



SEVENTH EDITION

INTRODUCTION TO TEACHING

BECOMING A PROFESSIONAL

DON KAUCHAK

PAUL EGGEN



Introduction to Teaching

Becoming a Professional

Don Kauchak

Professor, Emeritus, University of Utah

Paul Eggen

Professor, Emeritus, University of North Florida

Managing Content Producer: Megan Moffo
Product Manager, Teacher Education: Drew Bennett
Director of Product Management: Linea Rowe
Senior Analyst HE Product Management, Teacher Education: Rebecca Fox-Gieg
Product Management Analyst, Teacher Education: Brooke Warner
Manager Content HE, Careers & Professional: Jenifer Niles
Managing Producer, Production and Digital Studio: Autumn Benson
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Editorial Project Manager: Shiela A. Quisel, SPi Global
Downstream Project Manager: Sindhuja Vadlamani, SPi Global
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Yes, teaching is challenging. Ask any teacher. But it's also rewarding. Again, ask any teacher. And, when you ask them why, they'll tell you that no other job carries with it the knowledge that you are helping kids grow and also helping to make the world a better place. This is what motivates so many people to go into teaching"-- Provided by publisher.

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About the Authors

Don Kauchak

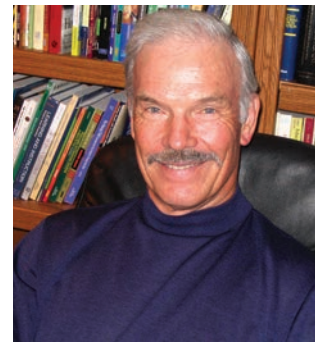
Don has taught and worked in schools and in higher education in nine different states across the country and at every level, including preschool and kindergarten. He is married to a teacher, and his son is also a teacher. He has published in a number of scholarly journals, including the *Journal of Educational Research*, *Journal of Experimental Education*, *Journal of Research in Science Teaching*, *Teaching and Teacher Education*, *Phi Delta Kappan*, and *Educational Leadership*. In addition to this text, he has co-authored or co-edited six other books on education. He has also been a principal investigator on federal and state research grants examining teacher development and evaluation practices. He currently volunteer-tutors in a local elementary school. Besides helping him keep in touch with classrooms, teachers, and students, it's also a lot of fun and provides him with valuable insights into how hard it is to be a good teacher.



Paul Eggen

Paul has worked in higher education for nearly 40 years, and during that time he has spent literally hundreds of hours in public and private school classrooms working directly with teachers and students at all levels ranging from kindergarten through 12th grade. He is a consultant for public schools and colleges in his university service area and has provided support to teachers in 12 different states. Paul has also worked with teachers and in classrooms in 23 different countries in Africa, South Asia, the Middle East, Central America, South America, and Europe. He has published numerous articles in national journals, is the co-author or co-editor of six other books, and presents regularly at national and international conferences.

Public school education is central to Paul's life. His wife is a middle school teacher in a public school, his daughter is also a public school teacher, and his daughter and son are graduates of public schools and state universities.



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Preface

About This Book

Welcome to the seventh edition of the most interactive and applied introduction to education book in the field!

Teaching—the hardest job you’ll ever love. Yes, teaching is challenging. Ask any teacher. But it’s also rewarding. Again, ask any teacher. And, when you ask them why, they’ll tell you that no other job carries with it the knowledge that you are helping kids grow and also helping to make the world a better place. This is what motivates so many people to go into teaching.

As you open this text, two questions should be uppermost on your mind.

- Do I want to become a teacher?
- If so, what kind of teacher do I want to become?

You are probably asking yourself these questions, and we wrote this edition with the explicit goal of helping you answer them.

We capture realistic images of classroom life by taking an interactive, case-based approach. Cases inserted throughout the book provide concrete examples of teaching in the real world and how changes in society and teaching affect the lives of real teachers and their students. Each chapter begins with a case that provides the framework for the content that follows, and we integrate other, shorter vignettes throughout every chapter to help you to experience the classrooms you’ll encounter when you become a teacher. We designed these realistic classroom snapshots to help you understand how educational ideas are connected to classrooms and schools. Deciding to become a professional educator and wrestling with the kind of teacher you want to become require a great deal of thought and effort. This process is demanding and these decisions aren’t easy. To facilitate your journey, we have designed interactive features that help you connect with text content.

Teaching isn’t for everyone, and we hope that reading this text will encourage you to think about and reflect on what you want to do with the next phase of your life. This text will help you make that important decision. And, if you decide that you do indeed want to be a teacher, we hope it will also help you answer the second question, “What kind of teacher do I want to become?” As a new teacher, you’ll be faced with a myriad of personal and professional decisions about yourself, the way you interact with students, and how you’ll teach when you have your own classroom. The information in this text is designed to encourage your thinking about what being a good teacher means and how you can develop into the teacher you want to become. We believe the world needs more caring, conscientious, and intelligent teachers who not only change students’ lives but also help shape the teaching profession in the future.

New to This Edition

- The theme of **Professionalism**, integrated throughout, provides valuable information about strategies for finding a teaching job, describes factors that contribute to a successful first year in teaching, and offers guidance toward career-long professional development (Chapter 13).
- The theme of **Diversity**, integrated throughout every chapter, describes ways in which the evolving American family affects learning and teaching and addresses

the influence of socioeconomic factors on teachers, students, and schools (Chapter 2) and guides readers through the impact of cultural and language diversity, gender differences, and exceptionalities to help them understand how to meet the needs of all students (Chapter 3).

- The theme of **Reform**, integrated throughout every chapter, focuses on how reform influences the lives of teachers and explains how reform is changing and transforming schools and classrooms, by highlighting such current trends as standards and accountability (Chapter 9), instructional alignment and accountability (Chapter 11), value-added models of teacher evaluation (Chapter 12), essentialism and reform (Chapter 5), high-stakes testing (Chapter 12), restrictions on tenure (Chapter 12), and the move toward merit pay (Chapter 12).
- **Implications for Teaching**, found in every chapter, describes how chapter content applies to teachers and teaching, including the following: school violence (Chapter 2), immigrants and education (Chapter 7), learning to use the internet effectively (Chapter 9), teaching soft skills (Chapter 9), and bias in classroom management (Chapter 10).

New Topics provide current information about the changing nature of the teaching profession. Examples include: teacher walkouts (Chapter 1), the opioid crisis and schools (Chapter 2), minorities and special education (Chapter 3), combatting unreliable information on the internet (Chapter 9), and the Every Student Succeeds Act (Chapter 12).

New to This Edition: MyLab Education

One of the most visible changes, and also one of the most significant in the seventh edition, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online homework, tutorial, and assessment program designed to engage learners and improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to bring learners more directly into the world of K–12 classrooms and to help them see the real and powerful impact of ideas covered in this book, the online resources in MyLab Education with the Enhanced eText include:



- **Video Examples.** Three or four times per chapter, an embedded video provides an illustration of important ideas in action. These video examples illustrate students and teachers working in classrooms, and also describe how students and their teachers wrestle with challenges and dilemmas they encounter in classrooms.
- **Self-Checks.** In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading, multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly but also provide rationales for both correct and incorrect answers.
- **Application Exercises.** These exercises give learners opportunities to practice applying the content from the chapters. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

Key Content Updates by Chapter

Chapter 1: **New Topics:** Politics and Education, Teacher Walkouts: What Is the Story?; Teachers as Parents, and Parents as Teachers; **Updated Topics:** Finding a Job: An Update on the Teacher Shortage, Teacher Salaries

Chapter 2: **New Topics:** Transgender Students, The #MeToo Movement and Sexual Harassment, #MeToo and Sexual Harassment in Teaching, School Violence: Is Arming Teachers the Answer?, The Opioid Crisis and Schools, Technology and Teaching: Should We Be Worried About Addiction to Technology?; **Updated Topics:** Cyberbullying, Homeless Children, Students' Use of Alcohol and Other Drugs, Sex Education

Chapter 3: **New Topics:** Immigrants and Schools, Diversity: Are Children from Linguistically and Culturally Different Backgrounds Over- or Underrepresented in Special Education?, Religious Diversity; **Updated Topics:** Diversity: Culturally Responsive Teaching

Chapter 4: **Updated Topics:** The Search for Equality: Where Are We Now?, Evaluating Compensatory Education Programs, Technology and Teaching: A Brief History of Technology in the Classroom, Head Start, Equity for Women

Chapter 5: **Updated Topics:** Philosophy of Education and Technology in Classrooms, Essentialism and Educational Reform, Social Reconstructivism: Implications for Teaching, The High-Stakes Testing Debate, Philosophy and Cultural Minorities

Chapter 6: **Updated Topics:** Recent Trends in Educational Funding: Implications for Teaching, School Funding Sources, Savage Inequalities: The Search for Funding Equity, Money and Your First Job

Chapter 7: **New Topics:** Immigrants and Education: Implications for Teaching; **Updated Topics:** Legal Challenges to Teacher Tenure, Teachers' Private Lives, LGBTQ Issues and Sexual Behavior, Students' Freedom of Speech and Technology, Data Mining and Student Privacy

Chapter 8: **Updated Topics:** Distance Education: Implications for Teaching, Early Childhood Programs, The Push for Universal Preschool, Alternatives to Comprehensive High Schools, School Principals: Implications for Teaching

Chapter 9: **New Topics:** Learning to Use the Internet Effectively: Combatting Conspiracy Theories and Fake News, Soft Skills: Where Do They Belong in the Curriculum?, Technology in the Curriculum: Teaching Students to Code; **Updated Topics:** Continued Controversies About the Common Core

Chapter 10: **New Topics:** Promoting Socio-emotional Learning, Diversity: Fighting Bias in Classroom Management; **Updated Topics:** Involving Parents, Using Technology to Communicate with Parents, The Use of Punishment in Classroom Management

Chapter 11: **New Topics:** Data-Driven Instruction, Personalized Learning; **Updated Topics:** Personal Qualities of Effective Teachers, Technology in Your Classroom

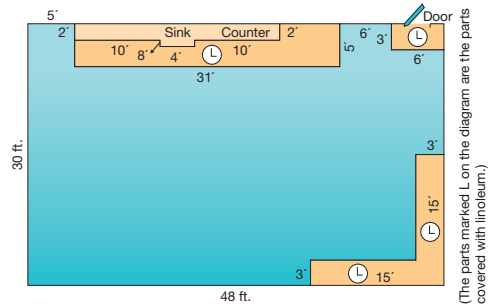
Chapter 12: **New Topics:** Every Student Succeeds Act (ESSA), edTPA and Teacher Evaluation for New Teachers, Backlash Against Standardized Testing and High-Stakes Evaluation; **Updated Topics:** Value-Added Teacher Evaluation, Merit Pay for Teachers, Teacher Tenure, Teacher Evaluation, Charters, Vouchers

Chapter 13: **New Topics:** U.S. Supreme Court Changes the Rules for NEA and AFT; **Updated Topics:** Finding a Job, Interviewing Effectively, Private School Employment, Traditional or Alternative Licensure? Induction and Mentoring Programs, Using Technology for Your Professional Development

Laura Hunter, a 5th-grade teacher at Bennion Elementary, is trying to teach her students about area by involving them in a problem-based learning activity. The class has studied perimeter and area and can find perimeters and areas of regular geometric figures, such as squares and rectangles. They haven't had experience finding the areas of irregularly shaped figures, however.

Laura begins by posing the following problem, "Our principal is planning to re-carpet our classroom and needs to know how much carpeting to order." The complexity of the problem is increased by the fact that linoleum covers part of the floor, and it won't be carpeted, so the carpeted portion will have an irregular shape.

Breaking students into groups of four, she has each group devise a strategy for determining how much carpet will be needed. As the different groups work, two strategies emerge. One is to find the total area of the room and subtract the non-carpeted parts of the room—the parts covered with linoleum. The other is to compute the area of a rectangle within the carpeted area and then add on additional, irregularly-shaped carpeted sections. As students discuss their strategies, they use the following diagram and calculators to find the area.



Different groups select and implement their unique strategies and report back to the whole class. The class discusses both the different strategies used to solve the problem and the interpersonal problems that came up in the group work.

In evaluating their results, the class finds that the answers generated by the different groups differ, and the class discusses possible reasons for the differences. Laura asks for suggestions about ways to make the answers more accurate, and students suggest starting with common numbers and using the same strategies.

What I Believe

Student Diversity and Me

Consider whether you agree with each of the following statements. As you read this chapter, you will encounter discussions of these issues. Each of the items will be addressed in the sections *Revisiting My Beliefs*.

- 1. Culturally responsive teachers treat all students the same way.
- 2. Students who aren't native English speakers learn English most effectively by hearing the teacher use correct English.
- 3. Boys generally get better grades in school than girls.
- 4. It is important for me to adapt my instruction to the individual learning styles of my students.
- 5. Experts in special education advocate the creation of special classrooms to meet the needs of students with exceptionalities.

Revisiting My Beliefs

This section addresses the first item in What I Believe, "Culturally sensitive teachers treat all students the same way." This statement isn't true and is, in fact, the opposite of culturally responsive teaching. To be most effective, you'll need to adapt your instruction to your students' cultural backgrounds.

Teaching and You

Are you good at taking tests? How will tests influence your future as a teacher? What can you do right now to prepare yourself for these tests?

Additional Features

Case Studies Provide Realistic Perspectives on Teaching

The case studies we provide throughout the text were selected from our work in classrooms and are designed to provide you with glimpses into the real world of teaching. Hopefully they will provide you with an accurate look at the realities of classrooms and what it's like to be a teacher.

Case-Based Approach: We capture realistic images of classroom life through written case studies inserted throughout the book. We use cases to provide concrete examples of teaching in the real world and how it affects the lives of real teachers and their students. Each chapter begins with a case that provides the framework for the content that follows, and we integrate other, shorter vignettes throughout every chapter to help you vicariously experience the classrooms you'll encounter when you become a teacher. We included these realistic classroom snapshots to help you understand how educational ideas are connected to classrooms and schools.

Applied: Interactive Features Promote Personal Decisions about the Teaching Profession

Deciding to become a professional educator and wrestling with the kind of teacher you want to become require a great deal of thought and effort. This process is demanding and these decisions aren't easy. To facilitate your journey, we have designed the following interactive features that help you connect with text content.

What I Believe: This inventory begins each chapter and invites you to assess your own beliefs about important issues in teaching and learning. We address each of the items as we discuss the content of each chapter.

Revisiting My Beliefs: These features in every chapter ask readers to revisit their responses to the chapter opening *What I Believe* inventory and reflect on the new information they've learned over the course of the chapter.

Teaching and You: This book is not only about the field of education but also about you—how you'll enter, adapt to, and change the world of teaching. *Teaching and You* asks questions that you will need to answer when you begin teaching. It also invites you to personally consider important ideas in education and evaluate their applicability and value to you as a prospective teacher. This feature is interspersed throughout each chapter to encourage you to evaluate new educational ideas and how they'll change your life as a teacher.

Issues You'll Face in Teaching: This reflective feature presents the pros and cons of different educational reforms and asks you to make a personal decision about their value to you and the profession.

Issues You'll Face in Teaching

Money and Your First Job

As you've seen, much of this chapter, is about money and how it will influence your professional life. Most people don't go into teaching for the money, but we all need to eat, put gas in our cars, and wear decent clothes. So how important will money be when you consider your first teaching job?

We know several things about teachers and money. First, relative to other occupations, teachers are underpaid, earning 20% less than other college graduates (Krugman, 2018). We also know that money influences teacher morale. In a national poll, over half the teachers said they were dissatisfied with their salaries, and these dissatisfied teachers viewed their working conditions less favorably than other teachers (National Center for Education Statistics, 2018). In addition, a teacher shortage exists in our country, and the shortage is expanding (Burnette, 2019). Further, research suggests that higher salaries would encourage more people to go into teaching (Han, Borgonovi, & Gueniero, 2018). Money makes a difference in teaching, both

in terms of the attractiveness of the profession to young people such as yourself, as well as the satisfaction of teachers already in classrooms.

We can think about money in teaching in two ways: how much goes in, and how much reaches teachers. With respect to the amount that goes in, we know how much each state spends per student. As we saw in Table 6.2, the amount different states spend on each student varies considerably, and this money is reflected in the books, supplies, and number of students you'll have in your classroom. When faced with budget problems, states cut back on educational funding, and these budget cuts influence the quality of your professional life as a teacher because almost half of the funding for the district you'll work for comes from state funds.

But that's only part of the story. As we saw earlier in the chapter, different districts within a state also vary greatly in the amount of money available for teachers (Brimley et al., 2016).

Districts in wealthy areas with high tax bases can afford to spend money on things like art and science supplies, technology, and field trips. They also can spend more money on their teachers' salaries, benefits, and professional development, offering classes and workshops to help their teachers keep up with evolving trends in education.

The Issue

How important should money be when selecting your first teaching job? Should you move to another state to access better funding and consider only districts that pay well? Here are arguments on both sides of this complex professional decision. The pro position suggests that money is very important in making a decision about your first job, and the con position makes the opposite argument.

Pro

- Money influences our quality of life. It can make the difference between owning a home or renting, driving a new, reliable car or a clunker, and being able to afford a nice vacation or staying close to home. Your first teaching job should allow you to enjoy a decent standard of living, and housing costs in many cities are beyond the reach of teachers (Handy, 2018).
- Money is a surrogate for the way a state or district supports education. States and districts that spend more money on schools communicate to the community and teachers that education is important. Teacher compensation influences

people's decisions about entering and staying in teaching or leaving the profession (Callas, 2018; Cortez, 2018b).

- The amount states and districts spend on education influences working conditions, including class sizes, supplies, and professional development opportunities (Gebelof, 2018).

Con

- Most teachers don't go into teaching for the money. We become teachers because we believe we can make a difference in our students' lives and the world (Ni & Rorrer, 2018). Monetary reward, while important, is clearly secondary.
- Factors such as working conditions influence teachers' job satisfaction much more than money (Brooks, 2018). The principal you work for and the teachers, students, and parents you'll work with will largely determine how happy you are with teaching and ultimately will determine whether you remain in the profession (Ubben, Hughes, & Norris, 2016).
- Some of the places that might not pay as well are also places where students need good teachers the most (Luschel & Jeong, 2018). Large urban and small rural districts urgently need good teachers, and working in these high-need areas can have a powerful influence on these students' lives.

The Question

Now it's your turn to take a position on the issue. Should financial considerations be a primary factor in determining where you seek your first teaching job? What do you think?

Diversity and You: These sections, found in every chapter, explore different forms of diversity—culture, language, gender, socioeconomic status, and exceptionalities—and how they will influence your life and success as a teacher. This feature presents a case-based problem to analyze based upon different dimensions of diversity.

Diversity and You

The Gender Gap in Teaching

Several teachers are talking over lunch. Topics range from the weather to life in general.

"Sometimes when I look around, I wonder if I'm lost or in the right place. Do you realize I'm the only male teacher in this school?" Jeff Ridges comments jokingly to his colleagues. "Sometimes I feel like an endangered species."

"Don't feel so bad," Sharon Stanton replies. "I felt the same way in my science department before I switched to the elementary level. I was the only woman in the department."

"At least it's not so bad at the sixth-grade level. When I go to district sixth-grade math meetings, at least I'll find a few others like me. But I read somewhere that at the preschool and kindergarten levels, 98% of the teachers are women."

"Hmm. I didn't realize it was that bad. Well, the kids don't seem to mind," Sharon replies.

"They don't mind, but I wonder if this is good for them. Don't the boys need male role models? And what about the science department you left? Don't the girls in high school need female role models?"

Questions to Consider

1. Is the predominance of female teachers a positive influence on the profession?
2. What about students? As Jeff asked, do children need male role models as teachers?
3. Is gender a factor in teaching effectiveness, that is, are men better at teaching male students, and women better at teaching female students?
4. What do you predict in terms of this trend for the future?

Instructor Resources

This edition of *Introduction to Teaching: Becoming a Professional* provides a comprehensive and integrated collection of supplements to assist students and professors in maximizing learning and instruction. The following resources are available for instructors to download from www.pearsonhighered.com/educator. Enter the author, title of the text, or the ISBN number, then select this text, and click on the “Resources” tab to download the supplement you need. If you require assistance in downloading any resources, contact your Pearson representative.

Instructor’s Resource Manual

The Instructor’s Resource Manual includes chapter overviews, chapter outlines and outcomes, lists of PowerPoint® slides, presentation outlines, teaching suggestions for each chapter, Going Into Schools, which contain suggestions for student field experiences, and student portfolio activities.

PowerPoint Slides®

The PowerPoint® slides highlight key concepts and summarize text content. The slides also include questions and problems designed to stimulate discussion, encourage students to elaborate and deepen their understanding of the topics in each chapter, and apply the content of the chapter to both the real world of teaching and their daily lives. The slides are further designed to help instructors structure the content of each chapter to make it meaningful for students.

Test Bank

The Test Bank provides a comprehensive and flexible assessment package. The Test Bank for this edition has been revised and expanded to make it more applicable to students. To provide complete coverage of the content in each chapter, all multiple-choice and essay items are grouped under the chapters’ main headings and are balanced between knowledge/recall items and those that require higher level thinking. Feedback is provided for all essay items, providing clear explanations for correct answers.

TestGen®

TestGen® is a powerful test generator available exclusively from Pearson Education. You can install TestGen® on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), 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. Assessment may be created for both print and testing online.

The tests can be downloaded in the following formats:

TestGen Testbank File—PC

TestGen Testbank File—MAC

TestGen Testbank File—Blackboard 9 TIF

TestGen Testbank File—Blackboard CE/Vista (WebCT) TIF

Angel test Bank (zip)

D2L Test Bank (zip)

Moodle Test Bank

Sakai Test Bank (zip)

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Finally, we would sincerely appreciate any comments, suggestions, or questions about anything that appears in the book or any of its supplements. Please feel free to contact either of us at any time. Our email addresses are: don.kauchak@gmail.com and peggen@unf.edu.

Good luck and best wishes on your educational journey.

Don Kauchak

Paul Eggen

List Of Reviewers

Denise Patmon, University of Massachusetts/Boston; Jeanine Huss, Western Kentucky University; Judy Sander, Texas A&M University–Texarkana; Carmen Garcia-Caceres, The University of Texas Rio Grande Valley; Dale Allender, California State University, Sacramento; Lois Paretti, University of Nevada, Las Vegas; and Deron Boyles, Georgia State University.

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Chapter 1

Do I Want to Be a Teacher?



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Learning Outcomes

After you have completed your study of this chapter, you should be able to:

- 1.1** Describe major rewards and challenges in teaching. InTASC Core Teaching Standard 9, Professional Learning and Ethical Practice
- 1.2** Describe the essential characteristics of professionalism and explain how they relate to teaching. InTASC Core Teaching Standard 9, Professional Learning and Ethical Practice
- 1.3** Identify different dimensions of diversity and explain how diversity affects the lives of teachers. InTASC Core Teaching Standard 2, Learning Differences
- 1.4** Explain how the current reform movement in education is changing the teaching profession. InTASC Core Teaching Standard 9, Professional Learning and Ethical Practice

LEARNING OUTCOME 1.1 Describe major rewards and challenges in teaching. InTASC Core Teaching Standard 9, Professional Learning and Ethical Practice

What Is It Like to Be a Teacher?

“Do I want to be a teacher?” This question is probably uppermost on your mind as you begin studying this book. If you’re undecided, you’re not alone; many people don’t decide on a career in teaching until they’re in college, and some turn to teaching even later, after trying other occupations. This chapter will help you begin answering that question by providing you with information about the teaching profession and what your life will be like as a teacher. For those of you who have already decided on a teaching career, this chapter is designed to help answer the question we ask in the title of this section, “What is it like to be a teacher?” As you read the following case studies, think about Amy’s and Matt’s experiences and how they might compare to your own.

Amy

I always liked working with kids. I enjoyed watching my little brother when my mom ran errands, and I often helped out with summer youth programs. In high school, I started thinking about being a music teacher since I enjoyed playing the piano and singing in choral groups.

Then I went to college, and one of my courses required us to be a high school teacher’s aide. I worked with a music teacher but never felt like I really fit in. Luckily, in a second course, I had a chance to work in an elementary school. I went home after the first day and thought, “Yes, this is it.”

One of my most rewarding experiences was working in an urban second-grade classroom where a number of my students were native Spanish speakers. I had a Spanish-speaking aide, who was a big help, and to see the eagerness of the students and the progress they made over the course of the year left me with an enormously satisfying feeling when the year came to a close. Now here I am, five years later, married with a family of my own, and I still love teaching. There have been challenges, of course, but I’ve learned an enormous amount, and I now appreciate my teacher preparation program even more than I did then when I was formally in it. Now, I have my own intern, and I enjoy helping her figure it all out. (Amy Carson, second-grade teacher in an urban elementary school)

Matt

Before I became a teacher, I worked for 20 years in the pharmaceutical industry, first in a research lab and then as a project manager. It was challenging, and I made a good salary, but I began to feel that there was more to life than making money for some big company.

Several years ago, I read a book in which the author described the difference between a person's "job" and a person's "work." Your job is how you make money; your work is how you contribute to the world. It began to crystallize everything for me. Business, for me, was a job, but I didn't really have any "work."

Then, I thought about my high school chemistry teacher, and I remembered how much he loved that stuff. I began to think about teaching, and, to make a long story short, I went back to school, and this time I did what I've always wanted to do. No one ever said teaching was going to be easy, but when you see the lightbulb go on for someone, it gives you a feeling like no other. Now, my job and my work are the same thing. (Matt Shepard, high school science teacher in a suburban high school and recent entry into teaching)

Many of you are probably similar to Amy or Matt. You're intelligent and introspective, and you've had a number of life experiences. You've thought about teaching but aren't sure if it's right for you or where you might fit in. Or you may be less certain because you're still in the process of deciding what you want to do with your life. You enjoyed your own school experiences, and most of your ideas about teaching are based on them. The idea of working with young people is attractive, but you're still not sure.

To begin answering the question "Do I want to be a teacher?" we invite you to consider different reasons people go into teaching by responding to the following *What I Believe* feature.

What I Believe Teaching and Me

Think about the statements below and then respond to each using the following format:

- 4 = I strongly agree with the statement.
- 3 = I agree with the statement.
- 2 = I disagree with the statement.
- 1 = I strongly disagree with the statement.

We address each of these items in the sections *Revisiting My Beliefs* throughout the chapter.

1. Job security is a major reason I'm considering becoming a teacher.
2. Long summer vacations are important to me as I consider teaching as a career.
3. My desire to work with young people is an important reason I'm considering becoming a teacher.
4. I'm thinking of teaching because I want to contribute to our society.
5. My interest in a subject matter field is a major reason I'm thinking about becoming a teacher.
6. I'm considering teaching because of the opportunities for a lifetime of self-growth.

We gave this survey to other prospective teachers in many of our classes over the years, using the same format, averaged their responses, and then ranked the items from the most (1) to the least (6) important reasons for becoming a teacher. Table 1.1 summarizes the results, which have stayed surprisingly constant over the years. Let's see how yours compare.

Table 1.1 Responses to the *What I Believe* Survey

Survey Rank	Item Focus	Average Response of Students	Item Number
1	Work with youth	3.7	3
2	Value to society	3.6	4
3	Self-growth	3.1	6
4	Content interest	3.0	5
5	Job security	2.5	1
6	Summer vacations	2.3	2

You see from Table 1.1 that the desire to work with young people (Item 3) and wanting to contribute to society (Item 4) were our students' two most important reasons for considering teaching. These reasons are consistent with Amy's and Matt's thinking, as well as with polls of teachers in our country over 25 years, and with additional polls of teachers in other countries (National Education Association, 2010; Ni & Rorrer, 2018; Watt & Richardson, 2007).

The polls suggest that people go into teaching because they expect to find it personally rewarding. As with any occupation, however, it can also be challenging. Let's look at the rewards and challenges in teaching.

Rewards in Teaching

A national poll posed the same question we asked in *Teaching and You*, and more than half of the respondents said that volunteering would be more rewarding than extra money (Healy & Bravo, 2011). The fact that teacher salaries aren't as high as many believe they should be is a frequently cited issue in education, but we'd bet that some of the respondents who chose volunteering over money were teachers. The pay in teaching may not be great, but the personal rewards derived from helping to shape young people's lives can more than compensate (Han, Borgonovi, & Guerriero, 2018).

The rewards in teaching can be either **intrinsic rewards**, existing within ourselves and satisfying for personal, emotional, or intellectual reasons, or **extrinsic rewards**, coming from the outside, such as job security and vacations.

Intrinsic Rewards

Many people enter teaching because of intrinsic rewards, and these rewards not only attract people to the teaching profession but also keep them in it. These rewards can be emotional, psychological, intellectual, or a combination of all three.

Emotional and Psychological Rewards. Many people go into teaching for emotional and psychological reasons, such as wanting to guide young people's learning and development (Ni & Rorrer, 2018). To help us understand these rewards, let's look at several true stories teachers have shared with us, as well as experiences we've had ourselves.

Kasia, 23, calls her boyfriend, Jeff. It's "Teacher Appreciation Week" at her middle school, and she has just received a dozen roses from a group of her seventh-grade science students.

"I was always on them about whispering, too," she excitedly tells Jeff. "I maybe would have expected something from my fifth-period class, but never from this bunch."

"Let me read the note I got from them," she continues. She reads,

Thank you for all that you've done for us and for all the wonderful things that you've taught [sic] us. You are truly an amazing teacher. Thank you again.

Teaching and You

Which would be more rewarding, a 5% pay raise or spending an hour a week volunteering? What does your answer to this question tell about your future happiness as a teacher?



MyLab Education Video Example 1.1

A great many intrinsic rewards exist in teaching. Here special needs teacher Anna Thurst describes some of the emotional and psychological rewards she experiences from working with her students.

*Happy Teacher Appreciation Week,
Sincerely, Alicia, Rosa, Shannon, Tina, Stephanie, Melissa, Jessica, and Becca*

"That's wonderful," Jeff laughs. "Good thing you're not their English teacher."

"I know. I showed Isabel [the students' English teacher] the note, and she just laughed. 'So much for grammar,' she said."

Sharon, a veteran first-grade teacher, describes these emotional rewards in her work. "The beginning of the day gets me going," she said, smiling as she described her continued commitment to her career. "Every day I stand at the door, and the kids give me a hug, a high five, or a handshake when they come in the room. Even if the previous day was a bad one, all those little faces are enough to get me started all over again."

Another elementary teacher, this one at the kindergarten level, asked her students, "Please tell me anything you'd like me to know." One of her students replied (in scrawling kindergarten printing), "I love you for ever [sic]." Needless to say, that made the teacher's day (Wiley, 2018).

The same teacher went to school another day, feeling under the weather. Her students innocently asked, "Why does your face look like that?" and "Did you forget to put on your makeup?" The honesty of kids can be disarming.

Sometimes students show their affection in strange ways:

Joanne, a first-year teacher, entered her classroom first thing in the morning on her birthday. Her students had arranged with the custodian to gain access to her room and had moved all the desks to the center of the room and had wrapped them with tape and toilet paper. How would you react?

Joanne was delighted. "I called [the perpetrators] out of class and had them come down and [another teacher] took a picture of them standing out in the middle of it all. I left it here all day. I made them sit on the floor. It was really fun. It was really a fun day" (Bullough, 1989).

It helps to have a sense of humor when you teach.

We've experienced some of these emotional rewards ourselves.

Judy Eggen, seventh-grade geography teacher and the wife of one of your authors, received this note from one of her students:

Mrs. Eggen,

I wanted to think of some creative way to thank you for being the best teacher I ever had. (But I couldn't).

Even though all the geography skills I'll ever use in my life I learned in second grade, I just wanted to say thanks for teaching me how to really prepare for life in the years to come.

Every day I looked forward to coming to your class (and not just because of Mike [a boy in the class]). I always enjoyed your class, because there was a hidden message about life in there somewhere.

Your [sic] my very favorite teacher and you've taught me some of the best lessons in life I could ever learn. Thank you so much.

A grateful student,

Erica Jacobs

P.S. No, I didn't write this to raise my grade.

Don, your other author, experienced these emotional rewards directly when he worked in a local elementary school. He had been tutoring first, second, and third graders as a volunteer in the same school for four years. Then, he tried kindergarten and was working with a small group of students out in the hall when, unexpectedly, one of his former students, a fourth grader, walked by, recognized him, and gave him a big hug of hello. A few days later, it happened again, this time with a sixth-grade student! He was surprised and touched. Both were boys who sometimes struggled with the topics involved in the tutoring sessions. (Boys, and particularly older boys, aren't typically big huggers, and teachers don't usually send high-achieving, well-behaved students for tutoring.) If he ever had doubts about whether his efforts were making a difference, they disappeared with those hugs.

Our students are a constant source of rewards as we work with them in the classroom. In a nationwide poll of 700,000 students, researchers found the following patterns:

- Seventy-one percent said, "My teacher makes me feel like my schoolwork is important."
- Seventy-five percent reported, "I have at least one teacher who makes me excited about the future."
- Seventy-seven percent felt that "I can think of many ways to get good grades."
- Eighty-five percent said, "I have a great future ahead of me." (Gallup Student Poll, 2017).

Teachers do make a difference, and knowing this provides a wonderful source of fulfillment to teachers. All teachers reap emotional rewards from their work with students, whether they're wide-eyed first graders, capricious middle school students like Erica Jacobs, or high school seniors struggling to become adults.

Contributing to society and making the world a better place are also psychological rewards that attract people into teaching (Goodwin, 2018). When we teach, we see children grow and develop every day, and we know that our efforts are contributing to making the world a better place.

Joseph Masiello, 2011 Delaware Teacher of the Year, explained it this way:

I became a teacher because I believe that teaching is one of the few careers that you can wake up each morning, and you can change the world. I know that might sound a little exaggerated, but I truly believe it. . . . I think teachers are heroes. Not the kind of hero that runs around the school in tights, trying to save the day. I'm talking about ordinary people doing extraordinary things. (Council of Chief State School Officers, 2011)

Most of us can remember teachers who made a difference in our lives, and many of us go into teaching hoping to do the same with our students. Teachers *do* make a difference in students' lives, and these individual changes make a difference, not only in their lives but also in the world that these children will help shape in the future.

Personal and Intellectual Rewards. People also go into teaching because they think it will be both personally challenging and stimulating (Ni & Rorrer, 2018). We all want to believe what we're doing with our lives is making a difference in the world, and teaching provides many opportunities on a daily basis for personal and intellectual growth.

By changing the world, we also change ourselves. Mary Eldridge-Sandbo, the 2010 North Dakota Teacher of the Year, commented, "I know what every teacher knows: that every time I teach a student, my life changes forever" (Council of Chief State School Officers, 2011). Another teacher reported "a magical moment" when she watched a student "get it" after lengthy struggles trying to learn a new idea (Wiley, 2018). Every teacher experiences this "aha" moment when they see the lights go on in a student's eyes. It's heady, even intoxicating, and it provides a unique sense of satisfaction seen in no other occupation.

Revisiting My Beliefs

This section addresses Items 3 and 4 in the *What I Believe* survey. People go into teaching because they want to work with young people and contribute to society. Teaching provides unique opportunities to do both.

By working with young people, we also grow internally, gaining valuable insights into both ourselves and people in general. When teachers go home at night, they often think about the day, including their successes and failures. A better understanding of who we are and how our actions influence others is one outcome of this reflection.

Interest in a content area and a desire to share it with students is another intellectual reward and a major reason many people go into teaching.

David Ling, a high school physics teacher, enthusiastically begins his class: “Think about these questions, and try to figure out what they have in common,” and he then writes the following on the board:

Why do we have seat belts in our cars?

Why does an automatic washer have holes in the drum?

How does a dog shake the water off itself when it comes out of a pond?

The students look at the list, and after several seconds, David continues, “Now, what have we been studying?”

“Inertia,” Taneka responds after hesitating briefly.

“Exactly,” David says, smiling. “So let’s review for a minute. What is inertia? . . . Go ahead, Dana.”

“The tendency . . . of something moving to keep on moving . . . straight.”

“Or something not moving to remain still,” Jamal adds.

“Excellent,” David responds with a nod. “Now, let’s answer the questions on the board using the idea of inertia.”

With David’s guidance, students conclude that if cars suddenly stop, their bodies tend to keep moving because of inertia, and seatbelts stop them, so they don’t get hurt. They also decide that inertia separates water from clothes in the washer because the water goes straight out through the holes in the drum, but the clothes are kept in it. Finally, they determine that as the dog shakes one way, and then stops, the water keeps moving, and the same thing happens when it shakes the other way. So, the dog uses the principle of inertia to shake the water from itself.

“Neat,” Rebecca says. “Where’d you get that stuff, Mr. Ling?”

“I just thought up the questions,” David replies. “The more I study, the more examples I find. . . . That’s what we’re here for. We study science so we can learn how the world around us works.”

Revisiting My Beliefs

Our survey (Table 1.1) found that “The opportunity for a lifetime of self-growth” (Item 6) and “Interest in a subject matter field” (Item 5) were major reasons for considering teaching, ranking 3 and 4 of 6. Learning more about ourselves and the world and seeing students get excited about the topics we teach are two personal and intellectual rewards of teaching. Not surprisingly, these intellectual rewards also help keep veteran teachers in the field.

A national survey asked graduates from different college majors how interested they were in the work they were doing (Gallup-Purdue, 2014). Researchers found that education majors and other students from the social sciences ranked highest on this measure—47% agreed with the statement “I am deeply interested in the work that I do” compared to only 37% for business majors. Working with ideas and people motivates people to enter into teaching and keeps them there throughout their careers.

Occupational status is another personal reward. In spite of perceptions to the contrary, teachers enjoy high regard and high status. If you doubt this assertion, consider how parents feel as they approach their first parent–teacher conference: They want nothing more than to hear that you really care about their child, that he or she is growing academically and socially, and that everything is okay in school. One high school teacher reported that at a graduation ceremony, a parent grabbed her arm and thanked her for teaching her son, who was quiet and passionate about learning but often overlooked by other teachers. The teacher’s efforts worked, and the student blossomed; the parent felt relieved and optimistic about the prospects of her son being successful in the adult world (Lauritzen, 2014). Into no other profession’s hands is so much care of young people placed.

This positive view of teachers is corroborated by national polls. For example, one poll indicated that nearly 70% of the public viewed teachers as honest and ethical, second only to nurses in the helping professions, and above doctors, the clergy, and judges (Langer Research Associates, 2017). A second poll found that nearly three of