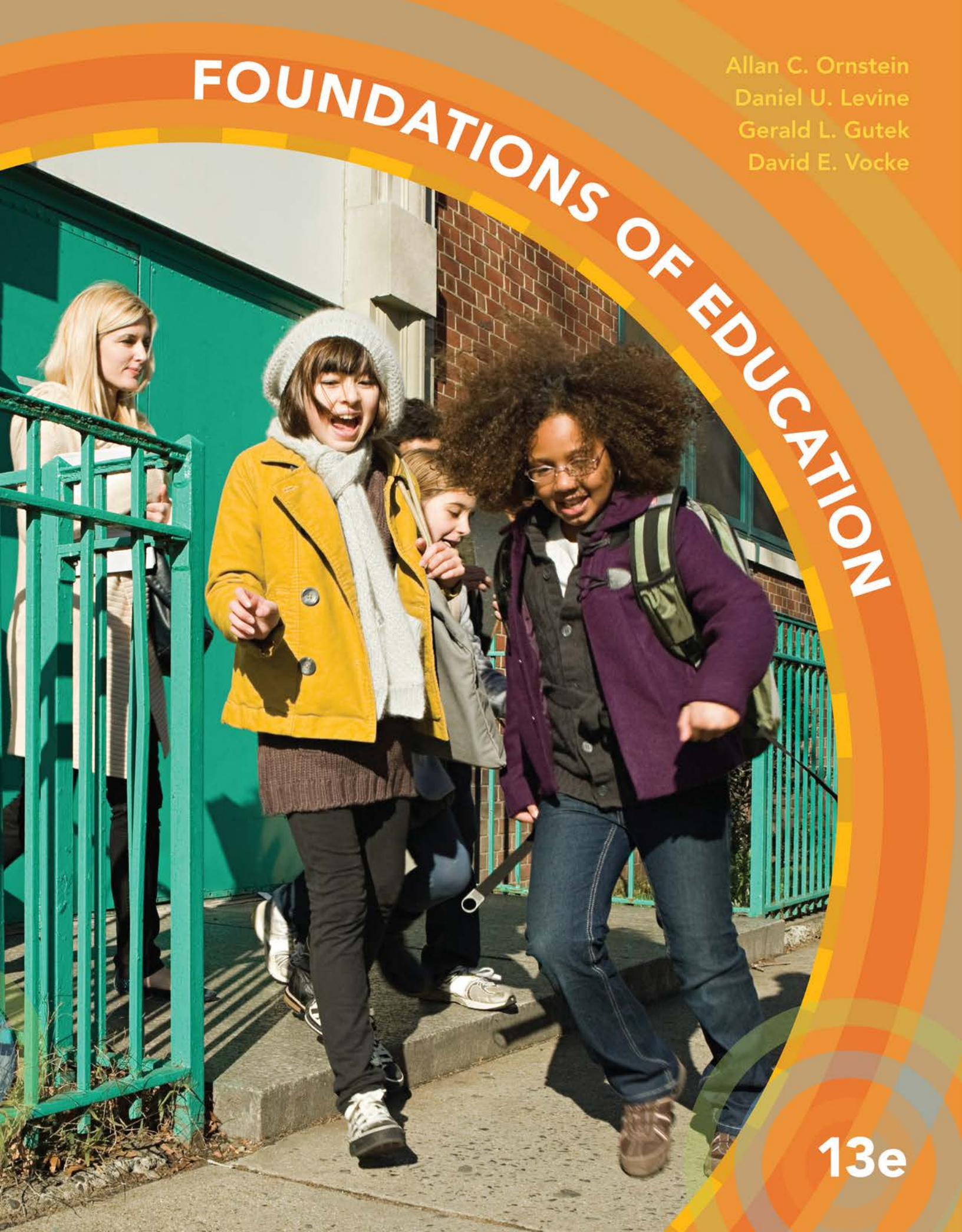# FOUNDATIONS OF EDUCATION

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FOUNDATIONS OF EDUCATION

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PREFACE

We are dedicated to the professional preparation of educators. To achieve this goal, we provide quality content, technology, and services to ensure that new teachers are prepared for the realities of the classroom. Our aim is to connect preservice to practice to foster teachers' lifelong career success.

Goals of This Edition

As *Foundations of Education* enters its thirteenth edition, three goals continued to be central in revising and updating the book:

Goal #1: Include contemporary and substantive subject matter   To meet this goal, we have worked to refine and update the following themes that recur throughout the book:

- **Diversity:** We continue to place emphasis, throughout this revision, on addressing educational issues involving or influenced by cultural diversity.
- **Standards and accountability:** We have added new information to several chapters that addresses the growing emphasis on holding students, teachers, and schools accountable for performing at levels specified by local, state, and national standards.
- **Technology:** We have systematically placed emphasis on the growing role of technology in education. This emphasis includes sections on the history of technology in education, the place of technology in school reform, the expanding reach of new technological literacies such as social networking, and the effects of digital technologies on children.
- **Developing your own history, autobiography, and philosophy of education:** This edition, especially Part Two, Historical and Philosophical Foundations, emphasizes the relevance of reflecting on and writing your history of education, your own educational autobiography, and your own philosophy of education to your professional development as an educator.

NEW and updated content covered in the thirteenth edition includes the following:

Chapter 1: New information on the status of certification and licensing; quality of preparation programs; efforts to improve teacher qualifications and functioning; evaluating current and future teachers based on student achievement; Excellent Educators for All Initiative; criticism of VAM and observation data; elimination of Race to the Top in 2015; waivers from NCLB; Council on Accreditation of Educator Preparation (CAEP); US Department of Education Regulations and Rating Systems; and implications and prospects for future teachers.

Chapter 2: Enhanced discussion of knowledge base for beginning teachers and the Council for the Accreditation of Teacher Education; and updated information on alternative certification programs; teacher prestige and status; state efforts to limit

collective bargaining; focus on performance pay based on value-added measures; teacher organization efforts to challenge recent reform efforts; private school demographics; and PTA's efforts to lobby Congress.

Chapter 3: Emphasis on the development of literacy, a written script, and schools; educational implications of the transition of human groups from nomadic to agricultural settlements, and the importance of place (living space) and time (the development of calendars in plotting seasons).

Chapter 4: New information on mentoring used as a strategy to connect pioneers in education teaching and learning.

Chapter 5: Discussion of relating the history of American education to constructing a personal educational autobiography and history; commentary on the importance of location in a place in Native American education; examples of how some teachers used the one-room country school for innovations in instruction; and an illustration of how educational history provides the context for educational issues such as the Common Core State Standards.

Chapter 6: Emphasis on constructing a personal educational philosophy.

Chapter 7: Updated information on school superintendents, principals, and central office staff and their changing roles; updated information on parent and community involvement; new discussion of the Obama administration's policy changes to NCLB; and updates on the adoption of Common Core State Standards by many states.

Chapter 8: Updated school finance statistics from the most up-to-date sources and updated information on taxes that generate revenues for state and local governments; new information on vouchers as a funding source for education, efforts from the Obama administration to fund education reform efforts, and the impact of recent economic times on school budgets and the response of school districts; and updated information on needed school infrastructure repairs.

Chapter 9: New information on the erosion of tenure; teacher exemplars; personal behavior, Internet use, and dress codes; cyberbullying and other electronic misdeeds; disparagement of school or staff; gaining access to prohibited materials; restraining and secluding disabled students; zero tolerance and its effects on schools; and the legal muddle regarding government regulation and support of nonpublic schools.

Chapter 10: New material on poverty, marriage, and parenting problems; establishing a productive classroom culture; and the possible negative effects of social media and the Internet.

Chapter 11: New discussion of issues in measuring and interpreting socioeconomic mobility and aiming to reclaim the promise of equal opportunity for all students.

Chapter 12: New information on current, promising examples of comprehensive ecological intervention; status of NCLB and movement toward waivers; and culturally responsive teaching.

Chapter 13: New discussion of the Common Core Curriculum Standard's influence on curriculum development; and the influence of Partnership for Assessment of College and Career Ready Standards and the Smarter Balance assessment on curriculum.

Chapter 14: A revised look at the history of the influence of values in the curriculum; discussion of the changes in the textbook market, focusing on the digital market; new sections on Social and Emotional Learning (SEL), blended learning and flipped classrooms, pre-K education, and career and technology education; and updated information on direct instruction, twenty-first century skills, virtual schools, the importance of the arts, and Education of English Language Learners.

Chapter 15: Updated information concerning US Teachers in the Teaching and Learning International Survey (TALIS); US achievement among young adults; and sex differences in achievement in the United States and internationally.

Chapter 16: New information on technology and school reform; research on technology achievement effects; full-time virtual schools; flipped classrooms; gaming to learn; and the status of big city school districts.

Other important topics that continue to receive particular emphasis in the thirteenth edition include professional development, the history of education in China, legal protections regarding assaults on teachers and students, problems with and prospects for federal legislation, school choice and charter schools, curriculum and testing standards, promising instructional innovations and interventions, approaches for helping students from low-income families and for equalizing educational opportunity, and international achievement patterns. Unique to this text, you'll find that footnotes not only point to up-to-date sources but also lend themselves to helping students explore topics that particularly interest them. The wide range of sources cited also provides students with access to a wealth of resources for future study of educational issues.

Goal #2: Increase the effectiveness of the text for student learning and provide material that instructors need when preparing their students for teaching careers *Foundations of Education,* Thirteenth Edition, includes many special features designed to help students easily understand and master the material in the text and provide professors with the tools to create in-depth and lively classroom discussions.

- **NEW Learning objectives** at the beginning of each chapter are linked directly to major sections in the chapter, so students and instructors clearly understand expected outcomes.
- **NEW Key Terms** defined in the margins make it easy for students to access definitions and review terms in the chapter.
- **Timelines** are included in the history and philosophy chapters in Part Two to mark milestones in education.
- **Focus Questions** appear at the end of each major section and are designed to help students reinforce their comprehension by connecting the concepts discussed in the book to their own personal situations.
- **From Preservice to Practice** helps students both apply and think critically about concepts discussed in each chapter. In this boxed feature, students read vignettes that describe situations in which new teachers might find themselves and answer case questions that encourage critical and applied thinking about how they might best respond in each situation.
- **Topical Overviews,** found in every chapter of the text, summarize and compare key topics, giving students a concise tool for reviewing important chapter concepts.
- **Technology @ School** features keep students up to date on relevant developments regarding educational technology and provide access to websites that will be valuable resources as they progress through their teaching careers. Some examples of this feature include Helping Students Develop Media Literacy (Chapter 10) and Safety Issues and Social Media (Chapter 14).
- **Taking Issue** features present controversial issues in the field of education, offering arguments on both sides of a question so that students can understand why the topic is important and how it affects contemporary schools. These features address issues such as alternative certification, Common Core Standards, merit pay, magnet schools, teacher objectivity, and high-stakes exams for graduation. Instructors may want to use these features as the basis for class discussion or essay assignments.
- In addition, **end-of-chapter features** include **summary lists** that facilitate understanding and analysis of content, and annotated lists of selected **print and electronic resources for further learning** that may be of special interest to readers.
- An **extensive glossary** at the end of the book defines important terms and concepts.

Goal #3: Draw on the Internet and other electronic media to enhance learning   Our updating has drawn, to a considerable extent, on resources available on the Internet. Students may explore areas of personal interest by scrutinizing digital versions of many sources we cite—including news sources such as the *New York Times* and *Education Week* and journal sources such as the *American School Board Journal* and *Educational Leadership*. In general, most of our citations are available to students on the Internet or can be accessed easily by searching with university library resources such as EBSCO Academic Search Premier. On controversial issues, we encourage use of sites that represent a variety of viewpoints.

Organization

The text consists of sixteen chapters divided into the following six parts:

- **Part One (Understanding the Teaching Profession)** considers the climate in which teachers work today and its impact on teaching. Changes in the job market and in the status of the profession and issues such as teacher empowerment, professional learning communities, and alternative certification are treated in some detail.
- The four chapters in **Part Two (Historical and Philosophical Foundations)** provide historical and philosophical contexts for understanding current educational practices and trends by examining the events and ideas that have influenced the development of education in the United States. These chapters provide a historical and philosophical perspective needed by professionals in education, encourage students to develop a philosophical understanding early in the course, and establish a knowledge base that will help them comprehend and think critically about the discussion of the contemporary foundations that occur later in the text.
- **Part Three (Political, Economic, and Legal Foundations)** presents an overview of the organization, governance, and administration of elementary and secondary education; the financing of public education; and the legal aspects of education.
- **Part Four (Social Foundations)** examines the relationships between society and the schools that society has established to serve its needs. The three chapters in this part discuss culture and socialization; the complex relationship among social class, race, and educational achievement; and the various programs aimed at providing equal educational opportunities for all students.
- **Part Five (Curricular Foundations)** examines the ways in which changes in societies have led to changes in educational goals, curriculum, and instructional methods. Throughout these chapters, we explicitly point out how the particular philosophical ideas discussed in Chapter 4 are linked to goals, standards, curriculum, and other facets of contemporary education. This section concludes with a look at emerging curriculum trends.
- **Part Six (Effective Education: International and American Perspectives)** provides a comparative look at schools and their development throughout the world and an in-depth analysis of current efforts to improve school effectiveness in the United States.

Teaching and Learning Supplements

- **MindTap™: The Personal Learning Experience.** MindTap for Ornstein et al., *Foundations of Education,* Thirteenth Edition, represents a new approach to teaching and learning. A highly personalized, fully customizable learning platform with an integrated eportfolio, MindTap helps students elevate thinking by guiding them to do the following:
  - Know, remember, and understand concepts critical to becoming a great teacher.
  - Apply concepts, create curriculum and tools, and demonstrate performance and competency in key areas in the course, including national and state education standards.

- Prepare artifacts for the portfolio and eventual state licensure to launch a successful teaching career.
- Develop the habits to become a reflective practitioner.

MindTap Moves Students Up Bloom's Revised Taxonomy

Create
Evaluate
Analyze
Apply
Understand
Remember & Know

Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives.* New York: Longman.
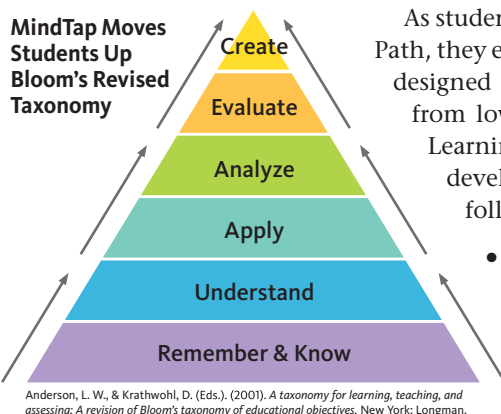
As students move through each chapter's Learning Path, they engage in a scaffolded learning experience, designed to move them up Bloom's Taxonomy, from lower- to higher-order thinking skills. The Learning Path enables preservice students to develop these skills and gain confidence in the following ways:

- Engaging them with chapter topics and activating their prior knowledge by watching and answering questions about authentic videos of teachers teaching and children learning in real classrooms.
- Checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are autograded for instant feedback.
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations, and then create a reasoned response to the issues presented in the scenario.
- Reflecting about and justifying the choices they made within the teaching scenario problem.

MindTap helps instructors facilitate better outcomes by evaluating how future teachers plan and teach lessons in ways that make content clear and help diverse students learn, assessing the effectiveness of their teaching practice, and adjusting teaching as needed. MindTap enables instructors to facilitate better outcomes in the following ways:

- Making grades visible in real time through the Student Progress App so students and instructors always have access to current standings in the class
- Using the Outcome Library to embed national education standards and align them to student learning activities, and also allowing instructors to add their state's standards or any other desired outcome
- Allowing instructors to generate reports on students' performance with the click of a mouse against any standards or outcomes that are in their MindTap course
- Giving instructors the ability to assess students on state standards or other local outcomes by editing existing or creating their own MindTap activities, and then by aligning those activities to any state or other outcomes that the instructor has added to the MindTap Outcome Library

MindTap for Ornstein et al., *Foundations of Education,* Thirteenth Edition, helps instructors easily set their course because it integrates into the existing Learning Management System and saves instructors time by allowing them to fully customize any aspect of the learning path. Instructors can change the order of the student learning activities, hide activities they don't want for the course, and—most importantly—create custom assessments and add any standards, outcomes, or content they do want (for example, YouTube videos, Google docs). Learn more at www.cengage.com/mindtap.

- **Online Instructor's Manual with Test Bank.** The online Instructor's Manual that accompanies this book contains information to assist the instructor in designing the course, including sample syllabi, discussion questions, teaching and learning activities, field experiences, learning objectives, and additional online resources. For assessment support, the updated test bank includes

true/false, multiple-choice, matching, short-answer, and essay questions for each chapter.

● **Microsoft PowerPoint® Lecture Slides.** These vibrant PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.

● **Cognero.** Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want.

Acknowledgments

The thirteenth edition would not have been possible without contributions and feedback from many individuals. In particular, David Vocke, Professor of Education at Towson University, planned and implemented substantial revisions in Chapters 2, 7, 8, 13, and 14. His outstanding contributions to this volume are in themselves a testimonial to the breadth of his knowledge and the acuity of his insight as an educator dedicated to improving professional preparation. Gerald Gutek, Professor Emeritus of Education and History at Loyola University of Chicago, has also made an outstanding contribution to the book as the author of Chapters 3, 4, 5, and 6, which he thoroughly revised and updated for this edition.

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CHAPTER 1

MOTIVATION, PREPARATION, AND CONDITIONS FOR THE ENTERING TEACHER

LEARNING OBJECTIVES

1-1 Identify the usual reasons for becoming a teacher, and determine how your reasons compare.

1-2 Summarize the salaries and benefits teachers earn.

1-3 Explain how teachers are certified.

1-4 Discuss the current trends in teacher education.

1-5 Describe the findings of research on testing of teachers' abilities and the controversy surrounding it.

1-6 Describe what teachers find satisfying and dissatisfying about their work.

1-7 Summarize some of the recent efforts to improve teacher workforce quality and functioning.

David Kennedy/AGE Fotostock

This chapter was revised by Daniel U. Levine.

YOU PROBABLY HAVE BEEN WONDERING whether teaching is the right career for you and whether you will be entering a profession with good opportunities for personal and professional growth. Even if your goal has long been to teach, you might be wondering about the difficulties and rewards of the field you have chosen or are considering. Is your desire to be a teacher strong enough to withstand the challenges you are likely to meet? What can you expect to encounter in your preparation program, and what lies ahead after you become a teacher? This chapter (and subsequent chapters) will examine such topics, including motivations for becoming a teacher, teacher supply and demand, pay scales, career preparation, and efforts to improve the teaching workforce and to give teachers more decision-making power.

1-1 CHOOSING A CAREER IN TEACHING

The path to becoming a teacher begins when you choose teaching as a career. In this section, we'll review some motives for choosing a teaching career and the challenges that accompany this choice. We'll also examine the growing concern that too few minority college students are becoming teachers.

1-1a Motivations for Choosing Teaching

We have many motives, both idealistic and practical, for choosing a career in teaching. Often, a person's reasons for wanting to teach stem from his or her *personal philosophy of education,* a topic we will revisit throughout this book. If you are thinking of entering the teaching profession, ask yourself why. Your motives may include (1) love of children, (2) desire to impart knowledge, (3) interest in and excitement about teaching, and (4) desire to perform a valuable service to society.

One study asked future teachers to state their reasons for selecting the teaching profession. Of the respondents, 90 percent cited "helping children grow and learn" as a reason. Next highest was "seems to be a challenging field" (63 percent), followed closely by "like work conditions" (54 percent), "inspired by favorite teachers" (53 percent), and "sense of vocation and honor of teaching" (52 percent). These reasons also were cited in several other recent studies. Some of these studies further found that admiration for one's elementary and secondary teachers often shapes decisions to become a teacher.[1] This chapter's From Preservice to Practice box also looks at the reasons people decide to become teachers.

1-1b The Challenge of Teaching All Students

You probably are strongly motivated to perform effectively when you anticipate becoming a teacher, but you are likely to encounter some difficulties in achieving this goal after you actually begin teaching. As we point out in this section and in subsequent chapters, numerous jobs will be open in schools, but many of them will require teaching disadvantaged students who live in difficult circumstances with which you may be unfamiliar.

Many of these jobs will involve working with special-education populations, students who are just learning English, and/or distinctive racial or ethnic minority groups with whom you may have had little contact. You probably will be well prepared to teach subject matter in your chosen field, but many of the students you are assigned may be performing poorly in reading comprehension and will need much help to improve their understanding and to learn how to learn.

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[1]"Report Looks at Keeping Gen Y Teachers in the Profession," 2011 posting by the American Federation of Teachers, available at **www.aft.org**; Bob Kizlik, "'Why I Chose Teaching as a Career' Statement," 2014 posting by Adprima, available at **www.adprima.com/wannateach .htm**; and Marie Cameron and Susan Lovett, "Sustaining the Commitment and Realizing the Potential of Highly Promising Teachers," *Teachers and Teaching* (February 2015).

FROM PRESERVICE TO PRACTICE

CONSIDERATIONS

"Are each of you certain that you want to enter the teaching profession?" Professor Johnson asked. "Remember, the challenges of the profession often become stressors. About half of the teachers who enter the profession leave within a few years. So, tell me why you want to become a teacher, Jennifer."

"My grandmother was a teacher, and my mother is a teacher. Both of them have told me how rewarding the career can be. I like children. I've loved my experiences with children in summer camps, so now I'm choosing elementary school teaching."

"I want to coach and teach," said Mark. "Some of the best times in my life have been when I played basketball or tennis. The coaches made it their business to see that I followed their discipline and that I paid attention to academics, too. These experiences taught me new values and new disciplines and gave me a vision for what I want to do with my life. I want to work at the high school level."

"I don't have any great yearning to teach," said Caitlin. "I have to support myself after I graduate—my parents made it plain that I'm on my own financially after next year. I want to be an artist, and I think I can do that if at first I support myself by teaching. There are several galleries in the area, and if I could

get a job teaching junior or senior high, maybe I could get some work shown locally, earn a few commissions, and be on my way."

"I know I won't get rich," said Peter, "but there is something compelling about watching the 'aha' experience in a student's face. I've taught swimming and diving during the summers. When a skill finally clicks in, the triumph of that young boy or girl makes it all worthwhile. I want to teach physical education in an elementary school."

Professor Johnson replied, "Each of you seems to have considered this choice for some time. I will share a few other reasons mentioned by other students. Teaching is one profession you can use to travel the world. International schools and foreign private schools search regularly for people such as you. Teaching English as a second language has given many a free ticket to China, Japan, and Korea. Or you can teach as a missionary in church schools.

"Another primary consideration is that state retirement systems usually provide fairly secure long-term benefits. That kind of security can be hard to find in the business world today.

"As a follow-up to this discussion, write a reflection paper about the discussion and your reasons for choosing education. Bring it to class next week."

CASE QUESTIONS

1. Why is it important that preservice teachers reflect on their motivations for selecting the teaching profession?
2. Why are you choosing the teaching profession?
3. Geographically, where do you think you might want to teach? Why? What are the projected job opportunities in that area at the time you finish your education?

Despite the difficulties inherent or implicit in these kinds of situations, you will be expected to help make sure that *all* students perform at an adequate level in accordance with national and state laws, particularly the federal No Child Left Behind Act (NCLB). Although historically relatively few schools and classrooms have had significant numbers of hard-to-teach students in which most of them are performing adequately, the number has been growing in recent years. We devote attention to these schools and classrooms in subsequent material dealing with effective teaching and with unusually effective schools.
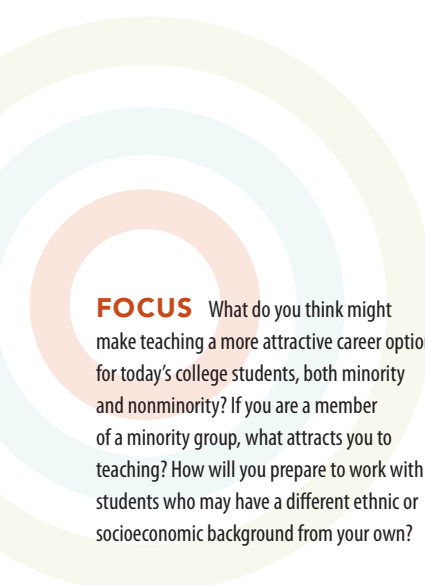
1-1c Teaching Force Diversity: A Growing Concern

Although the US school population is becoming increasingly diverse, the teaching force has not kept pace. For example, African American, Asian American, and Hispanic American students make up more than 50 percent of the public-school student population, but the proportion of elementary and secondary teachers from these minority groups is generally estimated at less than 20 percent. Although the number of minority public-school teachers has about doubled in the past twenty years, the number of minority students has increased about 75 percent, thus maintaining a wide shortfall in minority teachers. The disparity is particularly acute in the largest urban districts, where minority students in some locations comprise more than 90 percent of enrollment.

This underrepresentation of minority groups in the teaching force is expected to become even more severe in the future. Currently, only about 10 percent of teacher-education majors are African American or Hispanic; yet members of these minority groups are predicted to constitute a still higher percentage of elementary and secondary students in the near future. In recent years, the shortage of Asian American teachers has also become an important problem. Asian Americans now constitute about 5 percent of the population of K–12 students, but they account for less than 2 percent of the teaching force.[2]

Increasing teaching force diversity to better reflect the student population is widely viewed as an important goal. For one thing, teachers from a cultural or ethnic minority group generally are in a better position than are nonminority teachers to serve as positive role models for minority students. In many cases, minority teachers also may have a better understanding of minority students' expectations and learning styles (see Chapter 11, Social Class, Race, and School Achievement, and Chapter 12, Providing Equal Educational Opportunity), particularly if minority teachers working with low-income students grew up in working-class homes themselves. For example, Lisa Delpit and other analysts have pointed out that many African American teachers may be less prone than nonminority teachers to mistakenly assume that black students will respond well to a teacher who is friendly in the classroom. In addition, teachers from Asian American, Latino, and other minority groups are in demand for working with students who have limited English skills.[3]

Officials of the American Association of Colleges for Teacher Education (AACTE) have stated that data on the low proportion of minority teachers constitute a "devastating" crisis. Along with other organizations, the AACTE has proposed and helped initiate legislation for various new programs to increase the number of minority teachers, including increasing financial aid for prospective minority teachers, enhancing recruitment of minority candidates, and initiating precollegiate programs to attract minority students.[4]

FOCUS What do you think might make teaching a more attractive career option for today's college students, both minority and nonminority? If you are a member of a minority group, what attracts you to teaching? How will you prepare to work with students who may have a different ethnic or socioeconomic background from your own?

1-2 SUPPLY/DEMAND AND SALARIES

supply and demand Market conditions that affect salaries such that pay decreases when there is a large supply of teachers and rises when supply is low and teachers are in high demand.

Will you find work as a teacher? How much money will you earn? These two questions are related, following the economic principle of **supply and demand**. When teacher supply exceeds demand, salaries tend to decline. Conversely, high demand and low supply tend to increase salaries. As discussed in the chapter on The Teaching Profession, supply and demand also affects the social status and prestige accorded to a particular occupation.

1-2a Job Opportunities

In the 1960s and 1970s, a falling birth rate resulted in a teacher surplus. As college students and teacher educators recognized the substantial oversupply, enrollment in teacher-education programs decreased. The percentage of college freshmen interested in becoming

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[2]Ulrich Bolser, "Teacher Diversity Revisited," May 4, 2014, posting by the Center for American Progress, available at **www.americanprogress.org**; Maisie McAdoo, "The New US Teacher—Not What She Used to Be," October 2, 2014, posting by the United Federation of Teachers, available at **www.uft.org**; and Melissa Sanchez, "To Boost Teacher Diversity, State Scraps Limits on Basic Skills Test-Taking," *Catalyst Chicago*, March 12, 2014, available at **www.catalyst -chicago.org**.

[3]Lisa D. Delpit, "The Silenced Dialogue," *Harvard Educational Review* (August 1988), pp. 280–298; and "Review of 'Other People's Children' by Lisa Delpit," May 26, 2014, posting by Rhapsody in Books, available at **www.rhapsodyinbooks.wordpress.com**.

[4]Esther J. Cepeda, "The Need to Keep Minority Teachers," *Statesman Journal*, June 30, 2014; and Anna Egalite and Brian Kisida, "The Benefits of Minority Teachers in the Classroom," March 6, 2015, posting by *Real Clear Education*, available at **www.realcleareducation.com**.

TABLE 1.1	Public- and Private-School Kindergarten through Grade 12 Enrollments, 1992 to 2022 (in Millions)			
	Total	**Public**	**Private**	**Private as Percentage of Total**
1992	48.5	42.8	5.7	11.8
2000	53.4	47.2	6.2	11.6
2022 (projected)	57.9	53.0	4.9	8.0

Note: Data include most kindergarten and some prekindergarten students. Projected sum differs from 100 percent due to rounding.

Source: William J. Hussar and Tabitha M. Bailey, *Projections of Education Statistics to 2022* (Washington, DC: US Government Printing Office, 2014), Table 1.

teachers declined from 23 percent in 1968 to 5 percent in 1982. Since then, the trend has reversed. The percentage of college students interested in teaching rose by nearly 100 percent during the late 1980s and 1990s and has remained relatively high, although it has declined by about 10 percent in recent years. In addition, many community colleges are now participating in teacher preparation, and economic recession appears to be encouraging more individuals to apply for entry into preparation programs for teachers.[5]

Analysts predict many candidates in upcoming years but also many teaching jobs. Several million new teachers will be needed in the next decade for the following reasons:[6]

- When the post–World War II baby boom generation began to produce its own children, a mini baby boom developed. Most of those children now attend K–12 schools. In addition, many immigrant families have entered the United States in recent years. As a result, school enrollment has been increasing (see Table 1.1).
- A significant proportion of the current teaching force will reach retirement age in the coming decade.
- Educational reformers are attempting to reduce class size, expand preschool education, place greater emphasis on science and mathematics, and introduce other changes that require more teachers.
- Higher standards for becoming a teacher are limiting the supply.
- New charter schools are being established in many locations.
- Employed teachers continue to leave the classroom and/or the profession at a substantial rate.

Other educators, however, insist that the chances are slim of a widespread shortage of teachers in the upcoming decade. For one thing, recent shortages have mainly involved large urban districts and specialized fields such as math and science; many districts have reported no general shortage of potential teachers. In addition, it may be that fewer teachers are leaving the profession than in earlier years, and increased enrollment of students may be leveling off. Improved salaries may also bring ex-teachers back to the schools and attract people who trained as teachers but did not enter the profession.[7]

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[5]Stephen Sawchuck, "Steep Drops Seen in Teacher-Prep Enrollment Numbers," *Education Week*, October 22, 2014.

[6]Richard Ingersoll, Lisa Merrill, and Daniel Stuckey, *Seven Trends* (Philadelphia: Consortium for Policy Research in Education, 2014).

[7] Robert Hanna and Kaitlin Pennington, "Despite Reports to the Contrary, New Teachers Are Staying in Their Jobs Longer," January 8, 2015, posting by the Center for American Progress, available at **www.americanprogress.org**.

Given the arguments on each side of the issue, it is difficult to determine whether major teacher shortages will be widespread in the next decade. However, shortages certainly will continue to exist in special-needs fields such as education of students with disabilities, remedial education, bilingual education, science and mathematics, and foreign languages. Teachers also will be needed to staff new and existing charter schools. In addition, teachers will remain in short supply in many rural areas and in some city and suburban communities that register significant population growth, particularly in the South and Southwest.[8]

Opportunities in Nonpublic Schools   Prospective teachers may find numerous job opportunities in nonpublic schools during the next decade. As Table 1.1 shows, private schools enroll about 8 percent of the nation's elementary and secondary students. Like the public schools, many private schools are upgrading their instructional programs, often by hiring more teachers who specialize in such areas as science, math, computers, educating children with disabilities, and bilingual education.

In the past three decades, Catholic school enrollment has declined, but many other nonpublic schools have been established. Enrollment has increased most in the independent (nonreligious) sector and in schools sponsored by evangelical and fundamentalist church groups. Moreover, many Catholic schools have been increasing the percentage of lay teachers on their faculties, and this trend is likely to continue. Furthermore, some Catholic schools have been or are being converted to charter schools with increased staffing by personnel who are not part of the church hierarchy.[9]

Regardless of whether a large teacher shortage does or does not develop in the next ten years, astute prospective teachers will take certain steps to enhance their opportunities for rewarding employment. Some of these are outlined in Overview 1.1.

1-2b Pay Scales and Trends

Traditionally, teachers have received relatively low salaries. In 1963, for example, the average teacher salary in current dollars was less than $36,000. By 2005, this figure had risen to more than $52,000. Today, experienced teachers in wealthy school districts frequently earn $80,000 to $100,000. Moreover, teachers have opportunities to supplement their income by supervising after-school programs, athletics, drama, and other extracurricular activities. Some teachers advance to administrative positions with annual salaries of well over $100,000. In addition, keep in mind that public-school teachers usually take advantage of benefits (such as pensions and health insurance) that are excellent compared to those of workers in other professions.[10]

Teaching pay varies considerably among and within states. Figure 1.1 shows the range of variation. Average overall salaries in the three highest-paying states (California, Connecticut, and New York) were much higher than those in the three lowest-paying states (Mississippi, Oklahoma, and South Dakota). Of course, we must take into account comparative living costs. It is much more expensive to live in New York, for example, than to live in the northern plains states. Salaries differ widely within states, too, where average state pay scales are high. Salary schedules in wealthy suburban districts generally are substantially higher than those in most other school districts.

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[8]Caro Clarke, "Demand for Special Education Teachers," February 7, 2014, posting by USC Rossier; and Alexandria Neason, "Half of Teachers Leave the Job after Five Years," *The Hechinger Report*, July 18, 2014, available at **www.hechingerreport.org.**

[9]Kelly Medinger, "The New Shepherd of Catholic Education," October 2, 2014, posting by the Knott Foundation, available at **www.knottfoundation.org**.

[10] 2012–2013 Average Starting Teacher Salaries by State (Washington, DC: National Education Association, 2014).

OVERVIEW 1.1

WAYS TO IMPROVE YOUR EMPLOYMENT PROSPECTS

Advance Preparation

Check your state's certification requirements and follow them correctly.

Acquire adjunct skills that make you multidimensional, ready to assist in activities such as coaching or supervising the student newspaper.

Maintain an up-to-date file listing all your professional activities, accomplishments, and awards.

Keep well-organized notes on what you learn from classroom observations.

Begin a journal specifically related to teaching concerns. Use it to reflect on what you see and hear and to develop your own ideas.

Scouting and Planning

Collect information on school districts that have vacant positions. Possible sources of information include your career planning or placement office and the state education department's office of teacher employment. Look into computerized job banks operated by professional organizations or available elsewhere on the Internet.

Visit, call, or write to school districts in which you are particularly interested.

Plan your application strategy in advance.

Assembling Materials

Prepare a neat, accurate, clear résumé.

Prepare a professional portfolio that includes lesson plans, peer critiques, descriptions of relevant experience, supervisors' evaluations, and, if possible, a video of your teaching.

Ask your career planning or placement office for advice on other materials to include with the credentials you will submit.

Applying for a Job

Begin applying for teaching jobs as soon as possible.

Apply for several vacancies at once.

Preparing for an Interview

Take time to clarify your philosophy of education and learning. Know what you believe, and be able to explain it.

Be prepared for other interview questions as well. In particular, anticipate questions that deal with classroom management, lesson design, and your employment history.

Learn as much as you can about the school district before the interview, for instance, its organization, its levels of teaching positions, its types of schools, and its use of technology.

FOCUS What salary do you expect to earn in your first teaching position?

The greatest variation in salaries relates to years of experience and education. Teachers with more experience and more education earn more than those with less of either. Table 1.2 shows the range based on years of experience and additional education in a typical salary schedule for the public schools of Metropolitan Nashville. The salary schedule provides $41,257 for a first-year teacher with a standard certificate and $70,953 for a teacher with a doctorate and twenty-five years of experience. Although numbers change from district to district and state to state, the wide difference between upper and lower pay levels is fairly common.

1-3 STATUS OF CERTIFICATION

During the US colonial period and well into the early nineteenth century, anyone who wanted to become a teacher usually obtained approval from a local minister or a board of trustees associated with a religious institution. A high school or college diploma was considered unnecessary. If you could read, write, spell, and demonstrate good moral character, you could teach school. By the 1820s, future teachers had begun attending normal schools (discussed in Chapter 5, Historical Development of American Education), although formal certification remained unnecessary. Eventually, the

FIGURE 1.1   Average 2013 Teacher Salaries in the United States

Legend:
- $60,000 and above
- $50,000 to $59,999
- $45,000 to $49,999
- $39,001 to $44,999

DC ($60,000 and above)
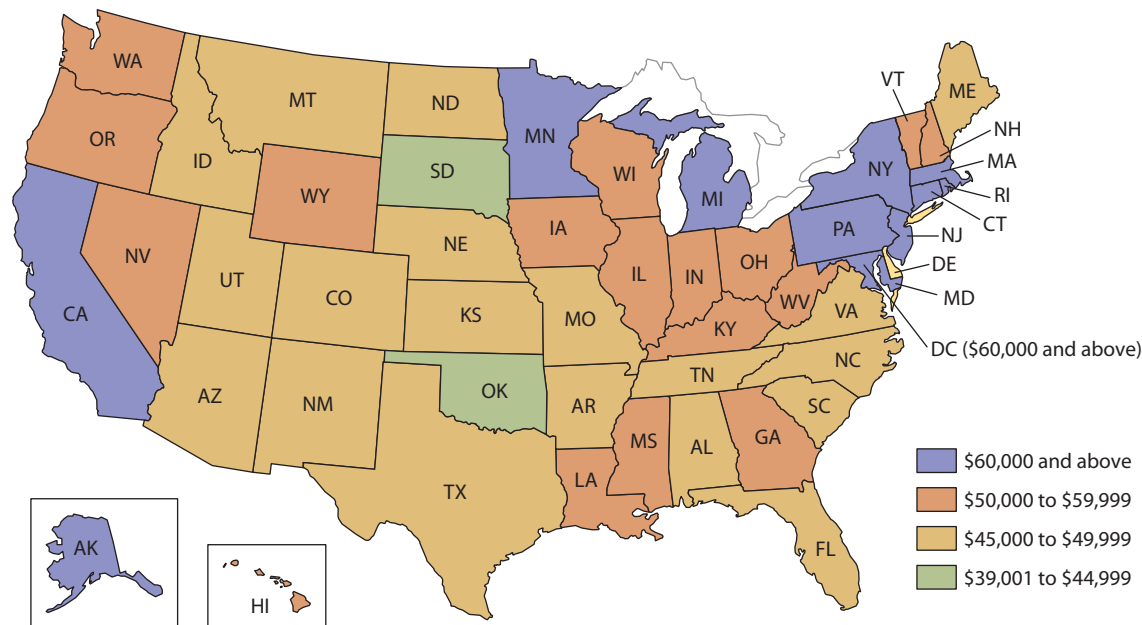
Source: National Center for Education Statistics (**http://nces.ed.gov/programs/digest/d13/tables/dt13_211.60.asp**).

normal schools became teacher colleges, and most of the teacher colleges are now diversified colleges and universities. Today, all public-school teachers must be certified or licensed. Except for some alternative certification or temporary certification programs, all states require a bachelor's degree or five years of college work for an individual to enter into teaching.

Prospective teachers who want to teach in a US public school must be certified by the state in their chosen subject areas and grade levels. At one time, most states granted this **certification** based on documentation that the candidate possessed appropriate professional preparation and good moral character. (The terms "licensed" and "licensure" are often used synonymously with "certified" and "certification" for an individual candidate. By way of contrast, "accreditation" usually refers to official approval of a preparation program.) However, increasing public dissatisfaction with the quality of education led to changes in certification practices. States generally now require that a candidate for certification pass a subject-matter test, a pedagogy exam, and, in many

certification State government review and approval that permits a teaching candidate to teach.

TABLE 1.2   Selected Steps in the Salary Schedule for Metropolitan Nashville Public Schools in 2015

	Bachelor's Degree	Master's Degree	Doctorate
First year	$41,257	$42,167	$47,586
Tenth year	45,028	49,121	57,308
Twenty-fifth year	54,664	60,122	70,953

Note: All teachers must earn an advanced certificate within ten years of initial state certification.
Source: National Council on Teacher Quality

cases, a basic-skills test and a background check. A small number of states require elementary teachers to pass a test on how to teach reading. State governments also require satisfactory completion of a teacher-preparation program, as well as a clinical experience such as student teaching.[11]

Variation in Requirements   Specific requirements for an individual to obtain a teaching certificate vary widely from state to state. The resulting variance in teacher-preparation programs leads to problems in determining the actual preparedness of entering teachers. The required semester hours in general education (that is, arts and sciences) for a secondary certificate varies nationwide from about thirty hours to about seventy-five hours. The minimum hours required in professional teacher-education courses and the number of semester or quarter hours needed to teach an academic subject also vary in accordance with state requirements. Add to this the fact that courses with the same title may have drastically different content from one institution to another, and you'll see why state and institutional requirements, even when taken together, do not guarantee that teachers have studied a uniform set of skills and concepts.

Reciprocity of Teacher Certificates   Differences in certification/requirements between states have also traditionally inhibited the movement of teachers throughout the country. If you were certified to teach in New York, for example, you might not meet the requirements for teaching in Illinois. Organizations concerned with educational quality generally criticized this lack of reciprocity among states. Many educators argued that easing interstate movement of teachers would help (1) balance teacher supply and demand, (2) improve opportunities for teachers, (3) reduce inbreeding and provincialism in local school systems, and (4) increase morale among teachers.

Reciprocity compacts of varying success were established between some states as early as 1900. In recent years, regional agreements have developed that recognize preparation requirements across states. Most states have signed interstate contracts in which they agree to issue comparable certificates to teachers who have completed a state-approved program at an institution accredited by the region covered in the contract. In addition, various organizations are developing nationwide approaches to improve teachers' geographic mobility.

alternative certification Teacher certification obtained without completing a traditional teacher-education program at a school or college of education.

Alternative Certification   Most states have introduced **alternative certification** programs, partly to attract talented candidates to teaching and partly in reaction to current or anticipated shortages in teaching fields such as science and math. These programs help prospective teachers pursue certification without following the traditional preparation path at schools and colleges of education. A New Jersey program, for example, seeks to attract "talented persons who did not study education in college." Nationwide, hundreds of thousands of teachers have been licensed through alternative certification programs. Many new teachers within this group pursue teaching careers after leaving the armed forces.[12]

Critiques of Alternative Certification   Alternative certification programs promote intense supervision and compressed formal course work during the first few years of teaching assignment. Such programs almost always require professional development activities and courses while learning to teach. Several systematic examinations of

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[11]Elizabeth A. Kaye, ed., *Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary Schools*, 79th ed., 2014–2015 (Chicago: University of Chicago Press, 2014); and Julie Rowland, "Trends in Teacher Certification," January 2015 posting by the Education Commission of the States, available at **www.ecs.org**.

[12]"The Pros and Cons of Alternative Teacher Certification," March 16, 2012, posting by Certification Map, available at **www.certificationmap.com**; and Morgan Smith, "Efforts to Raise Teacher Certification Standards Falter," *Texas Tribune*, August 22, 2014, available at **www.texastribune.com**.

alternative certification programs have provided encouraging indications that some attract well-educated individuals and may be meeting their goal of intense supervision. However, there appears to be great variation in both requirements and outputs among the many programs being implemented, and some assessments have raised questions. For example, data on several alternative certification programs indicate that many participants received little or none of the training or supervision that school districts were supposed to provide. In several cases, participants acquired large debts and were unable to find teaching jobs afterward. In addition, mentoring for alternatively certified teachers can place a heavy burden on school districts.[13]

Teach for America   Probably the best-known alternative certification program is a national effort called Teach for America (TFA). Designed to attract recent graduates from colleges at which students have high achievement scores, TFA has spent tens of millions of dollars to recruit potential teachers, train them intensively for five weeks, and place them in school districts with severe urban problems. Some initial reports were promising. For example, in some years, more than one-quarter of the participants were minority individuals, and many of the secondary-school participants had much-needed skills in math or science. Tens of thousands of teachers have been trained, and many are still teaching or hold other jobs in school districts. Several studies have reported promising results regarding the contributions of TFA participants. But other studies indicated that many of these potential new teachers were frustrated by conditions in difficult schools and/or withdrew before completing their teaching assignments. Some analysts believe that TFA has led occasionally to districts firing experienced teachers in order to hire less-costly new teachers.[14]

Despite the growing popularity of alternative certification programs, most teachers attend more traditional teacher-education programs. The Taking Issue box presents some arguments for and against alternative certification programs.

Teacher Residency   The Teacher Residency approach lies somewhere between the traditional route to certification and alternative certification. On the one hand, this approach recruits motivated but untrained candidates, as do many alternative programs. On the other hand, it places candidates in at least a full-year residency under the supervision of experienced teachers, where they have time and help to begin or complete a master's degree approaching the depth frequently found in traditional preparation programs. Carried out cooperatively by school districts and institutions of higher education, a Teacher Residency program can help districts obtain new teachers who are able to function successfully in difficult situations. Furthermore, the program can help universities or colleges meet their obligations to prepare and place outstanding teachers in difficult schools.[15]

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[13] Jill Constantine et al., "An Evaluation of Teachers Trained Through Different Routes to Certification," 2009 report prepared for the Institute of Education Sciences, available at **www.ed.gov**; Llyod Bentsen IV and Megan Simons, "Lessons from Teach for America," July 24, 2014, posting from the National Center for Policy Analysis, available at **www.ncpa.org**; and Julian Vasquez Heilig and Su J. Jez, "Teach for America: A Return to the Evidence," *NEPC Policy Brief*, January 7, 2014, available at **www.nepc.colorado.edu**.

[14] Ildiko Laczko-Kerr and David C. Berliner, "The Effectiveness of 'Teach for America' and Other Under-Certified Teachers on Student Academic Achievement," *Education Policy Analysis Archives*, September 6, 2003, available at **http://epaa.asu.edu**; Alexandra Hootnick, "Teachers Are Losing Their Jobs But Teach for America's Expanding. What's Wrong with That?" *The Hechinger Report*, April 21, 2014, available at **www.hechingerreport.org**; and Katie Osgood, "An Open Letter to Teach for America Recruits," *Rethinking Schools* (Spring 2014), available at **www.rethinkingschools.org**.

[15] Liz Bowie, "Baltimore Is Using a Residency Program to Keep New Teachers," August 25, 2014, posting by Governing the States and Localities, available at **www.governing.com**; and Ron Thorpe, "Residency: Can It Transform Teaching the Way It Did Medicine?" *Phi Delta Kappan* (September 2014).

TAKING ISSUE

ALTERNATIVE CERTIFICATION

Many states have introduced alternative certification programs that bypass traditional teacher-education requirements. In general, these programs help orient college graduates to the teaching experience. They then place graduates in full-time teaching positions, where they receive training that leads to certification while they learn about teaching and education.

Question

Should we encourage alternative certification programs that bypass traditional teacher-education requirements? (Think about this question as you read the following PRO and CON arguments. What is *your* response to this issue?)

Arguments PRO

1. Learning to teach on the job can provide better opportunities to determine what does and doesn't work in the actual world and to talk with, observe, and emulate successful teachers.

2. Professional studies integrated with full-time teaching are likely to be more meaningful and practical than studies presented in largely theoretical college courses.

3. Alternative programs, which avoid years of study for certification, can attract teacher candidates to shortage areas such as mathematics, science, and bilingual education.

4. Alternative programs help attract minority teachers, retired persons with special skills in technical subjects, and other candidates who can make important contributions in improving the education system.

5. Competing alternative programs will stimulate colleges and universities to improve their teacher-training programs.

Arguments CON

1. Learning to teach on the job frequently proves unsuccessful because many participants find the immediate demands overwhelming and fail to develop and hone their skills adequately.

2. Initial data on several alternative certification programs show that, in practice, school districts either lack sufficient resources to provide professional studies for participants or have other priorities.

3. These programs offer short-term relief only. Many participants realize they are unsuited for or not interested in the work and withdraw during or soon after the first year.

4. Alternative certification reinforces inequity in education because it often places inexperienced persons at inner-city schools, which have high turnover and the most need for well-trained and experienced faculty.

5. Competing alternative programs may distract colleges and universities from offering training that develops the understanding and skills of reflective teachers over several years of study.

Among the first Teacher Residency programs were three established in Boston, Chicago, and Denver, respectively. Early research has indicated that graduates are performing at a high level, and retention rates in teaching are unusually strong. In addition, implementers and researchers are identifying the program components and elements that help make residencies most successful. Substantial funds for Teacher Residency programs have been made available through the Higher Education Opportunity Act, and numerous institutions are planning or exploring how to participate in establishing these programs.[16]

Assessment of Certification Practices   Tamara Hiler and Stephanie Johnson reviewed the wide variety of approaches and arrangements for preparing individuals to obtain teaching certificates/licenses and reached the following conclusions as detailed in a report circulated by the Education of Commission of the States:[17]

[16]"Building Effective Teacher Residencies," November 12, 2014, posting by Urban Teacher Residency United, available at **www.utrunited.org/blog/entry /building-effective-teacher-residencies-a-new-research-report-from-urban-tea**.
[17]Quotes are from Tamara Hiler and Stephanie Johnson, "Creating a Consistent and Rigorous Teacher Licensing Process," November 20, 2014, posting by Third Way Publishing, available at **www.ecs.org**.

- Given the nearly 600 different teacher licensure exams in use, teachers "in various states are held to grossly different standards of rigor in the teacher certification process."
- The standard for teacher licensure exams is "set shockingly low—with almost every state granting licenses to teachers who score as low as the 16th percentile."
- The current framework should be replaced with one that "lays out a consistent set of entry requirements, demands a high bar for entry, and allows teachers to readily take their skills across state lines."

As you shall see later in this chapter, many efforts are underway to bring about improvements in certification/licensure arrangements and processes, along with related reforms in teacher-preparation practices and programs.

1-4 TRENDS IN PRESERVICE EDUCATION

In recent years, major developments in preservice teacher education have included increased emphasis on producing "reflective" teachers; growing use of computers and other technology; requirements that future teachers learn about methods for teaching students with disabilities and other special populations; programs to prepare teaching candidates for the diverse cultural and ethnic settings of contemporary US schools; and more rigorous requirements for entry into and exit from teacher education.

1-4a Reflective Teaching

reflective teaching A style of teaching that emphasizes reflective inquiry and self-awareness.

In accordance with a recent emphasis on improving students' thinking and comprehension skills, many institutions emphasize **reflective teaching** as a central theme in teacher education. Reflective teachers frequently observe and think about the results of their teaching and adjust their methods accordingly. Closely related terms such as *inquiry-oriented teacher education, expert decision making,* and *higher-order self-reflection* also describe this concept. Hundreds of schools of education have reorganized their programs to prepare reflective teachers, but the programs are diverse and show little agreement on what reflective teaching should mean.[18]

1-4b Computer and Technology Use

Most likely, your teacher-education program offers you some training and access to a computer lab. National surveys of teacher-education programs indicate that nearly all have established computer or technology laboratories. These laboratories encompass a wide variety of activities and objectives, such as orienting future teachers in computer use, introducing hardware and software developed for elementary and secondary schools, and strengthening interest and capability in technology for lesson design or delivery. Many institutions have begun to emphasize the use of technology and electronic media to help teachers advance their students' critical thinking, social and civic development, and digital and visual literacy. Usually, one purpose of this aspect of teacher education is to reduce the possibility that future teachers will become overwhelmed when encountering students who are acquainted with and even adept at the latest technologies.[19]

[18]Johan Luttenberg and Theo Bergen, "Teacher Reflection," *Teachers and Teaching* (October 2008), pp. 543–566; Lana M. Danielson, "Fostering Reflection," *Educational Leadership* (February 2009); and Meagan C. Arrastia et.al, "The Nature of Elementary Preservice Teachers' Reflection During an Early Field Experience," *Reflective Practice* (April 2014).

[19]Phyllis K. Adcock, "Evolution of Teaching and Learning through Technology," *Delta Kappa Gamma Bulletin* (Summer 2008), pp. 37–41; and Robin L. Flanigan, "Teacher Colleges Seek to Shift to Digital Age," *Education Week*, January 29, 2014.

1-4c Requirements for Teaching Students with Disabilities

Many states and teacher-training institutions now require that all future teachers receive some preparation in working with students who have significant disabilities. As a teacher, you will likely have students with special needs in your classes. The law demands that students with disabilities be *mainstreamed* in regular classes as much as is possible and feasible, and the growing trend is toward full *inclusion* of disabled students no matter how extensive their special needs. (See Chapter 12, Providing Equal Educational Opportunity, for information about mainstreaming, inclusion, and related topics.) As a consequence, most teachers can expect certain responsibilities for working with students with special needs. Typical teacher-training requirements involve the following:[20]

- Cooperative, interdisciplinary efforts in which both higher-education faculty and knowledgeable field educators help future teachers learn approaches to working with students with disabilities
- Requirements in many states that all future teachers complete one or more courses in education for students with special needs and/or that existing courses incorporate substantial amounts of material on the subject

1-4d Preparation for Teaching in Diverse Settings

Increasing enrollment of racial and ethnic minority students in US schools is prompting programs to prepare future teachers by adding components to help candidates function successfully in diverse settings. Similar efforts are underway in teacher licensing. For example, the Praxis III teacher performance assessment approach, developed by the Educational Testing Service (ETS), specifies that a candidate for a teaching license should be able to demonstrate a "comprehensive understanding" of why it is important to become familiar with students' background knowledge and experiences.[21]

1-4e Quality of Preparation Programs

It is difficult, if not impossible, to characterize the overall adequacy and effectiveness of the myriad teacher-preparation programs in the United States. They range from very large to tiny, from relatively well funded to financially skimpy, and from brand new to nearly a century old. Moreover, they all offer widely varying definitions of what it means to be the quality teachers they are trying to produce. Nevertheless, analysts have been trying to evaluate them.

"Teaching at Risk"   For example, a group of business and civic leaders called The Teaching Commission examined various aspects of teacher quality and issued a major report titled "Teaching at Risk." Regarding a perceived need to reinvent teacher-preparation programs, the Commission assigned a grade of C for effort and a grade of D for results. Among other findings, it concluded that too many teachers have too little knowledge of mathematics, science, and other subjects they are teaching; that

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[20]Tamara J. Arthaud et al., "Developing Collaboration Skills in Pre-Service Teachers," *Teacher Education and Special Education* (Winter 2007), pp. 1–12; and Bethany M. Hamilton-Jones and Cynthia O. Vail, "Preparing Special Educators for Collaboration in the Classroom," *International Journal of Special Education*, v. 29 no.1, 2014.

[21]Nancy L. Commins and Ofelia B. Miramontes, "Addressing Linguistic Diversity from the Outset," *Journal of Teacher Education* (May/June 2006), pp. 240–246; and Emmeline Zhao, "Raising the Bar for Teacher Colleges," October 28, 2014, posting by the Education Writers Association, available at **www.ewa.org**.

alternative certification programs are not adequately providing skilled teachers where needs are greatest; and that the training of future teachers "adds far too little value" to their skills and capabilities.[22]

Education Schools Project   An organization named the Education Schools Project similarly released the results of a five-year study of teacher-education programs. Its "Educating School Teachers" report concluded that as many as one-quarter to one-third do an excellent job, but that most future teachers are being prepared in programs that too often have inadequate curricula, low standards, and faculty out of touch with the schools. The report included recommendations (among others) that "failing" schools of education should be closed, "quality" programs should be expanded, scholarships should be provided to attract the "best and brightest" into teaching, and quality control should be strengthened.[23]

National Council on Teacher Quality   Assessments of teacher-preparation programs also have been conducted by the National Council on Teacher Quality (NCTQ). The Council collects information on candidate selection and graduate exit policies and practices, course offerings and syllabi, clinical observation and student teaching arrangements, provision of mentoring, and related matters. Its 2014 report stated that the "country is finally waking up to the critical importance of improving teacher-preparation quality." It also reported that of the 1,612 programs for which it collected data, only 107 were classified in its highest category of quality. Many educators, some of them highly respected leaders in teacher education, were publicly critical of the Council's data collection methods and analysis.[24]

1-5 PROSPECTIVE TEACHERS: ABILITIES AND TESTING

In recent years, much discussion has centered on improving the quality of the teaching workforce, particularly on improving the abilities of prospective teachers and on testing their competence for teaching. Discussions of the quality of the teaching workforce frequently focus on ability scores derived from standardized tests such as the Scholastic Assessment Test (SAT) and the American College Test (ACT). Among potential teachers, such test scores declined in the 1970s, as they did for students majoring in business and numerous other subjects. For example, between 1973 and 1981, the average SAT verbal score of college students intending to teach fell from 418 to 397. Since 1982, however, test scores of college students who say they intend to become teachers have appreciably increased and generally resemble those of students majoring in business, psychology, and the health professions. Data also show that the SAT percentile rank of new teachers increased from the 45th percentile in 1993–94 to the 50th percentile in 2008–09. In addition, some recent studies have found that teachers' average test scores are about the same as those of other college-educated adults.[25]

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[22]Louis V. Gerstner, Jr., et al., *Teaching at Risk: Progress and Potholes* (New York: The Teaching Commission, 2006).

[23]Arthur Levine, *Educating School Teachers* (Washington, DC: Education Schools Project, 2006), available at **www.edschools.org**. See also Lyndsey Layton, "Education Department Moves to Regulate Teacher Education Programs," *Washington Post*, November 25, 2014, available at **www.washingtonpost.com**.

[24]Julie Greenberg, Kate Walsh, and Arthur McKee, *2014 Teacher Prep Review* (Washington, DC: National Council on Teacher Quality, 2014), available at **www.nctq.org**; Linda Darling-Hammond, "Why the NCTQ Teacher Prep Ratings Are Nonsense," *Washington Post*, June 18, 2013, available at **www.washingtonpost.com**; and Chris Kardish, "States Are Strengthening Teacher Preparation Laws," June 25, 2014, posting by Governing the States and Localities, available at **www.governing.com**.

[25]Drew H. Gitomer, *Teacher Quality in a Changing Policy Landscape* (Princeton, N.J.: Educational Testing Service, 2007), available at **www.ets.org**; and Dan Goldhaber and Joe Walch, "Gains in Teacher Quality," *Education Next* (Winter 2014), available at **www.educationnext.org**.

1-5a Testing Teachers

basic-skills testing Testing that examines preservice teachers' basic skills with respect to subjects such as reading, mathematics, and communications.

Some efforts to improve the teaching force focus on **basic-skills testing** of preservice teachers, new teachers, and sometimes experienced teachers. Drawing on the argument that teachers whose scores are low in reading, mathematics, communications, and/or professional knowledge probably are ineffective in their teaching, many states have introduced requirements that prospective teachers pass some form of minimum skills test in reading and language, math, subject-area specialty, and professional knowledge. More than forty states now use the Praxis test developed by the Educational Testing Service for this purpose. To become a certified teacher, you likely will need to pass a series of Praxis exams.[26]

1-5b Criticisms of Testing
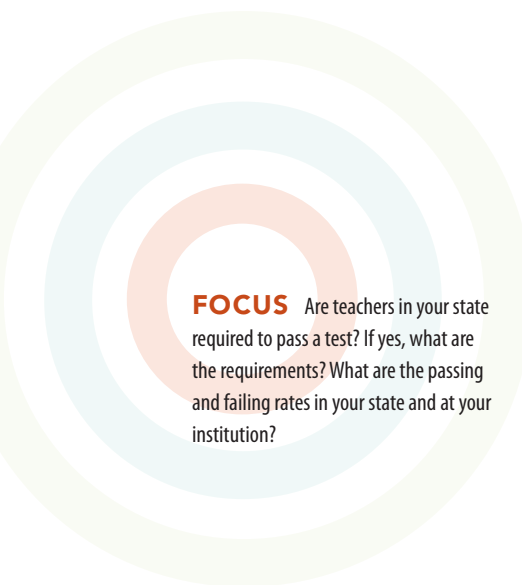
Testing of prospective and current teachers remains a controversial topic. Many political leaders see testing as one of the few feasible steps they can take to improve public confidence in the teaching force. Opponents argue that the process unjustifiably excludes people who do poorly on paper-and-pencil tests. Many opponents believe that existing tests are biased against minorities and other candidates not from the cultural mainstream. Critics also cite data indicating that scores on standardized tests taken by future teachers correlate poorly with subsequent on-the-job measures of teaching effectiveness.[27]

1-5c Proponents of Testing

Proponents of basic-skills testing generally counter that all or nearly all teachers must be able to demonstrate that they can function at least at the seventh- or eighth-grade level in reading, writing, and math—the minimum level currently specified on some tests—to perform effectively in their jobs. Many proponents also argue that research has provided enough information to justify minimum standards and to allow for the creation of more valid exams.[28] In any case, testing remains highly popular, and you should make sure that your teacher-preparation program and general studies help you prepare to pass any exams that you must take.

1-5d Controversies over Basic-Skills Testing

Controversy regarding basic-skills testing of prospective teachers became nationally prominent in 1998 after Massachusetts administered its first statewide test for this purpose. Thirty percent of the candidates failed the reading and writing test, and 63 percent of candidates for mathematics certification failed the subject-matter test in their field. The chairman of the state board of education stated that "the real story … is that so many prospective public school teachers failed a test that a bright 10th grader could pass without difficulty" and that "no responsible person would subject anyone's children, much less his own, to teachers who had failed these topics." Subsequently, legislators and educators in Massachusetts and elsewhere initiated ongoing debates and arguments concerning appropriate test-performance levels for entering and exiting teacher-preparation programs and for obtaining and retaining teaching certificates and licenses.

FOCUS Are teachers in your state required to pass a test? If yes, what are the requirements? What are the passing and failing rates in your state and at your institution?

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[26]Chris O'Neal, "Improving Teacher Quality," 2008 essay prepared for Edutopia, available at **www.edutopia.org**; and "The Praxis Series Information Bulletin 2014–2015," 2015 posting by the Educational Testing Service, available at **www.ets.org**.

[27]Ayres G. D'Costa, "The Impact of Courts on Teacher Competence Testing," *Theory into Practice* (Spring 1993), pp. 104–112; and Adrienne Hu, "The Accountability of Teacher Preparation Programs," 2014 posting by Michigan State University College of Education.

[28]Donald Boyd et al., "The Effect of Certification and Preparation on Teacher Quality," *The Future of Children* (Spring 2007), available at **www.futureofchildren.org**; and Beth Hawkins, "Are Minnesota's Teacher-Prep Programs Leaving Too Many Graduates Unprepared?" *Minnpost*, April 3, 2014, available at **www.minnpost.com**.

In recent years, focus has shifted somewhat toward introducing tests assessing real-world skills, such as New York's requirement to submit a video showing the candidate working successfully in a classroom with a group of students.[29]

1-6 JOB SATISFACTION AND DISSATISFACTION

Are people who become teachers generally satisfied with their work? Job conditions strongly affect satisfaction, and, as you'll see in this section, job conditions are changing in response to many calls for educational reform. Several of these changes seem likely to improve teachers' job satisfaction.

In polls conducted for the Metropolitan Life Insurance Company, teachers have been asked, "All in all, how satisfied would you say you are with teaching as a career?" Most of the respondents have answered either "very satisfied" or "somewhat satisfied." About half have reported that they were more enthusiastic about teaching than when they began their careers. Furthermore, the percentage of satisfied teachers has increased from 40 percent in 1984 to more than 80 percent in recent years. Similar results have been documented in several other recent polls. Additional information about teacher satisfaction is provided in Chapter 2, The Teaching Profession.[30]

1-6a Reasons for Dissatisfaction

Many teachers do, however, report dissatisfaction with their work. Nationwide surveys show that significant percentages believe they have insufficient time for counseling students, planning lessons, and other instructional functions. Other complaints include ambiguity in supervisors' expectations; unresponsive administrators; decrepit facilities; obligations to participate in staff development perceived as irrelevant or ineffective; inadequate salaries; lack of supplies and equipment; forced concentration on teaching low-level skills; extensive paperwork and record keeping; and insufficient input on organizational decisions. Perceived overemphasis on pedestrian instruction as well as low-level tests as part of responses to No Child Left Behind legislation (see Chapter 12, Providing Equal Educational Opportunity, in this book) has become an important aspect of teacher dissatisfaction in recent years.[31]

1-6b State and District Standards and Teacher Stress

Teaching is a difficult profession that usually involves significant stress. In recent years, the introduction of state and district standards for student performance has substantially increased this stress. Standards are often accompanied by accountability mechanisms involving standardized testing and publication of achievement scores for schools and, sometimes, individual classrooms. All states now require some degree of uniform testing in all school districts. Many of these tests carry high stakes, such as whether students pass from one grade to another, become eligible to graduate, or must attend summer school, as well as whether or not schools may be closed or intensely scrutinized because of low test scores.

Teaching to the Test   With such consequences, many teachers feel severe pressure to improve their students' test scores. This reaction is particularly prevalent at low-performing

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[29]John Silber, "Those Who Can't Teach," *New York Times,* July 7, 1998. See also Larry H. Ludlow, "Teacher Test Accountability," *Education Policy Analysis Archives,* February 22, 2001, available at **http://epaa.asu.edu**; "Reports Blast Teacher Tests," June 26, 2007, posting by Fair Test, available at **www.fairtest.org**; and John Hildebrand, "New Teacher Candidates Facing Demanding Rules for Certification," *Newsday*, March 12, 2014, available at **www.newsday.com**.

[30]*The MetLife Survey of the American Teacher*, 2012 (New York: Metropolitan Life, 2013, available at **www.metlife.com**; James M. Crotty, "Report Finds Rising Job Satisfaction and Autonomy Among Teachers," *Forbes*, January 30, 2014, available at **www.forbes.com**; and Terry Stoops, "Data Do Not Reflect Claims of Teacher Dissatisfaction," *Carolina Journal*, February 4, 2014, available at **www.carolinajournal.com**.

[31]Melissa Lazarin, "Testing Overload in America's Schools," October 16, 2014, posting by the Center for American Progress, available at **www.americanprogress.org**.

TECHNOLOGY @ SCHOOL

AN INTERNET RESOURCE FOR PROSPECTIVE TEACHERS

The "Survival Guide for New Teachers" (available on the US Department of Education's website) offers a "collection of reflections by award-winning first-year teachers." Sections in this document advise you on how to work with veteran teachers, parents, and principals. The following is an excerpt from the introductory message:

What Does "Sink or Swim" Mean?
To start with, first-year teachers are still liable to be assigned the most challenging courses—the ones with a heavy developmental emphasis and students who need additional expertise to teach. Moreover, many new teachers receive little more than a quick orientation on school policies and procedures before they start their jobs. And there is often no time in the day— or week, for that matter—allotted for sitting down with colleagues to discuss pedagogical methods, daily dilemmas like time and classroom management, and coping strategies ….
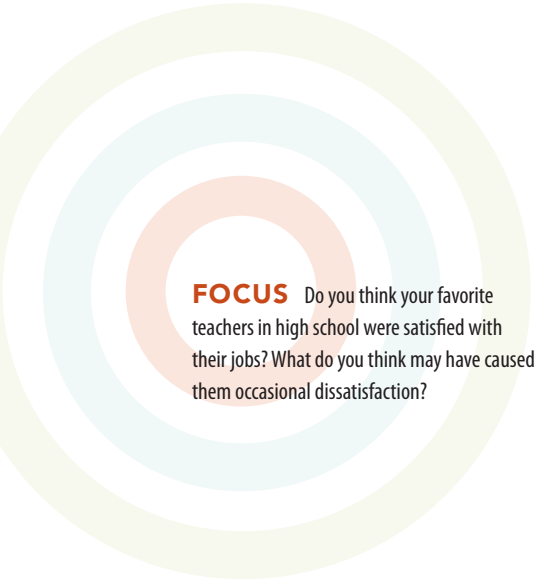
Fortunately, some promising new initiatives are already under way. For example, 100 percent of the graduates of a program for first-year teachers from Texas A&M University-Corpus Christi, Texas, have stayed on the job after five years of teaching.

Meanwhile, the statewide retention rate is about 50 percent after five years, according to the university.

Texas's Induction Year Program is designed to provide support and instruction to first-year teachers while getting them started toward master's-level professional development. The program focuses on practical issues such as classroom management, communication skills, and discipline. Also, faculty members regularly visit participants' classrooms to evaluate the teacher's performance.

In addition to university teacher-preparation programs, school districts are doing more to make first-year teaching a success. Districts from Wilmington, Delaware, to Columbus, Ohio, to Omaha, Nebraska, have instituted induction programs for new teachers that include mentoring, peer assistance, and other forms of guidance and support.

You will also find headings for links to state departments of education. In addition to digesting the information and suggestions provided in these documents, you can discuss their meaning and implications with other prospective teachers or familiarize yourself with information on certification and assistance possibilities in your own or other states.

schools, but it also occurs even at some high-performing schools in locations where states or districts set high requirements for improved performance every year. Faculty in many schools wind up devoting much of the school year to preparing for tests and to emphasizing test-preparation materials in obtaining and using teaching resources, practices known collectively as "teaching to the test." As we point out elsewhere in this book, this situation has raised controversial questions as to whether the standards movement facilitates or impedes improvements in student performance, as teachers narrow their instructional focus to the tested skills. Although some teachers report finding ways to provide engaging, quality instruction within frameworks that require continuous attention to the many learning objectives specified on state and district tests, even these teachers typically experience high-level stress as they learn to function effectively within such frameworks.[32]

FOCUS Do you think your favorite teachers in high school were satisfied with their jobs? What do you think may have caused them occasional dissatisfaction?

Coping with Stress   As you have seen, teaching has its difficult moments. Research also indicates that elementary and secondary teaching has become more stressful in recent years. In response, many professional organizations and school districts offer courses or workshops emphasizing coping techniques and other stress-reduction approaches.

Counselors point out that exercise, rest, hobbies, good nutrition, meditation or other relaxation techniques, vacations, and efficient scheduling of personal affairs can help individuals cope with high-stress jobs. You may also reduce stress if you participate in professional renewal activities or support groups, separate your job from your home life, and keep an open-minded attitude toward change. First-year teachers experience unique stress as they enter new teaching jobs. For this reason, professional organizations, school districts, and even the US Department of Education offer supportive programs. The Technology @ School box in this chapter describes one such effort.

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[32]Stuart S. Yeh, "Limiting the Unintended Consequences of High-Stakes Testing," *Educational Policy Analysis Archives,* October 28, 2005, available at **http://epaa.asu.edu**; "Testing the Joy Out of Education," *American Teacher* (October 2008), available at **www.aft.org**; Michigan State University, "High-Stakes Testing, Lack of Voice Driving Teachers Out," *Science Daily*, September 9, 2014, available at **www.sciencedaily.com**; and Amanda A. Fairbanks, "Will Test-Based Teacher Evaluations Derail the Common Core?" *The Hechinger Report*, January 8, 2015, available at **www.hechingerreport.org**.

1-7 EFFORTS TO IMPROVE TEACHER QUALIFICATIONS AND FUNCTIONING

As we have stated in preceding sections, most teachers are motivated by a desire to work with young people and to enter a challenging and honorable field. Most are satisfied with most aspects of their jobs. Some dissatisfaction arises, however, mostly with various nonteaching considerations and with the demands imposed by the contemporary movement to raise students' achievement. As discussed next, nationwide efforts have been under way to address some of the conditions that teachers find difficult and to reform schools by improving teachers' qualifications and functioning.

1-7a The No Child Left Behind Act

No Child Left Behind Act (NCLB) The federal Elementary and Secondary Education Act passed in 2001, which requires states and school districts that receive federal funding to show adequate yearly progress, as measured by standardized tests of students in grades 3–8 and in high school, and to provide all students with "highly qualified" teachers.

In 2001, teacher-quality-improvement activities became an integral part of the national school reform movement with passage of the **No Child Left Behind Act (NCLB)**. We will discuss major components of NCLB dealing with student achievement elsewhere, particularly in Chapter 12, Providing Equal Educational Opportunity. Here we review the key sections dealing with requirements that teachers in school districts receiving federal funding must be "highly qualified."

Requirements in these sections were explained in a 2004 US Department of Education document (see "A Toolkit for Teachers," available at the US Department of Education website). The document notes that the NCLB "represents a sweeping overhaul of federal efforts to support elementary and secondary education" and "sets the goal of having every child making the grade on state-defined education standards by the end of the 2013–14 school year." As part of the overhaul, NCLB "outlines the minimum qualifications needed by teachers and paraprofessionals who work on any facet of classroom instruction. It requires that states develop plans to achieve the goal that all teachers of core academic subjects be highly qualified."[33]

highly qualified teacher An aspect of the No Child Left Behind Act, which specifies that teachers should have (1) a bachelor's degree; (2) full state certification and licensure as defined by the state; and (3) demonstrated competency as defined by the state in each core academic subject he or she teaches.

Three Requirements Under NCLB, a **"highly qualified teacher"** must have (1) a bachelor's degree, (2) full state certification and licensure as defined by the state, and (3) "demonstrated competency as defined by the state in each core academic subject he or she teaches."

Defining Competency New elementary teachers can demonstrate competency by "passing a rigorous state test on subject knowledge and teaching skills in reading or language arts, writing, mathematics and other areas of the basic elementary school curriculum." New middle- and high-school teachers can demonstrate competency "either by passing a rigorous state test in each subject they teach, or by holding an academic major or course work equivalent to an academic major, an advanced degree or advanced certification or credentials." Those already employed as teachers at any level can demonstrate competency by meeting the requirements for new teachers or by meeting a state-defined "high, objective, uniform state standard of evaluation (HOUSSE)." States have defined and established their HOUSSE standards for competency among current teachers. Many are using point systems that allow teachers to count a combination of years of successful classroom experience, participation in high-quality professional development that evaluates what the teacher has learned, service on curriculum development teams, and other activities related to developing knowledge in an academic area.

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[33]*A Toolkit for Teachers* (Washington, DC: US Department of Education, 2004); Bonnie Billingley, "'Highly Qualified' Teachers," January 1, 2014, posting by Teaching LD, available at **www.teachingld.org/questions/11**; and "NCLB:20 Frequently Asked Questions about Highly Qualified Teacher Requirements," undated posting by Teaching Community, available at **www.teaching.monster.com/benefits/articles/1826**.

Range of Developments   Developments with respect to implementation of NCLB teacher-quality goals have included the following:[34]

- The federal government has been distributing millions of dollars for activities such as devising and implementing alternative certification programs for teachers and administrators, establishing teacher merit-pay programs, providing bonus pay for teaching in high-need subjects and high-poverty schools, testing teachers in their subjects, and forming a Teacher Assistance Corps to help states carry out their quality-improvement initiatives.
- In 2006, Secretary of Education Margaret Spellings issued a report on teacher quality in which she provided data on state efforts to comply with NCLB. She acknowledged that states had approached but not been able to meet the goal of providing a highly qualified teacher in every classroom, and that minimum scores for passing tests to obtain a teacher's certificate in most states were low. The situation appears not to have changed very much in the intervening years.
- Much controversy has arisen regarding state progress toward ensuring highly qualified teachers in all classrooms. For example, although many states have reported that more than 90 percent of courses are taught by highly qualified teachers, some observers have cited various data indicating that numerous teachers teaching science, math, and other specialty subjects were working "out-of-field," that is, teaching in areas where they had not demonstrated competency. These observers have concluded that either the state data were incorrect or criteria for defining "highly qualified" had been set very low, or both.

Many organizations and individuals have expressed impatience and/or skepticism regarding NCLB implementation regarding teacher quality. For example, the Education Trust has criticized the federal government for doing little to ensure that teachers in urban schools are becoming truly qualified to raise the achievement of low-income students and minority students. Observers also point out that many rural districts face insuperable difficulties in meeting NCLB requirements for highly qualified teachers. To address these and related issues, the American Recovery and Reinvestment Act of 2009 (that is, the federal government's economic stimulus plan) required that states must stipulate they are making progress toward appointing experienced teachers to difficult schools before being eligible to receive part of the Recovery Act's $5 billion in educational incentive grants.

By 2009, more than 95 percent of teachers were highly qualified, as classified by the standards in their states. In addition, about half the states were funding induction and/or mentoring programs for new teachers. But it should be kept in mind that the meaning of "highly qualified" and the scope and effectiveness of supports for new teachers vary widely between and within states. In addition, most analysts believe that major problems still generally exist with respect to providing highly qualified teachers in high-poverty urban districts and in certain teaching areas such as special education and instruction for English language learners.

1-7b Evaluating Current and Future Teachers Based on Student Achievement

Despite the lack of consensus regarding the status and influence of NCLB and HOUSSE, nearly all state governments have initiated activities to improve the quality and effectiveness of teachers. Most states have stiffened entrance and exit requirements for teacher education, and/or expanded testing of new teachers. And, as described next, states and the federal government are participating in the Excellent Educators for All

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[34]Mary M. Kennedy, "Sorting Out Teacher Quality," *Phi Delta Kappan* (September 2008), pp. 59–63; and "The Highly Qualified Teacher Limbo," July 29, 2014, posting by Ecology of Education, available at **www.ecologyofeducation.net/wsite**.

Initiative, Race to the Top, and other new programs and activities to reduce the incidence of ineffective teachers, particularly at high-poverty schools, and most states have introduced requirements that teachers be evaluated partly in terms of their students' performance.

Excellent Educators for All Initiative   Introduced by the US Department of Education in 2014, this initiative is intended to support states and school districts in their efforts to bolster teacher quality and effectiveness at low-performing, high-poverty schools. Secretary of Education Arne Duncan explained that "we must work together to enhance and invigorate our focus on how to better recruit, support, and retain effective teachers and principals for all students, especially the kids who need them most." The Initiative contains three major components. The first is to "create new comprehensive educator equity plans that put in place locally developed solutions to ensure every student has effective educators." The second is to establish an Educator Equity Support Network that will "work to develop model plans, share promising practices, [and] provide communities of practice… to discuss challenges and share lessons learned." The third component, titled "Educator Equity Profiles," is designed partly to publish profiles that will "help states identify gaps in access to quality teaching for low-income and minority students" and will publicize successful districts and schools.[35]

Race to the Top (RTTT) A federal program that between 2009 and 2015 provided competitive grants to support educational innovations and reforms in states and districts.

Race to the Top (RTTT)   Following widespread recognition that implementation of the NCLB Act had been generating negative outcomes (described in Chapter 12, Providing Equal Educational Opportunity), the federal government introduced the **Race to the Top (RTTT)** program. RTTT has been described in Department of Education publications as an "invitation for … [states to use] best ideas on raising standards to prepare all students for college and careers, investing in America's teachers and school leaders, turning around the lowest-performing schools, and using data to inform support for educators and decision making." Many government officials recognized that teachers seldom were evaluated in terms of their students' performance. They also knew that well over 90 percent of teachers in most districts were assessed as satisfactory, even if their students were failing miserably. In response, grants awarded for the purpose of improving teacher quality require funded states to do the following:[36]

- Link data on students' achievement level and growth in performance to their teachers.
- Relate this information to the in-state programs that prepare teachers.
- Publicly report these and other data on program effectiveness for each preparation program in the state.

Seeking funding from RTTT and spurred by the desire to obtain NCLB waivers (see the waiver discussion later in this section) as well as public demands for better student performance and international research emphasizing the importance of effective teachers, most state governments have moved to carry out the teacher quality activities specified earlier. In many states, teacher evaluations now are based on increasingly rigorous, frequent, and sophisticated observation of classroom teaching, with additional meaningful support provided for low-scoring teachers. For the minority of

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[35]Leila Meyer, "ED Launches Excellent Educators for All Initiative," *The Journal*, July 8, 2014, available at **www.thejournal.com**; and "New Initiative to Provide All Students Access to Great Educators," July 7, 2014, posting by the US Department of Education, available at **www.ed.gov**.
[36]Chad Aldis, "Next-Generation Teacher Evaluations," *Ohio Gadfly Daily*, November 3, 2014, available at **www.edexcellence.net**; "Principals' Group Latest to Criticize 'Value Added' for Teacher Evaluations," December 5, 2014, posting by *Education Next*, available at **www .educationnext.org**; "Setting the Pace," March 2014 posting by The White House and the US Department of Education; Valerie Strauss, "Statisticians Slam Popular Teacher Evaluation Method," *Washington Post*, April 13, 2014, available at **www.washingtonpost.com**; and Mike Rose, "School Reform Fails the Test," *American Scholar* (Winter 2015).

teachers with students in grades and subjects (for example, reading, math) included in state assessments, evaluations of these teachers in some districts make significant use of so-called Value-Added Measurement (VAM) of their students' achievement gain or loss during the academic year. In some cases, observational information on teachers' performance and students' standardized test scores now constitute half or more of some teachers' annual evaluation ratings.

Criticism of VAM and Observation Data   However, some leading analysts have been vocal in their criticism of these developments. Many researchers and statisticians believe that VAM does not provide valid data useful in making decisions about teacher effectiveness, and they question the usefulness of observational data as currently collected in reaching conclusions about any teacher's job performance. They also point out that in many or most districts, teachers are still categorized in terms allowing only for either satisfactory or unsatisfactory, with only a small number placed in the unsatisfactory category.

Elimination of Race to the Top in 2015   Following many criticisms and much dissatisfaction regarding RTTT policies and requirements, the US Congress did not continue the program as part of ESEA/NCLB reauthorization in 2015. However, some of the goals and policies that characterized RTTT may well be pursued by the federal government and state governments in the future.

Waivers from NCLB   As the 2014 deadline approached requiring that all students be proficient on state tests, states faced the prospect that many or even most of their schools would be classified as not making "adequate yearly progress," and then would be responsible for providing large amounts of financial and other support, for replacing most or all faculty at some or many schools, and/or for seeking other drastic solutions. (NCLB requirements are described at some length in Chapter 12, Providing Equal Educational Opportunity.) Most states have sought and received waivers from these NCLB requirements by participating in RTTT or similar activities. Thus, more than forty states now require that teachers be evaluated at least partly in terms of data on their performance.[37]

Council for the Accreditation of Educator Preparation (CAEP)   The Council was formed in 2013 by a consolidation of the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). The CAEP is now the sole national accreditor of teacher-education programs. It has introduced new standards requiring that teacher-training programs have students with a collective grade point average of at least 3.0, as well as college admissions test scores above the national average by 2017 and in the top third by 2020. Mary Brabeck, chair of CAEP's board, and a colleague have stated that the Council "will evaluate programs on what teacher-candidates can do and how effectively they can teach, as demonstrated though reliable assessments, including classroom observations and students' standardized-test scores."[38]

US Department of Education Regulations and Rating Systems   In 2015, the Department of Education established new regulations requiring state governments to be more rigorous in rating teacher-education programs according to whether their graduates find jobs in their subject field, how long they stay in those jobs, and the performance on standardized tests and other measures of the students taught by their graduates. If a program is deemed "low-performing" or "at risk" for two consecutive years, it will not

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[37]Matthew P. Steinberg and Lauren SarTain, "Does Better Observation Make Better Teachers?" *Education Next* (Winter 2015), available at **www.educationnext.org**.
[38]Mary Brabeck and Frank C. Worrell, "Best Practices for Evaluating Teacher Ed. Programs," *Education Week*, November 4, 2014.

receive TEACH grants that provide up to $4,000 per year to participants who agree to work in high-need fields or in struggling schools for at least four years. However, states will not be required to publish report cards with such information until 2019.[39]

1-7c Implications and Prospects for Future Teachers

As political leaders and the general public have become seriously concerned with alleged poor student performance, attention increasingly has focused on education, and there has been good news regarding teachers' prospects. Governments at all levels are acting to improve teacher recruitment and preparation, working conditions, and professional responsibility. Individuals dedicated to helping young people learn and grow in school should have considerable opportunities to realize their ambitions. In years to come, the teaching profession should continue to experience a renewed excitement and an even greater sense that the work is of vital importance to American society.

The most recent developments have signaled a growing recognition of the importance of elementary and secondary schools, and the central role of well-prepared teachers in educating the nation's students. Efforts have been inaugurated to improve the recruitment and preparation of future teachers, their opportunities for learning from capable mentors, and their chances for obtaining a rewarding and stable professional position.

No one can say for sure how these developments will affect each individual candidate for a teaching certificate. For some, improved opportunities will be increasingly evident; for others, major hurdles and even disappointments will have to be overcome. For example, many new teachers will find exciting jobs at improving urban schools, innovative schools with advanced technology, or schools with collaborative staff who provide excellent advice and assistance. Many others will encounter difficult circumstances such as decreased financial aid at their college or university, problems involving the accreditation of their home institutions, or declining reputations and resources at the school districts that hire them. We hope that your experience turns out to be overwhelmingly positive.

FOCUS Which of the reform efforts described here would you most like to see in a school district in which you wanted to teach? Which of the reforms do you think might cause teachers dissatisfaction or stress? Why?

SUMMING UP

1. Although we see many reasons for entering the teaching profession, research indicates that most teachers do so to help young children and to provide a service to society.
2. Many educators are focusing on ways to increase diversity in the teaching workforce to better reflect the student population.
3. Demand for new teachers will likely continue.
4. Teacher salaries have improved in recent years.
5. Requirements for teacher certification or licensure vary from state to state and among institutions of higher learning.
6. Trends in teacher education include a growing emphasis on developing reflective teachers. Teachers also are increasingly prepared to use up-to-date technology, to work with students who have special needs, and to teach in widely diverse settings.

7. Although admitting that it is not possible to generalize about the myriad teacher-preparation programs, several major reports have concluded that many programs are not doing an adequate job in training future teachers.
8. Most teachers are satisfied with most aspects of their jobs, despite some dissatisfaction with starting salaries and certain other aspects of the profession.
9. Concern is widespread over the quality of the teaching workforce and teacher preparation. Significant reports and legislation dealing with student performance have helped generate a variety of efforts and programs to improve teacher quality and functioning.

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[39]Louis Freedberg, "Impact of Teacher Rules Unclear," *EdSource*, December 2, 2014, available at **www.edsource.org**; and Lydia Wheeler, "Federal Incentive Program for Teachers 'Not Working' Study Finds," January 13, 2015, posting by The Hill, available at **www.thehill.com**.

SUGGESTED RESOURCES

INTERNET

The federal government maintains various sites on the Internet. Many topics in this chapter (and in this book) can be explored at the US Department of Education website and the Institute of Education Sciences website. Various professional organizations, such as the Association for Supervision and Curriculum Development and Phi Delta Kappa also sponsor relevant sites.

Updated reports and developments regarding topics in this chapter are described in The Hechinger Report website.

The *Teacher Quality Bulletin* newsletter is a publication available by e-mail or online from the Teacher Quality Clearinghouse.

PUBLICATIONS

Goldstein, Dana. *The Teacher Wars*. New York: Doubleday, 2014. *Subtitled "A History of America's Most Embattled Profession," this volume includes material on teacher preparation and on new teachers.*

Herndon, Joseph. *The Way It Spozed to Be.* New York: Bantam, 1968. *A classic when it was published, this book, which describes the satisfactions and difficulties of teaching in the inner city, remains relevant in the new millennium.*

Journal of Teacher Education. American Association of Colleges for Teacher Education. *Regularly provides information and analysis regarding important issues in preservice and in-service education.*

THE TEACHING PROFESSION

LEARNING OBJECTIVES

2-1 Explain how teaching lags behind full-fledged professions in the four areas highlighted in this section.

2-2 Examine the trends that suggest teaching is moving toward a full-fledged profession.

2-3 Determine the goals and benefits of the two primary professional organizations, the specialized professional organizations, and the other professional organizations discussed in this section.

Jim West / AGE Fotostock

This chapter was revised by Dr. David E. Vocke, Towson University.

UNTIL THE TWENTIETH CENTURY, teachers received relatively little preparation and had little say in the terms of their employment. Formal teacher training consisted of one or two years at a normal school or teacher's college, and after they were employed in a local school, teachers had to follow strict rules and regulations that monitored their behavior outside school. Unorganized and isolated from one another in small schools and districts, teachers could be summarily dismissed by a local board of education. Many were told they could not teach material that a community member might find objectionable.

Times have changed. Today, teachers strive to be professionals with expert knowledge concerning instruction, content, and assessment in their particular fields. In addition, most belong to teacher organizations and have gained greater rights to be judged on their classroom performance rather than on their behavior outside school. In schools today, they are likely to participate in decision making about work conditions. In many cases, they are forging stronger links with school administrators, university researchers, government officials, and the communities they serve. The first part of this chapter describes ways in which teachers are striving for full professional status, and the second part discusses the teacher organizations that have grown in power and prominence.

2-1 IS TEACHING A PROFESSION?

profession An occupation that rates high in prestige and requires extensive formal education and mastery of a defined body of knowledge beyond the grasp of laypersons.

The question of whether or not teaching is a true profession has been debated for decades. Some have tried to identify the ideal characteristics of professions, and by rating teachers on these items, determine whether teaching is a profession. The following are characteristics of a full **profession**, based on the works of noted authorities during the latter half of the twentieth century.[1]

1. A sense of public service; a lifetime commitment to career
2. A defined body of knowledge and skills beyond that grasped by laypeople
3. A lengthy period of specialized training
4. Control over licensing standards and/or entry requirements
5. Autonomy in making decisions about selected spheres of work
6. An acceptance of responsibility for judgments made and acts performed related to services rendered; a set of performance standards
7. A self-governing organization composed of members of the profession
8. Professional associations and/or elite groups to provide recognition for individual achievements
9. A code of ethics that signals an overriding commitment to the welfare of the client
10. High prestige and economic standing

Critics claim that teaching is not a profession in the fullest sense because it lacks some of the previously listed characteristics, but it may be viewed as a "semi-profession" or the "not-quite-profession" in the process of achieving these characteristics. Several sociologists contend that nursing and social work, like teaching, are also semi-professions.[2]

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[1]Ronald G. Corwin, *Sociology of Education* (New York: Appleton-Century-Crofts, 1965); Robert B. Howsam et al., *Educating a Profession* (Washington, DC: American Association of Colleges for Teacher Education, 1976); Susan J. Rosenholtz, *Teachers' Workplace: The Social Organization of Schools* (New York: Longman, 1989); and A. Lin Goodwin, "Response to Section II: What's Needed Now: Professional Development Schools and the Professionalization of Teaching" in *Yearbook of the National Society for the Study of Education* (New York: Teachers College, Columbia University, 2011).

[2]Amitai Etzioni, *The Semiprofessions and Their Organizations: Teachers, Nurses, and Social Workers* (New York: Free Press, 1969), p. v; Linda Darling-Hammond and A. L. Goodwin, "Progress Toward Professionalism in Teaching," in G. Cawelti, ed., *Association for Supervision and Curriculum Development 1993 Yearbook* (pp. 19–52) (Alexandria, VA: ASCD, 1993); and Richard Ingersoll and David Perda, "The Status of Teaching as a Profession," in Jeanne H. Ballantine and Joan Z. Spade, eds., *Schools and Society: A Sociological Approach to Education* (Thousand Oaks, CA: Sage Publication, 2008).

In particular, teaching seems to lag behind professions such as law and medicine in four important areas: (1) a defined body of knowledge and skills beyond that grasped by laypeople, (2) control over licensing standards and/or entry requirements, (3) autonomy in making decisions about selected work spheres, and (4) high prestige and economic standing. In the following sections, we explore these four aspects of teaching.

2-1a A Defined Body of Knowledge

All professions have a monopoly on certain knowledge that separates their members from the general public and allows them to exercise control over the vocation. Members of the profession establish their expertise by mastering this defined body of knowledge, and they protect the public from untrained amateurs by denying membership to those who have not mastered it. In the past, it was difficult to argue that "education" or "teaching" had established an agreed-upon, specialized body of knowledge.[3] Nor has teaching been guided by the extensive rules of procedure and established methodologies found in professions such as medicine or engineering. As a result, too many people, especially the public and politicians, talk about education as if they were experts—the cause of many conflicting and sometimes negative conversations. Some detractors even claim that teaching skills are innate rather than learned.[4]

What some contend is a still developing body of knowledge allows teacher-education course content to vary from state to state and even among teacher-training institutions. Today, teacher preparation usually consists of three major components: (1) liberal (or general) education, (2) specialized subject-field education—the student's major or minor, and (3) professional education. Almost all educators agree that preparing good teachers rests on these three components. Arguments arise, however, over the relative emphasis that each component should receive. How much course work, for example, should the education program require from liberal-education courses versus specialized subject field courses and professional education courses? Viewpoints also differ concerning the extent to which clinical experience, which involves actual practice in school settings, should be incorporated in professional education programs. Thus, teacher-education programs may differ among various colleges and universities.[5]

In the 1960s, James Koerner and James Bryant Conant described the issue in highly critical books, and their criticism from several decades ago can still be heard today. Koerner argued that by requiring too many education courses—as many as sixty hours at some teacher colleges—and by making these courses too "soft," colleges of education were producing teachers versed in pedagogy at the expense of academic content.[6] In 2002, then-Secretary of Education Rod Paige echoed this criticism and called for a de-emphasis on education course work in the preparation of teachers. Critics today

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[3]John Loughran, "Is Teaching a Discipline?" *Teacher and Teaching: Theory and Practice* (April 2009), pp. 189–203; and Darrel Drury, "The Professionalization of Teaching—What NEA Surveys Tell Us about a Common Knowledge Base," *Education Week* (June 30, 2011).

[4]Valeri R. Helterbran, "Professionalism: Teachers Taking the Reins," *Clearing House* (January 2008), pp. 123–127; F. Murray, "The Role of Teacher Education Courses in Teaching by Second Nature," in M. Cochran-Smith, S. Feiman-Nemser, and J. McIntyre, eds. *Handbook of Research on Teacher Education,* 3rd ed. (New York: Routledge/Taylor and Francis, 2008), pp. 1228–1246; and Trip Gabriel, "Teachers Wonder, Why the Heapings of Scorn?" *New York Times,* March 3, 2011, p. A1.

[5]Arthur Levine, "Are Schools of Education in Urgent Need of Reform?" *Trusteeship* (January 2007), p. 40; and National Council for Accreditation of Teacher, Education, "Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers," Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, *National Council for Accreditation of Teacher Education* (November 1, 2010): *ERIC*, EBSCO*host* (accessed September 23, 2011).

[6]James D. Koerner, *The Miseducation of American Teachers* (Boston: Houghton Mifflin, 1963); James Bryant Conant, *The Education of American Teachers* (New York: McGraw-Hill, 1963); and George Will, "Ed Schools vs. Education," *Newsweek,* January 16, 2006.

continue to advocate for a reduction in required education courses and challenge the notion that teacher-preparation programs provide a knowledge base that equips novice teachers with the expertise to be professional educators.[7]

 There are education scholars who contend the knowledge base for beginning teachers does exist and can be incorporated into teacher-education curricula.[8] Additionally, educators have worked to incorporate a developing professional knowledge base into a set of national performance standards that are now being used to hold teacher-education institutions accountable. The **Council for the Accreditation of Educator Preparation (CAEP)** has adopted standards that determine which teacher-education programs comply with national standards in the preparation of teaching candidates and specialists about to enter the classroom. These new accrediting standards will require documentation evidence of teacher-preparation program graduates' teaching skills and impact on PK–12 student learning.[9] Prior to the formation of CAEP, the National Council for the Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) were the accrediting agencies for teacher-education programs. By the standards NCATE and TEAC used (predecessors to the new CAEP standards), only 791of the 1,624 educator-preparation providers (49 percent) were accredited.[10] Going forward, with one accrediting body, CAEP, implementing and monitoring compliance with standards widely believed to be more rigorous than earlier ones, the theory is that teacher preparation programs will be more professional in educating teachers for the real world classrooms.[11]

Council for the Accreditation of Educator Preparation (CAEP)
The national accrediting body for educator preparation programs that utilizes peer review and evidence-based accreditation.

2-1b Controlling Requirements for Entry and Licensing

Whereas most professions have uniform requirements for entry and licensing, teaching historically has lacked such requirements because each of the fifty states sets its own certification requirements, which vary from state to state. As indicated in Chapter 1, Motivation, Preparation, and Conditions for the Entering Teacher, prospective teachers in most states are required to pass minimum competency tests in reading, writing, and math; graduate from an approved teacher-education program; complete an internship experience; and possess a bachelor's degree. Furthermore, over the past quarter of a century, National Board Certification has been implemented through the independent National Board for Professional Teaching Standards (NBPTS) for the purpose of awarding additional teaching certification to master teachers beyond initial state certification. You might want to research the qualifications and testing required for certification in your state to compare with others nearby.

 If teacher certification is to verify professional skills and knowledge, it is unfortunate that some reports suggest a significant number of secondary-school teachers appear to be teaching out of license—in other words, outside their certified areas of expertise. This is a problem in the core academic subjects—English, social studies,

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[7]Linda Darling-Hammond, "Teacher Education and the American Future," *Journal of Teacher Education* (January 2010), pp. 35–47; A. Lin Goodwin, "Response to Section II: What's Needed Now: Professional Development Schools and the Professionalization of Teaching" in *Yearbook of the National Society for the Study of Education* (New York: Teachers College, Columbia University, 2011); and Jal Mehta, "Teachers: Will We Ever Learn," *The New York Times* (April 12, 2013).

[8]Linda Darling-Hammond and John Bransford, eds., *Preparing Teacher for a Changing World*, (San Francisco: Jossey-Bass, 2005).

[9]"AACTE Celebrates Approval of New Professional Accreditation Standards" (September 3, 2013) at **http://aacte.org/news-room/press-releases-statements/154-aacte-celebrates -approval** (January 6, 2015).

[10]"Council for the Accreditation of Educator Preparation, *Annual Report to the Public, the States, Policymakers, and the Education Profession,* (Washington, DC: Council for the Accreditation of Educator Preparation, 2013).

[11]"AACTE Celebrates Approval of New Professional Accreditation Standards" (September 3, 2013) at **http://aacte.org/news-room/press-releases-statements/154-aacte-celebrates -approval** (January 6, 2015).

science, and mathematics—where, in 2012–2013, 4.3 percent of classes at the high school level were taught by an out-of-field teacher. The problem is more pronounced in high-poverty high schools, where 5.4 percent of core classes were taught by an out-of-field teacher.[12]

The further development of professional preparation is clouded by the trend toward alternative certification, discussed in Chapter 1, Motivation, Preparation, and Conditions for the Entering Teacher. This process—by which teachers are recruited from the ranks of experienced college graduates seeking second careers—is intended to be an expedited route to eliminate teacher shortages in certain subject areas such as mathematics, science, and special education or to upgrade the quality of new teachers. In most such programs, participants are placed directly in classrooms without prior field experiences or internships. In a 2013 report, it was noted that 11 percent of all prospective teachers were enrolled in alternative programs.[13] Alternative certification is often praised as practical and innovative by critics of traditional programs. Most teacher-preparation organizations, on the other hand, see alternative certification as a threat to the profession. New research suggests that new teachers who have little training in pedagogical skills have attrition rates that are higher than traditionally certified teachers.[14]

Whatever teachers might think about differing requirements for certification, they traditionally have had little to say in these matters. However, teacher organizations are lobbying state legislatures, departments of education, **professional practice boards**, and independent organizations to implement rigorous licensure standards for entry into the teaching profession. The more input teachers have—that is, the more control they exercise over their own licensing procedures—the more teaching will be recognized as a full profession.

professional practice boards A state or national commission that permits educators to set professional standards and minimal requirements of competency.

2-1c Autonomy in Determining Spheres of Work

In a profession, every member of the group, but no outsider, is assumed to be qualified to make professional judgments on the nature of the work involved. In fact, control by laypeople is considered the natural enemy of a profession; it limits a professional's power and opens the door to outside interference. Professionals usually establish rules and customs that give them exclusive jurisdiction over their area of competence and their relationships with clients; professional autonomy is characterized by a high degree of self-determination.

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[12]Daniel C. Humphrey and Marjorie E. Wechsler, "Insights into Alternative Certification: Initial Findings from a National Study," *Teachers College Record* (March 2007), pp. 483–530; Sarah Almy and Christina Theokas, *Not Prepared for Class: High-Poverty Schools Continue to Have Fewer In-Field Teachers* (Washington, DC: The Education Trust, November 2010); and *A Summary of Highly Qualified Teacher Data for School Year 2012–2013* (August 2014) at **www2.ed.gov/programs /teacherqual/resources.html** (April 21, 2015).

[13]Melanie Shaw, "The Impact of Alternative Teacher Certification Programs on Teacher Shortages," *International Journal of Learning* (July 2008), pp. 89–97; Jennifer Locraft Cuddapah and Anika Spratley Burtin, "What All Novices Need," *Educational Leadership* (May 2012), pp. 66–69; and Council for the Accreditation of Educator Preparation, *Annual Report to the Public, the States, Policymakers, and the Education Profession,* (Washington, DC: Council for the Accreditation of Educator Preparation, 2013).

[14]Linda Darling-Hammond, "Teacher Education and the American Future," *Journal of Teacher Education* (January 2010), pp. 35–47; Richard Ingersoll, Lisa Merrill, and Henry May, "What Are the Effects of Teacher Education and Preparation on Beginning Math and Science Teacher Attrition," a paper presented at the Annual Meeting of AERA, April 8–11, 2011; Stephen Sawchuk, "Higher Education Groups Oppose Teacher-Training Bill," *Education Week* (July 26, 2011) at **http://blogs.edweek.org/edweek/teacherbeat/2011/07/higher_ed_groups_line_up _again.html;** and Richard Ingersoll, Lisa Merrill, and Henry May. *What are the effects of teacher education and preparation on beginning teacher attrition? Research Report (#RR-82).* (Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania, 2014).

Teachers, in contrast, have traditionally had little input in critical decision making regarding many aspects of their working conditions. Such decisions include the topics to be covered in the curriculum or the textbooks selected for courses they teach. Many times, school officials often hire outside "experts" with little teaching experience to help them select books, write grant proposals, or resolve local school–community issues. Most often, school reform initiatives come from government officials, philanthropists, business leaders, and special interest groups rather than from teachers. Some contend that the accountability measures first established through the federal NCLB mandates and now through assessing the Common Core State Standards have undermined teachers' autonomy, thus negatively impacting the quality of teaching and the teaching profession.[15]

2-1d High Prestige and Economic Standing

occupational prestige The special status accorded to certain occupations and not to others.

Occupational prestige refers to the esteem a particular society bestows on an occupation. Do you consider teaching a high-prestige occupation? Occupations rate high in prestige if they are generally perceived as making an especially valuable contribution to society. Occupations that require a high level of education or skill and little manual or physical labor also tend to be prestigious. On these aspects of social status, the job of elementary or secondary teacher historically has ranked relatively high.

Perhaps the best-known studies of occupational prestige have been those conducted by the National Opinion Research Center (NORC), beginning in 1947. In these studies of more than 500 occupations, the highest average score for a major occupation was 82 for physicians and surgeons, and the lowest was 9 for shoe shiners. Elementary-school teachers were rated at 60, and secondary-school teachers at 63—both above the ninetieth percentile.[16] In a 2014 Harris Poll, 60 percent of respondents indicated that teaching was a job with more prestige rather than less prestige; doctors were at the top of the scale with 88 percent, and real estate agents were at the bottom of the rankings at 27 percent (see Figure 2.1). It is interesting to note that teaching has dropped five places on the ranking since the poll was published in 2009.[17]

One reason teachers have maintained or even increased their favorable rating on surveys of occupational prestige is that their average education level has risen greatly over the past century. Another reason for the continued favorable rating might be the complex nature of teaching. Brian Rowan, comparing teachers' work with other occupations, found that work complexity related directly to occupational prestige. Teaching, more complex than 75 percent of all other occupations, ranked quite high in prestige. The complexity of teachers' work is manifested in their need to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw conclusions. To be a teacher, you must be highly proficient in language

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[15]Celine Coggins and P. K. Diffenbaugh, "Teachers with Drive," *Educational Leadership* (October 2013), pp. 42–45; and Luman E. G. Strong and Roland K Yoshida, "Teachers' Autonomy in Today's Education Climate: Current Perceptions from an Acceptable Instrument," *Educational Studies* (March 2014), pp. 123–145.

[16]C. C. North and Paul K. Hatt, "Jobs and Occupation: A Popular Evaluation," *Opinion News,* (September 1, 1947), pp. 3–13; Robert W. Hodge, Paul M. Siegel, and Peter H. Rossi, "Occupational Prestige in the United States, 1925–63," *American Journal of Sociology* (November 1964), pp. 286–302; and Donald J. Treiman, *Occupational Prestige in Comparative Perspective* (New York: Academic Press, 1977).

[17]"Firefighters, Scientists and Doctors Seen as Most Prestigious Occupations," *The Harris Poll* (Harris Interactive, Inc., August 4, 2009) at **www.harrisinteractive.com/vault/Harris -Interactive-Poll-Research-Pres-Occupations-2009-08.pdf;** and "Doctors, Military Officers, Firefighters, and Scientists Seen as Among America's Most Prestigious Occupations," *The Harris Poll* (Harris Interactive, Inc., September 10, 2014) at **www.harrisinteractive.com /vault/Harris%20Poll%2085%20-%20Prestigious%20Occupations_9.10.2014.pdf**.

FIGURE 2.1 | Occupations of Great Prestige: The Public's Perception

Source: "Doctors, Military Officers, Firefighters, and Scientists Seen as Among America's Most Prestigious Occupations," The Harris Poll, 2014 (Harris Interactive, Inc., September 10, 2014) **www.harrisinteractive .com/vault/Harris%20Poll%2085%20-%20Prestigious%20Occupations_9.10.2014.pdf**.
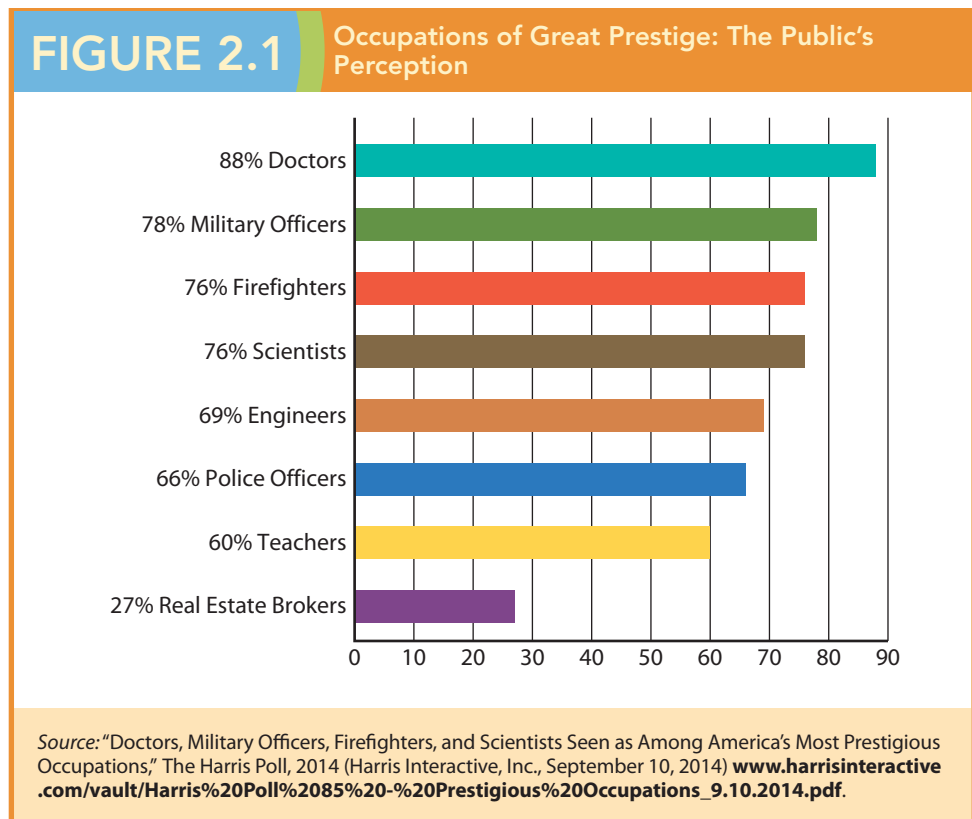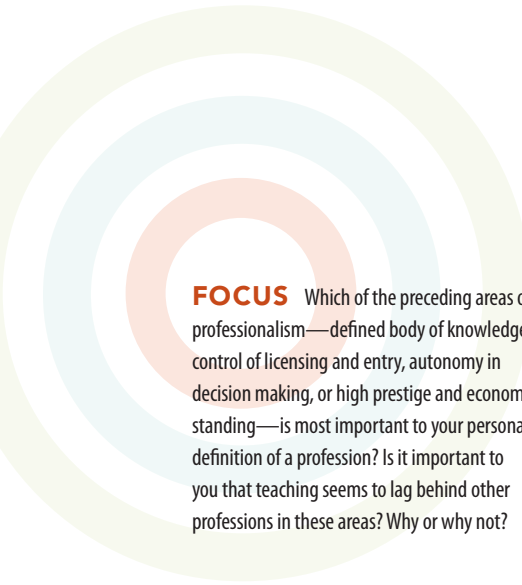
(reading, writing, and speaking), and, most of all, you must work effectively with many kinds of people—children, adolescents, parents, colleagues, and superiors. Additional studies remind us that the work of teachers is multidimensional. However, society accords higher prestige (and, of course, higher pay) to professionals such as physicians, lawyers, and engineers, mainly because they must deal with information generally regarded as more abstract (complex) and because these fields currently require more rigorous academic preparation and licensure.[18]

Although teachers' salaries since 1930 have increased more than those of the average manufacturing-industry worker (as discussed in the previous chapter), teacher pay remains lower, and the gap has grown recently, than that of the comparable college graduate, such as an architect, registered nurse, accountant, or occupational therapist.[19] In a 2014 study, researchers found that the average weekly pay of public-school teachers was nearly 13.2 percent below that of similar nonteacher, college-educated workers, and "[a]n analysis of trends in weekly earnings shows that public-school teachers in 2006 earned 15 percent lower weekly earnings than comparable workers[.]"[20] Education officials and researchers have suggested that substantially raising the salaries of teachers may be the way to enhance the profession's prestige and thus

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[18]Brian Rowan, "Comparing Teachers' Work with Work in Other Occupations," *Educational Researcher* (1994), pp. 4–17; and Anthony Milanowski, *Using Occupational Characteristics Information for O*NET to Identify Occupations for Compensation Comparisons with K–12 Teaching* (Madison, WI: Wisconsin Center for Education Research, June 2008).

[19]Steven L. Denlinger, "A Look at the Problem of Teacher Deficits," *Clearing House* (January–February 2002), pp. 116–117; and Sylvia A. Allegretto, Sean P. Corcoran, and Lawrence Mishel, *How Does Teacher Pay Compare*? (Washington, DC: Economic Policy Institute, 2004).

[20]John M. Krieg, "Book Review—How Does Teacher Pay Compare?" *Economics of Education Review* (2007), pp. 265–266; and Sylvia A. Allegretto, *Teacher Pay Penalty* (November 20, 2014) at **www .epi.org/publication/teacher-pay-penalty/**.

attract better-qualified candidates to teaching. Secretary of Education Arne Duncan indicated that society should look at teaching as it does the professions of law, medicine, and engineering.[21] It is interesting to note that the results of the 2008 *MetLife Survey of the American Teacher* found that 62 percent of teachers polled were "very satisfied" with their careers, a twenty-year high, but only 16 percent agreed "strongly" that teaching allowed them the opportunity to earn a decent salary. In the most recent survey, only 38 percent of teachers in 2012 indicated they were "very satisfied."[22]

To its credit, the educational reform movement of the 1980s and 1990s put teachers in the limelight and brought pressure on school districts to increase salaries. Unfortunately, the gains of the past two decades of the twentieth century have not been sustained during the first decade and a half of the twenty-first.

FOCUS Which of the preceding areas of professionalism—defined body of knowledge, control of licensing and entry, autonomy in decision making, or high prestige and economic standing—is most important to your personal definition of a profession? Is it important to you that teaching seems to lag behind other professions in these areas? Why or why not?

2-2 TRENDS TOWARD PROFESSIONALISM

collective bargaining A procedure for reaching agreements and resolving disagreements between employers and employees through negotiation.

Although teaching, as we have seen, may not yet be considered fully professionalized, certain trends have helped it move in that direction. **Collective bargaining**, for example, has been a tool to enhance teachers' capacity to make decisions about their classroom work. Let's look at a few aspects of a long-range trend toward professionalizing teaching.

2-2a The Scope of Collective Bargaining

In the United States today, more than 65 percent of teachers have their representatives formally bargain with their employers, the school board. In as many as thirty-four states and Washington, DC, school districts are legally required to bargain with teachers, while in eleven states, collective bargaining is permissible. Five states prohibit teachers from collective bargaining by statute. The extent and nature of collective bargaining varies from negotiations conducted in the absence of a law allowing or forbidding it, to full-scale contract bargaining backed by the right to strike.[23] In contrast, the private-school sector generally has no collective bargaining.

In some ways, collective bargaining may be considered a nonprofessional or even antiprofessional activity. In law, medicine, or the ministry, for example, few professionals work in organizations in which collective bargaining determines employment terms. Collective bargaining, however, can significantly improve teaching professionalism by giving teachers greater authority to influence their work conditions and their effectiveness as teachers in the classroom.

2-2b Collective Bargaining under Attack

Today, collective bargaining is under attack in a number of states based on the assumption that the agreements sacrifice the education needs of students to the union's desire to support its members. Wisconsin, Idaho, Tennessee, Indiana, and Washington, DC are among the jurisdictions that have had legislation introduced to limit the scope of

[21]Stephen Paine, *What the US Can Learn for the World's Most Successful Education Reform Efforts* (New York: McGraw-Hill Research Foundation March 2011); and Kelly Ni, "Education Head Wants Prestige for Teachers," *Epoch Times* (July 30, 2011).

[22]MetLife, Inc., *The MetLife Survey of the American Teacher: Expectations and Experiences* (2008) at **www.eric.ed.gov/PDFS/ED504457.pdf;** and MetLife, Inc., *The MetLife Survey of the American Teacher: Challenges for School Leadership* (2013) at **www.metlife.com/assets/cao /foundation/MetLife-Teacher-Survey-2012.pdf**.

[23]Stephen Sawchuk, "States Eye Curbs on Collective Bargaining by Teachers," *Education Week* (February 9, 2011), pp. 1–20; and, Barry T. Hirsch, David A. Macpherson, and Jon V. Winters, *Teacher Salaries, Collective Bargaining Laws, and Union Coverage*, paper presented as the American Economic Association Meetings, San Diego (January 6, 2013).

collective bargaining. Teacher evaluation, salary schedules, layoffs, and tenure are but a few of the issues that some state lawmakers and governors have included in bargaining prohibitions.[24] Movements toward school reform, school restructuring, and teacher empowerment, where collective bargaining remains intact, can give teachers more professional autonomy, union strength, and higher salaries in exchange for greater accountability and reduced adversarial bargaining. Continuing in this vein, collective bargaining can reduce resistance to various reform efforts, thus resolving conflicts between school boards and teachers and potentially raising the overall status of the profession.[25]

Educators are unlikely to achieve complete autonomy in setting professional practice standards, but their role has increased. Today, a majority of states have professional standards boards that regulate the education profession, but they vary in the powers they possess. Among their responsibilities may be the authority to issue, renew, suspend, and revoke certificates for teachers and administrators. In eleven states, these boards act in an advisory capacity; in four states, their decisions are reviewed by the particular state's board of education; while in thirteen states, they have the power to make independent decisions.[26]

The concept of rigorous licensure standards and independent professional practice boards has been endorsed by the American Federation of Teachers (AFT) and the National Education Association (NEA), which together represent the vast majority of teachers in the United States. In 1987, the Carnegie Task Force on Teaching as a Profession was instrumental in the founding of the **National Board for Professional Teaching Standards (NBPTS)**. Today, many educators see the NBPTS as a professional board implementing meaningful standards that lead to the awarding of advanced teacher certification that goes beyond state certification. Both major teacher organization presidents sit on the NBPTS board of directors, and a majority of the board members are from the teaching profession.[27] Currently, the NBPTS has granted national certification to more than 110,000 master teachers, teachers who have demonstrated the skills of an expert by passing a series of rigorous assessments, in twenty-five certificate fields.[28] Although NBPTS certification is voluntary and cannot be required as a condition of hiring, many state boards of education, local school boards, and superintendents have developed incentives to encourage teachers to seek national certification.[29] For more information on national board standards and certification areas, see the NBPTS website.

National Board for Professional Teaching Standards (NBPTS) A national nonprofit organization that issues certificates to teachers who meet its standards for professional ability and knowledge.

2-2c Mediated Entry

mediated entry The practice of inducting persons into a profession through carefully supervised stages.

Mediated entry refers to the practice of inducting people into a profession through carefully supervised stages that help them learn how to apply professional knowledge successfully in working environments. For example, aspiring physicians serve one

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[24]Daniel M. Rosenthal, "What Education Reformers Should Do about Collective Bargaining," *Phi Delta Kappan* (February 2014), pp. 58–62; and Clifford B. Donn, Rache E. Donn, Loyd Goldberg, and Brenda J. Kirby, "Teacher Working Conditions With and Without Collective Bargaining." *Nevada Law Journal* (April 1, 2014), p. 496.

[25]Susan Black, "Bargaining: It's in Your Best Interest," *American School Board Journal* (April 2008), pp. 52–53; and Mark Paige, "Applying the 'Paradox' Theory: A Law and Policy Analysis of Collective Bargaining Rights and Teacher Evaluation Reform from Selected States," *Brigham Young University Education and Law Journal* (January, 2013), pp. 21–43.

[26]NASDTEC, *2009 Status of Educator Standards Boards*, (Whitinsville, MA: National Association of State Directors of Teacher Education and Certification, June 2010).

[27]Albert Shanker, "Quality Assurance: What Must Be Done to Strengthen the Teaching Profession," *Phi Delta Kappan* (November 1996), pp. 220–224; and see "National Board for Professional Teaching Standards" at **www.nbpts.org/board-directors** (January 14, 2015).

[28]See "National Board Certification," **www.boardcertifiedteachers.org/certificate-areas** (January 14, 2015).

[29]Rick Allen, "National Board Certified Teachers: Putting in the Time, Energy, and Money to Improve Teaching," *Education Update* (2010), pp. 1–5; and see "Value for Teachers" at **www .boardcertifiedteachers.org** (January 14, 2015).

or more years as interns and then as residents before being considered full-fledged professionals.

Dan Lortie's classic study of the teacher's job from a sociological perspective concluded that teaching ranks between occupations characterized by casual entry and those that place difficult demands on would-be members. For example, secretarial knowledge and skills are significantly less demanding than those of a medical doctor.[30] Too often, novice teachers report learning to teach in isolation through trial and error in the classroom. They also report that the beginning years of teaching can be a period of anxiety, frustration, and fear—even of trauma. Perhaps as a result, teaching has a higher attrition rate than other professions.[31] Although almost any occupation or profession produces problems and anxieties at first, a more systematic induction program would likely lessen the high attrition rate of beginning teachers.

In recent years, more colleges and universities have been using professional development schools (PDSs) as clinical settings where aspiring teachers gain more extended and intensive classroom experiences before beginning their student teaching (internships). This multisemester approach—in actual classrooms, under the guidance of experienced teachers and university professors—provides a more methodical **induction** into the teaching profession. Thus, there is better retention of new teachers as they begin their careers.[32]

The teaching profession now recognizes the need to develop a period of induction and transition into teaching, especially given that approximately 45 percent of new teachers leave the profession by the end of year five. As a result of this realization, the number of beginning teachers participating in induction programs has increased from 50 percent in 1990 to 91 percent in 2008, and, while thirty-three states have induction policies, twenty-two states and numerous local school districts fund more systematic efforts to transition into the profession.[33] This growing effort to support induction programs addresses beginning teachers' primary concern that leads them to abandon the profession: the lack of adequate support. Studies suggest that there is wide variety in the continuum of services provided in induction programs, but the more multifaceted a program is, the more success there tends to be in counteracting the "sink-or-swim" approach to induction. Comprehensive programs that include mentoring by experienced teachers, shared planning time, new teacher seminars, and extra classroom assistance are more likely to lead to increased teacher learning and thus better retention and increased student learning.[34] Overall, the trend toward more carefully mediated entry is likely to continue; major teacher unions and several education reform groups support it, as does federal legislation.[35]

induction Providing a supportive environment for novice teachers so they may experience a more methodical entry into the teaching profession.

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[30]Dan C. Lortie, *Schoolteacher: A Sociological Study* (Chicago: University of Chicago Press, 1975).

[31]Richard M. Ingersoll, "Beginning Teacher Induction: What the Data Tell Us," *Phi Delta Kappan* (May 2012), pp. 47–51.

[32]Sharon Castle, "Do Professional Development Schools (PDS) Make a Difference?" *Journal of Teacher Education* (January/February 2006), pp. 65–80; and Nancy I. Latham and W. Paul Vogt, "Do Professional Development Schools Reduce Teacher Attrition?" *Journal of Teacher Education* (March/April 2007), pp. 153–167.

[33]Joan Gujarati, "A Comprehensive Induction System: A Key to the Retention of Highly Qualified Teachers," *Educational Forum* (April 2012), pp. 218–223; and Richard M. Ingersoll, "Beginning Teacher Induction: What the Data Tell Us," *Phi Delta Kappan* (May 2012), pp. 47–51.

[34]Sheryn Waterman and Ye He, "Effects of Mentoring Programs on New Teacher Retention: A Literature Review," *Mentoring & Tutoring: Partnership in Learning* (May 2011), pp. 139–156; and Seok Kang and David Berliner, "Characteristics of Teacher Induction Programs and Turnover Rates of Beginning Teachers," *The Teacher Educator* (October 2012), pp. 269–282.

[35]Kathy Wiebke and Joe Bardin, "New Teacher Support," *Journal of Staff Development* (Winter 2009), pp. 34–38**;** NEA, "Ensuring Every Child a Quality Teacher: Full Statement" (n.d.) at **www.nea.org/home/12549.htm** (January 12, 2015); and Stephen Sawchuk, "Teacher Induction Found to Raise Student Scores," *Education Week* (March 23, 2012).

2-2d Professional Development

professional development
Continued education or training of a school district's teaching staff.

Your teacher training does not end when you begin teaching full time. Teaching demands rigorous and continuous training, which is often referred to as **professional development**. Effective professional development should develop a teacher's knowledge and skills with the goal of improving student achievement. To stay up to date in their preparation and to acquire new classroom skills, teachers are expected to participate in various forms of workshops, local or national conferences, college courses, or online courses. In most states, completion of a master's degree, either in a content field or in professional education course work, is a mandated form of professional development required to maintain one's certification.[36]

The ultimate goal of professional development is to improve teaching and learning. A number of recent studies examining professional development trends in the United States conclude that teachers find value in professional development that incorporates active learning, collaborative problem solving, and communities of practice tied to school improvement efforts. Those staff-development efforts that are "one-shot" presentations had little effect on student achievement. These findings coincide with international comparisons of professional-development efforts in top-performing industrialized nations and the United States. In the countries that perform well on international achievement tests, teachers spend significantly more time collaborating on ways of improving classroom instruction than teachers in the United States. Teachers are using this research to make the case for more sustained, cohesive professional-development training.[37]

Both the NEA and the AFT support the concept of staff development as integral to a teacher's professional growth. The AFT has developed its Professional Development Program to encourage teachers "to improve their practice and their students' performance by becoming users of research."[38] The NEA has developed the NEA Academy, a repository for online courses that have been peer-reviewed for content and rigor. Teachers are encouraged to collaborate with colleagues in taking the courses to develop a community of learners.[39] As the Technology @ School box describes, teachers have numerous opportunities to use the Internet for professional development.

New varieties of professional development programs are giving teachers a major voice in decisions that affect their professional careers. These programs also help to establish the concept that teaching, like other full-fledged professions, requires lengthy and ongoing training.

2-2e Performance Pay

merit pay   A plan that rewards teachers partially or primarily on the basis of performance or objective standards.

performance pay   A compensation plan that offers financial incentives for teachers who can demonstrate that their performance enhances student academic achievement.

In recent years, school reformers have been questioning the effectiveness of the single salary schedule to compensate teachers and are advocating for a form of **merit pay** (a supplement to a teacher's base salary to reward superior performance) that will change the way teachers are paid. Today, the primary form of merit pay is known as pay for performance or **performance pay**; such a proposal includes a Value-Added Measurement (VAM) where teacher pay is based on students' progress on standardized tests. When students make academic gains, the teacher is rewarded. Proponents contend

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[36]Laura Desimone, "A Primer on Effective Professional Development," *Must Reads from Kappan* (Summer 2010–2011), pp. 28–31.

[37]Sarah D. Sparks, "Survey: Teachers Worldwide Seek More Opportunities for Collaboration," *Education Week's Blogs* (June 25, 2014); and Patricia Rice Doran, "Professional Development for Teachers of Culturally and Linguistically Diverse Learners: Teachers' Experiences and Perceptions," *Global Education Journal* (October 2014), pp. 62–80.

[38]AFT, "The AFT Professional Development Program for Educators," at **www.aft.org /education/well-prepared-and-supported-school-staff/aft-professional -development-program** (January 2015).

[39]Steven Sawchuk, "The Online Option," *Education Week: Spotlight on Reinventing Professional Development* (October 1, 2009); and NEA Academy at **www.neaacademy.org/index.html** (January 12, 2015).

TECHNOLOGY @ SCHOOL

PROFESSIONAL DEVELOPMENT OPPORTUNITIES ON THE INTERNET

Whether you are preparing to teach, you are experiencing your first year in the classroom, or you are a veteran teacher, professional growth and development are critical to your teaching success. The Internet provides a rich array of technology resources for novice and veteran teachers to assist in their development as effective classroom teachers.

New teachers especially need assistance with job search information. Teachers-Teachers.com is a free teacher-recruitment service that provides candidates with the opportunity to complete online applications and cover letters for openings that are posted on the site that match their preferences. Teachers.net also has a "Jobs for Teachers" page on its site.

A site that has consistently provided useful resources for teachers is Kathy Schrock's Guide to Everything, where you will find a wide range of Internet resources, such as assessments and rubrics, resources for teaching with iPads, and articles for creating a more active classroom.

Beginning and veteran teachers can find Internet resources in just about any subject area at a variety of websites, and each site is likely to have links to additional web resources. Scholastic Inc. sponsors a website for teachers, which includes a series of articles with insightful advice for surviving the first year of teaching, in addition to useful classroom materials for the beginning teacher.

Although thousands of sites address the professional-development needs of educators, a few are typical of the comprehensive reach these sites have. The New Teacher Survival Guide website includes information on using cutting-edge technology and provides access to new teacher blogs. PBS Learning-Media provides links to standards-based curriculum resources as well as professional-development activities. Edutopia contains "diverse and innovative media resources" that are easily accessible, and the video library is impressive. Education World includes pages on technology integration and lifestyle issues.

Finally, all of the sites feature teachers' blogs, Twitter, or Facebook pages that are designed to provide advice to the new teacher as well as the opportunity to pose questions about specific problems in forum discussions.

that such incentive systems are necessary to improve overall teacher quality by motivating classroom teachers and encouraging high-quality people to enter and stay in the profession.[40] Although polls show 82 percent of the public supports the concept of using teacher performance to determine salaries or bonuses, 61 percent oppose using student performance on standardized tests as a factor.[41]

Teachers have historically expressed reservations about such plans. Some argue that teachers' work is complicated and difficult to measure and that linking assessments to individual teachers is fraught with inaccuracies. Teachers and their professional organizations feel more comfortable with multiple factors comprising their evaluations, including observations, contributions outside of the classroom, and professional learning activities. Where merit plans have been implemented, according to some reports, teachers have often believed that the wrong people were selected for preferential pay. Some observers fear that such rewards go to relatively few teachers at the expense of many others and threaten unity and collegiality among educators.[42] The need, critics say, is to involve teachers in the design and implementation of a compensation-reform plan that focuses on helping teachers become more successful in the classroom.[43] The Taking Issue box presents some arguments for and against merit pay.

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[40]Gene V. Glass and David C. Berliner, "Chipping Away: Reforms That Don't Make a Difference," *Educational Leadership* (Summer 2014), pp. 28–33.

[41]Al Ramirez, "Merit Pay Misfires," *Educational Leadership* (December 2010), pp. 58–55; and William Bushaw and Valerie J. Calderon, "Americans Put Teacher Quality on Center Stage: The 46th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools: Part II," *Phi Delta Kappan* (September 2014), pp. 49–61.

[42]John Rosales, "Pay Based on Test Scores," (n.d.) at **www.nea.org/home/36780.htm** (January 14, 2015); and Motoko Rich, "Middle-Class Pay Elusive for Teachers, Report Says," *The New York Times* (December 3, 2014).

[43]Nora Carr, "The Pay-for-Performance Pitfall," *American School Board Journal* (February 2008), pp. 38–39; and Gary W. Ritter and Nathan C. Jensen, "The Delicate Task of Developing an Attractive Merit Pay Plan for Teachers," *Phi Delta Kappan* (May 2010), pp. 32–37.