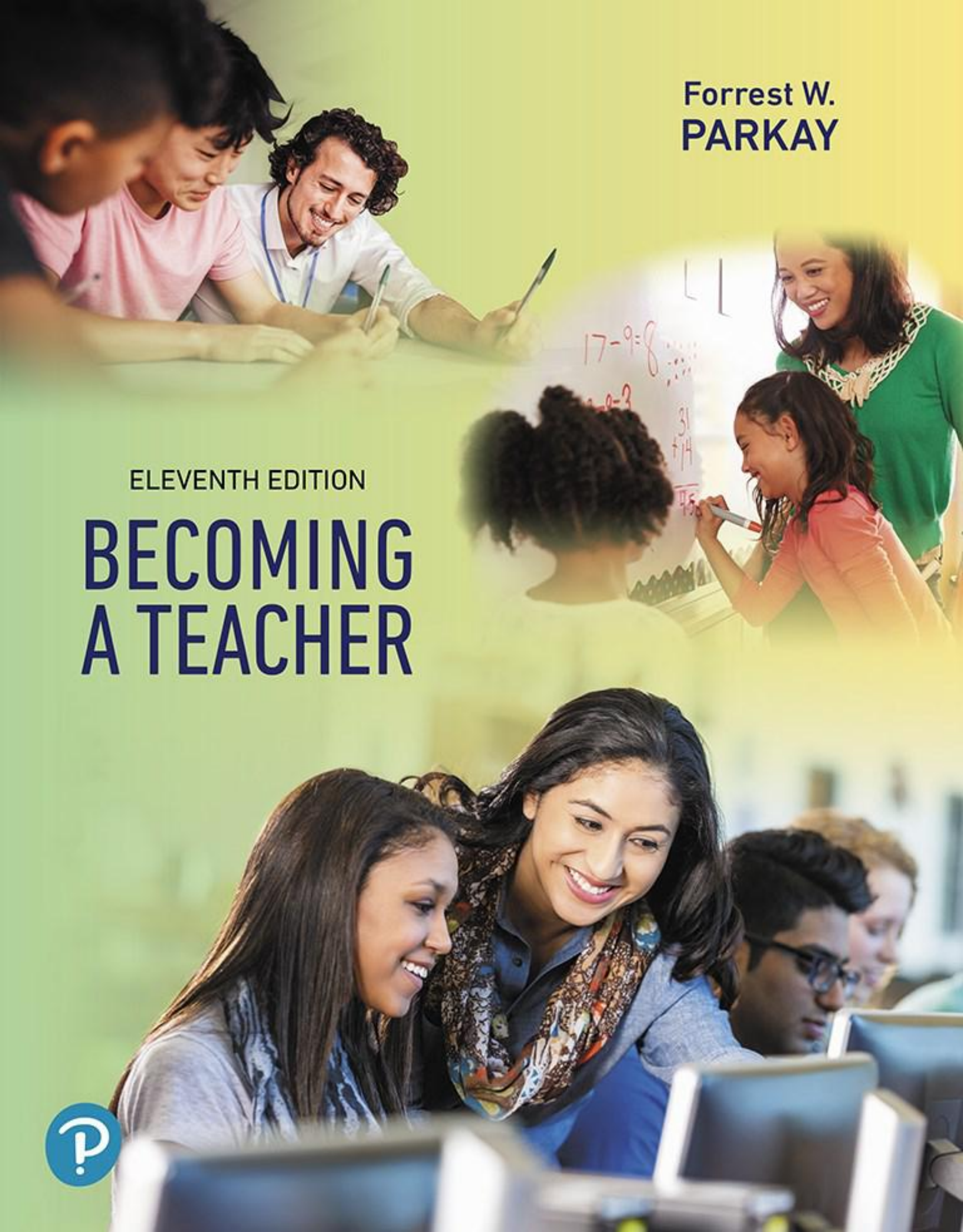


Forrest W.
PARKAY

ELEVENTH EDITION

BECOMING A TEACHER

11th Edition

Becoming A Teacher

Forrest W. Parkay
Washington State University

Pearson

Director and Publisher: Kevin Davis
Portfolio Manager: Rebecca Fox-Gieg
Managing Content Producer: Megan Moffo
Content Producer: Yagnesh Jani
Managing Digital Producer: Autumn Benson
Media Project Manager: Daniel Dwyer
Portfolio Management Assistant: Maria Feliberty
Digital Development Editor: Christina Robb, Revampire LLC.
Executive Field Marketing Manager: Krista Clark
Procurement Specialist: Deidra Headlee
Cover and Interior Design: Pearson CSC
Cover Art: Steve Debenport/gettyimages, Monkey Business Images/Shutterstock, and SolStock/gettyimages
Full Service Vendor: Pearson CSC
Full Service Project Management: Pearson CSC, Emily Tamburri
Printer/Binder: LSC Communications, Inc.
Cover Printer: Phoenix Color
Text Font: PalatinoLTPro-Roman

Credits and acknowledgments for material borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate pages within the text.

Library of Congress Cataloging-in-Publication Data

Names: Parkay, Forrest W., author.
Title: Becoming A teacher / Forrest W. Parkay.
Description: Eleventh edition. | Boston, MA : Pearson Education, [2018] | Includes bibliographical references and indexes.
Identifiers: LCCN 2018041781| ISBN 9780134990552 | ISBN 0134990552
Subjects: LCSH: Teaching--Vocational guidance. | Education--Study and teaching--United States.
Classification: LCC LB1775 .P28 2018 | DDC 370.71/1--dc23
LC record available at https://lccn.loc.gov/2018041781

ISBN 10: 0-134-99055-2
ISBN 13: 978-0-134-99055-2

Preface

Teaching is the world's most important profession. As you know from your own experience, teachers make a difference in students' lives. Teaching is immensely satisfying and exciting. In today's climate of accountability, high-stakes testing, and legislation such as the Every Student Succeeds Act (ESSA), however, becoming a successful teacher is challenging and requires professionalism and commitment.

The 11th edition of *Becoming a Teacher* continues to listen to the voices of those who care deeply about teaching—professionals and expert teachers, beginning teachers just learning the ropes, students in America's classrooms, and teacher education students 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 11th edition focuses on teacher quality and provides in-depth coverage of critical issues such as the following:

- Every Student Succeeds Act (ESSA)
- Diversity and culturally competent teaching
- Social justice and democracy
- Students of undocumented immigrant parents
- Teacher leadership, political activism, and change facilitation
- Adverse Childhood Experiences (ACE) Study and trauma-sensitive schools
- Federal education agenda

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, assessment, 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 11th 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. I've also revised the text to present this information in clear, reader-friendly language. In response to reviewers' feedback, new research, and emerging trends, the 11th edition reflects the following important changes and additions.

Important Content Changes In The New Edition

New Chapters

- CHAPTER 11, Curriculum, Standards, Assessment, and Student Learning, focuses on what students should know and be able to do to be successful in today's competitive world. Factors influencing the development of educational standards, curriculum, and assessments are included.
- CHAPTER 13, Becoming a Professional Teacher, provides information on the transition between student and teacher to ensure that the induction to teaching is positive and effective. The development of leadership roles is also discussed.

An Emphasis on Standards to Prepare Prospective Teachers to Meet Key Performance Standards

- The 11th edition of *Becoming a Teacher* provides prospective teachers with guidelines for acquiring the knowledge and skills necessary to meet the performance standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC), the Council for the Accreditation of Educator Preparation (CAEP), the Praxis Series: Professional Assessments for Beginning Teachers, and the National Board for Professional Teaching Standards (NBPTS). The book also prepares readers to meet the accountability criteria contained in the Every Student Succeeds Act (ESSA).

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. Throughout, special attention is paid to the education of children of undocumented immigrant parents, students protected from deportation by the Deferred Action for Childhood Arrivals (DACA) program, and students from vulnerable groups.

- **Comprehensive State Coverage** To ensure that students and teachers from all over the country see themselves mirrored in the content, the 11th 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 Sections Highlight the Importance of STEM

- **Focus on STEM** Throughout the 11th edition, Focus on STEM sections highlight the importance of science, technology, engineering, and mathematics (STEM) at all levels of the school curriculum. These sections show how STEM activities develop students' critical thinking, creativity, design thinking, and problem-solving skills.

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 11th 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 Chapter Coverage to Address the Most Current Trends and Issues

CHAPTER 1, Teaching: Your Chosen Profession

- Reasons why teachers join the profession (NEW)
- Qualities principals look for in a new teacher (NEW)
- Key provisions of Every Student Succeeds Act (ESSA) (NEW)
- Teachers' views on time to prepare students for tests (NEW)
- Latest data on school enrollments, race/ethnicity of students and teachers, school staffing, and teacher salaries

CHAPTER 2, Today's Teachers

- Revised chapter now covers the unique benefits of teaching in urban, suburban, and rural settings and the role of "pedagogical expertise" in teaching.
- Focus on Diversity: Black Teachers as Role Models for Black Students (NEW)
- Updated demographic information on U.S. public school teachers

CHAPTER 3, Today's Schools

- Revised chapter now covers the Adverse Childhood Experiences (ACE) Study, the impact of trauma on students' learning, and school-based wraparound services,
- Trauma-sensitive schools and trauma-sensitive school checklist (NEW)
- Expanded analysis of America's continuing dropout problem, homeless children and youth, and child maltreatment in the United States
- Updated data on child well-being in the United States, drug use among students, crime in public schools, cyberbullying, discipline problems, and dropout rates

CHAPTER 4, Philosophical Foundations of U.S. Education

- Focus on STEM: Science, Technology, Engineering, and Mathematics for the 21st Century (NEW)
- Matrix for comparing the underlying belief systems of five philosophical orientations to teaching (NEW)
- Matrix for comparing the underlying belief systems of three psychological orientations to teaching (NEW)

CHAPTER 5, Historical Foundations of U.S. Education

- Revised chapter now covers key role of teachers in preserving U.S. democracy, textbooks and American values, and the push for voucher and charter school programs under the Trump Administration.
- Every Student Succeeds Act (ESSA) and expanded role of states in educational reform (NEW)
- Updated historical timeline for U.S. education
- A new federal education agenda—diminishing support for public schools (NEW)

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

- Revised chapter includes updated, expanded coverage of: state takeover of the School District of Philadelphia; state-level high school exit exams; implementation of the Every Student Succeeds Act (ESSA) under the Trump administration; and state-level voucher systems.
- Summary of five "major themes" of the Trump administration's 2018 Education Budget (New)
- Focus on STEM: A Memo from the President (NEW)
- Updated figures and tables for data on the 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 the chapter reflect the most recent court rulings on legal issues in U.S. education
- Section on education of students protected by the Deferred Action for Childhood Arrivals (DACA) program
- Focus on Diversity: Education of Students of Undocumented Immigrant Parents (NEW)
- Focus on STEM: Design for STEM Lab Triggers Complaint to U.S. Office of Civil Rights (NEW)
- Focus on Diversity: Schoolchildren Denied Right to Literacy (NEW)

CHAPTER 8, Today's Students

- Revised chapter includes updated, expanded coverage of minority groups and academic achievement and Afrocentric schools.
- Focus on Diversity: Students of Undocumented Immigrant Parents (NEW)
- Section on the achievement gap (NEW)
- Focus on STEM: Female Students Outperform Male Students in Technology and Engineering Literacy (NEW)
- Focus on STEM: Integrating Tribal Knowledge with STEM (NEW)
- Addressing the Learning Needs of Native American and Alaskan Natives (NEW)
- How Are Schools Meeting the Needs of English Language Learners? (NEW)
- Revised and updated section, Advice for Monolingual Teachers
- Revised and updated section, What Is Multicultural Education and Culturally Responsive Teaching?
- Updated figures and tables for data on children of immigrant families, English language learners (ELLs), children living in poverty, and low-income families in the United States

CHAPTER 9, Addressing Learners' Individual Needs

- Revised chapter includes updated research on multiple intelligences.
- Focus on Diversity: National Policy Rhetoric and Stress among Vulnerable Students (NEW)
- Section on Adverse Childhood Experiences (ACEs) and their influence on health and well-being (NEW)
- Focus on STEM: Students with Special Needs Benefit from STEM (NEW)
- Focus on STEM: Vanderbilt University Offers STEM Program for Gifted and Talented (NEW)
- IDEA and Every Student Succeeds Act (ESSA) (NEW)
- New example of an Individualized Education Plan (IEP)
- Updated figures and tables for data on children with disabilities

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 for Top 10 Qualities of an Effective Teacher (NEW)
- Focus on STEM: Collaboration and Teamwork Promote STEM Learning for Girls (NEW)
- Explanation of Restorative Justice (NEW)
- Graphic comparing punitive and restorative justice responses in schools (NEW)
- Updated figures and tables for data on discipline problems at school and assertive discipline policy

CHAPTER 11, Curriculum, Standards, Assessment, and Student Learning (NEW)

- Focus on Diversity: Using Curriculum to Address Racism (NEW)
- Updated sections on grit, tenacity, and perseverance; academic mindset; mindfulness/meditation skills; and curricula to enhance noncognitive strengths
- Section on the Trump administration's position regarding the Common Core State Standards Initiative (CCSSI) (NEW)
- Latest data on students' mathematics, reading, and science performance on the Program for International Student Assessment (PISA) (NEW)
- Graphic for factors in school quality (NEW)
- Focus on STEM: Future City Competition Provides Authentic Learning Experiences (NEW)

CHAPTER 12, Integrating Technology into Teaching

- Thoroughly revised chapter (with contributions by Joan Hughes, co-author of the 8th edition of *Integrating Educational Technology into Teaching* (Pearson,

2018), 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 latest data on media use by children and youth (NEW)
- Explanation of four models to blend traditional face-to-face instruction and online learning (NEW)
- Reference to the International Society for Technology in Education's (ISTE) Standards for Students (NEW)
- Focus on DIVERSITY: Closing the Digital Use Divide (NEW)
- Explanation of the RAT (*Replacement*, *Amplification*, and *Transformation*) Matrix to analyze the degree to which technology is integrated into teaching (NEW)
- Figure to illustrate data on enrollment trends in full-time virtual schools (NEW)
- Focus on STEM; VHS (Virtual High School) Students Develop Scientific Inquiry Skills (NEW)
- Updated research on flipped classrooms and flipped teaching
- Section on digital resources needed to integrate technology into teaching and accompanying figure (NEW)
- Discussion of productivity software, instructional software, and web-based educational content with accompanying figures and classroom examples (NEW)
- Discussion of digital resources for communication, collaboration, design, creation, and making (NEW)
- Updated section on digital resources for subject areas
- Latest findings from research on technology integration and student learning
- Explanation of a school infrastructure for transformational learning and accompanying figure (NEW)

CHAPTER 13, Becoming a Professional Teacher (New)

- This new chapter covers virtual classroom simulations, professional dispositions for field experiences, U.S. Department of Education's School Ambassador Fellowship Program, and data on parent participation in school activities.
- Dear Mentor/Dear Student letter (NEW)
- Section on video observations of "real" classrooms
- Examples of classroom walkthrough observation instruments
- Graphic, "A Window on the Classroom: What Can a Camera Capture"
- Section on developing a teaching portfolio
- Graphic, "Key Components of Effective Induction Programs"
- Teaching on Your Feet, "I Now Believe I Can Fly!"
- Graphic, "Individual and Collective Dimensions of a Collaborative Community of Teachers"
- Focus on STEM: PBS Collaborative Disseminates STEM Practices Nationwide
- Graphic, "Co-teaching Approaches"

Popular Features to Engage Readers

Voices from the Field

Throughout the 11th edition, the voices of pre-service, new, and master teachers are presented.

- **"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.
- **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 Teacher 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.
- **Teaching on Your Feet** This feature presents 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.

An Emphasis on Today's Technologies

- **Technology in Action** These features in each chapter highlight how teachers are integrating cutting-edge technologies—such as screen recorder software and web conferencing—into their teaching. A practical section in each feature gives readers hands-on directions for learning more about integrating the highlighted technology into their own teaching.

Instructor Supplements

The following supplements to the textbook are available for download. Visit www.pearsonhighered.com; enter the author, title, or ISBN; and then select this textbook, *Becoming a Teacher,* 11th edition. Click on the "Resources" button to view and download the supplements detailed below.

Online Instructor's Manual with Test Items

An expanded and improved online Instructor's Resource Manual (0135174341) includes numerous recommendations for presenting and extending text content. The manual consists of chapter overviews, focus questions, outlines, suggested teaching strategies, and Web resources that cover the essential concepts addressed in each chapter. You'll also find a complete chapter-by-chapter bank of test items. This new edition's Instructor's Manual also includes a detailed mapping of each REVEL activity to the subcategories of the 10 InTASC Standards and the edTPA content addressing planning instruction and assessment, all in one comprehensive table.

Digital Test Generator

The computerized test bank software, Test Gen (0134898389), allows instructors to create and customize exams for classroom testing and for other specialized delivery options, such as over a local area network or on the Web. A test bank typically contains a large set of test items, organized by chapter, and ready for your use in creating a test based on the associated textbook material. The tests can be downloaded in the following formats:

- **TestGen** Testbank file—PC
- **TestGen** Testbank file—MAC
- **TestGen** Testbank—**Blackboard 9**
- **TestGen** Testbank—**Blackboard CE/Vista (WebCT)**
- **Angel** Test Bank
- **D2L** Test Bank
- **Moodle** Test Bank
- **Sakai** Test Bank

PowerPoint Slides

These lecture slides (0135185289) highlight key concepts and summarize key content from each chapter of the text.

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 11th edition of *Becoming a Teacher*. Clearly, Portfolio Manager Rebecca Fox-Gieg and Development Editor Christina Robb head the list. From skillfully coordinating all phases of the revision process to providing thoughtful, substantive feedback on each chapter, their expertise and hard work are deeply appreciated. I also wish to acknowledge Joan Hughes, Associate Professor in the Department of Curriculum and Instruction at the University of Texas-Austin, and co-author of the 8th edition of *Integrating Educational Technology into Teaching* (Pearson, 2018), for her contributions to the revision of Chapter 12.

I extend a very special thanks to Kevin Davis, Vice President and Editorial Director; Megan Moffo, Managing Content Producer; Yagnesh Jani, Content Producer; and Emily Tamburri, Editorial Project Manager—all of whom were steadfast in their support of the 11th edition. I also extend a special thanks to Joyce E. Myers 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, the faculty, teaching assistants, and research assistants at Washington State University (WSU) provided much-appreciated suggestions, encouragement, and support. Among those colleagues are Paul E. Pitre, Chancellor, WSU North Puget Sound at Everett; Michael Trevisan, Dean of the College of Education; Sola Adesope, Boeing Distinguished Professor of STEM Education; and Tariq Akmal, Chair, Department of Teaching and Learning. I also greatly appreciate the assistance provided by Seyed Abdollah Shahrokini, Ph.D. Candidate in Language Literacy and Technology Education at WSU, and Mona Janbozorgi, a student in WSU's Doctor of Pharmacy Program.

Supportive colleagues at other institutions include Walter H. Gmelch, Professor, Leadership Studies, University of San Francisco; Qi Li, Professor and Director, Higher Education & Student Affairs Program, Beijing Normal University; and Eric J. Anctil, Associate Professor of Education and Director of the Center 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 WSU. Conversations with them over the years have been thought provoking and professionally rewarding. I extend warm thanks to Ingrid Spence, Clinical Assistant Professor, University of Idaho, and her students 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 11th 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
Colorado
Delaware
Florida
Georgia
Hawaii
Illinois
Kansas
Maryland
Massachusetts
New York
North Carolina
Ohio
Pennsylvania
Rhode Island
Tennessee
Texas
Washington
Washington, DC

CHAPTER 2: TODAY'S TEACHERS

California
Connecticut
Idaho
Louisiana
Maryland
Massachusetts
Pennsylvania
Texas

CHAPTER 3: TODAY'S SCHOOLS

Alabama
California
Florida
Hawaii
Illinois
Massachusetts
Minnesota
Mississippi
New Jersey
New York
Ohio
Oklahoma
Pennsylvania
Texas
Washington
Washington, DC

CHAPTER 4: PHILOSOPHICAL FOUNDATIONS OF U.S. EDUCATION

Arkansas
California
Indiana
Ohio
Texas
Washington

CHAPTER 5: HISTORICAL FOUNDATIONS OF U.S. EDUCATION

California
New Hampshire
Virginia
West Virginia

CHAPTER 6: GOVERNANCE AND FINANCE OF U.S. SCHOOLS

Arkansas
California
Colorado
Florida
Illinois
Kentucky
Michigan
Minnesota
Missouri
Nebraska
New Mexico
New York
North Carolina
Ohio
Pennsylvania
South Carolina
Texas
Virginia
Washington
West Virginia

CHAPTER 7: ETHICAL AND LEGAL ISSUES IN U.S. EDUCATION

California
Florida
Louisiana
Missouri
New Hampshire
Pennsylvania
Virginia

CHAPTER 8: TODAY'S STUDENTS

Alaska
Arizona
California
Colorado
Florida
Illinois
Indiana
Minnesota
New Mexico
New York
Oklahoma
Texas
Utah
Washington

CHAPTER 9: ADDRESSING LEARNERS' INDIVIDUAL NEEDS

California
Connecticut
Florida
Illinois
Indiana
Maine
Nevada
Oregon
Texas

CHAPTER 10: CREATING A COMMUNITY OF LEARNERS

Kansas
Texas
Virginia
Washington

CHAPTER 11: CURRICULUM, STANDARDS, ASSESSMENT, AND STUDENT LEARNING

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Florida
Hawaii
Maine
Massachusetts
Nevada
New Jersey
New York
North Dakota
Ohio
Oklahoma
Oregon
Rhode Island
South Carolina
South Dakota
Texas
Virginia
Washington
Wyoming

CHAPTER 12: INTEGRATING TECHNOLOGY INTO TEACHING

Alabama
California
Connecticut
Florida
Georgia
Hawaii
Idaho
Illinois
Maine
Michigan
North Carolina
Vermont
Washington
West Virginia
Wisconsin

CHAPTER 13: BECOMING A PROFESSIONAL TEACHER

Alabama
California
Colorado
Connecticut
Delaware
Florida
Georgia
Indiana
Kansas
Nebraska
New Mexico
New York
North Carolina
Ohio
Oregon
South Dakota
Tennessee
Texas
Vermont
Virginia
Washington
West Virginia
Wisconsin

Brief Contents

This page intentionally left blank

Contents

Special Features

Teaching on Your Feet

Technology in Action

Teachers' Voices Being an Agent of Change

About the Author

Forrest W. Parkay is Professor Emeritus, Educational Leadership and Higher Education, at Washington State University (WSU). He was Professor of Educational Leadership at the University of Florida for eight years and at Texas State University for five years. Forrest is also Adjunct Professor of Higher Education at Beijing Normal University.

Forrest received his B.A. and M.A. degrees in English education from the University of Illinois–Urbana. He earned his Ph.D. in education at the University of Chicago, and he is a graduate of Harvard University's Management Development Program (MDP). He was Chair of the Department of Teaching and Learning at WSU for three years. For eight years, Forrest taught at DuSable High School on Chicago's South Side, and he served as Chairman of DuSable's English Department for four years. He also taught rhetoric in the English Department at the University of Illinois–Urbana for two years.

Forrest is the author or coauthor of more than 60 refereed journal articles and several books, including *Becoming a Teacher, Fifth Canadian Edition* (Pearson Canada, 2018) and *Curriculum Leadership: Readings for Developing Quality Educational Programs* (Pearson, 2014). The 8th edition of *Becoming a Teacher* was translated into Mandarin, and the 7th and 8th editions into Indonesian. His research has appeared in the field's leading peer-reviewed journals, including *Phi Delta Kappan, American Journal of Education,* and *Educational Administration Quarterly*.

Forrest's honors include a Fulbright Scholar Award, Fulbright Specialist's Award, Faculty Excellence Award for Research (WSU), and Presidential Seminar Award (Texas State University). He is past president of the North Central Florida Chapter of Phi Delta Kappa.

From 2010–2015, Forrest directed WSU's International School Leadership Program (ISLP), a collaborative program with the University of San Francisco. The ISLP is designed for school administrators, teachers, and educational staff at international schools in Southeast Asia who are interested in professional development, graduate education, and principal certification.

A former Fulbright Scholar at Kasetsart University's Center for Research on Teaching and Teacher Education, in Thailand, Forrest has facilitated educational reform programs and conducted cross-national research in China, Thailand, Korea, Japan, Pakistan, India, and Singapore. He has been a Visiting Professor at Beijing Normal University and at Assumption University in Thailand. Forrest also serves as Advantage Education's vice president of teaching and learning. Advantage Education is a group of leading educators in China and the United States focused on helping Chinese students fulfill their dream of studying at U.S. high schools, colleges, and universities.

His hobbies include classic cars, camping, kayaking, and photography. Forrest is the proud father of four daughters: Anna, Catherine, Rebecca, and Anchitta.

This page intentionally left blank

PART I

The Teaching Profession

Chapter 1

Teaching: Your Chosen Profession

Cathy Yeulet/123RF

Learning Outcomes

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

- **1.1** Explain why you want to teach.
- **1.2** Identify and explain the benefits of teaching.
- **1.3** Identify and explain the challenges of teaching.
- **1.4** Explain what society will expect of you as a teacher.
- **1.5** Describe the job outlook for teachers.
- **1.6** Explain how you will become an effective teacher.

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's 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 and where you would like to teach.

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. 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

Why do I want to teach?

I want to teach because I was taught. Throughout my childhood and into my adult life, I have had important teachers who inspired me to accomplish my dreams. These wonderful people in my life inspired me to become a teacher.

— DENISEA,
Teacher Education program, first year

Congratulations on deciding to become a teacher! Teaching can be exciting, rewarding, and uplifting. Teachers receive great satisfaction from knowing that they often 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.

I also hope your commitment to teaching will become deeper and stronger as you move through your teacher education program. Perhaps your experience will be similar to the many students who have told me that, after considering other majors, they were glad they decided to become a teacher. At a deep level, they knew that they were meant to become a teacher.

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 an effective 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 six 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.

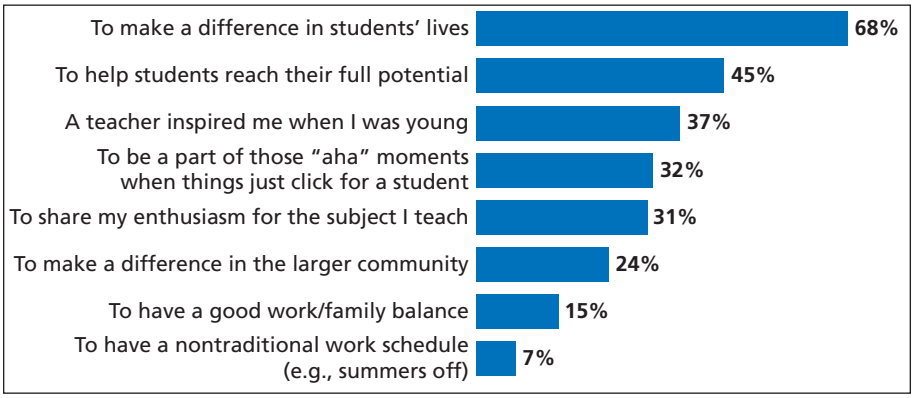
Why do I Want to Teach?

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 to the world and experiencing the joy of helping children grow and develop. Figure 1.1 shows the most significant reasons more than 3,300 public school teachers gave for entering the profession. How do your reasons compare with those of the teachers surveyed?

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, 88 percent of K–12 teachers in a national survey reported they were "satisfied" with their decision to become a teacher, and 68 percent would recommend the profession to others (Harris Poll, 2015).

Figure 1.1 Most significant reasons why teachers joined the profession



Note: Teachers could select up to three responses from a set of 12 reasons.

SOURCE: Used with permission from Listen to Us: Teacher Views and Voices. Center on Education Policy, Courtesy of The George Washington University. © The George Washington University. All rights reserved.

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, John King, former Secretary of Education under President Obama and now president and CEO of the Education Trust, explains how teachers influenced him:

> I lost my parents at a very young age. But in my New York City public schools, I was fortunate to have great teachers who made school engaging, challenging, and nurturing. Amazing teachers at P.S. 276 in Canarsie and Mark Twain Junior High School in Coney Island gave me a sense of hope and possibility. If I had not had those teachers, I wouldn't be alive today. They literally saved my life. (The Education Trust, 2017)

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 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, language, 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 who responded to a nationwide survey of 207 teachers, you may be drawn to teaching because you know that teachers can have a powerful influence on children and youth, regardless of their stages of development or their life circumstances:

> With teaching, every day is different. You are constantly in motion, engaged and working toward something that is more important than you. Your work is critical,

> life-changing, and ultimately the most empowering gift you can give to your students. It is an expression of not only the love you have for your students but the bone-deep belief that they will achieve. (The New Teacher Project, 2013, p. 21)
>
> I love being with kids every day and hearing them say, "I get it now, miss." I enjoy figuring out and applying strategies that will help my kids think and learn, using life-changing texts. I like making daily decisions for myself. (The New Teacher Project, 2013, p. 21)

A Passion for Teaching

Figure 1.2 shows that a "passion for teaching" is among the most important qualities principals look for when hiring teachers. What does it mean to be *passionate* about teaching?

Figure 1.2 What qualities do principals look for in a new teacher?

"I look for an individual with a *passion* to receive and impart knowledge, someone who can relay the information they receive to students with diverse abilities . . . . A person who knows beyond the shadow of a doubt that teaching is the greatest of all professions."

---Principal, alternative school, Georgia

"Passion . . . in body language, the eyes, gestures, chosen words of speech, and speech inflection. I look for those things when words are mentioned regarding *children, teaching*, and *learning.*"

--Assistant principal, K–8 school, Ohio

" . . . someone who will create a positive, exciting atmosphere for learning. A candidate who shows enthusiasm for teaching during the interview."

---Principal, elementary school, Illinois

"I try to find a teacher who will be a 'Kid magnet.' Once a student really connects emotionally to the teacher, then the rest will follow!"

--Principal, middle school, New York

"The single most important characteristic [in a teacher is] their compassion for children, as that is the essence of the profession."

--Vice principal, 7–12 private school, California

"When empathy and compassion are present along with intelligence, training, knowledge of subject, creativity, the learning environment is enhanced. To determine if a teacher has empathy, I ask 'How would you handle a situation where one child is always chosen last?' Or, 'What would you do for a child who always sits alone at lunch?'"

-Principal, elementary school, Texas

"I am interested in discerning what interpersonal skills a candidate possesses that will 'connect' with the student. This connection—this caring attitude—motivates learners to learn. I ask, 'What do you do to make students successful?'"

--Principal, elementary school, Oklahoma

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 motivates the following teacher: "I see [teaching] as a career

Rawpixel/Shutterstock

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

where I can sing a little, dance a little, do math, study history and science, and teach from the heart" (Center for Education Policy, 2016, p. 13). 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 (Bucky, 1992).

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 of 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.

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.*

JENNIFER MICHELE DIAZ
Fourth-Grade Teacher, Westmont Elementary School
Anaheim, **CALIFORNIA**

Analyze

I was taken aback by Anthony's comment about what he saw as his inability to read. I don't think he was trying to be humorous or disruptive; he actually believed he could not read. My goal was to show not only Anthony but also his classmates that he could read, and that the phrase "I can't" had no place in my class. By abolishing "I can't" from my classroom, my students could see that knowledge is power and that their inquisitiveness, resilience, and diligence could help them learn and be successful. Anthony's use of "I can't" also served as a green light for me to become an advocate for a student who needed help to think positively. That lesson was not about "sinking or swimming" as a teacher but also reflecting on how an unforeseen event in the classroom could be used to help a student see himself as successful.

Reflect

1. What resources would you use to help a student with reading difficulties similar to Anthony's?
2. How would you handle a student's embarrassment at not being able to perform in front of the class?
3. What strategies can teachers use to enhance students' self-esteem?

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 were influenced by teachers similar to those the following students have described to me as "great" teachers:

> *A great teacher really likes kids. You can tell that they really want to help us learn. I love all of my teachers; they are great.* — Elementary student

> *Great teachers make it fun to be in their class. We laugh and have fun, but we also learn a lot.* — Elementary student

> *A great teacher cares for his or her students. A teacher like that understands that it can be hard sometimes to be a middle-school student. He or she listens to us and is always willing to help us.* — Middle-level student

> *Someone who explains things clearly—that's a great teacher. Someone who knows how to relate to kids and make things interesting.* — Middle-level student

> *A great teacher knows how to help us understand difficult stuff. If we have trouble learning one way, they try another way. It's like they really believe in you—they know you can be successful. They make you believe in yourself.* — High school student

> *Someone who understands what it's like to be in high school and helps us plan for the future; I think that's a great teacher. They have creative and fun ways to get us interested in the subject. They can manage a class without being mean or sarcastic. They are patient and really want to help us learn; they make us feel like we are on the same team.* — High school student

> *A great teacher respects his or her students. A teacher like that really listens to students and is open to what we think and feel. With a teacher like that, a student just naturally wants to cooperate and be a good student.* — High school student

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, former 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 in Ecuador who now teaches at Chief Sealth International 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 9/11 terrorist attacks, 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.

Explore more deeply your reasons for becoming a teacher by completing the activity presented in Figure 1.3. The figure presents several characteristics that may indicate your probable satisfaction with teaching as a career.

Figure 1.3 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		Very applicable				Not at all applicable
1. A passion for learning	1	2	3	4	5	**7.** Good verbal and writing skills	1	2	3	4	5
2. Success as a student	1	2	3	4	5	**8.** Appreciation for the arts	1	2	3	4	5
3. Good sense of humor	1	2	3	4	5	**9.** Experiences working with children (camp, church, tutoring, etc.)	1	2	3	4	5
4. Positive attitude toward students	1	2	3	4	5	**10.** Other teachers in family	1	2	3	4	5
5. Tolerance toward others	1	2	3	4	5	**11.** Encouragement from family to enter teaching	1	2	3	4	5
6. Patience	1	2	3	4	5	**12.** Desire to serve	1	2	3	4	5

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 3,200 public year-round schools in 46 states have three or four mini-vacations throughout the year (NICHE, 2016). 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. Support for higher teacher salaries was evident in the responses adults gave to a question on a 2016 nationwide survey: "If taxes are raised to try to improve your local public schools, what's the number one thing the money should be spent on?" Thirty-four percent said the money should be spent on teachers; 17 percent on supplies; 17 percent on classes/extracurriculars; 8 percent on infrastructure improvements and new schools; and 6 percent on learning specialists/counselors (Phi Delta Kappa, 2016, p. K16). Public support for higher teacher salaries has contributed to steady salary increases since 2000. The average salary of all teachers in 1999–2000 was $41,807; as Table 1.1 shows, for 2018, the average salary was $ 60,483 (National Education Association, 2018).

Although the general consensus is still that teachers are underpaid, teacher salaries are becoming more competitive with those of other occupations. Teachers in high-paying districts in states like California, Michigan, New York, and Pennsylvania with about 25 years of experience, advanced degrees, and additional school responsibilities could make more than $100,000 in 2017 (American Federation of Teachers, 2016).

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 (TEP, 2017). The school was designed on the basis of research showing

Table 1.1 Teacher salaries, 2017; estimated average salaries, 2018; and percent change

	2017	2018	2017–18
	Salary ($)	Salary ($)	Change (%)
Alabama	50,391	50,239	–0.3
Alaska	68,138	69,474	2.0
Arizona	47,403	47,746	0.7
Arkansas	48,304	49,017	1.5
California	79,128	81,126	2.5
Colorado	51,808	52,389	1.1
Connecticut	73,147	73,113	0.0
Delaware	60,214	60,484	0.4
District of Columbia	75,692	76,486	1.0
Florida	47,267	47,721	1.0
Georgia	55,532	56,329	1.4
Hawaii	56,651	57,866	2.1
Idaho	47,504	49,225	3.6
Illinois	64,933	65,776	1.3
Indiana	54,308	54,846	1.0
Iowa	55,647	56,790	2.1
Kansas	49,422	50,403	2.0
Kentucky	52,338	52,952	1.2
Louisiana	50,000	50,256	0.5
Maine	51,077	51,663	1.1
Maryland	68,357	69,761	2.1
Massachusetts	78,100	79,710	2.1
Michigan	62,287	62,702	0.7
Minnesota	57,346	57,782	0.8
Mississippi	42,925	43,107	0.4
Missouri	48,618	49,208	1.2
Monatana	51,422	52,776	2.6
Nebraska	52,338	53,473	2.2
Nevada	57,376	57,812	0.8
New Hampshire	57,522	57,833	0.5
New Jersey	69,623	69,917	0.4
New Mexico	47,122	47,839	1.5
New York	81,902	83,585	2.1
North Carolina	49,970	50,861	1.8
North Dakota	52,968	54,421	2.7
Ohio	58,202	58,000	–0.3
Oklahoma	45,292	45,678	0.9
Oregon	61,862	63,143	2.1
Pennsylvania	66,265	67,398	1.7
Rhode Island	66,477	66,758	0.4
South Carolina	50,000	51,027	2.1
South Dakota	46,979	47,944	2.1
Tennessee	50,099	50,900	1.6
Texas	52,575	53,167	1.1
Utah	47,244	47,604	0.8
Vermont	57,349	58,527	2.1
Virginia	51,049	51,265	0.4

(*continued*)

Table 1.1 (continued)

	2017	2018	2017–18
	Salary ($)	Salary ($)	Change (%)
Washington	54,433	55,175	1.4
West Virginia	45,555	45,642	0.2
Wisconsin	54,988	55,895	1.6
Wyoming	58,187	58,578	0.7
United States	59,660	60,483	1.4

Adapted from *Rankings of the States 2017 and Estimates of School Statistics 2018.* Washington, DC: National Education Association, April 2018, p. 49. Data used with permission of the National Education Association © 2018. All rights reserved.

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, 2017).

A teaching career at TEP involves weekly peer observations and co-teaching, an annual six-week Summer Development Institute, and a mandatory sabbatical once every five or six 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.

The Every Student Succeeds Act (ESSA) signed into law by the Obama administration in 2015, requires states to develop "equity plans" to improve the quality of teaching for all students. Most state plans include strategies for significantly increasing teacher salaries. The Teacher Salary Project analyzed state plans and identified the following strategies:

- Increasing salaries overall
- Increasing starting salaries
- Increasing long-term salary potential
- Ensuring salaries are competitive to recruit and retain teachers
- Salary increases for hard-to-staff schools
- Salary increases for hard-to-staff subjects
- Salary increases based on teacher effectiveness
- Bonuses based on teacher effectiveness
- Changing the teacher salary scale or system
- Tiered certification process, increased salaries at higher certification phases (Kraus, Sherratt, and Calegari, 2017, p. 8)

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.

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, 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. The following sections 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 assignments found at all levels of teaching—from recess duty to club sponsorship and coaching. Teachers spend an average of 50 hours a week on instructional duties, including an average of 12 hours a week devoted to noncompensated activities such as grading papers, bus duty, and advising clubs (National Education Association, 2017).

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 continuing emphasis on **high-stakes tests**. Since the mid-1960s, each state has mandated a standardized test to assess students' mastery of academic standards. For example, students in **WASHINGTON** State must take

the Smarter Balanced Assessment based on the Common Core State Standards. Students in grades 3 through 8 and 11 take tests in English language arts and math; students in grades 5 and 8 take the Measurement of Student Progress (MSP) for Science; and students in grade 10 take a math and a biology end-of-course test. Students with significant cognitive challenges take the Washington Access to Instruction & Measurement (WA-AIM) tests for English language arts, math, and science. In **TEXAS**, students must take the State of Texas Assessments of Academic Readiness (STAAR), which assesses how well they have mastered the Texas Essential Knowledge and Skills (TEKS) in English language arts, mathematics, science, and social studies.

Some districts use high-stakes tests to determine whether a student can participate in extracurricular activities. In addition, 13 states require students to pass an "exit exam" before they can graduate from high school (FairTest, 2017).

Students' performance on tests can also determine whether teachers and administrators receive merit pay increases. For example, **FLORIDA** uses **value-added modeling** and requires that 50 percent of a teacher's evaluation is based on students' test scores. Value-added modeling measures the teacher's contribution in a given year by comparing test scores of their current students to the scores of those same students in previous school years, as well as to the scores of other students in the same grade. In this manner, the contribution, or "value added," each teacher provides in a given year is determined, and this "value" can be compared to the "value added" measures of other teachers.

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 were 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 had to provide transportation for pupils who wanted to enroll in another public school. If the school failed to make AYP again, it had to pay for supplemental services, including tutoring.

Though NCLB was scheduled for revision in 2007, Congress did not approve the Obama administration's revision until 2015. The new law, the **Every Student Succeeds Act (ESSA)**, was intended to "fix" NCLB. More than 1,000 pages long, ESSA increased the authority of states and school districts for educational reform and improvement, while it reduced federal government authority in those areas.

ESSA, fully implemented in 2017–2018, requires that states set high curriculum standards in reading or language arts, math and science, and any other subject(s) identified by the state. Each state must demonstrate that its standards are aligned with higher education entrance requirements and state career and technical education standards.

Unlike NCLB, states are not required to submit their standards to the U.S. Department of Education. Moreover, the Department cannot influence or direct the states as they decide what standards to adopt and implement.

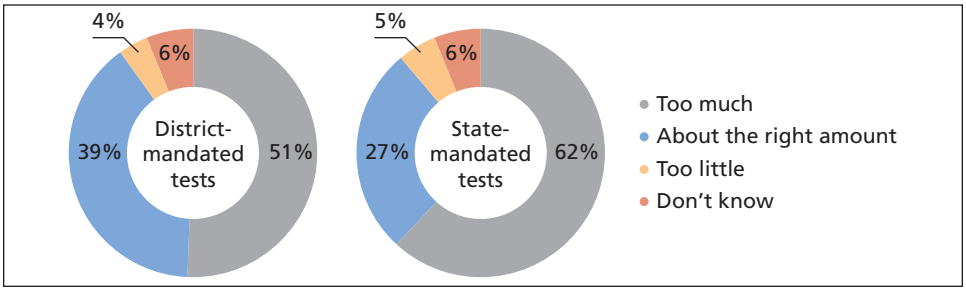
Similar to NCLB, ESSA requires that states have annual assessments in reading or language arts and math for grades 3–8 and once in high school. ESSA also requires science assessments—once in each of the following grade spans: 3–5, 6–9, and 10–12. ESSA allows states to use an alternative assessment to assess up to 1% of students with cognitive disabilities. To improve state assessment systems for English learners and students with disabilities, ESSA allows states to apply for additional federal funding. Instead of using a required statewide assessment, ESSA also allows local school districts to select a nationally recognized high school academic assessment (the ACT or SAT, for example) if the state has reviewed and approved that assessment.

ESSA replaces the Adequate Yearly Progress (AYP) requirement of NCLB with a requirement that states create their own accountability systems to determine student performance and school quality. States and school districts are required to assess the effectiveness of schools each year and, at least once every three years, to identify schools in need of comprehensive support and improvement.

With the continuing emphasis on high-stakes testing and teacher accountability for student learning, many districts and schools place great emphasis on preparing students for tests. Critics even suggest that curriculum goals are shifting from academic content to test preparation. In this environment, many teachers feel compelled to "teach to the test"; however, they point out that they have no control over many of the variables that influence student learning, such as poverty and underfunded schools. Figure 1.4 shows that 62% of more than 3,300 public school teachers surveyed believe they spend too much time preparing students for state-mandated tests, and 51% believe they spend too much time preparing students for district-mandated tests. Two teachers who responded to the survey explain why they believe too much time is devoted to testing:

> **Teacher 1:** Between screening tests, monitoring tests, and state testing, kids stop caring. They don't really see the impact of these scores, as they do not affect grades, and some of them don't care, especially students in high-poverty schools. All it does is reduce the amount of instructional time available to teachers.
>
> **Teacher 2:** Every year my students are given the Iowa Tests of Basic Skills, on the pretense that we are to use the results to plan for student achievement. By the time we get the results it is second semester and just about time for kids to take [the] state mandated test. It is a waste of time. . . . (Center on Education Policy, 2016, pp. 57–58)

Figure 1.4 Teacher views on whether the time spent preparing students for tests is appropriate



SOURCE: Used with permission from Listen to Us: Teacher Views and Voices. Center on Education Policy, Courtesy of The George Washington University. © The George Washington University. All rights reserved.

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. Much of their time each day is spent using technology. For example, American teenagers (13- to 18-year-olds) spend almost nine hours (8:56) each day using entertainment media (watching TV, movies, and online videos; playing video, computer, and mobile games; using social media; using the Internet; reading; and listening to music). Tweens (8- to 12-year-olds) spend almost six hours (5:55) each day using entertainment media daily (Rideout, 2015, p. 13).

Many schools have not kept up with the rapid changes in technology. Today's students have iPods, smartphones, video cameras, laptops, and digital cameras. Websites like Facebook, WhatsApp, Twitter, Instagram, Tumblr, Snapchat, and Pinterest 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, email, text messages, and general entertainment (music, video, and blogs, for example). No longer are they merely passive receivers of information disseminated by media giants; today's young people can reach worldwide audiences on their own, at any time.

Vlue/Shutterstock

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?

To keep up with the media and technology environment today's students inhabit outside school, teachers must integrate technology into their teaching. For example, Marissa King, a fifth-grade teacher in Tulsa, **OKLAHOMA**, uses text messages and Instagram captions to teach her students about writing conventions and levels of formality. As she explains, "Our students spend a lot of time tweeting, composing Instagram captions, and text messaging. In the process, they are carefully observing and decoding the subtleties of social media text. They know when it's cool to replace 'yes' with 'yas' and how to turn a common courtesy into a sarcastic 'thanksss' with just a few extra letters" (King, 2017).

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 chat room 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 Toon-Doo.

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).

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 12 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 following Technology in Action feature explains how to create a wiki and provides an example of how a wiki could be used to discuss issues and content presented in *Becoming a Teacher*.

TECHNOLOGY in ACTION

Wikis in High School U.S. History

Maria Valquez has asked her high school U.S. History students to track and report on 2016 national election activities. She has organized her four U.S. History 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.

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.

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.

VISIT: Several free wiki services are available to educators; among these are TeachersFirst, WikiWorks, Wikia, PBworks, and Wikispaces.

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' safety, 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 are significantly lower. For example, the 2017 annual Phi Delta Kappa Poll

of the Public's Attitudes Toward the Public Schools revealed that 49 percent of citizens gave public schools in their community a grade of "A" or "B," whereas only 24 percent gave the same grades to the nation's schools (Phi Delta Kappa, 2017).

Teacher Competency and Effectiveness

Society believes that competent, effective teachers are important keys to a strong system of education. As U.S. Secretary of Education, Betsy DeVos, said at a White House reception honoring 2017 State Teachers of the Year: "Teachers shape our nation's future directly. [They] are educating the rising generations of leaders, thinkers, inventors, entrepreneurs and artists. [They] are helping to launch the problem-solvers and innovators of the future" (U.S. Department of Education, 2017).

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 what society expects of its teachers—the duties and obligations that come with being a teacher. 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.

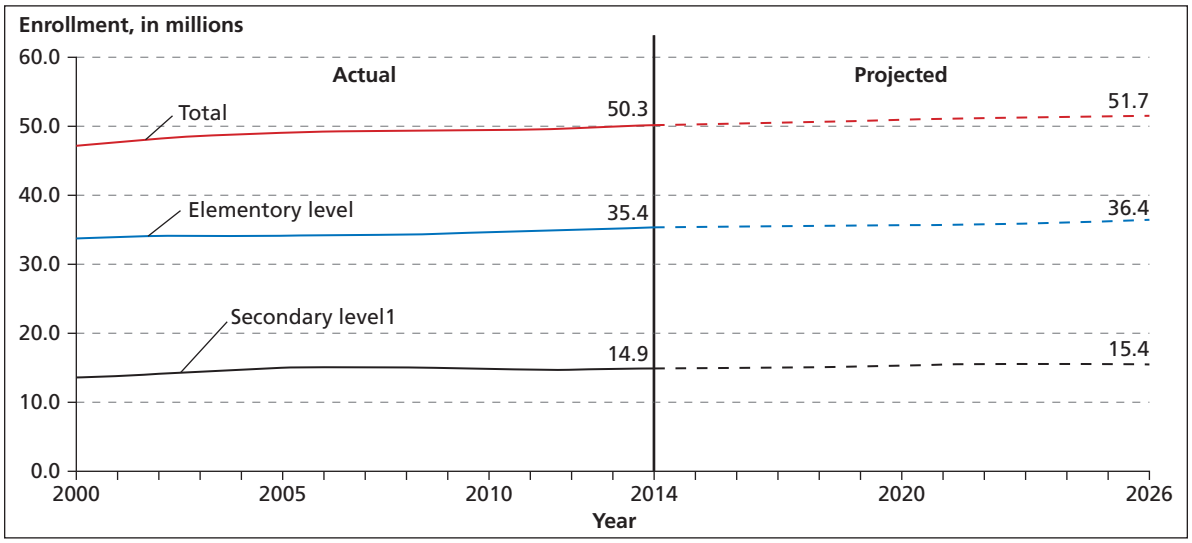
What is the Job Outlook for Teachers?

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 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 more than 326 million, more than 50 million attended public elementary and secondary

schools during 2017–2018, where they were taught by more than 3 million teachers (National Center for Education Statistics, 2017). Figure 1.5 shows that public elementary and secondary school enrollment is projected to increase from 50.3 million students in 2014 to 51.7 million by 2026, an increase of 3 percent. Within such a large profession, annual openings resulting from retirements and career changes alone are numerous.

Employment of K–12 teachers in public and private schools is expected to increase from more than 3.5 million in 2016 to more than 3.8 million by 2023, more than an 8 percent increase (Hussar & Bailey, 2016, p. 48). The job outlook is brightest for teachers in high-demand fields such as science, technology, engineering, and mathematics (STEM); 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 (Bureau of Labor Statistics, 2017).

Figure 1.5 Actual and projected public school enrollment, by level: Fall 2000 through fall 2026



Note: The total ungraded counts of students were prorated to the elementary level (prekindergarten through grade 8) and the secondary level (grades 9 through 12).

[1]Includes students reported as being enrolled in grade 13.

SOURCE: McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., Gebrekristos, S., Zhang, J., Rathbun, A., Barmer, A., Bullock Mann, F., and Hinz, S. (2017). *The Condition of Education 2017* (NCES 2017-144). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144.

Continuing Need for Teachers

Though the nation's economy may have its ups and downs, teachers will have many job opportunities 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 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, 2017).

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

Approximately 50 percent of public school students were part of a minority group during 2017. By 2026, the percentage will be approximately 55 percent (National Center for Education Statistics, 2017). 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).

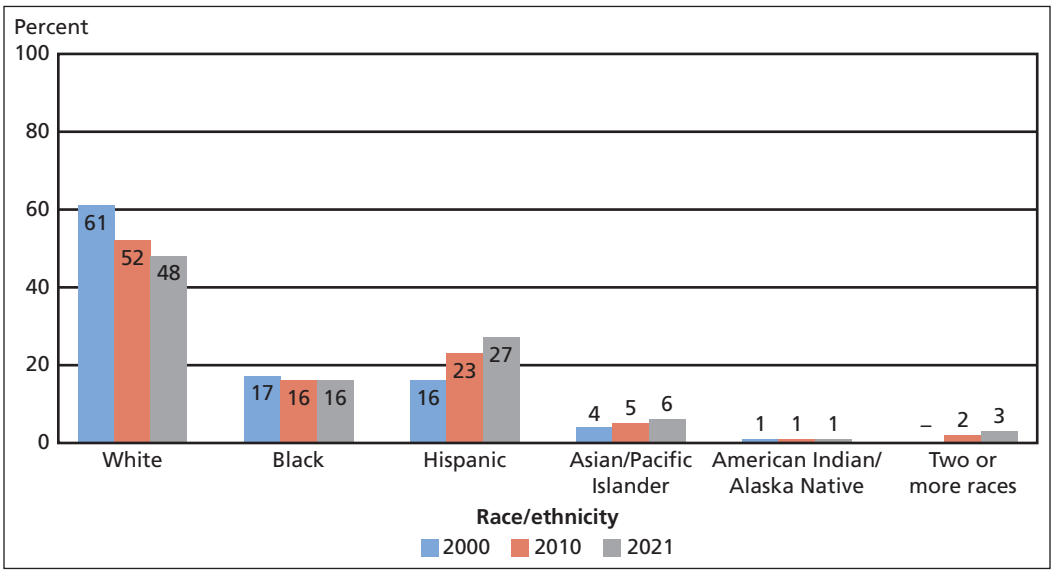
When contrasted with the diverse mosaic of student enrollments, the backgrounds of today's teachers reveal less diversity. This issue, is due, in part, to the fact that minority students frequently attend our nation's most impoverished schools. At such schools, students receive little motivation to become 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. 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.

Figure 1.6 illustrates the differences between the racial and ethnic composition of students enrolled in U.S. public schools and that of teachers at those schools. The figure shows that the population of public school teachers has gradually become more diverse over time. During the 1987–88 school year, 87 percent of public school teachers were White compared to 82 percent during 2011–12 school year.

Figure 1.6 (a) Percentage distribution of U.S. public school students enrolled in prekindergarten through 12th grade, by race/ethnicity: Selected years, fall 2002, fall 2012, and fall 2024. (b) Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: Selected years, 1987–88 through 2011–12.

(a)



† Not applicable.

Note: Prior to 2008, separate data on students of two or more races were not collected. Detail may not sum to totals because of rounding. Data for 2024 are projected.

(*continued*)

Figure 1.6 Continued

(b)

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

*Data for years 1987–88 through 1999–2000 are only roughly comparable to data for later years, because the new category of two or more races was introduced in 2003–04.

Note: Excludes prekindergarten teachers. Data are based on a head count of full-time and part-time teachers rather than on the number of full-time-equivalent teachers reported in other tables. The detail may not sum to totals because of rounding, missing data, and cell suppression. Race categories exclude persons of Hispanic ethnicity. The Other category represents the sum of Asian, Pacific Islander, American Indian or Alaska Native, and two or more races.

SOURCE: *The State of Racial Diversity in the Educator Workforce*. Policy and Program Studies Service Office of Planning, Evaluation and Policy Development, Washington, DC: U.S. Department of Education, May 2016, pp. 5–6.

Demand for Teachers by Geographic Region and Specialty Area

Through 2023, 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, 2016). The ease with which you will find your first teaching position is also related to your area of specialization. In 2019, 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.

Wavebreak Media Ltd\123RF

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?

How Will I Become an Effective Teacher?

NCLB required that all students be taught by **highly qualified teachers (HQTs)**. "Highly qualified" teachers would have (1) a bachelor's degree, (2) full state certification, and (3) knowledge of each subject they teach. Though ESSA no longer continues NCLB's "highly qualified teacher" requirement, the law requires that teachers at schools with high percentages of students have full state certification. States must also submit a definition of an "ineffective teacher" and a plan to ensure that "ineffective" teachers aren't disproportionately teaching in schools primarily serving poor and minority students.

How will you make the transition from being a teacher education student to being an effective, 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 an effective teacher. During your journey toward becoming an effective teacher, you will become immersed in the world of professional standards.

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 one and a half-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 be 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.

PERSONAL REFLECTION

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, formerly a multigrade teacher at Beaver Valley School in Plain, **WASHINGTON**, is now K–12 Principal, Wilbur School District, Wilbur, **WASHINGTON**.

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 **Council for the Accreditation of Educator Preparation (CAEP)**, the **Praxis Series: Professional Assessments for Beginning Teachers**, and the **National Board for Professional Teaching Standards (NBPTS)**. Figure 1.7 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?

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 Tests

Nationwide, 47 states require completion of the *Praxis Tests* developed by Educational Testing Service (ETS) in consultation with teachers, educational researchers, the National Education Association, and the American Federation of Teachers. The Praxis Tests (*praxis* means "putting theory into practice") enable 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 Core Academic Skills for Educators (Core)—Praxis Core covers the reading, writing, and mathematics skills that all teachers need, regardless of grade or subject taught. The Praxis Core, a computer-based assessment administered through an ETS test center, is given early in a student's teacher education program. Programs may use Core tests to evaluate students for entry into a teacher education program, and many states require Praxis Core scores for licensure. To help students pass Praxis Core, ETS offers Study Companions and other study tools, as well as practice tests.

Praxis Subject Assessments—Praxis Subject Assessments measure teacher education students' knowledge of the subjects they will teach and general and

Figure 1.7 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 teaching licensing. InTASC "Model Core Teaching Standards that outline what teachers should know and be able to do to ensure every P-12 student reaches the goal of being ready to enter college or the workforce in today's world. This "common core" outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share" (InTASC, p. 3)

CAEP Standards

CAEP Advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12. student learning. [CAEP ensures that] educator programs prepare new teachers to know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively.

Standard 1. Content and Pedagogical Knowledge

Candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career-readiness standards. Candidates demonstrate an understanding of the 10 InTASC standards...in the following categories: the learner and learning; content; instructional practice, and professional responsibility.

Standard 2. Clinical Partnerships and Practice

Effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12. students' learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity

[The Teacher preparation program] demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.

Standard 4. Program Impact

[The teacher preparation program] demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. [Program Quality Assurance and Continuous Improvement]

[The teacher preparation program] maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development (CAEP, June 2016)

Praxis Tests

The *Praxis* tests measure teacher candidates' knowledge and skills. The tests are used for licensing and certification processes and include:

- ***Praxis* Core Academic Skills for Educators (Core)**

  These tests measure academic skills in reading, writing, and mathematics. They were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

- ***Praxis* Subject Assessments**

  These tests measure subject-specific content knowledge, as well as general and subject-specific teaching skills, that you need for beginning teaching.

- ***Praxis* Content Knowledge for Teaching Assessments (CKT)**

  These tests measure subject-specific content knowledge, with a focus on specialized content knowledge used in elementary school teaching. (Educational Testing Service, 2018. Retrieved from https://www.ets.org/praxis/about)

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 video of classroom instruction 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 assessments. NBPTS has developed the "core propositions" on which voluntary national teacher certification is based. (NBPTS, 2017)

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.

subject-specific teaching skills and knowledge. In most cases, Subject Assessment 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 Subject Assessments includes the Principles of Learning and Teaching (PLT) test, designed to assess teachers' professional knowledge. The PLT is available in three versions: K–6, 5–9, and 7–12.

Praxis Content Knowledge for Teaching Assessments (CKT)—Praxis Content Knowledge for Teaching Assessments is designed for those seeking licensure as elementary teachers. CKT tests assess whether prospective elementary teachers have the reading and language arts, mathematics, science, and social studies content knowledge needed at the time of entry to the profession. The tests measure subject-specific content knowledge and specialized content knowledge used in elementary-level teaching. The Praxis Elementary Education: Content Knowledge for Teaching (CKT) and Elementary Education: Applied Content Knowledge for Teaching tests measure both types of knowledge. CKT assessment tasks focus on how well one can recognize, understand, and respond to the content problems teachers encounter in day-to-day teaching and apply content knowledge to solve those problems.

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 five 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 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, 2016). 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 the Praxis Tests) 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 three- to five-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* (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 424,000 teachers, many of whom are noncertified, teach in the growing system of private, parochial, for-profit, and charter schools in the United States (Snyder, de Brey, and Dillow, 2016, p. 149). 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, charter schools, although most are publicly funded, 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 2012, nearly 15 percent of public school teachers and 25 percent of charter school teachers entered the teaching profession through alternative routes (National Center for Education Statistics, 2012).

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. 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. 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).

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).

What Are the Benefits of Teaching?

- Practical benefits of teaching include on-the-job hours at school, vacations, increasing salaries, and benefits.

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.
- 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.

How Will I Become an Effective Teacher?

- Four 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 Council for the Accreditation of Educator Preparation (CAEP), the Praxis Tests, and the National Board for Professional Teaching Standards (NBPTS).
- 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 three- to five-year period.
- States that are members of the Interstate Certification Agreement Contract honor teaching certificates granted by certain other states.

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 three or more articles in newspapers, magazines, and on the Internet that discuss the Every Student Succeeds Act (ESSA). Synthesize the information presented in those articles and share your findings with 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 2
Today's Teachers

Tyler Olson/Shutterstock

Learning Outcomes

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

- **2.1** Describe the work of teachers in different types of schools and in different subject areas.
- **2.2** Explain how teachers are role models for students, spontaneous problem solvers, and reflective thinkers.
- **2.3** Explain the four types of essential knowledge that today's teachers must have.
- **2.4** Explain the extent to which teaching meets the commonly agreed-upon characteristics of a full profession.
- **2.5** Describe the major professional organizations to which teachers belong.
- **2.6** Explain how teacher leaders are transforming the profession of teaching.

READERS' VOICES

Who are today's teachers?

I decided to become a teacher because I want to have a huge, positive influence on my students' lives—just like my own teachers influenced me.

—HERB,
Teacher Education program, first year

Who are Today's Teachers?

Teaching is the largest profession in the United States. Kindergarten, elementary school, middle school, secondary school, and special education teachers total about 3.76 million. Of those teachers, about 179,200 are kindergarten teachers, 1.48 million are elementary school teachers, 641,700 are middle school teachers, 1.01 million are secondary school teachers, and 450,700 are special education teachers (U.S. Department of Labor, 2017).

Table 2.1 shows that today's public school teachers are well educated—almost half have a master's degree, compared to 27 percent who had that degree in 1971 (National Education Association, 2010); and 40 percent of teachers have 15 or more years of classroom experience.

Today's teachers teach in schools with different grade configurations; they teach in different subject-matter and specialized areas; and they teach students with different types of learning needs.

Table 2.1 Public School Teachers in the United States

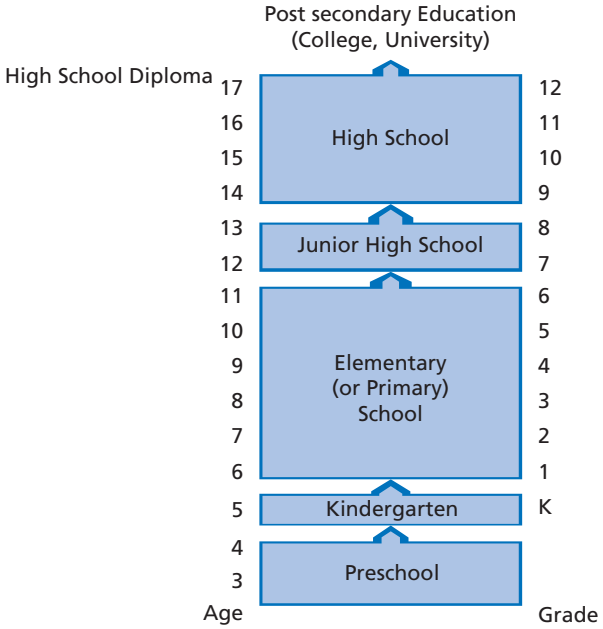
Sex	
Male	23.7%
Female	76.3%
Race/Ethnicity	
Hispanic, regardless of race	7.8%
White, non-Hispanic	81.9%
Black, non-Hispanic	6.8%
Asian, non-Hispanic	1.8%
Native Hawaiian/Pacific Islander, non-Hispanic	0.1%
American Indian/Alaska Native, non-Hispanic	0.5%
Two or more races, non-Hispanic	1.0%
Highest Degree Earned	
No bachelor's degree	3.8%
Bachelor's degree	39.9%
Master's degree	47.7%
Higher than master's degree	8.7%
Years of Teaching Experience	
Less than 4 years	11.3%
4–9 years	28.6%
10–14 years	20.9%
15 or more years	39.3%

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, pp. 6, 8, 10, 12, 14, 16, and 18–19. Retrieved July 24, 2017, from https://nces.ed.gov/pubs2013/2013314.pdf.

Grade-Level Designations

Teachers in U.S. schools teach students who are approximately 3 through 17 years of age and attend schools from the pre-kindergarten (pre-K) through high school levels. Figure 2.1 shows the most common grade-level designations for education in the United States. Some school districts have slightly different grade-level designations—for example, districts that include middle schools at the 6th- through 8th-grade levels, or junior high schools that include 6th- through 9th-grade levels and senior high schools that include 10th- through 12th-grade levels.

Figure 2.1 The most common grade-level designations for education in the United States



PRE-K TEACHERS Teachers involved in **pre-K education** (also termed **early childhood education** and, less frequently, nursery school education) teach children ranging from birth to age 8. Pre-K teachers play a critical role in the development of children. What children learn and experience during their early years shapes their views of themselves and the world and influences their later success in school, work, and their personal lives.

Pre-K teachers use a less structured approach than teachers of older students. Children at the pre-K level are involved in small-group lessons; one-on-one instruction; and learning through creative activities such as art, dance, and music. Kindergarten teachers use play and hands-on activities also; however, academic learning becomes more important in kindergarten classrooms. Letter recognition, phonics, numbers, and basic understanding of nature and science are introduced at the kindergarten level.

If you had a pre-K educational experience, you probably remember learning through play and interactive activities. Your pre-K teacher(s) most likely used play to further your language and vocabulary development (storytelling, rhyming games, and play acting, for example), improve your social skills (cooperating with other children to build a small town in a sandbox), and introduce scientific and mathematical concepts (learning to balance and count blocks when building a skyscraper or mixing colors for fingerpainting).

ELEMENTARY TEACHERS Elementary school teachers usually teach one class, from grades 1 through 6, of about 25 children in several subjects. In some elementary schools,

two or more teachers work as a team with a group of students in at least one subject. In other elementary schools, a teacher may teach one subject—often music, art, reading, science, arithmetic, or physical education—to a number of classes. Increasing numbers of teachers teach in **multiage**, or multigrade, **classrooms**, with students from different grade levels. Elementary school teachers introduce children to mathematics, language, science, and social studies. They use games, music, artwork, films, books, computers, and other tools to teach basic skills.

Elementary school teachers write daily lesson plans based on school or state requirements, and they record student attendance each day. They assign homework, grade papers, and record grades on tests and homework. At regular intervals, they evaluate each child's academic progress and write progress reports for parents. On the progress report, they note any behavioral or social problems and disciplinary actions. Elementary teachers also supervise activities on playgrounds, in cafeterias, and in other areas of the school.

Elementary teachers also meet with parents or guardians to discuss student progress or problems. If a child is not adjusting well to school, teachers work with the child; administrators; and parents, guardians, or other family members to find solutions.

Some elementary school teachers teach subjects such as art or music. Art teachers develop art projects, maintain art supplies, and help children develop art skills. Music teachers teach music and lead singing groups, and sometimes they direct the school band. Other teachers teach physical education to help children develop physical coordination. Often, these teachers work at several schools during a week. Some elementary teachers coordinate volunteer groups and/or oversee special projects in addition to their regular duties.

Elementary teachers frequently work with parent volunteers in the classroom. They also attend in-service workshops to learn about new instructional methods and materials. Typically, elementary teachers meet regularly with other staff members to discuss school issues.

MIDDLE SCHOOL TEACHERS Middle school teachers help students learn more about the subjects studied in elementary school. Most middle school teachers specialize in a specific subject, such as English, mathematics, or science, and they teach several classes a day in that subject area. However, some middle school teachers work in self-contained classrooms and teach all major subjects to one group of students.

Monkey Business/Fotolia

Middle-level students are at a unique stage of life and have different developmental needs. Why is it important that teachers understand their students' developmental needs?

During the middle school years, young adolescents are dealing with an array of physical, intellectual, emotional, and social challenges. Some mature rapidly, whereas others mature more slowly. Some may be physically mature yet socially immature. Middle school students have very different developmental needs. Middle school teachers understand these needs and are skilled at providing students with developmentally appropriate learning activities. They also understand that students must believe that teachers really care about their lives. Teachers convey genuine caring when they actively listen to students' concerns and show interest in the important events in students' lives. An event that may seem trivial to an adult—a minor disagreement with a friend, for example—can have huge importance to a middle school student.

HIGH SCHOOL TEACHERS Most high school teachers teach four or five courses within a single content area. For example, a high school math teacher might teach two classes of Algebra I, a trigonometry class, and two geometry classes. An English teacher might teach two classes of sophomore English, one advanced-placement (AP) English literature class for which students receive college credit, one honors English class, and one journalism class.

In addition to teaching, some high school teachers monitor study halls and homerooms or supervise extracurricular activities. On occasion, they may supervise events such as school dances or athletic contests or accompany students on field trips. They may also counsel students regarding classes to take at the high school and/or plans for college, training, or employment after high school.

High school teachers also participate in faculty meetings, professional development workshops, and educational conferences. If they have students with behavioral or academic problems, they may meet with those students, their parents or guardians, and administrators to resolve the problems. They may also identify students with physical or mental difficulties and refer them to the school counselor, special education teacher(s), or other professionals.

Cathy Yeulet/123RF

High school students are at a unique stage of life. What are some of the rewards and challenges of teaching high school-age students?

Teachers in Urban, Suburban, and Rural Settings

Schools in rural, suburban, and urban settings tend to have different cultures. Each type of setting has its "pluses and minuses." Some teachers prefer rural settings; others prefer suburban settings; while still others prefer urban settings. What's important is to find the *right setting for you*—whether it's a rural, suburban, or urban school.

Approximately 7.1 million students attended rural schools during 2015–16 (Showalter, Klein, Johnson, & Hartman, 2017). Montana has the highest percentage of rural students (74.0%) and Massachusetts has the lowest (5.5%). Rural schools