in my life. They have inspired me in so many ways. Now I am becoming a teacher because I want to help my students grow, just as my teachers helped me.

—MARCUS, Teacher Education program, first year

Congratulations on deciding to become a teacher! Teaching is exciting, rewarding, and uplifting. Teachers receive great satisfaction from knowing that they really make a difference in their students' lives. I hope you share my belief that teaching is the world's most important profession and is vitally important to our nation's future. As President Obama said in his 2011 State of the Union Address, "To every young person who's contemplating their career choice: If you want to make a difference in the life of our nation; if you want to make a difference in the life of a child—become a teacher. Your country needs you" (January 25, 2011).

I also hope your commitment to teaching will become deeper and stronger as you move through your teacher education program. And I hope your experiences will be similar to those a student teacher recently shared with me: "When I came to the university I had various majors—electrical engineering, architecture, journalism—but I wasn't really happy until I went into teaching. Now it's really becoming a passion."

Teaching is a challenging but rewarding profession—one that is not for everyone, however. This book will orient you to the world of teaching and help you answer your own questions about the career you have chosen. What is teaching really like? What rewards do teachers experience? What are the trends and issues in the profession? What problems can you expect to encounter in the classroom? What will you need to know and be able to do to become a highly qualified teacher?

I believe that successful teachers know why they want to teach. They examine their motives carefully, and they understand why, at first, they might have been uncertain about choosing to become a teacher. The first chapter of this book, then, addresses the 10 learning outcomes listed on the previous page, which will help you decide if teaching is the right profession for you.

The learning outcomes in each chapter of this book address *your future* as a teacher. Achieving these learning outcomes will provide you with a reality-based look at the world of teachers, students, classrooms, and schools and their surrounding communities. After reading this book, you will have a broad understanding of one of the world's most exciting, satisfying, and honorable professions. And you will know if teaching is the right profession for you.

WHY DO I WANT TO TEACH?

You may want to teach for many reasons. Your desire to teach may be the result of positive experiences with teachers when you were a child. You may be attracted to teaching because the life of a teacher is exciting, varied, and stimulating. Or you may see teaching as a way of making a significant contribution



Teacher characteristics that principals look for when hiring (percentage)

Teacher Characteristic	In Top Three Reasons	Most Important Reason
Superior Teaching Skills	64.8	36.4
Content Knowledge	65.9	26.1
A Passion for Teaching	27.3	11.4
Cares About Children	42.0	8.0
Willingness to Work as Part of a Team	30.7	6.8
Classroom Management Skills	45.5	6.8
Willingness to Do Something Extra Beyond Classroom Teaching	12.5	0.0
Other	8.0	4.5

Note: The survey item was worded as follows: “What characteristics do you look for when hiring a classroom teacher?”

Adapted from Glazerman, S. A., Protik, B., Teh, J., Bruch, N., & Seftor, N. (2012). *Moving High-Performing Teachers: Implementation of Transfer Incentives in Seven Districts* (NCEE 2012-4051). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, p. 38.

to the world and experiencing the joy of helping children grow and develop. Table 1.1 shows that caring about children is among the most important characteristics elementary and middle-level principals have in mind when they hire new teachers.

Desire to Make a Difference in Students’ Lives

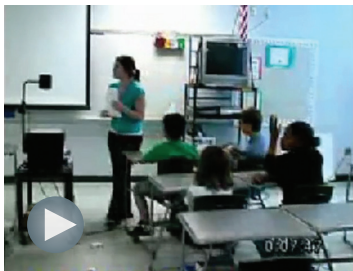
Although teaching may be challenging and teachers’ salaries modest, most teach simply because they care about students. Teachers derive great satisfaction when their students learn—when they make a difference in students’ lives. In fact, 59 percent of teachers in a national survey reported that they are “very satisfied” with teaching as a career, and 75 percent said they planned to continue working in education after retirement (Harris Interactive, 2010, p. 45).

As a teacher, your day-to-day interactions with students will build strong bonds between you and them. Daily contact will enable you to become familiar with your students’ personal and academic needs. Concern for their welfare will help you cope with the difficulties and frustrations of teaching. The teacher’s potential to make a difference in students’ lives can be profound; for example, the National Education Association (NEA) has posted at its website comments by the following highly accomplished individuals that pay tribute to the teachers who have touched their lives:

- Oprah Winfrey, entrepreneur
- Dan Rather, national news commentator
- Charles Platt, science fiction novelist
- Carl Jung, world-renowned psychoanalyst

Like most teachers, you appreciate the unique qualities of youth. You enjoy the liveliness, curiosity, freshness, openness, and trust of young children or the abilities, wit, spirit, independence, and idealism of adolescents. As one teacher told me, “I know I make a difference in my students’ lives, especially those who may not see themselves as ‘good’ students. It is so rewarding when they tell me that they *can learn*, that they can ‘change the world.’”

As a teacher, you will also derive significant rewards from meeting the needs of diverse learners. Students from our nation’s more than 100 racial and ethnic groups and students with special needs are increasing in number, so your classroom will be



PROFESSIONAL REFLECTION

Listen as this teacher gives you advice for succeeding in your first year of teaching.

enriched by the varied backgrounds of your students. To ensure that you can experience the satisfaction of helping all students learn, significant portions of this book are devoted to **student variability** (differences among students in regard to their developmental needs, interests, abilities, and disabilities) and **student diversity** (differences among students in regard to gender, race, ethnicity, culture, religion, sexual orientation, and socioeconomic status). Your appreciation for diversity will help you to experience the rewards that come from enabling each student to make his or her unique contribution to classroom life. In addition, you can be proud of your role in promoting social justice and helping our nation realize its democratic ideals.

Like the following two teachers, a likely reason you have been drawn to teaching is the privilege of working with children and youth, regardless of their stages of development or their life circumstances:

I don't know another job where you laugh every day; where you get hugs consistently; where thinking is a requirement; where you can have snack time; where you are loved by 30 people; where you can get lost in a good story; where you play and create; and where you meet heroes and where you get to be one, too. (Harris Interactive, 2006, p. 66)

The rewards are great, when you see a child suddenly grasp a concept or write that poem that he/she thought [he/she] couldn't, these are the moments that let me know that I am in the right profession! (Harris Interactive, 2001, p. 118)

A Passion for Teaching

Table 1.1 also shows that a “passion for teaching” is among the most important characteristics principals look for when hiring teachers. What does it mean to be *passionate* about teaching?

A PASSION FOR THE SUBJECT

You may be passionate about teaching because you are passionate about teaching in your discipline. Teaching can give you an opportunity to share with students your passion for science, computers, sports, or the outdoors, for example. When students see that you *really do love* a subject, they will respond—their interest will be aroused, and they will appreciate that you have shared an important part of your life with them. As evidence of this, recall how your own interest has been piqued whenever your teachers shared their passion for the subject. What you experienced during those moments was a special “invitation” to share a teacher’s excitement about an important part of his or her life.

A PASSION FOR THE TEACHING LIFE

Perhaps you are eager to experience the “joy of teaching” that motivated a teacher who taught Arnie Duncan, now U.S. Secretary of Education: “A reason to go into teaching is that it’s a total joy. And, yes, it’s hard work, but it’s a gift” (U.S. Department of Education, May 7, 2010). The life of a teacher appeals to you—to be in an environment that encourages a high regard for education and the life of the mind, and to have daily opportunities to see students become excited about learning. Albert Einstein, for example, regretted that he did not devote his career to the teaching life, commenting on children’s openness to knowledge and how much he enjoyed being with them.



Teachers can play a critical role in shaping the future of young people. What positive effects might this teacher have on these students?

A PASSION FOR THE TEACHING–LEARNING PROCESS

You may be passionate about teaching because you are excited about helping students learn. The prospect of thinking on your feet and capitalizing on teachable moments is appealing. Perhaps you had expert teachers who made you appreciate the “artistic” dimensions of teaching, and you marveled at their ability to maintain students’ interest in learning from moment to moment and to improvise on the spot.

The great educator and philosopher John Dewey explains how skilled teachers improvise. Teachers, he said, are sensitive to the inner lives of children and therefore aware of what students are learning (or not learning) as a result their teaching. He explains:

As every teacher knows, children have an inner and an outer attention. The inner attention is the giving of the mind without reserve or qualification to the subject at hand. . . .

To be able to keep track of this mental play, to recognize the signs of its presence or absence, to know how it is initiated and maintained, how to test it by results attained, and to test apparent results by it, is the supreme mark and criterion of a teacher. (Dewey, 1904, pp. 13–14)

Philip Jackson describes the unpredictability of teaching in his well-known book *Life in Classrooms*: “[As] typically conducted, teaching is an opportunistic process. . . . Neither teacher nor students can predict with any certainty exactly what will happen next. Plans are forever going awry and unexpected opportunities for the attainment of educational goals are constantly emerging” (Jackson, 1990, p. 166).

Research tells us that teachers may make up to 3,000 low-level decisions in a single school day (Jackson, 1990). Most decisions are easy and natural, but some require critical thinking. Stepping into the minds of teachers to see how they turned a negative situation into a positive learning experience for students is the purpose of the Teaching on Your Feet feature in each chapter of this book. For example, students at risk need teachers who can recognize opportunities in the classroom to build up their confidence as learners, as Jennifer Michele Diaz illustrates in the Teaching on Your Feet feature for this chapter.

Influence of Teachers

The journey toward becoming a teacher often begins early in life. Although few people are born teachers, their early life experiences often encourage them to become teachers. With the exception of parents or guardians, the adults who have the greatest influence on children are often their teachers. A positive relationship with a teacher may have been the catalyst for your decision to become a teacher. Perhaps you had teachers similar to those described by several young people in the following:

She was a good teacher because she was able to make learning fun, and she related to our lives. She was able to find fun ways to learn, instead of the boring “textbook approach.”

—15 year-old

She listened to what I had to say.

—10 year-old

He was able to talk to us like a person and not a teacher. Treated us with respect but joked around but kept the line of teacher and student.

—14 year-old

Mr. C. always told me I was smart when I didn’t feel like it.

—10 year-old

I learned more from this one teacher because she didn't just have us do stuff from a book, she did creative things to help us learn about stuff.

—12 year-old (Harris Interactive, 2008, p. 86)

Similar to most people who become teachers, you may have been more influenced by your teachers as people than as subject-matter experts. Often, the process of becoming a teacher begins early in life. For example, a teacher's influence during your formative years may have been the catalyst that started you thinking about the possibility of, one day, becoming like that teacher. Over time, the inspirational memory of that teacher led you to the teaching profession.

Desire to Serve

You may have chosen teaching because you want to serve others. You want your life's work to have meaning, to be more than just a job. As Arnie Duncan, U.S. Secretary of Education, put it, "No other profession carries a greater burden for securing our economic future. No other profession holds out more promise of opportunity to children and young people from disadvantaged backgrounds. And no other profession deserves more respect" (U.S. Department of Education, February 15, 2012).

Your decision to serve through teaching may have been influenced by your experiences as a volunteer. One such teacher is Noah Zeichner, a former volunteer teacher



Watch this video to observe various characteristics needed to be an effective teacher.



TEACHING ON YOUR FEET

The Abolishment of "I Can't"



Thirty-two little hands burst into the air as I reached into a jar of student numbers to randomly select a student to read aloud. It was the second week of school for my fourth graders, and the second week of my first year of teaching. The students were excited and enthusiastic about the possibility of being selected to read aloud from the new brightly colored social studies textbook.

"Congratulations, student number three! Let's follow along as we listen to Anthony read aloud," I said, when I pulled Anthony's number from the jar. Several students dropped their hands back down to their desks in disappointment. (My students seemed to think that if they raised their hands while rising slightly out of their seats their number would magically be selected. Their sense of naïveté melted my heart.)

Silence fell over the classroom, and Anthony gazed at the book. He squirmed in his chair and began to rock back and forth gently. He began to stumble through the words "The state of California is" Then he blurted out, "I can't read, Miss Diaz," and began to giggle, perhaps hoping to give the impression that a fit of laughter was the cause of his inability to read aloud.

Anthony's laughter sparked giggles among his classmates but caused me to feel panic. I knew that Anthony had been retained a year. The fact that he was a year older than his classmates yet several years behind them in terms of reading ability alarmed me. How should I, as a first-year teacher, respond to his near-illiteracy?

Quickly bringing myself back to the immediacy of a classroom of 32 students, I praised Anthony for being courageous enough to read aloud and helped him read the rest of the short paragraph. Setting

the social studies lesson aside, I took the opportunity provided by Anthony's comment to insert a mini-lesson on the need to eliminate the phrase "I can't" from my students' vocabulary. I noted that even though Anthony may have felt that he could not read aloud, he did in fact read (albeit, with my guidance).

During my mini-lesson, one student suggested that we ban the phrase "I can't" from our classroom. As a class, we then collectively created a list of phrases that could be used instead of "I can't" when we become frustrated with a challenging task. These phrases included "I do not understand . . ."; "I am confused about . . ."; and "I need some extra help/extra time with. . . ." Our time quickly ran out, and it was time to go to lunch. As my long line of fourth graders made its way to the cafeteria, I could hear the voices of several students echoing in the halls as they chanted, "There's no such thing as 'I can't'!" Although our social studies lesson was delayed, it was well worth the boost in confidence and understanding that filled our classroom because Anthony was now encouraged rather than embarrassed.

ANALYZE & REFLECT

Click here to analyze and reflect on this scenario you have just read.

JENNIFER MICHELE DIAZ

Fourth-Grade Teacher,
Westmont Elementary School
Anaheim, CALIFORNIA



in Ecuador who now teaches at Chief Sealth High School in Seattle, **WASHINGTON**. His Ecuadorian students, he says, “had the desire to learn, in spite of overwhelming economic hardships. I figured if I could be successful there—with 12 students ages 12 to 18—I could do it in the United States” (Berry et al. 2011).

After the terrorist attacks of 9/11, many people reported that the uncertainty caused by the attacks led them to consider teaching as a career. According to school officials, the national wave of soul-searching after the attacks swelled the number of people seeking jobs as teachers. Clearly, they saw teaching as a way to serve.

The desire to serve others and give something back to society is a key attraction of **Teach for America**, a national corps launched in 1990 by Wendy Kopp as an outgrowth of her senior thesis at Princeton University. Teach for America corps members, recent graduates from some of the best colleges and universities in the United States, are assigned to teach for a minimum of 2 years in urban and rural school districts with severe shortages of science, math, and language arts teachers. Corps members complete 5 weeks of intensive training during a summer institute in Atlanta, Houston, Los Angeles, New York City, Philadelphia, Phoenix, Detroit, or San Antonio. After two years of teaching, being monitored by state and school authorities, and taking professional development courses, Teach for America teachers can earn regular certification. Upon completion of their 2-year assignment, corps members return to their chosen careers in other fields, although more than half remain in education as teachers, principals, and educational administrators. During 2013, Teach for America had 6,000 first-year corps members, 39 percent of whom were people of color and 39 percent from low-income backgrounds (Teach for America, 2014). At the start of the 2013–2014 school year, 11,000 corps members taught in 48 regions of the country (Teach for America, 2013).

Explore more deeply your reasons for becoming a teacher by completing the activity presented in Figure 1.1. The figure presents several characteristics that may indicate your probable satisfaction with teaching as a career.



TEACHERS' VOICES *Walk in My Shoes*

“Welcome to the exciting, dynamic profession of teaching!”

Forrest W. Parkay

FIGURE 1.1 Why do I want to teach?

Explore your reasons for becoming a teacher. Rate each of the following characteristics and experiences in relation to how each describes your motivation for choosing teaching as a career. Rate each item on a scale from 1–5 (1 = “very applicable”; 5 = “not at all applicable”). Which factors are most applicable to you? What is your strongest reason for becoming a teacher?

	Very applicable					Not at all applicable					
	1	2	3	4	5		1	2	3	4	5
1. A passion for learning						7. Good verbal and writing skills					
2. Success as a student						8. Appreciation for the arts					
3. Good sense of humor						9. Experiences working with children (camp, church, tutoring, etc.)					
4. Positive attitude toward students						10. Other teachers in family					
5. Tolerance toward others						11. Encouragement from family to enter teaching					
6. Patience						12. Desire to serve					

WHAT ARE THE BENEFITS OF TEACHING?

Perhaps you are drawn to teaching by its practical advantages. Teachers' hours and vacations are well-known advantages. Although the hours most teachers devote to their jobs go far beyond the number of hours they actually spend at school, their schedules are more flexible than those of other professionals. Teachers who have young children can often be at home when their children are not in school, and nearly all teachers, regardless of years of experience, have numerous holidays and a long summer vacation. On the other hand, teachers at the nation's nearly 3,000 public year-round schools in 46 states have three or four mini-vacations throughout the year (National Association for Year-Round Education, 2008). Teachers at year-round schools welcome the flexibility of being able to take vacations during off-peak seasons.

Salaries and Benefits

Although intangible rewards are a significant attraction to teaching, teachers want the public to acknowledge the value and status of teaching by supporting higher salaries. According to a poll of 2,500 adults, 69 percent of the public supports increasing teacher salaries (Howell & West, 2009). As a result of the public's support for higher teacher salaries, teachers' salaries have increased steadily since the new century began. The average salary of all teachers in 1999–2000 was \$41,807; as Table 1.2 shows, for 2013–2014, the average salary was \$56,689 (National Education Association, 2014).

Although the general consensus is still that teachers are underpaid, teacher salaries are becoming more competitive with those of other occupations. In fact, salaries could become an attraction of the profession if schools like The Equity Project (TEP) Charter School in New York City become more common. All TEP teachers earn \$125,000 per year and are eligible for a \$25,000 annual bonus based on schoolwide performance (Galante, 2012). The school, which opened in 2009, was designed on the basis of research showing that teacher quality is the most important school-based factor in the academic success of students, particularly those from low-income families (Goldhaber & Anthony, 2003). The school uses what it calls the "3 Rs" to recruit master teachers: Rigorous Qualifications, Redefined Expectations, and Revolutionary Compensation. The school does not fundraise to support its investment in teachers' salaries; instead, "TEP's mission is to demonstrate that schools can make a radical investment in teacher equity by reallocating existing public funding" (TEP, 2014).

A teaching career at TEP involves weekly peer observations and co-teaching, an annual 6-week Summer Development Institute, and a mandatory sabbatical once every 5 or 6 years. These Redefined Expectations are based on the realization that student achievement is increased when teachers have the time and support to improve their craft.

When comparing teachers' salaries state by state, remember that higher salaries are frequently linked to a higher cost of living, a more experienced teaching force, and a more desirable location. In addition, many districts have salary policies that attract the best graduates of teacher education programs, encourage quality teachers to remain in the classroom, or draw teachers into subjects and geographic areas in which there are shortages. These policies can increase a teacher's salary by thousands of dollars. For example, from 2007 through 2010, the United Federation of Teachers (UFT) and the New York City Department of Education implemented a teacher incentive program and distributed almost \$75 million to teachers in over 200 high-need schools (Fryer, 2011, p. 4).

Teachers' salaries are typically determined by years of experience and advanced training, as evidenced by graduate credit hours or advanced degrees. When you become a teacher, you may be able to increase your salary by taking on additional duties,



Estimated average instructional staff and teacher salaries, 2013–2014

Region and State	Average Salaries	
	Instructional Staff	Elementary and Secondary Teachers
U.S. AND D.C.	58,873	56,689
ALABAMA	50,604*	48,413*
ALASKA	68,063*	66,739*
ARIZONA	51,109*	51,109*
ARKANSAS	50,398*	46,950*
CALIFORNIA	71,285*	70,126*
COLORADO	53,039*	50,651*
CONNECTICUT	70,584*	70,584*
DELAWARE	64,338*	60,571*
D.C.	73,162*	73,162*
FLORIDA	48,050	46,691
GEORGIA	55,420	52,924
HAWAII	58,524	56,291
IDAHO	53,088*	50,945*
ILLINOIS	60,098*	60,124*
INDIANA	50,942*	50,644*
IOWA	54,196	51,662
KANSAS	49,571*	48,221*
KENTUCKY	53,022	50,705
LOUISIANA	55,342*	52,259*
MAINE	50,762	49,232
MARYLAND	69,249*	64,868*
MASSACHUSETTS	73,736	73,736
MICHIGAN	62,141*	61,866*
MINNESOTA	62,891*	57,230*
MISSISSIPPI	43,918*	42,187*
MISSOURI	52,498*	48,329*
MONTANA	51,494*	49,893*
NEBRASKA	49,545	49,545
NEVADA	57,879*	57,391*
NEW HAMPSHIRE	57,026*	57,057*
NEW JERSEY	74,625*	70,060*

(continued)


 TABLE 1.2 (continued)

Region and State	Average Salaries	
	Instructional Staff	Elementary and Secondary Teachers
NEW MEXICO	48,209*	45,727
NEW YORK	78,835*	76,566*
NORTH CAROLINA	45,355	45,355
NORTH DAKOTA	50,622*	48,666*
OHIO	62,473*	57,270*
OKLAHOMA	46,198	44,277
OREGON	61,492*	58,597*
PENNSYLVANIA	65,956*	64,072*
RHODE ISLAND	70,411*	64,696*
SOUTH CAROLINA	51,441	48,425
SOUTH DAKOTA	41,649	40,023
TENNESSEE	50,355*	48,049*
TEXAS	52,191	49,270
UTAH	52,806*	50,659*
VERMONT	55,265*	53,656*
VIRGINIA	51,490*	49,233*
WASHINGTON	56,182*	52,236*
WEST VIRGINIA	48,298*	45,583*
WISCONSIN	58,847*	54,717*
WYOMING	60,023	57,910

*Data reflect NEA estimates rather than estimates by state departments of education.

Note: "Instructional staff" includes teachers, principals, consultants or supervisors of instruction, guidance personnel, librarians, psychological personnel, and other instructional staff.

Adapted from *Rankings & Estimates: Rankings of the States 2013 and Estimates of School Statistics 2014*. Washington, DC: National Education Association, March 2014, p. 92. Data used with permission of the National Education Association © 2014. All rights reserved.

such as coaching an athletic team, producing the yearbook and school newspaper, or sponsoring clubs. In addition, your district may offer limited summer employment for teachers who wish to teach summer school or develop curriculum materials. Additionally, about one-fourth of the nation's approximately 3.2 million public school teachers moonlight (i.e., hold a second job) to increase their earnings.

Teachers also receive various **fringe benefits**, such as medical insurance and retirement plans, which are usually given in addition to base salary. These benefits vary from district to district and are determined during collective bargaining sessions. When considering a school district for your first position, carefully examine the fringe benefits package as well as the salary schedule and opportunities for extra pay.

WHAT ARE THE CHALLENGES OF TEACHING?

Like all professions, teaching has undesirable or difficult aspects. Frank McCourt, a teacher at four New York City high schools over a 30-year period and a noted author after his retirement from teaching, said a teacher needs to be “a drill sergeant, a rabbi, a disciplinarian, a low-level scholar, a clerk, a referee, a clown, a counselor, and therapist” (Mccourt, 2005).

As a prospective teacher, you should consider the challenges as well as the satisfactions you are likely to encounter. You can make the most of your teacher education program if you are informed. Awareness of the realities of teaching will enable you to develop your personal philosophy of education, build a repertoire of teaching strategies, strengthen your leadership skills, and acquire a knowledge base of research and theory to guide your actions. In this manner, you can become a true professional—free to enjoy the many satisfactions of teaching and confident of your ability to deal with its challenges. Table 1.3, based on a survey of almost 3,000 teachers, shows factors that help and hinder teachers in their efforts to provide students with the best education possible. Later chapters in this book will address the factors that hinder teachers the most. The sections that follow, however, discuss three challenges that are part of teachers’ daily lives: long working hours, accountability for student learning in a high-stakes-testing environment, and motivating today’s tech-savvy students.

Long Working Hours

The length of a teacher’s workday may appear attractive, but teachers’ actual working hours are another matter. Teachers’ contracts do not include additional hours for lesson planning and evaluating students’ work, nor do they include noninstructional



Relative rankings of factors that helped and hindered teachers most in their efforts to provide the best service in their teaching positions, 2001 and 2006

Helped Teachers Most			Hindered Teachers Most		
Rank	2001	2006	Rank	2001	2006
1	Cooperative/competent teacher colleagues/mentors	Cooperative/competent teacher colleagues/mentors	1	Heavy workload, extra responsibilities, paperwork, meetings	Heavy workload, extra responsibilities, paperwork, meetings
2	Training, education, and knowledge of subject matter/professional development	Help from administrators/specialists	2	Incompetent/uncooperative administrators	Testing demands/teaching to the test
3	Interest in children/teaching, other personal characteristics	Interest in children/teaching, other personal characteristics	3	Negative attitudes of public, parents, and state legislators	Discipline and negative attitudes of students
4	Help from administrators/specialists	Good materials, resources, facilities	4	Discipline and negative attitudes of students	Incompetent/uncooperative administrators/lack of support from administrators
5	School environment/organizations, freedom to teach	Training, education, and knowledge of subject matter/professional development	5	Lack of materials, resources, and facilities	Lack of preparation/planning time
6	Good materials, resources, facilities	School environment/organization, freedom to teach	6	Lack of funds/decent salary	Lack of materials, resources, and facilities

assignments found at all levels of teaching—from recess duty to club sponsorship and coaching. Teachers devote an average of 52 hours a week to their jobs, with approximately 37 hours devoted to the required workweek, and 12.7 hours devoted to non-compensated teaching tasks (National Education Association, 2010, pp. 47, 53).

The need to keep accurate, detailed records of students' academic progress, absences, and lateness, as well as other forms of paperwork, is one of the teacher's most time-consuming tasks. Other nonteaching tasks include supervising students on the playground, at extracurricular events, and in the hallways, study halls, and lunchrooms; attending faculty meetings, parent conferences, and open houses; and taking tickets or selling concessions for athletic events. Nonteaching responsibilities often are enjoyable and provide opportunities to interact informally with students; however, they can lessen the amount of time and energy teachers have available for teaching-related tasks.

High-Stakes Testing and Increased Accountability

A significant challenge for today's teachers is the emphasis placed on **high-stakes tests**. Each state has mandated a standardized test to assess students' mastery of academic standards. For example, 4th-, 7th-, and 10th-grade students in **WASHINGTON** State must take the Washington Assessment of Student Learning (WASL) based on the state's Essential Academic Learning Requirements (EALRs) in reading, writing, listening, and mathematics. In **TEXAS**, students must take the Texas Assessment of Knowledge and Skills (TAKS), which assesses how well they have mastered the Texas Essential Knowledge and Skills (TEKS) in English language arts, mathematics, science, and social studies. High-stakes tests are also used increasingly to determine whether a student can participate in extracurricular activities or graduate, or whether teachers and administrators are given merit pay increases.

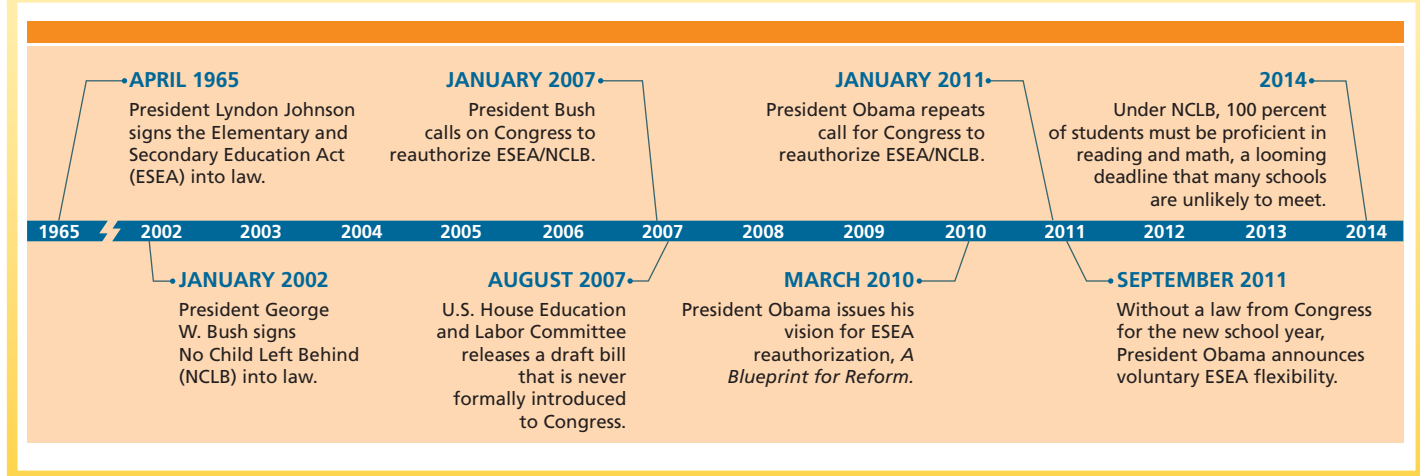
In 2002, President George W. Bush, to fulfill his pledge to “leave no child behind,” signed into legislation the **No Child Left Behind (NCLB) Act**, reauthorizing the Elementary and Secondary Education Act (ESEA) launched in 1965 as part of President Johnson's Great Society program. NCLB mandated statewide testing in reading and mathematics each year in grades 3–8. Also, NCLB required that, by the end of the academic year 2013–2014, public schools guarantee that all students are prepared to pass state proficiency tests. An additional key provision of NCLB was for schools to provide evidence each year that students were making **adequate yearly progress (AYP)**. Schools that failed to make AYP could be identified as “in need of improvement.” The first year a school did not make AYP, it must provide transportation for pupils who want to enroll in another public school. If the school failed to make AYP again, it must pay for supplemental services, including tutoring.

Since 1965, Congress has reauthorized (revised and renewed) ESEA approximately every 5 years. In 2010, the Obama administration released **A Blueprint for Reform**, calling for the reauthorization of ESEA and significant changes to NCLB. The *Blueprint* emphasized the following “key priorities”:

- College and Career-Ready Students
- Great Teachers and Leaders in Every School
- Equity and Opportunity for All Students
- Raise the Bar and Reward Excellence
- Promote Innovation and Continuous Improvement

The proposed reauthorization would also eliminate the 2014 deadline for all students to attain academic proficiency, and schools no longer would be singled out for not making “adequate yearly progress” as evidenced by students' test scores.

However, as Figure 1.2 shows, Congress has yet to act on the Obama administration's call to reauthorize ESEA. While waiting for Congress to reauthorize ESEA, the Obama administration announced in 2011 that states could voluntarily seek “EASA flexibility” that would exempt them from certain requirements of NCLB. To be granted flexibility, a state would have to submit a comprehensive plan to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. As of 2013, 45 states submitted plans for ESEA flexibility, and 42 of these plans were approved.

FIGURE 1.2 Timeline for reauthorization of the Elementary and Secondary Education Act (ESEA)

Source: U.S. Department of Education, *Bringing Flexibility & Focus to Education Law: Looking Back and Moving Forward* n.d. Retrieved September 30, 2014, from <http://www.ed.gov/sites/default/files/looking-back-moving-forward.pdf>.

A key piece of *A Blueprint for Reform* is the **Race to the Top Program**, designed to foster state-level educational reform. According to President Obama,

Race to the Top says: Instead of Washington imposing standards from the top down, let's challenge states to adopt common standards voluntarily, from the bottom up. That doesn't mean more standards; it means higher standards, better standards, standards that clarify what our teachers are expected to teach and what our children are expected to learn—so high school graduates are actually prepared for college and a career. This is different from No Child Left Behind, because what that did was it gave the states the wrong incentives. [Some] states watered down their standards so that school districts wouldn't be penalized when their students fell short. And what's happened now is, at least two states that lowered standards in response to No Child Left Behind are now raising those standards back up, partly in response to Race to the Top. (The White House, July 29, 2010)

Under Race to the Top guidelines, states submit comprehensive plans to reform schools and compete for federal funding. In the first round of competition held during 2010, 41 states applied, and **DELAWARE** and **TENNESSEE** won grants of \$100 million and \$500 million, respectively. In the second round, 35 states and the District of Columbia submitted applications, and the winners were the **DISTRICT OF COLUMBIA, FLORIDA, GEORGIA, HAWAII, MARYLAND, MASSACHUSETTS, NEW YORK, NORTH CAROLINA, OHIO,** and **RHODE ISLAND**. By 2013, more than \$4 billion in Race to the Top funding had been awarded to 19 states.

In 2012, the Obama administration expanded Race to the Top to include competition for school districts. That year, 55 districts received awards totaling \$400 million. Commenting on the districts that received awards, U.S. Secretary of Education Arne Duncan said, "Districts have been hungry to drive reform at the local level, and now these winners can empower their school leaders to pursue innovative ideas where they have the greatest impact: in the classroom. Race to the Top-District grantees have shown tremendous leadership though developing plans that will transform the learning environment and enable students to receive a personalized, world-class education" (U.S. Department of Education, December 11, 2012).

Today's Tech-Savvy Students

Understanding how technology affects students and schools and integrating technology into teaching come easy for some teachers; for other teachers, however, it can be a challenge. Students in your classroom can be viewed as "digital natives"—that is, they

were born *after* digital technologies were introduced on a wide scale. Today, “many students have a mobile device in their pockets with more computing power than the early supercomputers” (U.S. Department of Education, February 2013, p. 1), and much of their time is spent using technology. For example, young people 8–18 years old use cell phones, iPods, and other electronic devices for an average of 7 hours and 38 minutes a day. Because today’s students are multitaskers, the figure jumps to 10 hours and 45 minutes of engagement with media and includes 4½ hours watching TV and 1 hour and 10 minutes of video games (Rideout, Foehr, & Roberts, 2010).

Many schools have not kept up with the rapid changes in technology. “Schools have kept new digital technologies on the periphery of their core academic practices. Schools . . . do not try to rethink basic practices of teaching and learning. Computers have not penetrated the core of schools, even though they have come to dominate the way people in the outside world read, write, calculate, and think” (Collins & Halverson, 2009, p. 6). Today’s students have iPods, smartphones, video cameras, laptops, and digital cameras. Websites like Facebook, Twitter, and MySpace are changing the way students communicate, socialize, and network. Sites like YouTube and iTunes bring media to students seamlessly, whether at home, school, or on the move. Media content comes into schools through smartphones, the Internet, e-mail, text messages, and general entertainment (music, video, and blogs, for example). “. . . [W]e no longer live in an information push-out world where we passively receive information that is broadcast out to us by large, centralized entities. Instead, we now live within multi-directional conversation spaces in which 15-year-olds can reach audiences at scales that previously were reserved for major media companies, large corporations, and governments” (McLeod, 2011, p. 1).

To keep up with the media and technology environment today’s students inhabit outside school, teachers must integrate technology into their teaching. For example, students of Neelam Mishra, who teaches Hindi at Edison High School in **NEW JERSEY**, use Skype to interact with Hindi-speaking students at St. Gregorios High School in Mumbai, India. Her students ask their peers about Hindi words, after-school activities, and Indian history. According to Mishra, “My students enjoy my class, but when they talk to their peers, they feel more comfortable sharing.” In addition to online collaboration with native Hindi speakers, Mishra’s students use technology to develop projects on topics such as Gandhi’s life, school days in India, or Indian tourism. Her students share many of these projects with the Mumbai students, for example, performing a skit during a Skype videoconference (George Lucas Educational Foundation, 2010).

Another teacher who has integrated technology into teaching is Loveland, **COLORADO**, high school French teacher Toni Theisen. Her students use wikis, VoiceThreads, and Voki avatars; they comment on class films in real time using a free chatroom site called TodaysMeet; and they answer questions using their cell phones and the Poll Everywhere site. In addition, they learn French by creating videos with Animoto.com and comic strips with ToonDoo.

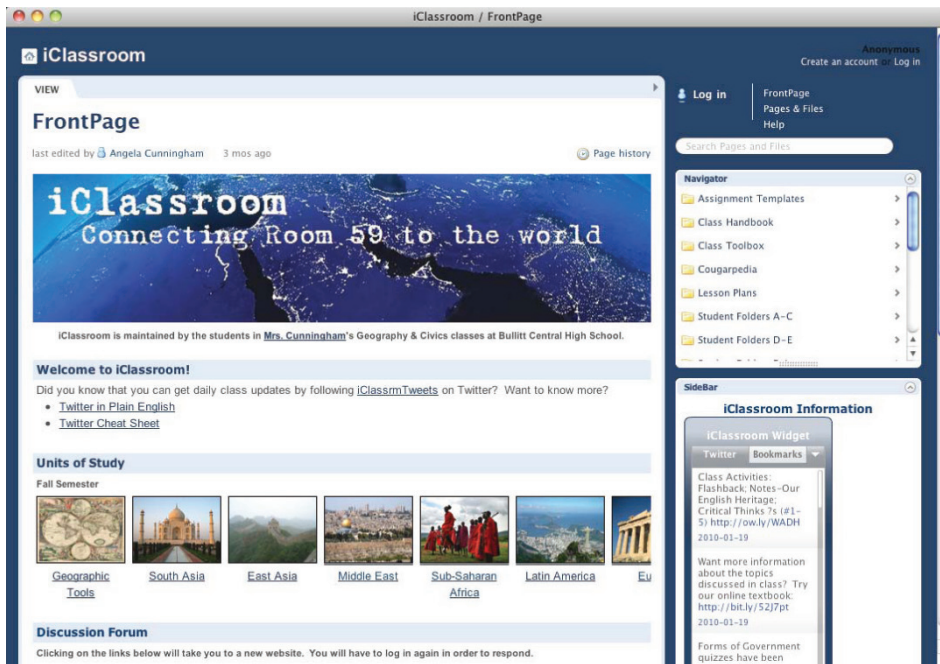
Theisen uses technology to connect her classes with people around the world. For instance, when her students were reading *Le Petit Prince*, Theisen came across a Twitter post from a New Zealand teacher who mentioned that her class was reading it, too. Within days, Theisen set up a wiki for the two classes to share, and students began posting audio podcasts describing the character they most identified with and creative videos interpreting the text. Today, Theisen’s students manage a wiki with a partner school in La Réole, France, and through videos, podcasts, and VoiceThreads, Loveland students practice French and La Réole students practice English. Theisen’s students even created a Flip cam tour of Loveland High for their French peers (George Lucas Educational Foundation, 2010).



For these students, using advanced technology is an everyday part of their lives. How can teachers remain up-to-date regarding the role that technology plays in their students’ lives?

TECHNOLOGY in ACTION

Wikis in 10th-Grade Social Studies



Source: PBwiki, Inc. http://pbworks.com/content/edu+overview?utm_campaign=nav-tracking&utm_source=Home navigation (accessed March 5, 2011). Used by permission of PBworks and Angela Cunningham.

Maria Valquez has asked her 10th-grade social studies students to track and report on 2012 national election activities. She has organized her four social studies classes into 28 groups of 3 students each. Each group is assigned an aspect of the election to cover, such as specific political parties, an individual candidate, hot topic issues, media campaign messages, and so on. Maria wants her students to share the information they find with the rest of the school and the community. In addition to researching election activities, she hopes that students will

find common ground and form a consensus on controversial issues. To facilitate this communication and sharing of information, Maria needs a technology tool that is not controlled by a single group or individual. She needs a tool that allows all students in her social studies classes to have an equal say. She decides to create a wiki.

WIKIS: As part of the social networking movement on the Internet, wikis follow the logic that many voices are better than one. A wiki is a website that allows collaborative work by various authors. A wiki website allows anyone or designated members of a group to create, delete, or edit the content on the website. Several free wiki services are available to educators. A simple Google search yields promising results.

POSSIBLE USES: By using a wiki, students can explore a book, an events calendar, a field trip, and so on. A wiki can be a long-term exploration, such as the results of a newly formed conservation club, or a short-term event, like your high school basketball team going to the state tournament. In addition, many school districts use wikis for staff professional development. For example, the Avon Grove School District in **PENNSYLVANIA** uses a wiki for curriculum development, new teacher induction, and peer coaching.



Effective teachers recognize that technology can be a powerful tool for enhancing students' inquiry, reflection, and problem solving. They also realize that technology cannot be grafted onto existing teaching strategies; it must be integrated into those strategies. Chapter 13 of this book is designed to help you become a tech-savvy teacher. In addition, the Technology in Action feature in each chapter demonstrates practical applications of technology in real classrooms, by real teachers. These features also include technology-based learning activities designed to give you hands-on experience at integrating technology into teaching. The above Technology in Action **feature** explains how your classmates can create a wiki to use during the term to discuss issues and content presented in *Becoming a Teacher*.

WHAT WILL SOCIETY EXPECT OF ME AS A TEACHER?

The prevailing view within our society is that teachers are public servants accountable to the people. As a result, society has high expectations of teachers—some would say

too high. Entrusted with our nation's most precious resource, its children and youth, today's teachers are expected to have advanced knowledge and skills and high academic and ethical standards. Although promoting students' academic progress has always been their primary responsibility, teachers are also expected to further students' social, emotional, and moral development and to safeguard students' health and well-being. Increasingly, the public calls on teachers and schools to address the social problems and risk factors that affect student success.

The Public Trust

Teaching is subject to a high degree of public scrutiny and control. Because of its faith in the teaching profession, the public invests teachers with considerable power over its children. For the most part, parents willingly allow their children to be influenced by teachers and expect their children to obey and respect teachers. The public appears to have great confidence in local schools; however, attitudes toward schools elsewhere in the nation is significantly lower. For example, the 2013 annual Gallup Poll of the Public's Attitudes Toward the Public Schools revealed that a majority (53 percent) of citizens gave public schools in their community a grade of "A" or "B," whereas only 19 percent gave the same grades to the nation's schools (Bushaw & Lopez, 2013).

Teacher Competency and Effectiveness

Society believes that competent, effective teachers are important keys to a strong system of education. Moreover, society understands that "We have to give teachers the support they need to ensure that children get the high quality education they deserve" (U.S. Department of Education, September 30, 2011). As a teacher, you will be expected to be proficient in the use of instructional strategies, curriculum materials, advanced educational technologies, and classroom management techniques. You will also be expected to have a thorough understanding of the developmental levels of students and a solid grasp of the content you teach. To maintain and extend this high level of skill, you will be expected to keep informed of exemplary practices and to demonstrate a desire for professional development.

Teacher competency and effectiveness include the responsibility to help all learners succeed. Although today's students come from diverse backgrounds, society will expect you to believe in the potential of *all* children. Regardless of your students' ethnicity, language, gender, socioeconomic status, sexual orientation, religion, family backgrounds and living conditions, abilities, and disabilities, you will have a responsibility to ensure that all students develop to their fullest potential. To accomplish this, you will be expected to have a repertoire of instructional strategies and resources to create meaningful learning experiences that promote students' growth and development.

Teacher Accountability

Teachers must also "be mindful of the social ethic—their public duties and obligations embodied in the practice of teaching" (Hansen, 1995, p. 143). Society agrees that teachers are primarily responsible for promoting students' learning, although different members of society are not always in agreement about what students should learn. As a teacher, you will be expected to understand how factors such as student backgrounds, attitudes, and learning styles can affect achievement. You will be expected to create a safe and effective learning environment for your students, and you will be accountable for equalizing educational opportunity, promoting social justice, and maintaining high professional standards.

WHAT IS THE JOB OUTLOOK FOR TEACHERS?

When you think ahead to a career in teaching, a question you are likely to ask yourself is, What is the job outlook for teachers? From time to time, figures reflecting **teacher supply and demand** have painted a rather bleak picture for those entering the teaching profession. At other times, finding a position has not been difficult. Even during

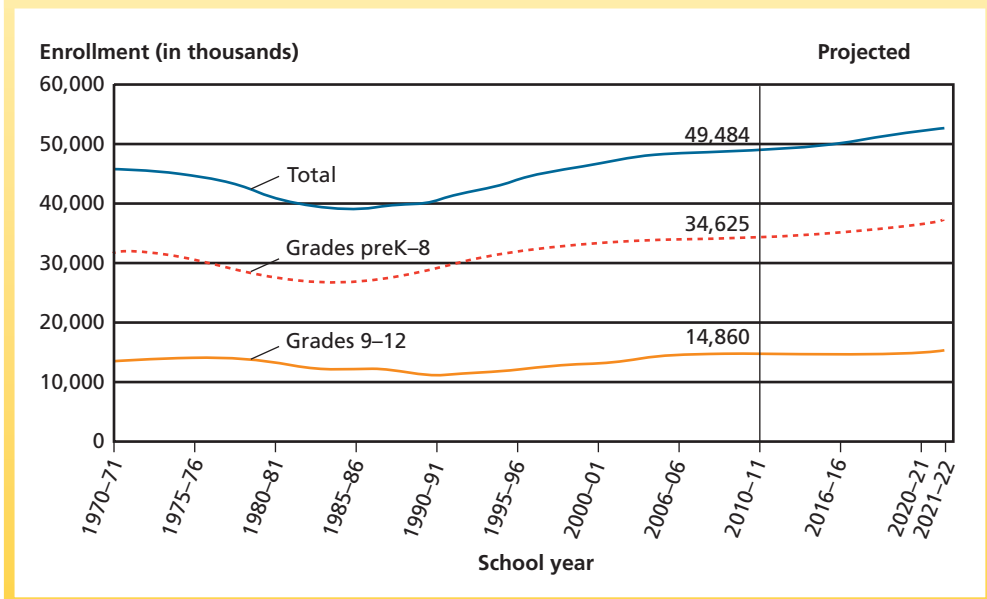


Watch the many roles a teacher exhibits each day in the classroom.



Watch how a teacher motivates students to learn a unit of study.

FIGURE 1.3 Actual and projected public school enrollment in grades prekindergarten (preK) through 12, by grade level: School years 1970–1971 through 2021–2022



Source: Aud, S., Wilkinson-Flicker, S., Kristapovich, P., Rathbun, A., Wang, X., & Zhang, J. (2013). *The Condition of Education 2013* (NCES 2013-037). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>.

times of teacher surplus, talented, qualified teachers are able to find jobs. Teaching is one of the largest professions in the United States; out of a national population of about 310 million, about 49.5 million attended public elementary and secondary schools during 2010–2011, where they were taught by about 3.2 million teachers (National Center for Education Statistics, 2012). Figure 1.3 shows that public elementary and secondary school enrollment is projected to increase from 49.5 million students in 2010–2011 to 53.1 million by 2021–2022, an increase of 7 percent. Within such a large profession, annual openings resulting from retirements and career changes alone are numerous.

Employment of K–12 teachers is expected to increase from almost 3.7 million in 2013 to more than 4.1 million by 2021, an 11 percent increase (Hussar & Bailey, 2013, p. 55). The job outlook is brightest for teachers in high-demand fields such as science, mathematics, and bilingual and special education, and in less desirable urban or rural school districts. In addition, the number of teachers retiring will continue to increase for the foreseeable future, and this will create many job openings (Ingersoll & Merrill, 2010).

Teaching and the National Economy

In 2008, the nation entered what many financial experts saw as the worst financial crisis since the Great Depression of the 1930s. Nationwide, the unemployment rate rose from less than 5 percent at the end of 2007 to about 10 percent by the end of 2009. State funding for education dropped dramatically, and many school districts, facing large budget deficits, were forced to lay off teachers and to close schools. To keep teacher layoffs to a minimum, school districts trimmed their budgets in other areas—eliminating summer school programs, after-school programs, bus routes, and days from the school calendar, for example.

In response to the funding crisis for America's schools, the American Recovery and Reinvestment Act of 2009 included \$100 billion for education. That stimulus money enabled school districts to avoid thousands of scheduled teacher layoffs and to rehire teachers previously laid off. At the beginning of the 2010–2011 school year, the federal government provided another \$10 billion for school districts to retain or rehire teachers and other educational staff.

The nation showed a few signs in 2011 of emerging from what some called the Great Recession, and many school districts reported fewer layoffs during the 2010–2011 academic year than expected. Nevertheless, the recession had a dramatic impact on every segment of American society, including the teaching profession. During previous recessions, which often resulted in layoffs for workers in other sectors of U.S. society, teachers tended to enjoy a higher level of job security, in part because of the widespread practice of tenure. **Tenure** is job security granted to teachers after satisfactory performance for a specified period, usually 2 to 5 years.

In spite of the nation's lingering economic woes, there will be many job opportunities for teachers in the near future. Currently, many school districts are luring teachers from other states and districts with bonuses and higher pay. In addition, increasing enrollments of students from minority groups and a shortage of teachers from minority groups are leading to increased efforts to recruit minority teachers. Also, the number of non-English-speaking students has grown dramatically, especially in **CALIFORNIA** and **FLORIDA**, creating a demand for bilingual teachers and teachers of English as a second language.

In response to a current shortage of teachers in some locations and anticipated teacher retirements, many states are implementing policies that will encourage more college students to become teachers. Some states give large signing bonuses that are distributed over the teacher's first few years of teaching. Some are increasing state scholarships, issuing loans for moving expenses, and implementing loan-forgiveness programs (U.S. Department of Labor, 2013).

For the foreseeable future, there will be exceptional job opportunities for teachers from diverse racial and ethnic backgrounds and for teachers with disabilities. Students from diverse racial, ethnic, and cultural backgrounds and students with disabilities benefit from having role models with whom they can easily identify. In addition, teachers from diverse groups and teachers with disabilities may have, in some instances, an enhanced understanding of student diversity and student variability that they can share with other teachers.

FOCUS ON DIVERSITY: DEMAND FOR TEACHERS OF COLOR

Nearly 48 percent of public school students were considered part of a minority group during 2011 (Keaton, 2012a). Before the middle of this century, more than half of the nation's students will be minority-group members (U.S. Census Bureau, 2012a). In the nation's 25 largest cities, students of color represent half or more of the student population (National Center for Education Statistics, July 2012).

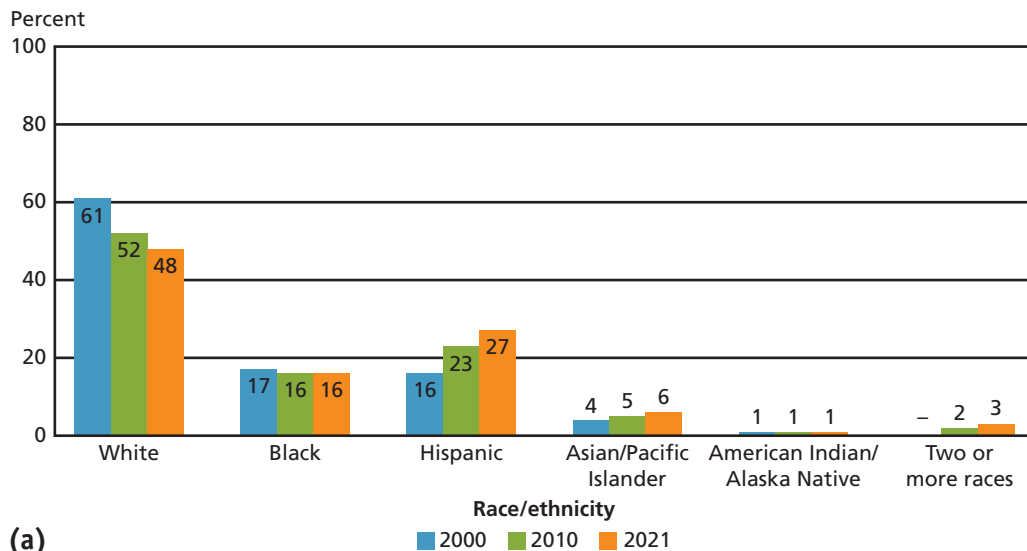
When contrasted with the diverse mosaic of student enrollments, the backgrounds of today's teachers reveal less diversity. Teachers of color represent about 17 percent of public school teachers in the United States (Boser, 2011). This shortage is due in part to the fact that minority students frequently attend our nation's most impoverished schools. At such schools, students receive little motivation to become teachers; and, if their school experiences are negative, they have little incentive to pursue a career in teaching.

The typical undergraduate candidate preparing to teach is a young, White female who recently graduated from high school and is attending college full-time (National Research Council, 2010). Post-baccalaureate-level individuals preparing to teach tend to be older, to include slightly more people of color and more males, to be transitioning into teaching from an occupation outside the field of education, to have prior teaching-related experience, and to be attending college part-time (Feistritzer, 1999). Figure 1.4 illustrates the differences between the racial and ethnic composition of students enrolled in U.S. public schools and that of teachers at those schools.

FOCUS ON DIVERSITY: DEMAND FOR TEACHERS WITH DISABILITIES

Contrary to what some people may think, research indicates that people with disabilities can be effective teachers (Educators with Disabilities Caucus, Council for Exceptional Children, 2008). In addition, a teacher with a disability may have an "advantage" in working with students who also have the same disability. The teacher may understand more

FIGURE 1.4 (a) Percentage distribution of U.S. public school students enrolled in Prekindergarten through 12th grade, by race/ethnicity: selected years, fall 2000–fall 2021 (b) Total number of public school teachers and percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2011–12



(a)

School type and selected school characteristic	Total number of teachers	Percent of teachers by race/ethnicity						
		Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
All public schools	3,385,200	7.8	81.9	6.8	1.8	0.1	0.5	1.0
School classification								
Traditional public	3,269,500	7.6	82.3	6.6	1.8	0.1	0.5	1.0
Charter school	115,600	13.1	69.9	11.8!	2.8	‡	0.6!	1.7!
Community type								
City	‡	‡	‡	‡	‡	‡	‡	‡
Suburban	1,096,400	7.6	83.6	5.7	1.5	‡	0.3!	1.2
Town	411,00	5.6	87.7	3.6	1.6!	0.1!	0.6	0.8
Rural	916,600	4.7	88.7	4.2	0.7	‡	0.8	0.8
School level								
Primary	1,626,800	8.7	81.2	7.1	1.7	‡	0.4	0.8
Middle	592,100	7.0	81.6	7.7	1.7	0.2!	0.4	1.3
High	961,300	6.8	83.6	5.6	2.1	0.2!	0.5!	1.2
Combined	206,000	7.4	80.9	7.9!	1.2!	‡	1.1	1.3

(b)

a. Note: Detail may not sum to totals because of rounding. Data for 2021 are projected.

Source: U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2021*; and Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," selected years, 2000–2001 through 2010–2011. Retrieved August 15, 2014, from http://nces.ed.gov/programs/coe/pdf/Indicator_CGE/COE_CGE_2013_03.pdf.

b. ! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate) or the response rate is below 50 percent.

Note: Black includes African American and Hispanic includes Latino. Teachers include both full-time and part-time teachers. Detail may not sum to totals because of rounding and because some data are not shown.

Note: Table above adapted from Goldring, R., Gray, L., and Bitterman, A. (2013). *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2011–12 Schools and Staffing Survey* (NCES 2013-314). U.S. Department of Education, Washington, DC: National Center for Education Statistics. Retrieved September 28, 2013, from <http://nces.ed.gov/pubsearch>.

Source: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Teacher and Private School Teacher Data Files," 2011–12.

readily how to meet the needs of those students. He or she knows, first-hand, how that disability influences students' learning.

Teachers with disabilities can also be inspirational to students without disabilities. Such teachers model for students how challenges that are part of life can be overcome. Students learn from their teachers that inner resources such as drive, commitment, and perseverance help one achieve goals in life.

The percentage of children with disabilities receiving special education in public pre-K to 12 schools is approximately 10 percent (Hardman, Drew, & Egan, 2013), and the current critical need for special education teachers is expected to continue for the next few decades.

Demand for Teachers by Geographic Region and Specialty Area

Through 2021, elementary and secondary school enrollments are projected to rise more slowly than in the past, as children of the baby boom generation will leave the school system. Enrollments will vary widely across the nation, however. The West and South will experience the largest increases, whereas enrollments in the Midwest will remain about the same, and those in the Northeast will decline (Hussar & Bailey, 2013). The ease with which you will find your first teaching position is also related to your area of specialization. In 2015, for example, job seekers able to teach bilingual education, special education, English as a second language (ESL), mathematics, chemistry, or physics were in an especially favorable position.

WHAT CAN YOU LEARN FROM OBSERVING IN CLASSROOMS?

Classroom observations are an excellent way to develop knowledge about teaching. Most teacher education programs require that students participate in **field experiences** that include classroom observations. Students report that these experiences help them make a final decision about becoming a teacher. Most become more enthusiastic about teaching and more motivated to acquire the essential knowledge and skills; however, a few decide that teaching is not for them.

Recognizing the value of observations, many teacher education programs are increasing the amount of field experiences and placing such fieldwork earlier in students' programs. For example, at **WASHINGTON** State University (WSU), students preparing to become elementary teachers complete 1 week of classroom observations as part of their first education course. Later in their program, WSU students complete two 45-hour blocks of observations in K–8 classrooms and a 5-week advanced practicum (or field experience) that requires several hours of classroom observation each week.

Technology and Classroom Observations

Distance learning—the use of technology such as video transmissions that allows students to receive instruction at multiple, often remote sites—now enables preservice teachers on campus to observe in school classrooms off campus. For example, at the University of **NEBRASKA**, a two-way audio-video conferencing system called PictureTel allows remote viewing of any classroom with an Ethernet connection to the Internet (Austin & Adcock, 2002). The university instructor has a remote control so the camera at the school can follow the teacher around the room or zoom in on a small-group activity. The small camera makes almost no sound, so it does not disrupt the class. Strategically placed microphones pick up the voices of the teacher and the students.



Teachers with disabilities can be highly effective at teaching students in “regular” classrooms. In what ways can teachers with disabilities be role models for students without disabilities?

Focused Observations

Observations are more meaningful when they are focused and conducted with clear purposes. Observers may focus on the students, the teacher, the interactions between the two, the structure of the lesson, or the setting. More specifically, for example, observers may note differences between the ways boys and girls or members of different ethnic groups communicate and behave in the classroom. They may note student interests and ability levels, study student responses to a particular teaching strategy, or analyze the question-and-response patterns in a class discussion.

Observations may also be guided by sets of questions related to specific areas. For instance, because beginning teachers are frequently frustrated by their lack of success in motivating students to learn, asking questions specifically related to motivation can make an observation more meaningful and instructive. Figure 1.5 presents a helpful set of focused questions on motivation. Similar questions can be generated for other focus areas, such as classroom management, student involvement, questioning skills, evaluation, and teacher–student rapport.

FIGURE 1.5 Guiding questions for observing motivation

Directions: As you observe, note the ways that students are motivated intrinsically (from within) and extrinsically (from factors outside themselves).

Intrinsic Motivation

- What things seem to interest students at this age?
- Which activities and assignments seem to give them a sense of pride?
- When do they seem to be confused? Bored? Frustrated?
- What topics do they talk about with enthusiasm?
- In class discussions, when are they most alert and participating most actively?
- What seems to please, amuse, entertain, or excite them?
- What do they joke about? What do they find humorous?
- What do they report as being their favorite subjects? Favorite assignments?
- What do they report as being their least favorite subjects and assignments?
- How do they respond to personalized lessons (e.g., using their names in exercises)?
- How do they respond to activity-oriented lessons (e.g., fieldwork, project periods)?
- How do they respond to assignments calling for presentations to groups outside the classroom (e.g., parents, another class, the chamber of commerce)?
- How do they respond to being given a choice in assignments?

Extrinsic Motivation

- How do teachers show their approval to students?
- What phrases do teachers use in their praise?
- What types of rewards do teachers give (e.g., grades, points, tangible rewards)?
- What reward programs do you notice (e.g., points accumulated toward free time)?
- What warnings do teachers give?
- What punishments are given to students?
- How do teachers arouse concern in their students?
- How do students motivate other students?
- What forms of peer pressure do you observe?
- How do teachers promote enthusiasm for an assignment?
- How do teachers promote class spirit?
- How do teachers catch their students' interest in the first few minutes of a lesson?
- Which type of question draws more answers—recall or open-ended?
- How do teachers involve quiet students in class discussions?
- How do teachers involve inactive students in their work?
- In what ways do teachers give recognition to students' accomplishments?

Observation Instruments

A wide range of methods can be used to conduct classroom observations, ranging from informal, qualitative descriptions to formal, quantitative checklists. With reform efforts to improve education in the United States has come the development of instruments to facilitate the evaluation of teacher performance, a task now widely required of school administrators. Students preparing to teach can benefit by using these evaluative instruments in their observations. An example is the Florida Performance Measurement System (FPMS) Screening/Summative Observation Instrument, which is presented in Figure 1.6.

The Florida instrument is based on educational research that has identified what effective teachers do. The FPMS was the first research-based performance system to be implemented on a statewide basis. Beginning teachers in **FLORIDA** must now demonstrate behaviors in six domains: planning, management of student conduct, instructional organization and development, presentation of subject matter, verbal and nonverbal communication, and testing (student preparation, administration, and feedback). Figure 1.6 presents the “effective” and “ineffective” behavioral indicators for four of those domains.

WHY IS YOUR INDUCTION INTO TEACHING IMPORTANT?

The retention of public school teachers is a problem in the United States. Each year, scores of beginning teachers enter classrooms with vigor and determination; regrettably, however, many soon leave the profession. The attrition rate among teachers during the first 3 years is 9.1 percent. Attrition is highest among special education teachers (12.3 percent) and English teachers (10.5 percent). Attrition is lowest among arts/music teachers (4.1 percent) and early childhood teachers (5.6 percent). High school teachers are more likely to leave teaching (8.8 percent) than elementary teachers (7.5 percent). Attrition is lower in cities (7.5 percent) than in rural (8.4 percent) or suburban schools (8.3 percent). Surprisingly, attrition is lowest in schools with more than 75 percent of students eligible for free or reduced lunch (5.1 percent), and highest (10.3 percent) in schools with 35–49 percent eligibility (Keigher, 2010). Clearly, beginning teachers need support, guidance, and encouragement to become confident, skilled professionals.

Some beginning teachers eventually give up their chosen profession because their problems and concerns go unattended. Veteran teachers, who recall their own early struggles as beginning teachers, may have a “sink-or-swim” attitude toward the difficulties encountered by those just entering the profession. “Since I learned to cope with the challenges of beginning teaching on my own, today’s teachers either have to sink or swim,” they reason. In addition, beginning teachers may think they should be as skilled as master teachers with many years of experience.

Feedback from new teachers suggests that they want to talk about the problems they encounter in their work. They want assistance to help them to be successful during the first few years of teaching. Instead, they may experience isolation and have few opportunities to share their experiences with colleagues.

Problems and Concerns of Beginning Teachers

The problems and concerns of beginning teachers can be extensive. The following problems cause some beginning teachers to think about leaving the profession: maintaining classroom discipline, motivating students, responding to individual differences, assessing students’ work, maintaining positive relationships with parents, organizing

FIGURE 1.6 Florida performance measurement system: screening/summative observation instrument

FRAME FACTOR INFORMATION (PLEASE PRINT)

Teacher's Name _____
 (Last) (First) (Middle)

SS# _____

Institution of Graduation _____ Inst. # _____

Graduated from a College of Education 1. Yes 2. No

Number of Complete Years of Teaching Experience _____

District Name _____ Number _____

School Name _____ Number _____

Observer's Name _____
 (Last) (First) (Middle)

SS# _____

Position 1. Principal 2. Ass't Principal 3. Teacher 4. Other

Class _____ Grade Level _____ (Specify one level only—For Adult Ed. mark level 13
 For Kindergarten or Preschool mark Level 00.)

Subject Area Observed

1. Language Arts 9. Home Economics
 2. Foreign Language 10. Other Vocational Ed.
 3. Social Sciences 11. Arts
 4. Mathematics 12. Music
 5. Science 13. Exceptional Stud. Ed.
 6. Physical Education, ROTC 14. Other (Specify) _____
 7. Business Education, DCT, CBE
 8. Industrial Arts/Education

Type of Classroom/Facility in Which the Observation Occurred

1. Regular Classroom—Self-contained, Open, Pod
 2. Laboratory or Shop
 3. Field, Court, Gymnasium
 4. Media Room or Library

Total Number of Students in Class _____

Observation Information Date ____/____/____

Type of Observation 1. Prof. Orient. 2. Dis. Assess
 3. Other (Specify) _____

Screening Obs. 1. 2. 3. 4.
 Summative Obs. 1. 2. 3. 4.

Time Observation Begins ____:____:____ Observation Ends ____:____:____
 Test Begins ____:____:____ Test Ends ____:____:____

Methods Used in the Observed Lesson

1. Lecture
 2. Interactive/Discussion
 3. Independent Study/Lab or Shop Work

Teacher's Signature _____
 Observer's Signature _____

Number of Students Not Engaged
 1 2 3 4

DOMAIN	EFFECTIVE INDICATORS	TOT. FREQ.	FREQUENCY	FREQUENCY	TOT. FREQ.	INEFFECTIVE INDICATORS	
3.0 Instructional Organization and Development	1. Begins instruction promptly					1. Delays	
	2. Handles materials in an orderly manner					2. Does not organize materials systematically	
	3. Orients students to classwork/maintains academic focus					3. Allows talk/activity unrelated to subject	
	4. Conducts beginning/ending review					4.	
	5. Questions: academic comprehension/lesson development	a. single factual (Domain 5.0)					5a. Allows unison response
		b. requires analysis/reasons					5b. Poses multiple questions asked as one
							5c. Poses nonacademic questions/nonacademic procedural questions
	6. Recognizes response/amplifies/gives correct feedback					6. Ignores student or response/expresses sarcasm, disgust, harshness	
	7. Gives specific academic praise					7. Uses general, nonspecific praise	
	8. Provides practice					8. Extends discourse, changes topic with no practice	
9. Gives directions/assigns/checks comprehension of homework, seatwork assignments/gives feedback					9. Gives inadequate directions on homework/no feedback		
10. Circulates and assists students					10. Remains at desk/circulates inadequately		
4.0 Presentation of Subject Matter	11. Treats concepts—definition/attributes/examples/nonexamples					11. Gives definition or example only	
	12. Discusses cause-effect/uses linking words/applies law or principle					12. Discusses either cause or effect only/uses no linking word(s)	
	13. States and applies academic rule					13. Does not state or does not apply academic rule	
	14. Develops criteria and evidence for value judgment					14. States value judgment with no criteria or evidence	
5.0 Communication: Verbal and Nonverbal	15. Emphasizes important points					15.	
	16. Expresses enthusiasm verbally/challenges students					16.	
	17.					17. Uses vague/scrambled discourse	
	18.					18. Uses loud, grating, high pitched, monotone, or inaudible talk	
19. Uses body behavior that shows interest—smiles, gestures					19. Frowns, deadpan or lethargic		
2.0 Management of Student Conduct	20. Stops misconduct					20. Delays desist/doesn't stop misconduct/desists punitively	
	21. Maintains instructional momentum					21. Loses momentum—fragments nonacademic directions, over dwells	

Observer's Notes: _____

Source: Florida Department of Education, Division of Human Resource Development, Tallahassee, FL. State of Florida, Department of Education, Used with permission. Retrieved May 1, 2011, from <http://education.ucf.edu/clinicalexp/docs/FPMSForm.pdf>

classroom activities, securing adequate teaching materials and supplies, and dealing with the problems of individual students.

In some cases, teachers experience frustration related to lack of preparation time, conflicts with principals, difficulties with student misconduct, and undesirable teaching assignments (for example, larger class sizes than those of experienced teachers). Lack of dialogue with their peers about teaching, minimal involvement in schoolwide decisions about curriculum and instruction, and the absence of a shared technical culture are additional reasons why teachers leave the profession (Glickman, Gordon, & Ross-Gordon, 2014).

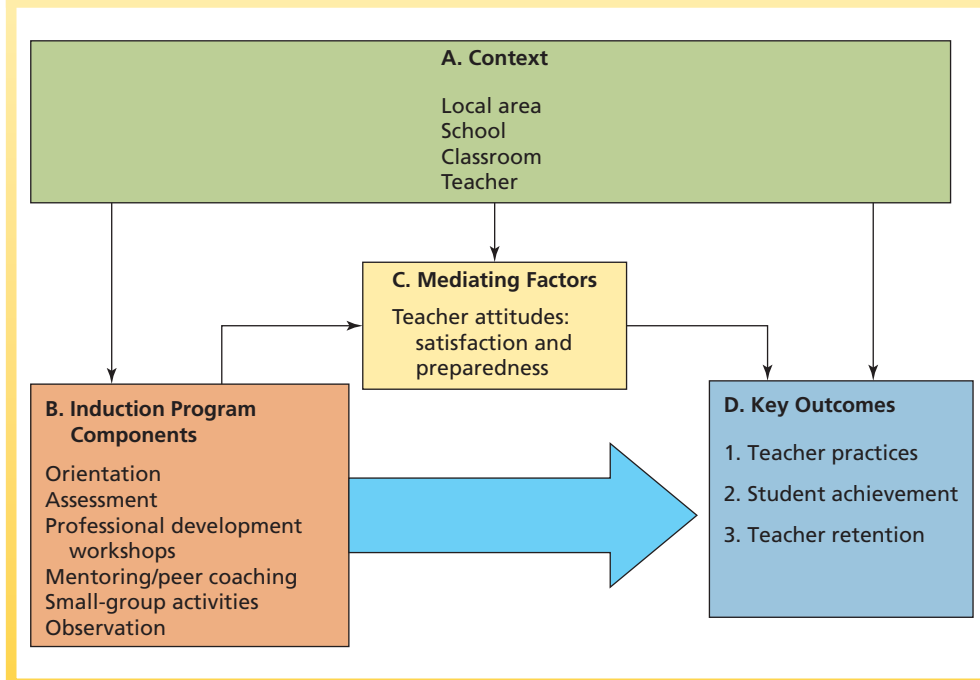
Induction into the Profession

One solution to the problem of teacher attrition is to offer beginning teachers induction programs that provide them with support during their first years in the profession. “Indeed, everyone in the schoolhouse ought to be dedicated to assisting new teachers and accelerating their continuous-improvement journey. . . . Induction programs and well-trained and dedicated mentors can make a difference” (Nash, 2010, p. xxvii).

Approximately half of the states require and fund mentoring programs for new teachers (Olson, 2008), and many local school districts, often in collaboration with colleges and universities, have begun teacher induction programs. Among the programs that have received national attention are the **FLORIDA** Beginning Teacher Program, the **CALIFORNIA** Beginning Teacher Support and Assessment (BTSA) program, the **TEXAS** Beginning Teacher Induction and Mentoring (BTIM) program, the **VIRGINIA** Beginning Teacher Assistance Program, and the **KENTUCKY** Beginning Teacher Internship Program. As noted, about half of the states require and fund induction and mentoring programs for beginning teachers, but only five require an individual growth plan (Olson, 2008).

Induction programs provide beginning teachers with continued assistance at least during the first year. As Figure 1.7 illustrates, the key outcomes of induction

FIGURE 1.7 Conceptual framework for the effects of teacher induction programs on teacher and student outcomes



Source: Isenberg, E., Glazerman, S., Bleeker, M., Johnson, A., Lugo-Gil, J., Grider, M., Dolfin, S., & Britton, E. (2009). *Impacts of Comprehensive Teacher Induction: Results From the Second Year of a Randomized Controlled Study* (NCEE 2009-4072). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, p. 6.

programs are improved teacher practices, increased student achievement, and increased teacher retention. In addition, induction programs promote the personal and professional well-being of beginning teachers by improving their attitudes toward themselves and the profession. Induction programs also help beginning teachers learn about the culture of the school system within which they work.

To achieve these outcomes, induction program components include those illustrated in Figure 1.7: orientation to the induction program, assessment of performance, professional development workshops based on teacher-identified needs, mentoring and peer coaching, small-group meetings to provide support, and observations by and follow-up conferences with individuals not in a supervisory role.

HOW CAN YOU GAIN PRACTICAL EXPERIENCE FOR BECOMING A TEACHER?

Your teacher education program is designed to give you opportunities to experience, to the extent possible, the real world of the teacher. Through field experiences and carefully structured experiential activities, you will be given limited exposure to various aspects of teaching, from curriculum development to classroom management. Observing, tutoring, instructing small groups, analyzing video cases, operating instructional media, performing student teaching, and completing various noninstructional tasks are among the most common activities.

Classroom Experiences

Opportunities to put theory into practice before student teaching are important. Thus, many teacher education programs enable students to participate in microteaching, teaching simulations, analyses of video cases, field-based practical and clinical experiences, and classroom aide programs.

MICROTEACHING

Introduced in the 1960s, microteaching quickly became popular and is widely used today. When **microteaching**, students teach brief, single-concept lessons to a small group of students (i.e., 5 to 10). Microteaching gives students opportunities to practice specific teaching skills, such as positive reinforcement. Often the microteaching is video-taped for later study.

As originally developed, microteaching includes the following six steps:

1. Identify a specific teaching skill to learn about and practice.
2. Read about the skill in one of several pamphlets.
3. Observe a master teacher demonstrate the skill in a short movie or on videotape.
4. Prepare a 3- to 5-minute lesson to demonstrate the skill.
5. Teach the lesson, which is videotaped, to a small group of peers.
6. Critique, along with the instructor and student peers, the videotaped lesson.

SIMULATIONS

Simulations can provide opportunities for vicarious practice of a wide range of teaching skills. In **teaching simulations**, students analyze teaching situations that are written, filmed, or videotaped. Typically, students are given background information about a hypothetical school or classroom and the pupils they must prepare to teach. After this orientation, students role-play the student teacher or the teacher who is confronted with the problem situation. Next, students discuss the appropriateness of solutions and work to increase their problem-solving skills and their understanding of the teacher's role as a decision maker in a complex setting.

Some teacher education programs are experimenting with computer-based simulations that enable students to hone their classroom planning and decision-making skills.

The **WEST VIRGINIA** Department of Education, in collaboration with West Virginia University, has created a space within the virtual world Second Life for use in teacher training. According to a developer of the virtual space, “The possibilities of this virtual world appear to be endless. If you can think it, you can do it in Second Life. This community allows developers to take a snapshot of any real-life classroom situation or even some imaginary scenarios and put them to practice in a world where users may experience learning without actually being in a traditional classroom” (Ashby, 2010). Visitors to the virtual space will interact with avatars controlled by West Virginia Department of Education officials and visit traditional classrooms and those equipped with the latest state-of-the-art technologies.

Although progress is being made in the development of virtual reality (VR) technology, its application to teacher education is hard to predict. Current simulations are limited to specific skills such as classroom management or tutoring highly motivated individuals. As VR technology improves, however, one day we may see simulations of classrooms that show a variety of students with differing needs as learners.

VIDEO CASES

Teacher education students who view, analyze, and then write about video cases have an additional opportunity to appreciate the ambiguities and complexities of real-life classrooms, to learn that there are no single, simple solutions to complex problems that can arise in the classroom. Viewing authentic video cases enables students to see how “teaching tradeoffs and dilemmas emerge in the video ‘text’ as do the strategies teachers use, the frustrations they experience, the brilliant and less-brilliant decisions they make” (Grant, Richard, & Parkay, 1996, p. 5).

PRACTICA

A **practicum** is a short-term field-based experience (usually about 2 weeks long) that allows teacher education students to spend time observing and assisting in classrooms. Although practica vary in length and purpose, students are often able to begin instructional work with individuals or small groups. For example, a cooperating teacher may allow a practicum student to tutor a small group of students, read a story to the whole class, conduct a spelling lesson, monitor recess, help students with their homework, or teach students a song or game.

CLASSROOM AIDES

Serving as a teacher aide is another popular means of providing field experience before student teaching. A teacher aide’s role depends primarily on the unique needs of the school and its students. Generally, aides work under the supervision of a certified teacher and perform duties that support the teacher’s instruction. Assisting teachers in classrooms familiarizes college students with class schedules, record-keeping procedures, and students’ performance levels, as well as providing ample opportunity for observations. In exchange, the classroom teacher receives much-needed assistance.

Student Teaching

The most extensive and memorable field experience in teacher preparation programs is student teaching. Student teaching will provide you with an opportunity to assess your strengths as a future teacher, to identify areas for improvement, and to develop skills in classroom management. Student teaching will be a time of responsibility. As one student teacher told the author, “I don’t want to mess up [my students’] education!” It will also be an opportunity for growth, a chance to master critical skills.

States require students to have a 5-week to semester-long student teaching experience in the schools before certifying them as teachers. The nature of student teaching varies considerably among teacher education programs. Some programs even pay student teachers during the student teaching experience. Most likely, you will be assigned to a cooperating (or master) teacher in the school, and a university supervisor will make periodic visits to observe you.

During your student teaching assignment, you will probably spend about half of your time teaching, with the remaining time devoted to observing and participating in classroom activities. The amount of time actually spent teaching, however, is not as important as your willingness to reflect carefully on your experiences. Two excellent ways to promote reflection during your student teaching experience are journal writing and maintaining a reflective teaching log.

STUDENT TEACHING JOURNAL

Your supervisors may require you to keep a journal of your classroom experiences so that you can engage in reflective teaching. The following two entries illustrate how journal writing can help student teachers develop strategies for dealing with the realities of teaching. The first entry is by a student teacher at a rural high school. The second is by a student teacher at a middle school in an urban setting.

Entry 1: If there is one thing that really drives me crazy about the kids in my fifth-period class, it's how they don't listen to directions. It's a remedial class, and I know I shouldn't be surprised if they have trouble following directions. Today, we were working on writing paragraphs that are clear and well organized. All they had to do was rewrite a paragraph—not make corrections, just rewrite and make sure their paragraphs had a clear introduction, body, and conclusion. I explained the directions once. Then I even had one of the students read them out loud again. Then I asked for any questions—none. So I thought, “Good, they understand; they know what to do.” Then as soon as I said “Begin to rewrite now,” the questions started flying. What really got me was that they were questions I had already explained or that were right there on the directions for rewriting paragraphs I gave them. Eventually, I told them they would have to ask their neighbors for answers to any questions they still had. Well, that was a mistake, because the room started to get noisy with all the talking. I had to raise my voice to get them to be quiet and start writing. It was so frustrating. At the end of the day, Mrs. B. [cooperating teacher] suggested that I tell them next time that I would explain the directions once and ask for questions—then, that would be it. They wouldn't have to ask someone else! Mrs. B. assured me that I would become better at giving directions. Somehow, when she gives directions to students, they usually know what to do. Today, for me, it was the opposite—confusion! I notice that she writes directions on the board and then explains them, step-by-step, to students. Next time, that's what I'll do. Tomorrow, my lesson is on using adjectives to describe the nouns in their writing. If I have a chance before fifth period, I will ask Mrs. B. to look at my directions and let me know if they are clear.

Entry 2: Today I taught a lesson on the solar system, and the kids seemed so bored. I called on my strongest readers to read the material out of our science book. One by one, they would read a paragraph or two, and then I would explain it. I was surprised at how much they struggled with the reading. I thought they were strong readers. I guess I was wrong about that. The material was basic—like we have nine planets in our solar system. These planets circle around the sun. Mr. J. [cooperating teacher] told me later that I was spoon-feeding them too much. Tomorrow, I think I will put them into small groups and have each group work on one or two questions rather than give them the answers like I did today. That way, all the students can be involved in talking about the material, not just those who are reading out loud. I hope I don't get those glazed looks on their faces tomorrow. I feel badly if they don't understand and don't seem to be interested. Mr. J. is great—he is understanding and supportive. He says I'm doing just fine. He had similar problems when he was a student teacher. That's hard to imagine; he seems to communicate so well with the kids. They really pay attention when he's teaching, and they all seem to understand. Actually, I

find myself trying to act like Mr. J. while I am teaching. I'm even conscious of moving around the room and trying to build up suspense like he does while he's teaching. He tells the kids things like "What I am going to tell you now you will hardly believe it's true, but it is; so pay close attention." The kids love it when he says things like that.

Unstructured, open-ended journals such as these enable student teachers to reflect on the student teaching experience.

REFLECTIVE TEACHING LOGS

To promote more analytical reflections, some supervisors ask student teachers to use a structured form of journal writing, the **reflective teaching log**, in which the student briefly describes the daily classroom activities, selects a single episode to analyze, explains the reason for selecting the episode, and discusses what was learned from the analysis and how that might be applied in the future. To illustrate a reflective teaching log, a partial entry for one episode follows. The entry shows how a college student can disagree with a supervising teacher's response to a classroom situation.

Log for December 1—Erin Tompkins ***Sequence of Events***

1. Arrival—end of eighth period
2. Ninth period—helped Sharad study science
3. After-school program—worked on science with Ricki, P.K., and Tom
4. Late bus duty with Ms. Soto
5. Departure

Episode

I was helping Ricki and P.K. fill out a table about the location and function of the different cell parts. P.K. asked me a question and two other students laughed at him. I began to answer his question when Ms. Soto came over to the table where we were working and yelled at P.K. She said, "P.K. I don't need you distracting other students who are trying to get their work done." He started to tell her what he asked me and she said, "I don't care. You can leave the room if you don't knock it off. Just do your work and be quiet or you're out!" She then apologized to me and went back to helping another student.

Analysis

I was very frustrated after this episode. This is the first time I've seen Ms. Soto raise her voice with a student and accuse him of causing problems when he was getting his work done and other students were being disruptive. P.K. had asked me a legitimate question; the other students who laughed at him were the problem. I was frustrated because Ricki and P.K. were working hard and asking me good questions. I was annoyed that P.K. was being reprimanded for asking a question that was relevant to the topic we were working on. I also felt helpless because I wanted to tell Ms. Soto that it wasn't P.K. who was the problem. I didn't feel it was my place to correct her in front of her students and kept quiet. I decided that my saying something would only make things worse because it would encourage P.K. to continue arguing with Ms. Soto and he would be in more trouble. (Posner, 2005, p. 122)

Although student teaching will be the capstone experience of your teacher education program, the experience should be regarded as an initial rather than a terminal learning opportunity—your first chance to engage in reflection and self-evaluation for a prolonged period. The benefits of reflection are illustrated in the following comment: "Being a good teacher means . . . thinking about teaching, in a long-term, systemic way. By asking the right questions, by continuously critiquing and improving your practice,

and by continuing to examine the work you do in your classroom and how it connects with the larger world, you can achieve your vision and become the teacher you hope to be” (Salas, Tenorio, Walters, & Weiss, 2004, p. 8).

Substitute Teaching

Upon completion of your teacher education program and prior to securing a full-time teaching assignment, you may choose to gain additional practical experience by **substitute teaching**. If you are unable to locate a full-time position, you may decide to substitute, knowing that many districts prefer to hire from their pool of substitutes when full-time positions become available.

Substitute teachers replace regular teachers who are absent due to illness, family responsibilities, personal reasons, or attendance at professional workshops and conferences. Each day, approximately 270,000 substitutes are employed in schools across the United States, and one full year of a student’s K–12 education is taught by substitute teachers (Substitute Teaching Institute, 2011).

Qualifications for substitutes vary from state to state and district to district. An area with a critical need for subs will often relax its requirements to provide classroom coverage. In many districts, it is possible to substitute-teach without regular certification. Some districts have less stringent qualifications for short-term, day-to-day substitutes and more stringent ones for long-term, full-time substitutes.

In many districts, the application process for substitutes is the same as that for full-time applicants; in others, the process may be more brief. Often, substitutes are not limited to working in their area of certification; however, schools try to avoid making out-of-field assignments. If you decide to substitute-teach, contact the schools in your area to learn about the qualifications and procedures for hiring substitutes.

Despite the significant role substitutes play in the day-to-day operation of schools, “research tells us that they receive very little support, no specialized training, and are rarely evaluated. . . . In short, the substitute will be expected to show up to each class on time, maintain order, take roll, carry out the lesson, and leave a note for the regular teacher about the classes and events of the day without support, encouragement, or acknowledgment” (St. Michel, 1995, pp. 6–7). Although working conditions such as these are certainly challenging, substitute teaching can be a rewarding, professionally fulfilling experience. Figure 1.8 presents several advantages and disadvantages of substitute teaching.

FIGURE 1.8 Advantages and disadvantages of substitute teaching

Advantages

- Gain experience without all the nightly work and preparation
- Compare and contrast different schools and their environments
- Be better prepared for interviews by meeting administrators and teachers
- Teach and learn a variety of material
- Get to know people—network
- See job postings and hear about possible vacancies
- Gain confidence in your abilities to teach
- Practice classroom management techniques
- Learn about school and district politics—get the “inside scoop”
- Choose which days to work—flexible schedule

Disadvantages

- Pay is not as good as full-time teaching
- No benefits such as medical coverage, retirement plans, or sick days
- Lack of organized representation to improve wages or working conditions
- May receive a cool reception in some schools
- Must adapt quickly to different school philosophies
- Lack of continuity—may be teaching whole language one day, phonetics the next

HOW WILL I BECOME A HIGHLY QUALIFIED TEACHER?

“Quality teachers have a greater influence on pupil achievement than any other school-based factor,” according to *Teachers for a New Era*, a teacher education reform effort led by the Carnegie Corporation of New York (2008). **Highly qualified teachers (HQTs)** for all students were also a key provision of NCLB. According to NCLB, “highly qualified” teachers would have (1) a bachelor’s degree, (2) full state certification, and (3) knowledge of each subject they teach. In his introduction to the 2010 *Blueprint for Reform*, President Barak Obama continued the previous administration’s emphasis on quality teachers: “Our goal must be to have a great teacher in every classroom” (U.S. Department of Education, March, 2010, p. 1).

How will you make the transition from being a student to being a “great,” highly qualified teacher? At this point in your journey to become a teacher, you can do a great deal to make your entry into teaching professionally rewarding and to ensure that you will become a highly qualified teacher. During your journey toward becoming a highly qualified teacher, you will become immersed in the world of professional standards.

Professional Standards

To ensure that all students are taught by highly qualified teachers, several professional associations and state departments of education have developed standards that reflect what teachers should know and be able to do. Most likely, the teacher education program in which you are enrolled will use one or more of these sets of standards to evaluate your progress toward becoming an effective teacher. During your training, you are sure to hear repeatedly about plans instituted by state departments of education to assess teachers and students alike on an ongoing basis. After you become a teacher, you may learn even more about state standards if you have a mentor like Carla Hudson, author of this chapter’s *Teachers’ Voices: Being an Agent of Change*. Hudson represents her school on **WASHINGTON** State’s Teacher/Principal Evaluation Pilot (TPEP), a statewide program launched in 2011 to evaluate teachers and principals.

The professional standards that have had the greatest impact on teacher education programs nationally (as well as on teachers’ ongoing professional growth and development) are those developed by the **Interstate Teacher Assessment and Support Consortium (InTASC)**, the **National Council for Accreditation of Teacher Education (NCATE)**, the **Teacher Education Accreditation Council (TEAC)**, the **Praxis Series: Professional Assessments for Beginning Teachers**, and the **National Board for Professional Teaching Standards**. Figure 1.9 provides an overview of their standards. How have these standards influenced the teacher education program in which you are enrolled? Does your state have a set of professional standards that also applies to your teacher education program?

CONSOLIDATION OF NCATE AND TEAC

The National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) consolidated and launched a new accrediting body in July 2013: the **Council for the Accreditation of Educator Preparation (CAEP)**. “CAEP’s goals and mission include raising the performance of candidates as practitioners in the nation’s P–12 schools, but also raising standards for the evidence which supports claims of quality” (CAEP, 2010).

CAEP set five standards for the accreditation of teacher education programs. Standard 1: Content and Pedagogical Knowledge, specifies “that candidates develop a deep understanding of the critical concepts and principles of their discipline and . . . are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards” (CAEP, 2013, p. 2). Standard 1 also requires that candidates demonstrate understanding of the 10 InTASC

FIGURE 1.9 Professional standards for teachers: What should teachers know and be able to do?

InTASC Core Teaching Standards

InTASC is a consortium of states that has developed standards used by 38 states for initial teacher licensure. In 2010, InTASC released a revised set of “professional practice” standards to apply throughout the developmental stages of a teacher’s career. Beginning and accomplished teachers differ in the degree of sophistication reflected in their mastery of ten standards in four key areas. Each standard consists of “Performances,” “Essential Knowledge,” and “Critical Dispositions” (InTASC, July 2010)

The Learner and Learning

1. Learning Development
2. Learning Differences
3. Learning Environments

Instructional Practice

6. Assessment
7. Planning for Instruction
8. Instructional Strategies

Content Knowledge

4. Content Knowledge
5. Innovative Application of Content

Professional Responsibility

9. Reflection and Continuous Growth
10. Collaboration

TEAC Quality Principles and Standards

TEAC, founded in 1997, currently accredits 88 teacher preparation programs (TEAC, May 25, 2010). TEAC-accredited programs must fulfill three quality principles. The overall goal of *Quality Principle I*, presented in the following, is to produce “competent, caring, and qualified teachers.”

1.0 QUALITY PRINCIPLE I: Evidence of candidate learning

1.1 Subject matter knowledge

The program candidates must understand the subject matter they will teach.

1.2 Pedagogical knowledge

The program candidates must be able to convert their knowledge of subject matter into compelling lessons that meet the needs of a wide range of pupils and students.

1.3 Caring and effective teaching skill

The program candidates must be able to teach effectively in a caring way and to act as knowledgeable professionals.

1.4 Cross-cutting themes

The program must provide evidence that its candidates have addressed the following three cross-cutting liberal education themes:

1.4.1 Learning how to learn: Candidates must demonstrate that they have learned how to learn information on their own, that they can transfer what they have learned to new situations, and that they have acquired the dispositions and skills of critical reflection that will support life-long learning in their field.

1.4.2 Multicultural perspectives and accuracy: Candidates must demonstrate that they have learned accurate and sound information on matters of race, gender, individual differences, and ethnic and cultural perspectives.

1.4.3 Technology: Candidates must be able to use appropriate technology in carrying out their professional responsibilities.

NCATE Standards

NCATE standards are for the accreditation of colleges and universities with teacher preparation programs. Currently,

about half of the 1,300 institutions that prepare teachers are accredited by NCATE. While NCATE standards apply to teacher education programs, not to teacher education students per se, NCATE believes that “the new professional teacher who graduates from a professionally accredited institution should be able to” do the following (NCATE, February 2008):

- help all pre-kindergarten through twelfth grade (P–12) students learn;
- teach to P–12 student standards set by specialized professional associations and the states;
- explain instructional choices based on research-derived knowledge and best practice;
- apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds;
- reflect on practice and act on feedback; and
- be able to integrate technology into instruction effectively.

Praxis Series

Based on knowledge and skills states commonly require of beginning teachers, the Praxis Series assesses individual development as it corresponds to three steps in becoming a teacher. These three areas of assessment are Pre-Professional Skills Tests: entering a teacher education program (Praxis I); Subject Assessments: licensure and certification for entering the profession (Praxis II); and Teacher Performance Assessments; the first year of teaching (Praxis III). Praxis III assessment is conducted in the beginning teacher’s classroom and measures knowledge and skills in four interrelated domains (Educational Testing Service, 2010):

1. Organizing content knowledge for student learning (planning to teach)
2. Creating an environment for student learning (the classroom environment)
3. Teaching for student learning (instruction)
4. Teacher professionalism (professional responsibilities)

NBPTS Standards

This board issues professional certificates to teachers who possess extensive professional knowledge and the ability to perform at a high level. Certification candidates submit a portfolio including videotapes of classroom interactions and samples of student work plus the teacher’s reflective comments. NBPTS evaluators who teach in the same field as the candidate judge all elements of the assessments. NBPTS has developed five “core propositions” on which voluntary national teacher certification is based (NBPTS, 2010):

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

standards in the following areas: The Learner and Learning; Content Knowledge; Instructional Practice; and Professional Responsibility.

Certification and Licensure

Successful completion of a college or university teacher preparation program will not automatically enable you to teach. State certification or licensure is required for teaching in the public schools and in many private schools as well. The terms *certification* and *licensure* are essentially synonymous in the teaching profession; some states issue teaching certificates, whereas others issue licenses. States also differ in the types of certificates offered; teachers can be granted provisional certificates, professional or permanent certificates, or emergency certificates. In some cases, large cities (e.g., Chicago, New York, Buffalo) have their own certification requirements that must be met. And certain local school districts have additional requirements, such as a written examination, before one can teach in those districts.

A **teaching certificate** is actually a license to teach. The department of education for each of the 50 states and the District of Columbia sets the requirements for certification or licensure. A certificate usually indicates at what level and in what content areas one may teach. One might be certified, for example, for all-level (K–12) physical education or art, secondary English, elementary education, or middle-level education. Currently, about two-thirds of the states offer certification for teaching at the middle school or junior high level—an increase from 1987 when about half of the states offered such certification. In addition, a certificate may list other areas of specialization, such as driver's training, coaching, or journalism. If you plan to go into nonteaching areas such as counseling, librarianship, or administration, special certificates are usually required.

The Praxis Series

Nationwide, 35 of the 43 states that include tests as part of their licensure process require completion of the *Praxis Series: Professional Assessments for Beginning Teachers* developed by Educational Testing Service (ETS) in consultation with teachers, educational researchers, the National Education Association, and the American Federation of Teachers. The Praxis Series (*praxis* means “putting theory into practice”) enables states to create a system of tests that meet their specific licensing requirements.

The Praxis Series, which replaced the National Teacher Examination in the mid-1990s, consists of three components:

Praxis I: Pre-Professional Skills Tests—Praxis I covers the enabling skills in reading, writing, and mathematics that all teachers need, regardless of grade or subject taught. Two formats, computer-based and pencil-and-paper versions, are available for the Praxis I assessment, which is given early in a student's teacher education program. To help students pass Praxis I, ETS offers online practice test items. Additionally, for students who need help in improving basic academic skills, LearningPlus is an interactive computer software program that provides instruction and diagnostic placement tests in reading, writing, and mathematics.

Praxis II: Subject Assessments—Praxis II measures teacher education students' knowledge of the subjects they will teach. In most cases, Praxis II tests are taken after completion of an undergraduate program. The tests, available in more than 70 subject areas, have a core content module required by every state, with the remaining modules selected on an individual basis by the states. Each state can base its assessment on multiple-choice items or on candidate-constructed response modules. In addition, Praxis II includes the Principles of Learning and Teaching (PLT) test and the Professional Knowledge test; each is a 2-hour test to assess teachers' professional knowledge. The PLT is available in three versions: K–6, 5–9, and 7–12.

TEACHERS' VOICES BEING AN AGENT OF CHANGE

CARLA HUDSON

NECESSITY AND THE ART OF DIFFERENTIATION

Some may say that necessity is the mother of invention, but in my classroom, necessity is the mother of *differentiation*.

Three years ago, my school district assigned me to the Beaver Valley School in Plain, **WASHINGTON**. Beaver Valley is one of only 8 “remote and necessary” schools in Washington, and one of less than 400 in the United States. *Remote and necessary* is the current term for what was formerly known as a *one-room schoolhouse*. I approached my new assignment with trepidation. At various times, I had taught kindergarten, first grade, and third grade. Now I was being asked to teach grades 1–4 all at the same time and in the same classroom.

Differentiation is a word regularly utilized in education circles. In general, it refers to modulating instruction so that all students learn at a pace and on a level suitable for their academic abilities. Most teachers agree with the goal of differentiation, but find it hard to implement in practice. Faced with four grades and 22 beaming faces, I realized very quickly that differentiation was not optional in this classroom.

To set up my classroom for success, I differentiated my classroom in three ways: (1) by establishing flexible groupings across grades; (2) by organizing reading and math into grade-level rotations; and (3) by utilizing paraprofessional, parent, and community support.

FLEXIBLE GROUPINGS

Flexible grouping enables me to place students at certain times of day according to their ability level. The advantage to a multigrade classroom is that I have all of the curricula for each of the grades available at my fingertips. In the early morning, my children enter the class and begin work on a short math and reading review. Children work independently and on their own level. For instance, I have a third grader who works on fourth-grade math during this time, but does his reading review on the second-grade level. The combinations vary widely, but the activity is independent and the shared learning spontaneous. For some children, this is a time of enrichment; for others it is a time of review.

GRADE-LEVEL ROTATIONS

To ensure that each student is exposed to the grade-level expectations, I keep my reading groups in grade-level bands. I've organized the reading and math times into rotation centers.

During the 1½-hour reading block, I meet with each grade level for 30 minutes (grades 3–4 combined). While I am with a reading group, the other grade levels rotate between the computer center and the silent reading/workbook center. Focused instruction on the learning standards is provided during this time. Math is organized similarly so that each grade is taught independently even though the class remains intact. Timed fast-fact drills, however, are naturally differentiated. I have a first grader who is working on multiplication facts, while some older children are still mastering addition and subtraction.

PARAPROFESSIONAL, PARENT, AND COMMUNITY SUPPORT

Successful differentiation requires that a support system is in place. I utilize my paraprofessional teacher with parents and community volunteers. While I am working with one grade level, they are supervising the work of the other children in their various centers. In addition, because we don't have any specialized services available to our students, the support team also helps with progress monitoring and provides extra assistance to those students who need a bit more instruction in order to be successful.

CONCLUSION

My colleagues from other schools often shake their heads in amazement when I tell them that I teach four grades in one classroom. They wonder how it is possible to meet the needs of such a wide range of children at multiple grade levels. A deliberate focus on differentiation has been the key to making my multigrade classroom function efficiently. However, now that I have navigated the differentiation waters successfully, I see no reason why the same system would not work at a single grade level. Success requires developing a well-organized curriculum, putting learning systems into place, and efficiently utilizing school and volunteer personnel. Necessity is truly the mother of differentiation.

QUESTIONS

1. Hudson says her approach to differentiation (i.e., teaching four grades in one classroom) could “work at a single grade level.” To what extent do you agree with her? Disagree?
2. According to Hudson, one key to her success is “efficiently utilizing” volunteers. How might volunteers help you be successful during your first year of teaching?

Carla Hudson is a multigrade teacher at Beaver Valley School in Plain, Washington.

Praxis III: Teacher Performance Assessments—Praxis III is a performance-based assessment system, not a test. Developed after extensive job analyses, reviews of research, and input from educators, Praxis III involves the assessment of the actual teaching skills of the beginning teacher. The assessments focus on the four domains of the Praxis Series, which are illustrated in Figure 1.9 (see page 34): planning and preparation, the classroom environment,

instruction, and professional responsibilities. In addition, Praxis III assesses the teacher's sensitivity to developmental levels and cultural differences among students. In-class assessments and pre- and post-observation interviews conducted by trained state and local personnel are the main components of Praxis III. The observations are supplemented by work samples—for example, lesson plans. Following Praxis III assessments, which normally are completed by the end of the first year of teaching, the state makes a decision about whether to grant a license to teach.

State Licensure Certification Requirements

For a person to receive a license to teach, all states require successful completion of an approved teacher education program that culminates with at least a bachelor's degree. To be approved, programs must pass a review by the state department of education approximately every 5 years. In addition to approval at the state level, most of the nearly 1,300 programs in the nation have regional accreditation, and about half voluntarily seek accreditation by the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), or the newly-formed Council for the Accreditation of Educator Preparation (CAEP). Currently, all states require an average of six to eight semester credits of supervised student teaching. Alabama, Colorado, Idaho, Indiana, Nevada, New York, and Virginia require a master's degree for advanced certification; and Arizona, Maryland, Montana, Oregon, and Washington require either a master's degree or a specified number of semester credits after certification (Kaye, 2012). Additional requirements may also include U.S. citizenship, an oath of loyalty, fingerprinting, a background check, or a health examination.

A few states, including Iowa, New Mexico, North Carolina, and Oklahoma, waive state licensing requirements for teachers certified by the National Board for Professional Teaching Standards (NBPTS). About half of the states issue a license to a person from another state who holds a valid NBPTS certificate. For a current listing of state and local action supporting NBPTS certification, visit the website for NBPTS.

Nearly all states now require testing of teachers for initial licensure. States use either a standardized test (usually Praxis) or a test developed by outside consultants. Areas covered by the states' tests usually include basic skills, professional knowledge, and general knowledge. Many states also require an on-the-job performance evaluation for licensure.

Today, most states do not grant a teaching license for life. Some states issue 3- to 5-year licenses, which may be renewed only with proof of coursework completed beyond the bachelor's degree. And, amid considerable controversy, several states, including Connecticut, Maryland, Massachusetts, New Hampshire, Rhode Island, South Carolina, and Wisconsin, have enacted testing for **recertification** of experienced teachers.

Licensure requirements differ from state to state, and they are frequently modified. To remain up to date on the requirements for the state in which you plan to teach, it is important that you keep in touch with your teacher placement office or the certification officer at your college or university. You may also wish to refer to *Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary Schools* (The University of Chicago Press), an annual publication that lists state-by-state certification requirements. Or you may contact the teacher certification office in the state where you plan to teach. Currently, 47 states and the District of Columbia are members of the **National Association of State Directors of Teacher Education and Certification's (NASDTEC) Interstate Agreement**, a reciprocity agreement whereby a certificate obtained in one state will be honored in another. If you plan to teach in a state other than the one in which you are currently studying, you should find out whether both states are members of the NASDTEC Interstate Agreement.

More than 464,900 teachers, many of whom are noncertified, teach in the growing system of private, parochial, for-profit, and charter schools in the United States (Goldring, Gray, & Bitterman, 2013, p. 7). Private and parochial schools supported largely by tuition and gifts, and for-profit schools operated by private educational corporations,

usually have no certification requirements for teachers. Also, teacher-created and teacher-operated charter schools, although they are public, are often free of state certification requirements. A school's charter (an agreement between the school's founders and its sponsor—usually a local school board) may waive certification requirements if the school guarantees that students will attain a specified level of achievement.

Alternative Certification

Despite the national movement to make certification requirements more stringent, concern about meeting the demand for new public school teachers and attracting minority-group members into the teaching profession has resulted in increasing use of **alternative teacher certification** programs. In 1983, only eight states offered alternatives; by 2009, alternative certification programs existed in each state and produced about 20 percent of the nation's teachers (Feistritzer, 2009).

Alternative certification programs are designed for people who already have at least a bachelor's degree in a field other than education and want to become licensed to teach. In 2006, more than 50,000 people were licensed through alternative certification programs (Feistritzer, 2009). Most alternative certification programs are collaborative efforts among state departments of education, teacher education programs in colleges and universities, and school districts. For example, Washington State University, in collaboration with area school districts, has a federally funded program to prepare paraprofessional educators (teachers' aides, for example) in southwest Washington to become bilingual/ESL teachers. Also, many school districts offer teaching fellows programs that provide provisional certification and tuition for graduate-level study in education (National Research Council, 2010). Compared with recent college graduates who enter teaching directly from a traditional college-based teacher preparation program, those who enter teaching through alternate routes tend to be "older, more diverse, and more willing to teach wherever the jobs are and in high-demand subjects than are traditionally trained teachers" (Feistritzer & Haar, 2008, p. 126).

HOW CAN YOU BENEFIT FROM HAVING A MENTOR?

When asked "[what] steps might be taken to attract good people into teaching and to encourage good teachers to remain in teaching," 82 percent of respondents to the MetLife Survey of the American Teacher said "providing mentoring and ongoing support for new teachers" would "help a lot" (Harris Interactive, 2001, p. 125). The following teacher-mentor explains how she provides help and support for beginning teachers:

I go into their classrooms frequently to observe them and to give them feedback on what they ask for feedback on, or what they need feedback on. Mostly they will ask, "How am I doing with my questioning strategies?" or something like that. They will give me a focus that they want to look at. I let them know that I am on their side and want to help them. I will do whatever I can to facilitate their professional growth. (Peck, 2008, p. 123)

In reflecting on how my own professional growth was enhanced by my relationship with my mentor, Herbert A. Thelen, I defined **mentoring** as

an intensive, one-to-one form of teaching in which the wise and experienced mentor inducts the aspiring protégé [one who is mentored] into a particular, usually professional, way of life. . . . [T]he protégé learns from the mentor not only the objective, manifest content of professional knowledge and skills but also a subjective, nondiscursive appreciation for how and when to employ these learnings in the arena of professional practice. In short, the mentor helps the protégé to "learn the ropes," to become socialized into the profession. (Parkay, 1988, p. 196)

An urban middle school intern's description of how his mentor helped him develop effective classroom management techniques exemplifies "learning the ropes": "You've got to develop your own sense of personal power,' [my mentor] kept saying. 'It's not something I can teach you. I can show you what to do. I can model it. But I don't know, it's just something that's got to come from within you'" (Henry, Huntley, McKamey, & Harper, 1995, p. 114).

Those who have become highly accomplished teachers frequently point out the importance of mentors in their preparation for teaching. A **mentor** can provide moral support, guidance, and feedback to students at various stages of professional preparation. In addition, a mentor can model for the protégé an analytical approach to solving problems in the classroom. For example, an effective mentor might use the following strategies to help a beginning teacher solve classroom-based problems:

- Sharing the mentor's own experiences
- Suggesting strategies for handling situations
- Demonstrating techniques and strategies
- Critiquing lesson plans
- Rehearsing planned classroom activities
- Role-playing various classroom situations with the new teacher
- Reviewing the day's events and exploring alternative approaches

SUMMARY

Why Do I Want to Teach?

- Individual reasons for becoming a teacher may be intrinsic (desire to work with young people, passion for the subject, influence of teachers, a desire to serve others and society) as well as extrinsic (work hours, vacations, job security).

What Are the Benefits of Teaching?

- Practical benefits of teaching include on-the-job hours at school, vacations, increasing salaries and benefits, job security, and a feeling of respect in society.

What Are the Challenges of Teaching?

- The challenges of teaching include long working hours, meeting the accountability demands of high-stakes testing and federal legislation that emphasizes closing the achievement gap and the need for "great" teachers in every classroom, and understanding the pervasive influence of technology on today's children and youth.

What Will Society Expect of Me as a Teacher?

- Society expects teachers to be competent and effective, and it holds teachers accountable for student achievement, for helping all learners succeed, for promoting social justice, and for maintaining high standards of conduct.

What Is the Job Outlook for Teachers?

- The job outlook for teachers is positive, especially for teachers in high-demand fields and in less desirable urban or rural school districts.

- The economic recession that began in 2008 resulted in budget crises for school districts around the country, and many teachers were laid off. Federal stimulus money in 2009 and 2010 enabled school districts to avoid scheduled teacher layoffs and to rehire teachers previously laid off.
- In contrast to the diversity of student enrollments, the backgrounds of today's teachers are less diverse; thus, teachers from diverse racial and ethnic backgrounds and teachers with disabilities will experience exceptional employment opportunities for the foreseeable future.
- Teacher supply and demand in content areas and geographic regions influences finding a teaching position.

What Can You Learn from Observing in Classrooms?

- You can gain practical experience through field experiences, focused classroom observations, and the use of various observation instruments.
- Observation instruments range from informal, qualitative descriptions to formal, quantitative checklists.

Why Is Your Induction into Teaching Important?

- In response to the problem of teacher attrition, many states and school districts provide beginning teachers with induction programs that offer support during their first years in the profession.
- Induction programs offer beginning teachers various types of support, including workshops based on

teacher-identified needs, observations and feedback from experienced teachers, mentoring, and support group meetings.

How Can You Gain Practical Experience for Becoming a Teacher?

- Microteaching, teaching simulations, analyses of video cases, field-based practica and clinical experiences, classroom aide programs, student teaching, and substitute teaching are among the ways teacher education students can gain practical experience.

How Will I Become a Highly Qualified Teacher?

- Six sets of professional standards have a great impact on teacher education programs nationally (as well as on teachers' ongoing professional growth and development): standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC), the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC), the Praxis Series: Professional Assessments for Beginning Teachers, the National Board for Professional Teaching Standards

(NBPTS), and the newly-formed Council for the Accreditation of Educator Preparation (CAEP).

- State certification is required for teaching in public schools and in many private schools. Some large cities and local school districts have additional criteria for certification. Certification requirements for teachers vary from state to state and are frequently modified. Some states waive licensing requirements for teachers certified by the National Board for Professional Teaching Standards (NBPTS).
- Most states require testing of teachers for initial certification, and some require recertification after a 3- to 5-year period.
- States that are members of the Interstate Certification Agreement Contract honor teaching certificates granted by certain other states.

How Can You Benefit from Having a Mentor?

- Mentoring can be a source of professional growth for experienced teachers and enables the protégé to learn about the profession.
- A mentor can model for the protégé an analytical approach to solving problems in the classroom.

PROFESSIONAL REFLECTIONS AND ACTIVITIES

Teacher's Journal

1. Think about a time when a teacher truly motivated you to learn. What did that teacher do to motivate you? Do you believe other students in the class had the same reaction to this teacher? Why or why not?
2. Consider your reasons for deciding to become a teacher. How do they compare with those described in this chapter?

Teacher's Research

1. Locate information in newspapers, magazines, and on the Internet that is related to one of the following "key priorities" emphasized in *A Blueprint for Reform*: College and Career-Ready Students, Great Teachers and Leaders in Every School, Equity and Opportunity for All Students, Raise the Bar and Reward Excellence, Promote Innovation and Continuous Improvement. Synthesize the information and present your findings to the rest of your class.
2. Formulate a research question concerning demographic aspects of teachers in the United States.

Your question might relate to one or more of the following topics:

- Teachers' attitudes
- Characteristics of the teaching force
- Teacher recruitment
- Teacher supply and demand
- Teaching salaries and benefits

Begin your data search at the website for the U.S. Department of Education's National Center for Education Statistics. Present a brief oral report to the rest of your class that summarizes the results of your data search.

Observations and Interviews

1. In a small group of three or four of your classmates, visit a local school and interview teachers to learn about their perceptions of the rewards and challenges of teaching. Share your findings with other members of your class.
2. Interview one or more teachers at a local elementary, middle, junior, or senior high school. Ask the teacher(s) to identify the characteristics of "great," highly qualified teachers.

Professional Portfolio

To help you in your journey toward becoming a teacher, each chapter in this textbook includes suggestions for developing your professional portfolio, a collection of evidence documenting your growth and development while learning to become a teacher. At the end of this course, you will be well on your way toward a portfolio that documents your knowledge, skills, and attitudes for teaching and contains valuable resources for your first teaching position.

For your first portfolio entry, identify significant experiences in your life that have contributed to your decision to become a teacher. In your entry (or videotaped version), discuss your reasons for becoming a teacher and the rewards teaching will hold for you. Before developing your portfolio entry, you might wish to visit the website for the National Teacher of the Year Program, co-sponsored by the Council of Chief State School Officers (CCSSO) and the Pearson Foundation. Here, you can watch short videos in which Teachers of the Year from 2007 to the present explain “Why I teach.”



CHAPTER QUIZ

Take this quiz to check your understanding of the content covered in this chapter.