"This book gives any student contemplating becoming a teacher a real-world, current look at the requirements for doing so."

—**Robert J. Walker,** *Southwest Tennessee Community College*

Teach is a concise introduction to education that challenges students' preconceived notions of teaching in order to transform them into reflective practitioners. Empathizing with the difficulties students face as they move from the college classroom to their own classrooms, revered author Janice Koch invites readers to both reflect on their own dispositions for teaching and look outside of themselves to the demands of the profession, making the philosophy of teaching and learning accessible and relevant. The **Fourth Edition** emphasizes the changing student population and the role of technology and globalization in the field, while also including the Interstate Teacher Assessment and Support Consortium (InTASC) standards that correlate with each chapter's content. With the guidance of this supportive text, students will gain vital experience by engaging with professional standards from the very start of their career.

New to This Edition

- **Revised chapter-opening learning outcomes** focus readers' attention on the themes of the chapter and act as a helpful roadmap.

- **Interstate Teacher Assessment and Support Consortium (InTASC) standards** are now connected in every chapter.

- **Each chapter features stories from teachers and classroom observations** that bring authenticity to the content.

- **End-of-chapter pedagogy** supports student comprehension by summarizing learning outcomes, listing important key terms, providing journal prompts, and positioning succinct review questions that speak to the chapter's themes and content.

- **Timely topics** including the **STEM, STEAM, and maker movements; student diversity; school safety and gun violence; the enormous role that technology plays in teaching and learning; sexual orientation and gender identity,** and more are explored.

- **An all-new end-of-book glossary** provides clear definitions for all of the key terms used in the text.

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teach
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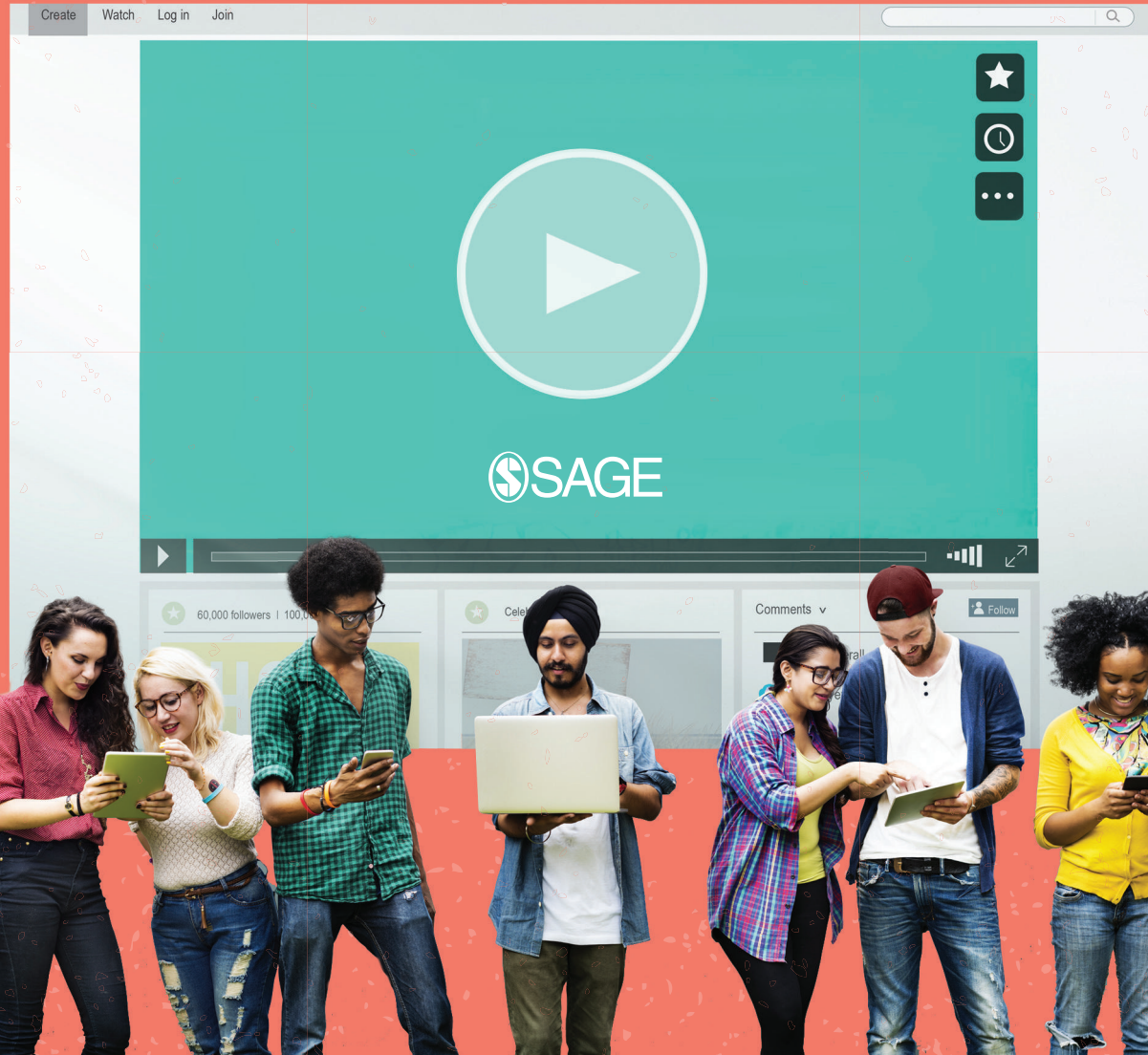**CONTACT YOUR SAGE SALES REPRESENTATIVE TO LEARN MORE:**
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teach

teach

Introduction to Education

Fourth Edition

JANICE KOCH

Emerita, Hofstra University

SAGE

This book is printed on acid-free paper.

19 20 21 22 23 10 9 8 7 6 5 4 3 2 1

• Brief Contents •

• Detailed Contents •

• Preface •

For the college or graduate student, making the decision to become a teacher is often fraught with uncertainty, complexity, and confusion. What should I know? What courses do I take? How do I get certified? How can I be sure this career choice is right for me? Although some aspiring teachers approach this journey with more personal confidence than others, most find it challenging to make the transition from the college classroom to their own classrooms. *Teach* is designed to help them meet that challenge. I wrote this text in response to colleagues who felt I could speak to future teachers plainly and clearly.

The most important task of this text is to invite readers to look inside themselves to their own dispositions for teaching and to look outside of themselves to the demands of an ever-changing culture filled to the brim with iPhones, iPads, tablets, laptops, and endless text messages. Choosing to become a teacher requires that one analyzes his or her own personal strengths and weaknesses to ask if this profession is a "good fit" between one's personal and cognitive attributes and the demands of the teaching profession. This is not a simple exercise, so *Teach* encourages readers to think sincerely about the complex aspects of a "good fit."

One overarching idea of the text can be summed up by this statement: "We teach who we are." By this, I mean that an individual's entire self is present in the classroom and who we are, what we believe, what we think about ourselves and our students are exposed through the dynamic processes of teaching and learning. By the time a student finishes this book, he or she should have a clearer personal sense of what it may mean to be a teacher.

An **Introduction to Education** course is the first occasion when students are asked to think critically about the field of education. Planning to become a teacher is a complex activity that requires both personal reflection and an understanding of how schools came to be the way they are today. Combining historical and contemporary perspectives, this text helps future teachers examine the ways in which society and culture shape schools and the ways in which schools are shaped by society and culture. How did we get to "now?" What changes has American public education undergone since its inception? Why do we need public schools, and how are they transforming to meet the needs of diverse populations of students?

Whether the initial course is titled **Foundations of Education** or **Becoming a Teacher** or simply an **Introduction to Teaching**, *Teach: Introduction to Education,* Fourth Edition, offers several features to engage students in personal reflection and critical thinking.

Pedagogical Features

The Chapter Introduction contains **Learning Outcomes** and the **InTASC Standards** relevant to that chapter's content. The end of the chapter brings the student back to the InTASC Standards and the Learning Outcomes while explicitly defining the **Key Terms** in an integrated **Chapter Review** section. Model answers for the questions at the back of each chapter are provided. **Journal Prompts** at the end of each chapter encourage the readers to continue writing about their journeys toward becoming teachers.

Each chapter features stories from teachers and classroom observations that bring authenticity to the chapter content, answering the question: "What does it look like?" . . . To be a classroom teacher? To develop a teaching style? To create curriculum? To engage students in their own thinking? To create community? To become a professional?

Fourth Edition Content Features

This new edition of *Teach* explores topics that have emerged as major issues in contemporary education since the last edition, as well as foundational concepts that received new attention.

These topics include the STEM, STEAM, and maker movements; school choice and homeschooling; sexual orientation and gender identity; gun violence in school; the impact of backward design and authentic assessment in teaching; the enormous role that technology plays in teaching and learning, as well as the potential pitfalls of social media and smartphones; emphasis on student diversity; the process of building a professional portfolio; and the overall importance of personal wellness in teacher success.

New to SAGE, the fourth edition seeks to make the process of deciding to become a teacher and the philosophy of teaching and learning accessible and relevant to introductory education students.

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  - ○ **activity and quiz options** that allow you to choose only the assignments and tests you want
  - ○ **instructions** on how to use and integrate the comprehensive assessments and resources provided;

- **assignable SAGE Premium Video** (available via the interactive eBook version, linked through SAGE coursepacks) that is tied to learning objectives, and produced exclusively for this text to bring concepts to life, featuring:
  - ○ **Engaging interviews with teachers and principals** sharing the biggest joys and challenges of being an educator, as well as their passion and enthusiasm for their students.
  - ○ **Video Cases** that show footage from real classrooms demonstrating what a typical day is like in an elementary or a secondary school. You will see lead teachers and paraprofessionals working together in small groups with their students, as well as students learning together as a class and in smaller, differentiated groups.
  - ○ **Corresponding multimedia assessment options** that automatically feed to your gradebook
  - ○ Comprehensive, downloadable, easy-to-use *Media Guide in the Coursepack* **for every video resource**, listing the chapter to which the video content is tied, matching learning objective(s), a helpful description of the video content, and assessment questions
- **chapter-specific discussion questions** to help launch engaging classroom interaction while reinforcing important content;
- exclusive **SAGE journal articles** built into course materials and assessment tools, that tie influential research and scholarship to chapter concepts;
- editable, chapter-specific **PowerPoint® slides** that offer flexibility when creating multimedia lectures so you don't have to start from scratch;
- **sample course syllabi** with suggested models for structuring your course that give you options to customize your course to your exact needs;
- **lecture notes** that summarize key concepts on a chapter-by-chapter basis to help you with preparation for lectures and class discussions;
- **integrated links to the interactive eBook** that make it easy for students to maximize their study time with this "anywhere, anytime" mobile-friendly version of the text. It also offers access to more digital tools and resources, including SAGE Premium Video; and
- **select tables and figures** from the textbook.

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- **eQuizzes** that allow students to practice and assess how much they've learned and where they need to focus their attention;

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Interactive eBook

Teach: Introduction to Education, Fourth Edition, is also available as an **Interactive eBook** that can be packaged with the text for just $5 or purchased separately. The Interactive eBook offers hyperlinks to original videos, including **video cases** that feature **real classroom footage** and engaging **teacher interviews** showing readers how to implement strategies from the book into their own future classrooms. Users will also have immediate access to study tools such as highlighting, bookmarking, note-taking/sharing, and more!

• Acknowledgments •

• About the Author •

Anna Elliot Photography

Janice Koch is Professor Emerita of Science Education at Hofstra University, Long Island, New York. She developed and taught science education courses to elementary, middle, and secondary preservice and in-service teachers. Additionally, she taught courses addressing introduction to education, action research, qualitative research, and gender issues in the classroom. Dr. Koch shares her passion for teaching and learning through presentations as well as through her introduction to education text *Teach*, Fourth Edition (SAGE, 2020). Her acclaimed textbook *Science Stories*, Sixth Edition (Cengage, 2018), has been used by thousands of preservice and in-service educators interested in creating meaningful science experiences for their students. Dr. Koch was named one of the Top Fifty Women on Long Island by *Long Island Business News* in 2004 and 2005. She and her husband currently reside in central Maryland, where she consults on education projects across the country and internationally and evaluates grant-funded science education initiatives. She recently served on the Committee for Precollege Engineering Education for the National Academies of Sciences, Engineering, and Medicine (2016–2018).

Thinking About Teaching

Making the Decision

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Becoming a Teacher

Looking Forward and Backward
at the Same Time

Everyone who remembers his [or her] own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.

—Sidney Hook, American philosopher (student of John Dewey), 1902–1989

Learning Outcomes

After reading this chapter, you should be able to:

1-1 Reflect on your own educational history and how it can affect the type of teacher you become. Examine the importance of reflection, metacognition, and "knowing yourself."

1-2 Examine the "goodness of fit" between your own personal qualities and the demands of teaching.

1-3 Explain the effect that a committed teacher has on the climate and culture within a school.

1-4 Consider how the era of testing and standardization in the 21st century has affected the way contemporary schools function.

InTASC Standards

- Standard 3: Learning Environments
- Standard 9: Professional Learning and Ethical Practice

This book invites you on a personal journey of reflection about education—your own education, the education of people you know, and the education of children who will become the future of the United States. It is a journey of self-exploration, during which you will look inside your mind and heart and consider what it takes, emotionally and intellectually, to become a teacher who experiences joy and satisfaction through service to others.

The world of professional education is rapidly changing as digital technology offers many options for accessing and analyzing information. We now have a formal, more standard way to evaluate an individual's "readiness to teach." For many years, people have been seeking a fair and standard way to evaluate the potential effectiveness of a new teacher. It is a tricky process because teaching and learning are personal human activities that reflect the inner worlds of the students and teachers. *Teach 4e* will help you to think about good teaching practices and consider what they may look like in the classroom. Beyond those practices, there is much more to discover, including who *you* are, your hopes and dreams, and your goals for your students.

Any plan to improve educational outcomes is dependent on the teachers who carry it out and on the abilities of those attracted to the field. In this book, you will have the opportunity to explore some of the attributes that can help to make you a successful classroom teacher.

We will examine the specific challenges of becoming a teacher in today's social and political context, including testing, standards, and the effect of digital technology on the lives of young people and on your own life.

Although much about teaching and learning remains the same year after year, access to digital technology has significantly changed the ways students communicate, learn, and spend their time inside and outside of school. As we prepare to enter the third decade of the 21st century, we must consider these compelling truths about our world.

- The world is rapidly changing and is a far different place than it was only 10 years ago.

- The global economy and the technological innovations of the past several decades demand a well-educated citizenry.

- The best teachers grow and change with rapidly shifting social and cultural conditions, and thereby become lifelong learners.

- Online education is a significant presence in K–12 schools all over the country.

- Digital media occupies a great deal of time for students of all ages.

- Every single student has the ability to learn. Becoming a teacher means accepting the daily responsibility to help all students learn at whatever level and place in their lives they may be.

- Education provides students with the opportunity to become productive and contributing members of society.

- Teachers make a difference. The quality of the teacher in the classroom is one of the most important influences on student achievement.

- Preparing to teach involves personal reflection and a commitment to understanding yourself and the world around you.

- You will need to demonstrate through your written work and classroom performance videos that you are ready to teach.

While this book is about schools and schooling, teachers and teaching, learners and the process of learning, it is also about you. What do you already know about classrooms, and how can you apply that knowledge to the complex experience of being a classroom teacher? Your answers to these questions will play a big role in deciding the kind of teacher you will become. Research has shown that out of all the factors that contribute to a student's school day, the single most important one in improving students' performance is the effectiveness of the teacher. Yes, the teacher makes all the difference.

You have within you everything you need to become the kind of teacher you want to be. You will be challenged to identify the attitudes, skills, and dispositions that teaching requires. You will need to make a commitment to becoming a lifelong learner—that is, expanding your ideas by what you learn from your students, your research, and your own personal growth. Donald Schön (1983), an educational researcher, used the term **reflective practitioner** to refer to a teacher who consistently and consciously modifies his or her own teaching practice based on the active consideration of events in his or her classroom. That expression has stood the test of time, and reflection is essential for being an effective teacher. You are invited to conceptualize teaching as a personal activity requiring a large capacity for reflective thought and deliberate action and experimentation.

Teaching, which requires a heightened sense of self and a commitment to the social good, demands nothing less of its professionals than an ongoing examination of their authentic motives for teaching. Hence, in addition to *knowledge* about schools, curriculum, and instruction, this text provides a *venue* through which you can actively consider your skills, attitudes, and dispositions as they relate to becoming a teacher.

We begin by examining your interest in education. This chapter will encourage you to reflect on your own educational background as you explore the possibility of forging a career as a teacher.

Looking Backward: Talking About Teaching

I recently asked a number of new teachers what made them decide to enter teaching; some of them remarked that they had always loved school. School was, for them, the happiest place to be. But several others shared not-so-glorious

stories about their experiences. They decided to go into teaching to make a difference, to teach others in ways they wish they themselves had been taught. Still others had no specific personal calling to teach. They "fell into" teaching because they needed a job. And some are trying to figure out if teaching is for them. Whichever of these categories you feel you may fit, with this book you can discover if teaching is for you.

Laura and Sharyn pursued teaching careers because they loved school and loved learning. Laura explained that from her earliest years in school, she was excited when the school year began and sad when it ended. School was her happiest place, so she decided to pursue a career that would keep her there. Sharyn described similar feelings:

She remembered how, as a child, she could not wait for summer camp to be over because she wanted to go back to school. In high school, she was part of a peer tutoring program and also privately tutored friends and classmates. When they did well, she was actually happier than when she did well because she knew she had helped her friends to succeed. Sharyn's love for school and learning, combined with the joy she felt when her friends (whom she tutored) succeeded, led her to teaching. Sharyn wanted to enable children to love learning as much as she did.

A third teacher, Derrick, told me that most of his teachers were female. Not until sixth grade did he experience his first male teacher—the music teacher. He gained an appreciation of music from this teacher and started to imagine that he might teach as well. He played school with his younger brother and began to consider a career in education. Later, a male history teacher encouraged him to study that subject, and he majored in history in college while also pursuing a professional program in elementary education. A kindergarten teacher today, Derrick is firmly convinced that men are needed in early-childhood education so children can see that men are able caretakers. We will meet another male early-childhood teacher in Chapter 2.

Are you like Laura, Sharyn, or Derrick in your conviction that teaching is a career you want to pursue? Or are you more ambivalent? The "Writing & Reflection" activity will help you think about ways in which your educational past, and your thoughts and feelings about it, may influence your future career.

Your Educational Autobiography

What was school like for you? What kind of a student were you? When you think of teaching, which teacher or teachers do you conjure up?

You may think questions like these are irrelevant at this stage of your life. But examining your early experiences as a student is an important task:

Who you are as a person, the kinds of experiences you had inside and outside of school, your values, beliefs and aspirations shape what you will be as

WRITING & REFLECTION
DRAW YOURSELF AS A TEACHER

These samples show how three teacher candidates responded to the challenge to draw a teacher. What ideas about teaching do the drawings suggest?

Draw a picture of yourself teaching a lesson. You do not have to be an artist; stick figures are fine. Just imagine yourself in a classroom. Be sure to include the students! This is a way to explore your images of teaching. Close the book while you work. When you finish your drawing, return to this section.

As you analyze your drawing, you may want to reflect on the following questions:

- How is your classroom arranged?
- Are desks in rows? Or are tables grouped around the room?
- What are you doing? What are your students doing?
- Are you standing in front? In the middle? To the side?
- Are students raising their hands?
- Judging from your drawing, what mental models do you have of yourself as a teacher?
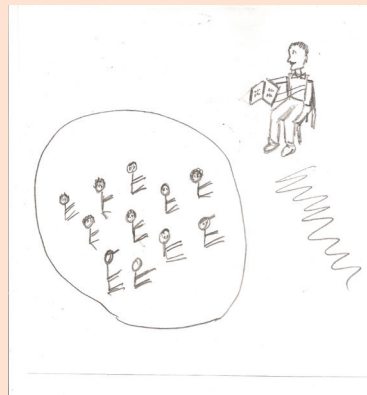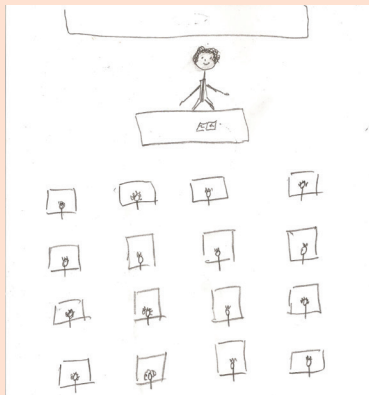
a teacher and how you will teach and how you will respond to the changing contexts of teaching. (Bullough & Gitlin, 2001, p. 45)

Thinking about your own story and then telling it is an important step in looking backward.

An **educational autobiography** is your story of your life as a student. It has no definite length but usually responds to the following questions:

- What do you think of when you think of school?
- Where did you attend school?
- When you walked in the building, did you have a sense of comfort? Fear? Anxiety?
- Close your eyes and imagine you are back in elementary, middle, or high school. What was school like for you? Do you remember what school *smells* like? *Sounds* like?
- Try to imagine specific teachers. What grades did they teach? Who were your friends in those grades?

....

educational autobiography   Your own educational history, told by you.

My story begins with kindergarten:

I remember starting kindergarten at the age of 4 years and 6 months. Arbitrary calendar cutoff dates, typical of many public school districts, allowed me to enter school well before my fifth birthday. Neighbors would say, "She made the year." That referred to being allowed to commence kindergarten prior to turning 5. Other children, born 4 weeks later, had "missed the year" and began kindergarten after their fifth birthday. They would be the oldest in the grade, whereas I was the youngest.

I remember being frightened and throwing up every day for the first 2 months of kindergarten. But I also recall my kindergarten teachers' accepting and welcoming me each day, regardless of my physiological reaction to my separation from home. I was a "young" 4-and-a-half-year-old and would probably have been better served by missing the year. How patient and kind my two kindergarten teachers were! They saw me coming and intuitively knew that I was not ready for school. After helping me get over being sick each morning (they had a pail ready), they guided me gently to my seat. Their understanding that I had to become comfortable at my own pace enabled me to make an adjustment without shame and embarrassment.

I shall always remember their acceptance of me and my lack of readiness. How lucky I was to have these two teachers as I acclimated to being away from home.

Being a Teacher Is Like . . .

"Being a teacher feels like being a dentist—we are always pulling teeth," a new teacher remarked to me recently. "Ouch," I responded. "Is it that hard?"

"Well," she replied, "when they don't give me what I am looking for, I feel like that."

Aha, I think—some comparison! One of the most important misconceptions about teaching is that it is a solitary activity—something you do *to have control over someone else*. In fact, teaching and learning is an interaction, a conversation, a collaborative process involving you, the teacher, and all of your students. Teaching is about the students, *their* needs, not *your* needs or even your needs for them. The teacher who feels like a dentist is focusing on what his or her needs are, not on the needs of the students.

It is true that sometimes we wish students would respond in certain ways and they just do not. Yet there are much better similes than pulling teeth. Much of the time teaching is like:

- **Being a tour guide.** According to one teacher, a good tour guide takes travelers to new places, interprets experiences and sites, helps travelers understand and appreciate these new experiences, and develops a group atmosphere to maximize positive experiences for the travelers. A good tour guide has general goals in mind but is flexible and allows for exploration of ideas that arise from the group. Indeed, there are many times when teaching is like being a tour guide. The teacher sets the itinerary and takes the students through the lessons to many new places.

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- **Being a sailor.** Sometimes when you go sailing, you think you are going to reach a certain island. You set out for that destination, but you find it does not have a dock. The dock is simply not there. So you need to have an alternative plan. On other days, you have a destination in mind, but the wind is blowing in the wrong direction and the sailboat will not go there. Yes, on many days, teaching is like sailing, and the teacher changes course in midstream as he or she determines a better direction and a more feasible destination.

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- **Being a sculptor.** Sculptors are fond of saying that they do not "make" their art; they uncover what is already hidden in the material. Similarly, teachers uncover the ideas emerging in the minds of their students.

Neda Krstic

- **Climbing a hill.** Another teacher explains that teaching is a constant process of ascending an incline. Every once in a while you stop, take a breather, make sure everyone is comfortable, and then you start climbing again. That sounds like you need a lot of strength.

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WRITING & REFLECTION
TEACHING IS LIKE . . .

Think of one or more comparisons for teaching.

If you need some leads, visit the website "Metaphorically Speaking" from the Annenberg Media Learner Interactive Workshops (http://www.learner.org/channel/workshops/nextmove/metaphor/). You may come up with several similes or metaphors that seem apt. As you choose them, explain why you think each is a good description of teaching.

The "Writing & Reflection" activity will help you come up with your own simile or metaphor for teaching. There is an important reason for exploring these comparisons. It gets you started on developing your personal philosophy of teaching statement. A **philosophy of teaching statement** outlines your ideas about teaching and learning, sets out techniques for being reflective about your practice, and describes how you may teach. It may also include your goals for yourself as a teacher. If you decide to pursue a career in teaching, your philosophy of teaching statement could form an important part of your teaching portfolio. It can also be a baseline philosophical platform that changes over time with experience.

Your teaching philosophy should be backed up by evidence from research. For many decades, educators have studied how people learn and have compiled evidence about successful teaching strategies. As you read this text, you will encounter some of that research; the more you learn about it, the better prepared you will be to state your own teaching philosophy. But it is never too early to begin this kind of thinking. Take a few moments to think about your own teachers.

A Favorite Teacher

Does one teacher stand out in your mind as having influenced you in a positive way? How did this teacher make an impact, and what was the result of his or her connection to you? Answering these questions is another good way to reflect on your educational past. When I think about these questions, I remember junior high school.

I had a seventh-grade teacher, Mrs. Fisher, in JHS 117 in the Bronx in New York City. I was, as you read in the early part of my educational autobiography, really young for my grade; I was 11 years old. Mrs. Fisher was my science teacher, and, in those days, much of general science revolved around learning how the internal combustion engine of an automobile worked.

I really liked science, but I was shy, young, and from a poor neighborhood. I had little self-confidence. Mrs. Fisher took me aside one day and said, "You know, Janice, you are very good in science; you should go to the Bronx High School of Science." This high school is one of the specialized schools in New York City requiring that students pass an entrance exam. Mrs. Fisher gave me the application and helped me complete it.

I passed the exam, was admitted, and began attending the Bronx High School of Science at the age of 12. My experience at this distinctive high school changed the course of my future education and career. Years later, I went to visit Mrs. Fisher and thanked her for having taken an interest in me. I determined that one day I, too, would make a difference for students. Very often, teachers do not even know how they affect the future decisions of their students. That is why Christa McAuliffe, the former teacher turned astronaut who perished in the Space Shuttle Challenger disaster in 1986, said famously, "I touch the future—I teach."

What Qualities Make a Good Teacher?

After reflecting on your favorite teacher, you may want to compare the attributes of this teacher with a list of some general qualities of good teachers. (See "Qualities of Good Teachers," p. 8). This list is not the final word on good teacher qualities, but it is a start. I call it the "5 Cs." How do these qualities match up with the ones your favorite teacher had?

In making this comparison, think about to what extent you possess these qualities. As we proceed, we will often return to the concept of **goodness of fit**. This term refers to how good a match there may be between your personal qualities and the demands of teaching.

Do not seek a perfect match between yourself and the characteristics listed. You are always growing and changing as a person, and you certainly may develop qualities you do not possess now. When you begin to think about a career in teaching, one of your responsibilities is to analyze your own strengths and weaknesses. Realizing your strengths allows you to use them to the fullest potential, whereas identifying your weaknesses allows you to work toward improving or overcoming them.

philosophy of teaching statement A description of your ideas about teaching and learning, and how those ideas will influence your practice. It should be based on your knowledge of educational research.

goodness of fit A term generally used in descriptive statistics to describe the match between a theory and a particular set of observations; in this book, it means the match between a teacher candidate's personal attributes, values, and disposition and the demands of teaching.

QUALITIES OF GOOD TEACHERS: "5 Cs"

A good teacher needs to be:

Committed   Good teachers have a commitment to their own ongoing education as well as the learning experiences of the young people in their charge. They are committed to fostering a love of learning in their students.

Caring   Teachers demonstrate their hopes for their students through the ways they nurture their development, encouraging students to achieve and supporting them as they reach new heights of understanding. They also demonstrate their "caring" by how prepared they are as they begin the school day.

Courageous   It requires courage to maintain a commitment over time, persisting in working on behalf of every student, regardless of ability.

Conscious   Good teachers are consistently aware of their interactions with their students. They consciously function to ensure respectful and meaningful discourse. They do not casually "shoot from the hip" when engaging with their students. They are deliberate and considered.

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Centered   Good teachers have a centered presence in the classroom. They command the students' attention by their own personal comfort with being at the center of responsibility. They communicate, through their body language and speech, their own readiness to work with their students.

Looking Forward: The Profession

Now it is time to begin looking forward. What is special about teaching as a career? What do you need to know about the profession you are considering?

An Essential Profession

> How we think about and voice the purpose of school matters. . . . It affects the way we think about students—all students—about intelligence, achievement, human development, teaching and learning, opportunity and obligation. (Rose, 2009, p. 169)

In a U.S. Department of Education report, *Promising Practices: New Ways to Improve Teacher Quality* (1998), teaching is referred to as "the essential profession, the one that makes all other professions possible." What do you think that means? The report further declares that without well-qualified, caring, and committed teachers, neither improved curricula and assessments nor safe schools—not even the highest standards in the world—will ensure that our children are prepared for the challenges and opportunities in this century. Despite being more than 20 years old, this report has stood the test of time. Teaching is the essential profession. More than ever before in our history, education will make the difference between those who prosper in the new economy and those who are left behind. Teaching shapes education and therefore shapes the future of the United States—molding the skills of the future workforce and laying the foundation for good citizenship and full participation in community and civic life.

Hence, it is the teacher who will bring to life the ideals, attitudes, learning experiences, and joy that are possible in a classroom. The curriculum, which we will explore later in this text, is a lifeless document in itself. It is the classroom teacher who enables the curriculum materials to have personal meaning for each learner.

Does this sound like a tall order? It is! Because what teachers know and are able to do have such a profound impact on the future of education, you need to understand how people learn. You need to become familiar with different contexts for teaching and the diversity of students in schools.

We would not expect that a future doctor would be able to examine a patient or perform surgery with just a few months' training. Yet we often expect students to become teachers after a short period of in-classroom training. This is why many teacher education programs (and yours may be one) require early field experiences, during which you observe and participate in the life of a classroom at the grade level you are thinking about teaching.

The National Education Association

The **National Education Association (NEA)** is the nation's largest professional employee organization. It has over 3 million members who work in educational settings from preschools to universities. With affiliate organizations in all 50 states and in more than 14,000 U.S. communities, the NEA provides local services such as workshops and collective bargaining for teachers. On state and national scales, it acts as a lobbying group for educational issues.

Chapter 2 will have much more to say about professional organizations for teachers. I bring up the NEA here because, as far back as 1929, members adopted a code of ethics for the profession. The preamble to the NEA Code of Ethics (1975) begins, "The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles." This statement refers to a teacher's commitment to all of his or her students. A teacher's authentic desire to make a connection with every student and to consider each individual's needs is the essence of good teaching.

This statement's meaning probably requires even more careful thought today than it did in the past. We are living in an age of a digital technology revolution when the amount of information available to teachers and their students is exploding, accessible on devices that we carry in our pockets. Teachers must encourage students to embrace the value of examining multiple viewpoints on a topic but also teach them how to evaluate the validity of information. Hence, our commitment might better be stated as recognizing the importance of *multiple* truths and *multiple expressions* of excellence. This phrase also reminds us to honor democratic principles such as individual expression, capitalizing on special student interests, and expanding students' abilities to explore and critique multiple ideas and values.

The NEA Code of Ethics includes principles of commitment to the student and to the profession. It includes the responsibility to adhere to the highest ethical standards: "Your ethical responsibility as a teacher goes beyond telling the truth. Your responsibility is to place the needs of students at the center of your work and to give them priority over your own needs."

Hence, your constant question should be, "What is in the best interests of my students?" This is important as you consider a career in teaching. Many people enter the profession and discover that it is difficult to be as generous of spirit as the profession demands. That would not make you a bad person, but you need to consider how it relates to the goodness of fit between this profession and your personal attributes.

National Education Association (NEA) The largest organization of teachers and other education professionals, headquartered in Washington, DC.

An Organized Profession

Overall, teaching is a highly organized profession. In addition to the NEA, the **American Federation of Teachers (AFT)**, created in 1916 and affiliated with the U.S. labor movement, has more than 1.6 million members. Both the NEA and the AFT provide legal services and collective bargaining representation as well as a network of support for teachers, including professional development resources for your growth as a teacher. These large groups also wield a great deal of political influence on behalf of educators and schools.

When you enter the teaching profession, you may decide to join one or both of these organizations. We will visit them again in this book's final chapter, but it is not too early to think about becoming a member.

Starting Early

The **National Association for the Education of Young Children (NAEYC)** is the nation's largest early-learning professional organization. Early-childhood education is the most critical stage for preparing future learners. The NAEYC has standards for creating the first step in the "cradle-to-career" educational pipeline. High-quality early-learning programs are the foundation for future success in schools. The NAEYC focuses on the quality of education for all children, birth through age 8. A look at the position statement on student diversity developed by the NAEYC (see "Honoring Diversity: Position Statement") provides insight into the ways in which teaching very young children could never be considered an afterthought! We will explore the role of early education in leveling the playing field for young children of poverty in Chapter 6.

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American Federation of Teachers (AFT) An international union, affiliated with the American Federation of Labor and Congress of Industrial Organizations, representing teachers and other school personnel as well as many college faculty and staff members, health care workers, and public employees.

National Association for the Education of Young Children (NAEYC) This professional organization is dedicated to improving the quality of education for all children, birth to age 8.

HONORING DIVERSITY: POSITION STATEMENT

Young children and their families reflect a great and rapidly increasing diversity of language and culture. The NAEYC recommendations emphasize that early-childhood programs are responsible for creating a welcoming environment that respects diversity, supports children's ties to their families and community, and promotes both second language acquisition and preservation of children's home languages and cultural identities. Linguistic and cultural diversity is an asset, not a deficit, for young children.

Recommendations for working with families

- *Actively involve families in the early-learning program.* Links between school, home, and community are important for all young children, but forging them can be challenging when families and program staff differ in culture and language. Ties to the community, respectful relationships with families, and encouragement of active, culturally meaningful family involvement are essential.

- *Help all families realize the cognitive advantages of a child knowing more than one language, and provide them with strategies to support, maintain, and preserve home-language learning.* Families may think that speaking to their children only in English will help them learn the language faster. But home-language preservation benefits children's cognitive development, and families with limited English proficiency provide stronger language models when they emphasize their home language.

- *Convince families that their home's cultural values and norms are honored.* Continuity between home and the early-childhood setting supports children's social, emotional, cognitive, and language development. Though not always identical, practices at home and in school should be complementary.

Recommendations for working with young children

- *Ensure that children remain cognitively, linguistically, and emotionally connected to their home language and culture.*

Children's positive development requires maintaining close ties to their family and community. If home language and culture are supported, children, families, and communities stay securely connected.

- *Encourage home language and literacy development, knowing that this contributes to children's ability to acquire English language proficiency.* Research confirms that bilingualism is an asset and an educational achievement. When children become proficient and literate in their home language, they transfer those skills to a second language.

- *Help develop essential concepts in the children's first language and within cultural contexts that they understand.* Although some children can seem superficially fluent in their second language, most children find it easier to learn new, complex concepts in a familiar language and cultural framework. Once established, these concepts readily transfer into a second language and contribute to later academic mastery.

Respect for diversity must become part of every classroom teacher's agenda, regardless of grade level and subject matter, and of whether the teacher looks and sounds like his or her students.

Honoring diversity means accepting that we are all products of our own culture, our own biases, and our own beliefs. You must constantly ask: "Who are my students? What are their lives like? What are their stories? . . . and knowing these things, how can I help them learn?" This is all part of respecting the learner and ultimately respecting ourselves as learners. Chapter 5 addresses the issue of the wide diversity of students in today's schools and its implications for teaching and learning. If we think of diversity as an opportunity, we will grow from the challenge and become better teachers.

A National Board

In 1987, the **National Board for Professional Teaching Standards (NBPTS)** was created to set forth a vision for what accomplished teachers might "look like." These principles were developed in response to the report *A Nation Prepared: Teachers for the 21st Century* (Carnegie Forum on Education and the Economy, 1986). National Board certification was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in

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National Board for Professional Teaching Standards (NBPTS) A nonprofit organization that aims to advance the quality of teaching by developing professional standards for teachers.

schools nationwide. It is the most respected professional certification available in K–12 education. Created by teachers for teachers, these standards represent a consensus among educators about what accomplished teachers should know and be able to do. Board certification is available in 25 areas spanning 16 disciplines from pre-K through 12th grade (http://www.nbpts.org/national-board-certification/overview/). Besides being an advocacy organization, the NBPTS offers a national system to certify teachers who meet these standards.

The NBPTS intends this entirely voluntary certification to be a symbol of professional teaching excellence (National Board for Professional Teaching Standards, 2002).

State licensing systems for teachers set entry-level standards, but NBPTS certification requires more advanced standards. There are now over 112,000 National Board-certified teachers in all 50 states. This represents over 3% of all teachers. In Chapter 10, we will review the standards set forth by the NBPTS as well as some of the components of the certification test. For now, the board and its work is yet another indication of the professionalism of teaching and the exciting prospects you have in entering the field.

More Than a Profession

We have been talking about teaching as a profession, but is that all it is? Carl Jung, the noted Swiss psychiatrist, said:

> An understanding heart is everything in a teacher. One looks back with appreciation at the brilliant teachers, but with gratitude to those who touched our human feeling. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. (McGuire, 1954, para. 249)

So much is said about the skills and knowledge that are needed for teaching. The unspoken requirement, however, has to do with your disposition—your own ability to understand your students and to connect with them in ways that help them become better learners.

More than in most other professions, your personality and your belief in yourself shine through the techniques and strategies you employ. Your authentic self—that part of you that wants to make a contribution to the social good—is

evident in the way you address the students, in your smile, in your level of preparedness for class, in the questions you ask, and in the respect you demonstrate for students as individuals. As you work with this text, be sure to explore your innermost hopes and dreams, and keep asking yourself, "Is teaching really for me?"

The Workplace: School Climate and School Culture

The day-to-day workings of a school influence how you enact your philosophy of teaching. Schools are constantly in flux, depending on student enrollment, collaboration among colleagues, pressures from the local community, and the vision of the school leader.

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▲ Some classroom climates can be experienced even by a casual observer.

CAN YOU FEEL THE SCHOOL CLIMATE?

Frequently, you can tell if a school's climate is nurturing by the feeling you get in the halls—if the principal and other administrators are readily visible, and if teachers smile and greet students by name. In such a school, students are treated as individuals.

At the other extreme, in a school with an authoritarian climate, the halls are very quiet, there are strict "no talking" rules, doors are closed tight, and there is a feeling of tension in the air.

Teaching practices, student and teacher diversity, and the relationships among administrators, teachers, parents, and students all contribute to school climate.

Although no single, universally accepted definition of school culture has been established, there is general agreement that it involves deep patterns of values, beliefs, and traditions formed over the course of the school's history (Deal & Peterson, 1999). A school culture may have, for instance, a reputation for being very academic. My high school did. The culture of my high school could be described as academically driven, college preparatory, nonathletic, and cerebral. We

were thought of as geeks because we attended this serious-minded high school whose culture had been forged since its inception. Other high schools in my area had a culture that was more social, athletic, and active in the community, though also academic.

A school's culture is evident in its shared values, heroes, rituals, ceremonies, stories, and cultural networks. For example, if a school's leaders believe that motivation and academic achievement are a definitive part of the school's culture, they communicate and celebrate those values in as many ways as possible. A strong school culture flourishes with a clear set of values and norms that actively guide the way the school functions. In my high school, students were made to feel proud of the academic productivity of their classmates. Achievement was rewarded in the school newspaper and in organized assemblies.

When you think back to the ways in which the schools you attended functioned, how would you describe the school culture of your elementary, middle, and high schools? What did the schools stand for? How was that communicated?

As you think about applying a teacher's professional commitments and values in a particular school setting, there are two terms you should know: **school climate and school culture.** These phrases refer to "the sum of the values, cultures, safety practices, and organizational structures within a school that cause it to function and react in particular ways" (McBrien & Brandt, 1997, p. 87).

Often, the two terms, school climate and school culture, are used interchangeably, but some educators make a distinction between them: *school climate* refers to the way students experience the school, and *school culture* means the way teachers and administrators interact and collaborate.

Still other educators think about school climate as the general social atmosphere or environment in a school. This is my preferred way of using the term. The social environment in this sense includes the relationships among students, between students and teachers, among teachers themselves, and between teachers and administrators. Students experience their environment differently depending on the rules and protocols set up by school administrators and teachers. School climate also includes the "orderliness of the environment, the clarity of the rules, and the strictness of the teachers in enforcing the rules" (Moos, 1979, p. 96).

Think back to your educational autobiography. According to the definition of school climate as the general social atmosphere, how would you describe the climate of your elementary school, middle school, and high school? A school climate may be described as nurturing, authoritarian, or somewhere in between. For example, I experienced my high school as simultaneously nurturing and strict, caring and rigorous. We can also ask whether a school has a healthy climate, one in which students are made aware of expectations for their behavior toward one another and their teachers. In your own elementary school, middle school, and high school, was the student body diverse in terms of ethnicity, race, and social class, and if so, was there evidence of prejudice or racism? How was that expressed? What did school officials do to make students feel like valued members of the educational community?

An Era of Testing and Standardization

In 2002, the federal law No Child Left Behind (NCLB) was passed. Among other provisions, it required public schools to test every student in Grades 3 through 8 in reading and mathematics. It is safe to say that the 13 years that followed its passage are considered the **era of testing** and standardization in education.

In December 2015, the federal Every Student Succeeds Act (ESSA) standardized tests in each state to measure basic skills and rote learning. Many of you reading this text may have taken these same tests in your precollege education. These tests are often referred to as *standards-based assessments*, referring to assessments that compare student accomplishment to preestablished achievement goals rather than to the achievement of other students. The standard is supposed to be absolute, independent of the students who meet it. By contrast, norm-referenced tests describe what students can do relative to other students. The fact that a student scores at the 60th percentile in mathematics in a norm-referenced test, for example, tells us only that she fares as well as or better than 60% of her peers—not how many mathematical skills she has mastered.

Education standards in content areas are designed to define what students should know and be able to do in that area of learning. The standards-based assessments measure students' progress based on their test performance. Teachers all over the country have been trained to help students meet the expectations of these tests, and this has strongly influenced the daily life of the classroom.

The ESSA replaced the NCLB Act while maintaining many provisions of the NCLB. ESSA provides for more flexibility in standardized testing to be determined by the states. It is important to note that both laws were reauthorizations of the 1965 Elementary and Secondary Education Act (ESEA), which asserted that full educational opportunity should be our nation's top priority. As you will see in Chapter 3, education is federally funded and locally implemented. ESSA goes a long way in providing states with more local control than did NCLB. It remains unclear what effects this has had on standardized testing. While the subject of many disparaging views, NCLB highlighted educational inequality in this country, known as the *achievement gap*.

Concluding Thoughts

Although teaching is an important and essential profession, ideas about it are often oversimplified. Our memories of our teachers are sometimes selective and misleading. However, the interpersonal nature of teaching demands that those interested in the profession take stock of their own attributes and dispositions, their personal school experiences, and their future goals for themselves as teachers. It is never too soon to start reflecting on your decision to become a teacher.

....

school climate and school culture   The values, cultures, practices, and organization of a school.

era of testing   The period of time since the passage in 2001 of the federal No Child Left Behind Act that mandated standardized testing in mathematics and language arts in Grades 3 through 8.

CHAPTER REVIEW

Key Terms

American Federation of Teachers
  (AFT) (p. 9)
educational autobiography (p. 5)
era of testing (p. 12)
goodness of fit (p. 7)
National Association for the
  Education of Young Children
  (NAEYC) (p. 9)

National Board for Professional
  Teaching Standards
  (NBPTS) (p. 10)
National Education Association
  (NEA) (p. 9)
philosophy of teaching
  statement (p. 7)
reflective practitioner (p. 4)

school climate and school
  culture (p. 12)

Review the Learning Outcomes

Review each section of the chapter and answer the following:

LO 1-1 What does your own educational history imply for your future as a teacher?

LO 1-2 How do you assess your goodness of fit between your personal qualities and the demands of teaching?

LO 1-3 Give an example of the effect a committed teacher may have on the school climate.

LO 1-4 What do you think is the lasting effect of the era of testing?

InTASC Standards

Review the InTASC Standards for the chapter and explain how the chapter addressed each one.

Standard 3: Learning Environment

Standard 9: Professional Learning and Ethical Practice

Journal Prompt

Compare the qualities of a good teacher as described by the 5Cs with your own personal qualities. Are there some you do not have currently but could work to develop?

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Teaching Stories

Storytelling is the most powerful way to put ideas into the world today.

—Robert McAfee Brown, American theologian and teacher, 1920–2001

Learning Outcomes

After reading this chapter, you should be able to:

2-1 Describe what the expression "We teach who we are!" means.

2-2 Think about how the hidden curriculum affects the climate in the classroom.

2-3 Explore the support systems that are in place for new teachers.

2-4 Compare the lifelong learning needs of teachers with those in other professions.

2-5 Start your own teaching story as you explore teaching as a career.

InTASC Standards

- Standard 3: Learning Environments
- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 9: Professional Learning and Ethical Practice

Through the stories of new and experienced teachers, this chapter provides a glimpse into the ways teachers from grades pre-K–12 make their decisions to enter the field and what they consider the most exciting and challenging aspects of their work. Their stories are designed to help you explore what Parker Palmer (2017) calls the "inner landscape of a teacher's life."

Being a teacher requires an emotional and intellectual commitment. In a typical school day, teachers can experience excitement and frustration, pleasure and angst, great leaps of joy as well as sadness. How ready you are to navigate these emotions—while at the same time staying focused on your goals for the day—is something only you can know. The stories in this chapter may remind you of yourself or of a teacher you have had.

Taking the Roll Call for Students and Teachers

About 56 million students are enrolled in American public and private elementary and secondary schools with over 50 million students in public schools. An estimated 5.3 million students attend private schools. Serving these students are 3.6 million teachers, which includes over 400,000 private school teachers. In public schools, between 1985 and 2015, there was a 30% increase in elementary enrollment (pre-K through Grade 8), compared with a 17% increase in secondary enrollment (Grades 9–12). Part of the relatively fast growth in public elementary school enrollment resulted from the expansion of pre-K enrollment (U.S. Department of Education, 2017a).

The majority of public school teachers in the U.S. workforce are more than 30 years of age, with an average age

of 42. About 80% are White, which is a decline from 90% in 2001; 77% are female (U.S. Department of Education, 2017b).

Given the increasing diversity of students in the United States, many educators believe that U.S. schools have an urgent need for young teachers from varied ethnic backgrounds. Efforts to diversify the nation's teaching workforce have not kept up with the changing landscape of our students. For example, it is important that more men enter the profession, since researchers have asserted that male role models are significant figures in the classroom. Black men are the most underrepresented demographic in the teaching workforce (Mitchell, 2016). Studies are exploring what it takes to recruit and keep minority male teachers in the classroom (Bristol, 2015). Many non-White males see teaching as a woman's profession, especially at the pre-K and elementary levels where the absence of males, especially non-White males, is most pronounced. We know that more than half of all teachers, public and private, are between 30 and 49 years of age, while only 15% are under age 30 (Figure 2.1). This speaks to the large number of younger teachers that leave the profession. It also speaks to the importance of emphasizing how rewarding a teaching career is and how most teachers realize satisfaction over a lifetime of teaching. It is also important to dispel teacher stereotypes. In addition, notice that over 55% of teachers have attained a master's degree or higher, signaling the importance of lifelong learning as they continue in their careers.

Early-Childhood Education

There are many more early-childhood teachers today than there were just a few years ago, paralleling the rise of pre-K classes in public and private schools. In Chapter 1, we described the National Association for the Education of Young People (NAEYC), a group that works tirelessly on improving the education of our youngest students.

A national association dedicated to the early education of children highlights the significance of an auspicious beginning for a child's future learning.

You may be wondering why so much attention is given to preschool and kindergarten through second grade. Preschool, pre-K, and kindergarten play a vital role in the development of children. What they learn and experience in their early years shapes their views of themselves and the world. Early-learning programs, enrolling children as young as 3 years old, are seen as the key to closing achievement gaps, which we will examine later. Special sensitivities and skills are required for early-childhood teaching, and they are embodied by the following teacher.

BEN.   Ben is a relatively new preschool teacher, working for his second year at a private preschool in a suburban community on the East Coast. He is well thought of by
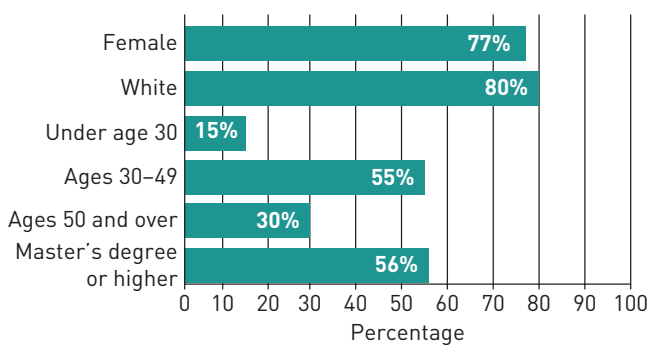
his peers and adored by his students, and he is fond of saying "everything is a work in progress, including me." I experience Ben as a very calm and even-tempered person, and I could picture him being very patient with his young charges. Ben feels the stigma on preschool teaching for women and men is unwarranted. He explains that we need excellent preschool teachers to make sure that our kids are growing up well. He explains that it is important work, and you can feel like you are making a significant difference. His current group of students includes 2- and 3-year-olds, and I was interested in learning how he became a teacher of small children.

Like many teachers with whom I have spoken, Ben "fell into" preschool teaching. After being unsure of his college major, he took some education classes and eventually majored in English and philosophy. He explains:

"I always knew I wanted to teach; however, I thought I would want to teach older students. I have always liked and got along very well with my young cousins, so when a good friend, who had been teaching at this preschool and really enjoying it, suggested to me that I may like teaching preschool students, I gave it a try. The rest is history. I definitely learned on the job through professional development courses and by being coached by my peer teachers, and I discovered that working with young children is something I am good at."

When asked about the upsides of preschool teaching, he remarked:

"Understanding the impact you can make on very young children is really an important reward. I love knowing that the children are having a good time and that they are happy to see me; sometimes kids don't want to leave. Happy kids are those who are learning!"

He explained that his goals include promoting the children's social development:

"I want them to understand that their words are powerful and that they can use their words to communicate with each other. Watching the children improve in that skill is very rewarding. I also love to watch them build skills for themselves, so I am careful not to do too much for them and to encourage them to do it themselves . . . whether it be putting on their shoes or opening their lunches. I try not to do these tasks for them, and I am getting better at this every day. I show the children how to do a task and encourage them to do it themselves. It is so important to set a young child on a path where they can feel good about themselves . . . that feeling of 'look what I can do.'"

When asked what was most stressful about his work, Ben responded by explaining how difficult it was at the beginning not to do things for the children.

FIGURE 2.1 ● U.S. Public School Teachers by the Numbers

Category	Percentage
Female	77%
White	80%
Under age 30	15%
Ages 30–49	55%
Ages 50 and over	30%
Master's degree or higher	56%

Source: U.S. Department of Education. (2016a). *Digest of Education Statistics* (Table 105.40). https://nces.ed.gov/pubs2016/2016014.pdf

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▲
Preschool, pre-K, and kindergarten play a vital role in the development of children. What they learn and experience in their early years shapes their views of themselves and the world. Early-learning programs, enrolling children as young as 3 years old, are seen as the key to closing achievement gaps.

"I found myself learning from my students . . . the way they develop, and the challenges they are facing. It was really difficult at first not to do things for the children, but that does not help them learn for themselves."

Instead, Ben spends time patiently holding out the expectations that they can perform the task on their own with a bit of guidance.

"You have to be so consistent with young children and know how important your language is. They are teaching me a lot every single day. I tell them that their words are the most important thing they have. I feel like I plant little seeds."

Often, early-childhood educators are dismissed by society as glorified babysitters. This is incorrect and damaging to the profession and to an understanding of the crucial role that early learning plays in the development of healthy children and productive students. There is consistent controversy over the role of play in early-learning environments. Watching young children at play reminds us of the social skills the students develop through play, such as empathy, impulse control, capacity for sharing, communicating, and problem solving. Play-based activities also enhance children's capacity to think creatively, make choices, explore their environment, and develop prewriting and sequencing skills. Learning is an interactive, social experience that requires communication between the learners and their peers as well as their teachers. Perhaps the most dominant misconception about early-childhood teaching is that it is not as work-intensive as teaching in the higher grades. In fact, preparing a curriculum and activities for young children requires many hours of research and careful planning. Preschool teachers often work in teams, collaborating on a wide range of early-childhood issues. Ben shares that:

"Watching more experienced teachers work and having conversations with them has been so helpful. Everything that my peers do is in the interests of their kids. Even if you do not understand it at first, when you learn their reasoning, you know their goals are to help the children grow."

Like the teachers you will read about in the following section, Ben receives support from his colleagues and from taking professional development courses.

Deciding to Become a Teacher

In my entire life as a student, I remember only twice being given the opportunity to come up with my own ideas, a fact I consider typical and terrible.

—Eleanor Duckworth, educational researcher (1991)

The Bureau of Labor Statistics' description of "Teaching for a Living" begins with the following: "If you dream of inspiring the minds of the future, consider teaching" (Vilorio, 2016). Over the years, I have often asked elementary, middle, and high school teachers from all backgrounds to talk about themselves and their attitudes toward the profession. We begin with what some of them said about their reasons for becoming teachers. Notice how, for some teachers, both new and experienced, teaching was a calling. For others, they had twists and turns in their careers before winding up in the classroom. Think about their stories as you begin your own journey.

KATHRYN.   Kathryn is a high school biology and chemistry teacher, teaching Grades 9 and 10 in a suburban northeastern school district. She teaches in two different schools in the same district and goes back and forth between them. Her students adore her, and she works them really hard. She majored in the sciences in college and took a minor in secondary education. She just always knew that, as much as she loves scientific research, she always wanted to be a teacher:

"When I was in elementary school, I loved being able to try new things and make new discoveries. I think I was initially taken with the idea of daily exploration in any way, shape, or form, and that trend continued well into middle and high school. Even simple things seemed magical in a classroom; tadpoles transformed in front of us; dissecting frogs became a lesson in the operating room; learning poetry turned me into John Donne. When considering college options, I knew my heart belonged in teaching. I spent much of my high school career forcing myself to master material, with the most effective method being through explanations to my peers. I had heard the saying multiple times, that if you want to prove you know a subject, try teaching it to someone else. Being in school exposed me to the teaching profession, and I thrived in an environment that challenged me to adapt socially, intellectually, and emotionally on a daily basis. I knew that not every job had the potential to do that."

HELENE.   Helene is a wildly popular French teacher, and for the last 7 years has taught five classes of seventh and eighth graders as part of the world languages department of a suburban middle school in the mid-Atlantic. Born and raised mostly in France, Helene's decision to become a teacher was not easy for her, even though most of her family in France are teachers. Helene majored and then worked in business for several years before deciding to get her master's degree in education and become certified to teach Grades K–8. She had been surrounded in her early life by people who loved teaching. She wanted to instill in young people an appreciation for another language and its culture. She is known for creating a warm and caring atmosphere in her classroom. Here's how she responded when asked how she found her way to teaching:

"I entered a 10-month intensive graduate program that included two student teaching placements, and I loved

them both. I knew I was making the right decision. I was one of those people who became a teacher to make a difference. I wanted to do something good. I started at the elementary level and loved it, but as I got older, I realized 'why not teach French?' It is my native language! It was a challenge to prepare myself for teaching French, especially because I am a native speaker. I was an experienced educator at this point, but I was doing something brand-new to me. I want to create a very warm and caring atmosphere in my classroom, and if you make a mistake, I will not single you out, I will hold your hand and walk you through it. The most exciting thing about my work is my relationships with students. It is at the root of my work and determines the pleasure I get out of the process. When students feel like they know you and trust you and that you care, they will do anything for you."

iStock/asiseeit

JESSICA.   Jessica is an English teacher and literacy coordinator in a high school on a military base in the Midwest. She has been teaching for 15 years. As an undergraduate, she majored in dance, her first love. This is how she answers the question about deciding to become a teacher:

"I had always wanted to be a teacher. When I was growing up, I loved to play school with the children I babysat, and I would give the neighborhood children free dance lessons. After college, I decided that I didn't want to be a dancer full time, so I turned to my other love—English. From the very first day of my very first graduate class in education, I knew I had chosen the right career.

"I attribute my interest in teaching to several things: (1) a lifelong love of learning; (2) I had always loved going to school, even when I wasn't the best student (I did better in school as I got older); and (3) the fact that my mother is also a teacher, and I grew up watching her grade papers and plan her instruction."

AMANDA.   Amanda is a third-grade teacher in the rural Northeast. When I first entered her classroom, I was struck by how quiet it was. She apologized profusely for the silence, remarking that the students were usually noisier and more actively engaged in groups, but this time they were just finishing independent reading. She promised that soon I would see the real class! So often we think of good classes as silent, but learning often happens in social exchanges with others, as we will see in later chapters. When asked why she entered teaching, Amanda said:

"Teaching has always been my calling. Ever since my first week of kindergarten, I knew that teaching would be my chosen path. That first day, I came home exclaiming to my mom, 'I want to be a teacher just like Mrs. Seguin!' I spent the rest of my elementary school days playing teacher with my sister, my friends, and even my stuffed animals when no one was available. I had grade books, lesson plans, and homemade worksheets, and I made

signs for my door that indicated my room was now 'Miss Riggs's 1st grade class.'

"Even though I have always been drawn to the profession, it wasn't until my first year of college when I was taking an education course that I began to fully understand why I wanted to be a part of education. My dad was never what one might call a reader or a writer. The only book that I saw him read was the Bible, and I remember him asking me for help in spelling different words starting in second grade. Yet it was my dad who showed me the responsibility of being an educator. I was talking with him about a literacy lesson that I needed to prepare for class. I shared the many techniques that I had learned and how I was going to have the kids first participate in a hands-on activity and then draw the knowledge out from the activity. My father changed my outlook on education forever when he said, 'I would have learned how to read and write if my teachers had taught like you.' It was then that I realized I wanted to be a teacher to reach those kids who couldn't learn through traditional teaching methods. I wanted to find a way so that every student 'clicked' with literacy and gained the skills to make his or her life one of continuous learning."

CHERYL.   Cheryl has been teaching elementary school for 19 years and is currently a sought-after and beloved teacher in a K–5 elementary school on the east coast. Formerly a third-grade teacher, this is her first year teaching second grade, and she is enjoying the challenge. According to Cheryl, staying in one grade for too long can make you stale. She loves working with a new team of colleagues and a new curriculum. While Cheryl works in an affluent community during the school year, she teaches during the summer in a high-needs area where the challenges and rewards are very different. Cheryl's path to becoming a classroom teacher went like this:

"Going into teaching was a comfort level for me. As the oldest of five children, we were always around a lot of children,

and I had a high level of comfort and confidence with children. At family gatherings, I was always the leader. I studied early-childhood education when I went to college and then when I moved to another state I went back to school for another certification for older grades. I would say I fell into teaching because of the comfort level and because, when I was volunteering, I realized how much I enjoyed working with students. As a young mother, I volunteered in my children's elementary school and was approached by the principal to consider being a full-time teacher in that school. I had not thought of making the commitment at that time; however, I was encouraged to get certified and join the full-time teaching force. I'm so glad I did."

When speaking with Cheryl, one gets the impression that her "falling into teaching" was a natural extension of her life and her education. As we can see, this is not always the case. Often when teachers are asked why they decided to enter the profession, they say, "I love children" or "I love kids." These answers echo the findings of many formal studies. Another burning reason for deciding to become a teacher is an individual's love of learning. The most successful teachers I know—like the ones featured in this chapter—typically talk about how they "loved learning." That is not to say they do not also love children, but teaching is a complex activity. In the words of educational researcher Jackie Grennon Brooks (2002):

> Common thinking is that teaching is simple. But teaching isn't simple. It's a highly sophisticated intellectual activity that requires, among other things, a centered presence in the classroom, good negotiation skills, understandings of pedagogy and psychology that inform one another, and sensitivity to sociological factors in learning. (p. 11)

When beginning education students talk about entering teaching because they love kids, I learn from talking with them that they have been babysitters and camp counselors, and that they have enjoyed these responsibilities. That is a fine start, but these informal experiences with children or adolescents are different from the more structured experiences found in classrooms and the demands of teaching. At this point in your education, you may have already visited one or more classrooms and observed teaching in action, so you are aware of the vast differences between the formal and informal settings in which we interact with youngsters.

In addition to loving learning, people pursuing teaching careers often also loved school. Notice especially what Kathryn said about the inspiration provided by daily exploration and experimentation.

Sometimes, a future teacher will tell me that he or she finds the profession appealing because they like the hours! One visit to the Bureau of Labor Statistics reveals

▲
Teachers are important role models for their students.

the following: For many teachers, the workday starts early and ends late. Job duties vary by subject and grade level, but teaching involves class preparation, instruction time, and after-school duties. The idea of teaching as a 9 to 3 job is a myth.

Another major reason secondary teacher candidates cited for becoming educators was prior experience as a high school tutor or peer teacher. Some teacher candidates were motivated to teach because of positive experiences in informal teaching settings, and some had early religious training that affected their desire to serve others and teach.

What about Helene's story? She started working in business, as some of you may have, and then realized she wanted to make a difference for young people. Not everyone who enters the field has had a lifelong calling to teach. Yet life as a teacher becomes fulfilling when there is a good match between the person and the demands of the profession. This is what I referred to as goodness of fit in Chapter 1.

Excitement and Challenges in Teaching

Every September, every teacher proceeds into foreign territories.

—Maxine Hong Kingston, distinguished writer and professor

When teachers are asked about the most exciting aspects of their work, invariably their answers relate to student learning. In this section, we explore what some teachers say really excites them about their work, and then we examine some difficult challenges.

What Are the Most Exciting Aspects of Teaching?

KATHRYN. "When I started teaching, I lived for the light bulb moments—the times when difficult concepts finally

WRITING & REFLECTION
"I LIKE THE HOURS"

Sam wakes up one morning and says, "I want to be a teacher." When asked why, Sam answers, "I like the hours."

This is an uninspiring reason, and it is misguided as well. Did you know that teachers work much longer than the traditional 9:00-to-3:00 day? Look at the following data the National Education Association (NEA, 2006) gathered from its teacher members:

Twenty-first-century teachers

- spend an average of 50 hours per week on all teaching duties,

- teach an average of 21 pupils in a class at the elementary level and 28 pupils per class at the secondary level,

- spend an average of $443 per year of their own money to meet the needs of their students, and

- enter the teaching profession to help shape the next generation.

clicked for a student. I liked being challenged to think of explanations and analogies that were outside of the box. As much as you plan and try to perfect your lesson, there will always be something that can totally derail a class. People are unpredictable, and the spontaneous moments show both the students' and the teacher's true colors. A lot of the profession is having the flexibility to handle whatever situation arises. I love being able to say that not a day goes by where I do the exact same thing. Good teachers change their lessons, try new techniques, master skills that work, but nothing is ever the same—guaranteeing that every day will be exciting.

"I don't like the clock. The students in my building have a unique set of challenges, and I do the best I can to let them know they are safe and supported in my classroom. When students know you care, they are willing to go the extra mile for their teacher, and that's what makes my job so exciting. To have your 'work' thank you is probably the most rewarding feeling ever."

AMANDA. "To me, the process of teaching and learning is exciting—the look on a student's face when he or she finally gets it, watching a student move from confusion to understanding, fielding a question you did not expect and do not know the answer to. It has been my greatest joy to see that student who struggled so much in an area work hard and become successful.

"There are many times when I struggle with presenting difficult material so that all students can grasp the 'big idea' of the lesson. I can go through four or five activities in my room, and sometimes there are a handful of kids who just cannot make sense of the material. Finally finding a way to reach those kids—now that is exciting.

"The classroom is a complex roller-coaster ride in the dark; you never know what will happen next. From scheduling

changes to student needs, environmental factors (try teaching about fractions in 90-degree weather!), and even your own moods, no plan is ever left in its original state. An educator must roll with the needs of his or her students, and those needs are ever changing, every day. I find that exciting."

JESSICA. "The most exciting aspects of being a teacher are the possibilities that come with each new day. I teach adolescents, and they truly are different people every day. Watching them change and grow from the first day of the school year to the last is like watching a transformation right in front of your own eyes, and it is very exciting and challenging."

HELENE. "What fills me up is when I see increased self confidence in the students and when the students feel comfortable using the language and taking risks. I am most surprised by how much I care about the kids. I get choked up about it because as a student, I had a lot of negative experiences. I want the students to enjoy learning and enjoy being in school; if you enjoy learning, you will persist through it."

CHERYL. "I love the 'ah-ha' moment where you can watch kids connect the dots and have them recognize what they are really good at. Then they can start liking themselves and show pride in their accomplishments. My favorite part of the day is when the kids are so excited to get into the classroom, and when I hear the bell ring and when those kids walk in the door, I feel their excitement. They are happy to be in my room. They tell me their news since last we were together: 'I painted my room last night.' 'Today's my father's birthday.' They know I care."

Rewards of a Teaching Life

The following observations about teaching provide an overview of these teachers' beliefs based on their experiences and their hopes for the profession as they continue. You can think of these observations as the "teaching ideas behind their stories."

- For these teachers, the idea of meeting new students every year and, in Jessica's case, feeling like there are new students almost daily, is a stimulating aspect of being a teacher. Each day is different, requiring a sharp and attentive adult presence in the classroom. These teachers enjoy the challenge.

- Kathryn loves that every day is a new challenge and that nothing is ever the same.

- Amanda notes that the process of teaching is more exciting than the outcomes. Like Amanda, many teachers try different approaches to content material to make sure they reach the various types of learners in their classes.

- Kathryn, Amanda, Helene, Cheryl, and Jessica talk about the excitement of reaching the children and recognizing that they "got it" as it related to new knowledge construction.

- These teachers, typical of most, work actively on their teaching preparations and constantly challenge themselves to come up with novel ways to engage students in their own learning. They remind me that "to teach is to learn." Kathryn tells us that she really understands a concept when she has to decide how to teach it.

What Are the Most Difficult Challenges for Teachers?

KATHRYN. "I've always prided myself on staying organized and on top of all responsibilities. Sometimes it's incredibly easy, and other times you don't know how you will make it through the day. There are just so many facets to being a good teacher that require all of your attention, that multitasking alone isn't possible. The paperwork, the grading, the extra help, the lesson planning, the phone calls, the make-up work, the list goes on and on, and it all adds up to an incredible amount of time. Finding time to complete everything to my personal level of satisfaction is hard. Not every new teacher is prepared for that when they walk in the door—I know I wasn't. I still give up Saturdays and end up having 13-hour Thursdays, but every minute is worth it when I know my students are becoming productive members of society and developing skills that will serve them throughout their life. I know that planning is so important for the success of the lesson.

"At first, I was intimidated by my colleagues and was afraid to ask for help. Your fellow teachers are your greatest allies. Any sports team will work better when they rely on each other, and teachers of any discipline learn that together they make better lessons. Each person has a unique set of talents, and every student deserves access to that. I have found that, in collaborating, we have motivational, engaging, exciting lessons that reach all levels of learners."

AMANDA. "I find that the most difficult challenge is staying focused on my purpose. I am not in the room to raise test scores, to be a child's best friend. I am there to help students go beyond their potential and gain skill sets needed for a successful, learning life. Many distractions are found in the school environment—often created by those who are well meaning. Stick to what you know is best for your students despite what others around you might think. Planning is everything . . . it helps keep you focused on your goals for the kids.

"One year, my room was across the hall from a teacher whom you might refer to as burned out. Every morning, she arrived at the same time as the kids. By the time the children began to enter her room, my classroom was busy with morning learning activities. At least four times a week, our classroom was disrupted with her rants of 'Why do Mrs. P's students get right to work and you are out here talking! I am tired of my class not being ready for the day!' These outbursts not only damaged her class but mine as well.

"A good educator knows how to instruct students about expected behaviors and not shout about bad behaviors. No matter how frustrated, disappointed, or exhausted I become, I am here as a teacher and a learner, and learning happens mostly by my example—a good example or a poor one."

CHERYL. "Teaching, like children, is not 'boxy.' Every day is different, and you need to make your own decisions in your own classroom. Now there are unannounced 'walk-throughs' all the time by administration because there is a movement for uniformity that does not match the challenges of teaching a diverse population. Teachers

TABLE 2.1 ● Recognizing and Dealing with Teacher Burnout		
Signs of Burnout	**What Teachers Can Do**	**What Schools Can Do**
Your expectations for becoming a teacher and your experience are in conflict.	Consult with other teachers about your feelings and such matters as curriculum planning.	Create networks for new teachers and set up regular group meetings.
You do not feel like going to work.	Maintain a teacher journal in which you record your experiences and feelings.	Provide adequate resources and facilities to support teachers.
You have difficulty concentrating and feel inadequate in your role as a teacher.	Join new-teacher networks at your school or at the district level. Share your experiences, and keep journaling.	Provide clear job descriptions and expectations for new teachers.
You feel overwhelmed by the paperwork and the workload.	Find a mentor or seek the one to whom you have been assigned. Talk about your feelings!	Establish and maintain open communication between the school administration and the teachers.
You withdraw from your colleagues or enter into conflicts with them.	You may be emotionally exhausted. Find a professional to talk with.	Allow for and encourage professional development activities that help new teachers find mentors and become part of networks.

Sources: Adapted from Kyriacou (2001) and Wood & McCarthy (2002).

have to be strong and be advocates for yourself and your students."

Cheryl talks about having the students sit on large yoga balls instead of chairs, and recently she wrote a paper to make a case for the students sitting in this way. The county in which she worked wanted her to go back to chairs; however, her paper convinced the higher administration that sitting on these balls has many benefits for the children's posture, attentiveness, and readiness for learning.

Teaching, Learning, and Burnout

By a "learning life," Amanda refers to a desire to know more and to have the skills to acquire new knowledge when the need and desire arises. Amanda herself has a "learning life," and, by example and through practice, she engages her students in what it means to be a learner. Previously in the chapter, the quote from Jackie Grennon Brooks introduced the concept of the teacher as a "centered presence" in the classroom. Amanda's understanding of her role in the classroom and her goals for her students helps her establish this centered presence. She is prepared and capable, and has high expectations for her students. When Amanda says that learning happens by example, she means that she models to her students—demonstrates through her own behavior—what it looks like to be a learner. She learns about the content areas she teaches through her own research; she learns about her students through the interactions she has with them; and she learns about herself as she strives to refine her practice and to discover what works best for her students.

Amanda's teacher neighbor appears to be "burned out," meaning that she has lost the motivation to excel in her work and is no longer able to be an effective teacher. **Teacher burnout**, a reaction to prolonged high stress, commonly results either in withdrawing and caring less, or in working harder, often mechanically, to the point of exhaustion (Farber, 1991). As in any other field, burnout can have serious consequences for the health and happiness of teachers, their students, and the families with which they interact. There are many causes of teacher burnout, the most common being working conditions that are unsupportive and stressful interactions with parents and students. New teachers may experience burnout when the work of teaching requires a different set of skills from what they had anticipated. Teachers who have been in the profession longer and have not taken advantage of opportunities to renew their skills through formal and informal professional development may also experience burnout.

Table 2.1 lists some symptoms of burnout and steps you can take to combat it. One of the most important protections from burnout is being reflective. Remember what Chapter 1 said about being a reflective practitioner. Often, a teaching journal—an idea presented in the "Writing & Reflection" activity and the "Journal Prompts" at the end of each chapter—is helpful in this respect. Writing in the journal is a way to monitor your work and your emotional availability for the tasks ahead of you.

teacher burnout The condition of teachers who have lost their motivation, desire, sense of purpose, and energy for being effective practitioners.

Often connected to the idea of burnout are teacher complaints about their salaries. Many educators believe that the feminization of the teaching profession—the decline in the percentage of male teachers—has helped reduce the pressure on administrators and school boards to authorize better pay and benefits for teachers. Of course, salaries for teachers differ depending on geographic location and grade level; preschool teachers make less than their colleagues at the elementary level, and elementary school teachers earn less than do those who teach at secondary schools. On average, annual salaries are highest for secondary teachers, at $57,200 per year.

Other opportunities are available for teachers who specialize in meeting the needs of students with a range of learning and physical disabilities. These teachers are often called *special education teachers*, and they are uniquely prepared to help students who have special needs. As well, teachers may become reading specialists, working with small groups of students to enhance literacy instruction in several classes each day, typically in an elementary school. Other teachers pursue gifted education, spearheading programs in schools that are designed to meet the needs of students considered performing well above their grade level. These special areas of concentration are discussed in later chapters.

Teachers' salaries have, in fact, risen considerably over the past few decades. While salaries vary from state to state, the median salaries for all K–12 teachers are presented in Table 2.2.

TABLE 2.2 ● All K–12 Teachers Median Salary by Job	
High School Teacher	$48,106
Middle School Teacher	$46,054
Special Education Teacher, Preschool, Kindergarten, or Elementary School	$45,290
Special Education Teacher, Secondary School	$49,275

Source: Payscale.com. (n.d.). *Average salary for all K-12 teachers*. https://www.payscale.com/research/US/All_K-12_Teachers/Salary

Challenges and Opportunities

When asked to discuss the challenges in their professional lives as teachers, responses overwhelmingly focused on the demands from the school community, outside of meeting the needs of the students. Jessica sums it up here:

JESSICA. "One of the most difficult challenges for teachers stems from paperwork! I had no idea going into the profession how much paperwork there is to manage. I assumed that lesson plans, student handouts, and student work would be all the paperwork I'd come into contact with. In addition to those items, there are constant requests for information from the office, the nurse, the psychologists, special education teachers, parents, administrators, and even

WRITING & REFLECTION
BEGIN A TEACHING JOURNAL

Start now to keep a professional journal for yourself. If you have not had a lot of practice journaling, starting a reflective journal can be daunting. You may want to begin by inserting the writing activities from Chapter 1: drawing yourself as a teacher and your metaphor or simile for teaching, as well as your educational autobiography and a memory of a favorite teacher. You can keep your journal in a notebook, a blank book, a binder, or digitally on your computer or online—any method that is most comfortable and inspiring to you.

Being a reflective teacher is a theme we will return to again and again in this text. Reflective teachers take careful note of how their teaching practice is going and modify their methods accordingly. Because you are just embarking on teaching, your reflective journal should include how you are experiencing being an education student and what you are learning about teaching and yourself.

You can continue to fill your journal as you read this book, using as inspiration both the guided "Writing & Reflection" activities found in each chapter as well as your own thoughts and ideas on questions and topics presented. As you journal, try to let your thoughts flow, without trying to edit them or get them down perfectly, and see where they take you. Your true feelings are more likely to surface this way.

Here are a few questions to help you begin your teaching journal:

- How are you experiencing the introductory education course you are taking?

- What are you discovering about the teaching profession that you did not know previously? Are there any surprises?

- At this point, how do you feel about a career in teaching?

Remember: You are on your own journey of growth and change, and the journal is a good record-keeping device for this process. Getting into the habit of journaling now can serve you well into your future career as a teacher.

people in the community that must be dealt with promptly and regularly. The amount of paperwork required for a classroom observation, or a field trip, or a school play, can be mind boggling.

"These things shouldn't dissuade people from becoming teachers. You learn how to deal with them effectively and appropriately soon after you begin teaching. They represent difficulties I didn't know about before I entered teaching, but the benefits of this career far outweigh the challenges in the workplace."

Jessica's comment about paperwork excluded some other areas in the daily life of the classroom where paper needs to be managed. These include attendance reports, progress reports for each student, and evidence of student work. Elementary school teachers often keep work folders for each student, whereas in the middle and upper grades, student work is often handled using computer software programs. Science teachers usually have lengthy lab reports to evaluate, and language arts and social studies teachers evaluate analytical essays, term reports, book responses, and creative writing. Fortunately, digital technology, when available, makes handling data for especially large numbers of students much more manageable. We will visit those systems in Chapter 7.

Dealing with parents is part of a teacher's responsibility. We serve the children, but they are not ours. Jessica is conflicted about her communication with parents. Of course, parents are affected by what happens at their child's school and in their child's classroom. Communication between teachers and parents is important, and it is fostered through school practices that we will explore later in this text. These practices include a class web page, e-mail communication, as well as letters home. The "paperwork" responsibilities are often "electronic communication" responsibilities. Not only can parents influence decisions made about their child's education at school, but they can also contribute to the governance of the school through a parent-teacher association or similar group. It is always a good idea to reach out to parents and invite them to become part of your classroom community as helpers and contributors. In some school districts, parents are a frequent presence in classrooms. In other communities, parents are not available as often because of work responsibilities, but it is still important to invite them to contribute whenever possible. In other communities, parents are not a frequent presence either at school or electronically. In many poorer communities, parents are working outside the home to make ends meet. The availability of electronic communication by cell phone is a help in these communities where teachers wish the parents had more time to be engaged and students rely heavily on teachers and schools for a wide range of needs.

Many people experience schools as "little villages," where the principal is the mayor and other individuals have varying amounts of importance or privilege. In all jobs, the politics of the environment can affect each of the workers. It is a good idea to learn about the expectations and norms of the school environment in which you will be working. You may already have had jobs where the politics of the environment affected your work. Although workplace politics may annoy or sometimes discourage you, keep in mind how important it is that schools function as learning communities where all the professionals share a core set of common goals.

A major challenge for teachers at all levels is the preparation required to engage students in meaningful learning experiences. Many people, like Sam earlier in this chapter, are unaware of the number of hours beyond the school day that teachers spend in preparation. Teachers can never be *over*prepared. The term *curriculum*, as we will explore later in this text, refers to a plan of studies that includes the ways in which the instructional content is organized and presented at each grade level. Even if you have studied a subject area extensively, you may need to deepen your knowledge of certain topics in the curriculum. Students know when a teacher is prepared for the school day. It is evident in the materials the teacher has assembled and the activities the teacher is ready to implement. It contributes to Brooks's centered presence in the classroom.

Teaching and Vision

Research has found that all teachers carry in their head a vision of what they want to be as a teacher (Hammerness, 2006). That is, all teachers have their own sense of what a classroom should "look like" and how it should function. Yet these visions of teaching are as variable as are the individuals who choose to teach.

Our beliefs and images concerning teaching are often difficult to enact; there is often a disconnect between what we imagine and what we can practice. For example, when I walked into a second-grade classroom early one morning, the teacher had the children in the center of the room and was engaging them in hand motions and movement routines to a popular rock song blasting from her iPad. The children were loving it! When the activity was done, Ms. Outerbridge said, "OK, girls and boys, we are now ready to work!" When I asked her about this activity, she said that (like Jessica) she had been a dancer, and her life in dance had taught her that releasing the energy in our bodies was an important way to stimulate the thinking in our minds. She worried that when her students came to class they were too docile, having already learned by Grade 2 how to "be quiet." She wanted them to be active in their bodies so they could be active thinkers about the topics of study.

"How wonderful!" I thought. I knew, however, that try as I might, I could never get myself or my youngsters to learn and then enact this intricate movement routine. I do not have that set of skills. I admired Ms. Outerbridge's vision but could not enact it. It is in this way that who we are comes to bear upon what we do with children and how we engage them in learning—hence, the expression "we teach who we are."

Throughout your journey to become a teacher, you will be asked about your personal vision. It is a goal of teacher preparation programs that you develop a personal educational philosophy informed not only by the scholars and

research you have learned about in your program but also by your own beliefs, metaphors, personal vision, and values. The combination of self-knowledge and scholarly knowledge will assist you in developing your own philosophy. You started to do this in Chapter 1 when you described your personal simile or metaphor for teaching.

The mantra that "we teach who we are" permeates this text. Ms. Outerbridge is a dancer; that background has served her as a learner, and she shares her passion with her second graders. Similarly, in the story that follows, my life as a scientist found its way into a third-grade classroom not long ago.

Every week, I was visiting a local elementary school classroom and exploring different topics in physical science with them. One weekend before a visit, I was in another state celebrating the seventh birthday of my first granddaughter. Her mother, my daughter, discovered that the batteries in her digital camera appeared to be dead and asked if I had batteries in my camera that she could use. We made the switch; I handed the "dead" batteries to my husband, and my daughter was able to use her camera.

Some hours later, when we arrived back home after the party, my husband noticed that his right pocket was very warm—uncomfortably so. "What do you have in there?" I asked. "Just the batteries and my loose change," he replied. Delighted, I shrieked, "The batteries are not dead, and there is an electrical circuit in your pocket. It is generating all this heat!"

It is a family joke now that my thrill at finding "science in our daily life" seemed to overcome my empathy for his discomfort. However, I recognized that this was another opportunity to make the topic relevant to the third graders who were making circuits for an electricity unit. I told the story to them that week and stopped short of an explanation. "If my husband had the dead batteries and some loose coins in his pocket, why would it be warm? Can you draw a picture of the contents of his pocket?" Eagerly students drew coins and batteries and understood that the metal coins acted as a wire and conducted electricity.

This story illustrates how our personal lives meet our professional lives in the classroom. Your students will learn a lot about you, and you will also learn a lot about them.

▲ A wide variety of classroom activities is necessary to engage students' minds and bodies.

Hidden Curriculum

The stories we tell students about our lives and experiences outside of school are one small part of what may be considered the **hidden curriculum**: what students learn as they participate in the act of going to school, being part of a classroom community, and relating to their peers and their teachers. The phrase *hidden curriculum* was coined by the sociologist Phillip Jackson (1968), who described ways in which schools become arenas for socialization and transmit messages to students about how to be in the world. Long before that, educational philosopher John Dewey (1916) explored the hidden curriculum in schools as he examined the social values inherent in the experience of school. Hence, the hidden curriculum includes how we interact with students, how we enact the rules of the school culture, and how we communicate our expectations for student achievement and demeanor and our own passion for teaching and learning.

By telling the batteries-in-the-pocket story to my young students, I gave them a glimpse of what it is like to be an adult with a curious, scientific mind (and a family eager to make fun of my propensities). Perhaps the story helped some students in the class feel that science is fun, interesting, and relevant to daily life—and that certainly matches my vision of what I want to do in the classroom.

Every day, through countless similar incidents, teachers contribute positively to their school's hidden curriculum. However, teachers can also affect the hidden curriculum in negative ways. If you and other teachers are bored and cynical, for instance, you convey those feelings to your students. No matter how dutifully you slog through the subject matter, students will sense that it does not interest you, and they will absorb that message.

If you call on boys more than girls, for example, the hidden curriculum of your classroom might include the idea that boys are somehow more important. In early studies of gender and schooling in the 1980s, there were many instances in which teachers called on boys more frequently than girls as a way of exercising "control" in the classroom (Sadker & Sadker, 1995; Sadker & Zittleman, 2009). The belief in the latter environment was that if you kept the boys engaged, they would not be apt to "act up." Today, we know that calling on boys and girls in equal numbers is of significant importance.

The hidden curriculum, not a part of public documents, includes messages that deal with attitudes, beliefs, values, and behavior. For example, when the No Child Left Behind Act was passed in 2002, regular assessment of mathematics and language arts prompted many elementary school administrators to allocate much more time to these subjects than to science, social studies, art, or music. The tacit message for children is that science is less important than math and reading, for example. The Every Student Succeeds Act passed in 2015 gives states more flexibility for administering

hidden curriculum What students learn, beyond the academic content, from the experience of attending school.

standardized tests and has the promise of encouraging more diversity in the school curriculum. The hidden curriculum transmits the cultural and social norms of the school (how things are done, what routines matter, what dress is acceptable, who counts and who does not!). When you visit schools and examine their routines and practices, ask yourself what matters to the leaders of this school. By exploring what is displayed in their showcases and on their walls, the hidden curriculum can be revealed.

Support for Teachers

When asked who gave them the most support in their teaching careers, Kathryn, Jessica, Helene, Cheryl, Ben, and Amanda all agreed that their colleagues were the strongest source of support. This matches research that asserts that teachers are the most successful when they are in connection with competent colleagues who are happy to mentor each other (Ebner, 2018). The teachers I interviewed mentioned other sources of support as well. As you read the following stories, think about how these teachers interacted with their colleagues and others in the school and the community.

Who Provides the Most Support to Teachers?

AMANDA. "I have found it supportive to listen to fellow teachers and the administrators, students, parents, and community members. You can learn a vast amount from conversations with others. In a crowded teachers' room, I am the one who is content to sit alone and listen in on others' conversations. As you listen, you can learn so much about the expectations, the culture, the negatives and the positives, and ways to connect to the school and community in which you teach. I find keeping a teaching journal and jotting down what I discover about the students and the school to be very helpful. I try to make entries at least two or three times a week."

▲
Working with colleagues to plan curriculum and class projects and to bounce ideas off one another is an important part of the teaching profession.

iStock/FatCamera

JESSICA. "In the first years of teaching, much of my support came from my fellow teachers in the building. They were the ones who knew the answers to difficult situations and who would give encouraging words. I have found that to be true even now that I am no longer a new teacher. Other educators can give you ideas, advice, and a sympathetic ear when needed, and this help can come from other new teachers as well as from veterans in the profession. I was assigned a mentor at school, and this teacher was very helpful in acclimating me to the routines and procedures that I needed to understand at the very beginning. As time went on, she became an important role model for me."

CHERYL. "For me, professional development is an opportunity to learn with my colleagues. I really like working with them; they are great sources of support. Collaborating with them, observing them, and asking them to observe me improves my practice. The team that I am on takes time to do this. It is really helpful to watch colleagues do lessons and to have them watch me. There is also mandatory professional development regardless of how many years you are teaching. We have meetings before and after work. In any group of teachers, someone will be really good at something that you are not good at. There is so much to learn."

Mentoring New Teachers

Many schools and school districts are adopting mentor teacher programs. Mentor teachers are specially trained to work with new teachers and support them in understanding the school culture, the curriculum, and the resources available to them as professionals. You may want to ask if there is a mentor program where you begin teaching. Mentoring has been a trend over the past 10 years as the teaching profession has recognized the need to develop a special transition period during which new teachers acclimate to their profession. This period as a whole is often called *induction*. Good mentors have a broad range of skills and are able to help new teachers apply their professional knowledge in the classroom. They are generally master teachers who have demonstrated a love of teaching and learning, and are eager to share their experiences with others.

Learning From New Teachers

Although it may feel like teachers new to the profession are always the learners, new research indicates that they contribute a great deal to the school environment. New teachers bring new ideas and perspectives as well as new energy to school departments and grade levels. While experienced teachers have the advantage over new teachers in many areas, new teachers often have a better understanding of the most recent research, best practices, and pedagogical or technological advances. Because teaching is often so all consuming, veteran teachers may not have time to keep up with the latest innovations or current educational research. When new teachers bring their personal expertise to a department, school, or district, it adds a lot to the school climate and curriculum (Johnson, 2018).

Teachers as Lifelong Learners

We are living in a rapidly changing global environment in which youngsters' and adults' lives are drastically different than they were even 10 years ago. We are all experiencing the information technology revolution, which has brought access to huge volumes of information—a degree of accessibility never before experienced in human history. This explosion of information, along with the continuous connectedness that we all feel as a result of Internet and cell phone technology, has changed the pace and progress of our daily lives.

In this ever-changing society, the activities that interest students today are necessarily different from the activities that interested you even just a few years ago. Teachers must constantly adapt and improve their skills as they respond to the recurring question: What works best in the classroom for these particular students at this period of time in our history?

Many educators today like to think of schools as **learning communities**, a term that emphasizes interaction and collaboration in the learning process. The phrase also conveys the idea that all the participants—teachers, students, and administrators—are always learning. Hence, teachers see their own continuing education as part of their work and their lives.

This need for ongoing **professional development**, as it is called, actually makes many people excited about entering teaching. These individuals understand that to teach is to learn. To improve our practice requires targeted efforts at our own growth as teachers and learners. Professional development can take many forms. We will learn more about the many ways teachers extend their education in a later chapter. For now, let's hear from Kathryn, Amanda, and Jessica to learn how they are doing it.

▲ Mentoring new teachers is a significant part of professional development in many schools.

learning communities A classroom, a cluster of classes, or a school organized so as to promote active engagement in learning, collaboration between teachers and students, and a sense that everyone involved shares the experience of being a learner.

professional development Teachers' lifelong effort to improve their skills and professional knowledge. Although professional development often includes advanced courses and workshops, much of your progress will depend on your own continued reading, reflection, and analysis.

How Do Teachers Continue Professional Development?

KATHRYN. "Professional development is easy for teachers who know they still have a lot to learn. The school I work in now consistently provides a variety of workshops focusing on literacy and technology. I attend a few seminars every year that are sponsored by a local science outreach institute. I've participated in a teacher program in Panama in association with the Smithsonian Institute to expose teachers to hands-on science. I've led workshops for my colleagues to show them how they can incorporate publications and inquiry-based projects into everyday lessons. It is challenging, it is time consuming, but when my students can apply skills because I took the time to learn them first, I know it's worth the effort."

AMANDA. "Alongside life experience, continued schooling is needed. Formal education presents important new ideas, strategies, and problems, and helps your mind grow in the same way that you want your students' minds to grow. In addition, formal education puts you in contact with professors who are experts in their fields and classmates who have a wealth of knowledge to add to your own. Being in a formal learning environment gives you a community of peers with whom you can bounce around ideas. Formal education is a wonderful resource for a teacher."

JESSICA. "I have taken courses on differentiated instruction, brain-based learning, and adolescent literacy. Whenever possible, I participate in local and national conferences, which enables me to meet teachers from all over the country. These conferences reaffirm my career choice and reinvigorate me to try new ideas with students. I belong to a number of professional organizations that offer regular publications to read and ways to network with other educators. My district sponsors online educational book studies, and I try to participate in at least one per school year; there is a wealth of helpful, thought-provoking information that can be gleaned from the experiences of other teachers. I occasionally present at conferences, which requires a new level of understanding and preparation, so this furthers my professional knowledge."

Benefits of Lifelong Learning

Teachers are expected to keep up with the latest developments in education. In many schools and districts, in fact, teachers are offered financial incentives to continue to learn through professional education courses at a college or university, or through professional development courses, often referred to as *in-service courses*, offered by the school district itself. These incentives are based on how many formal graduate school credits or professional development credits a teacher earns in a given academic year. Obviously, you'll appreciate the chance to earn a higher salary.

Yet as the stories you have just read illustrate, there are other incentives for taking professional development courses. Kathryn, Amanda, and Jessica think of themselves as lifelong learners. They take a genuine interest in expanding their minds and improving their teaching. In fact, all of them have reached the stage of doing their own research or making their own presentations—contributing to the sum of knowledge in the field.

Professional organizations can play a major role in expanding your development as a teacher. The NEA, the American Federation of Teachers, and the NAEYC, discussed in Chapter 1, offer teachers the opportunity to attend conferences, read and contribute to journals, and access professional resources. So do many other organizations; here is just a partial list.

- The National Science Teachers Association (NSTA)

- The National Council of Teachers of Mathematics (NCTM)

- The National Council of Teachers of English (NCTE)

- The National Council for the Social Studies (NCSS)

MAP 2.1   ●   Participation in edTPA[1]
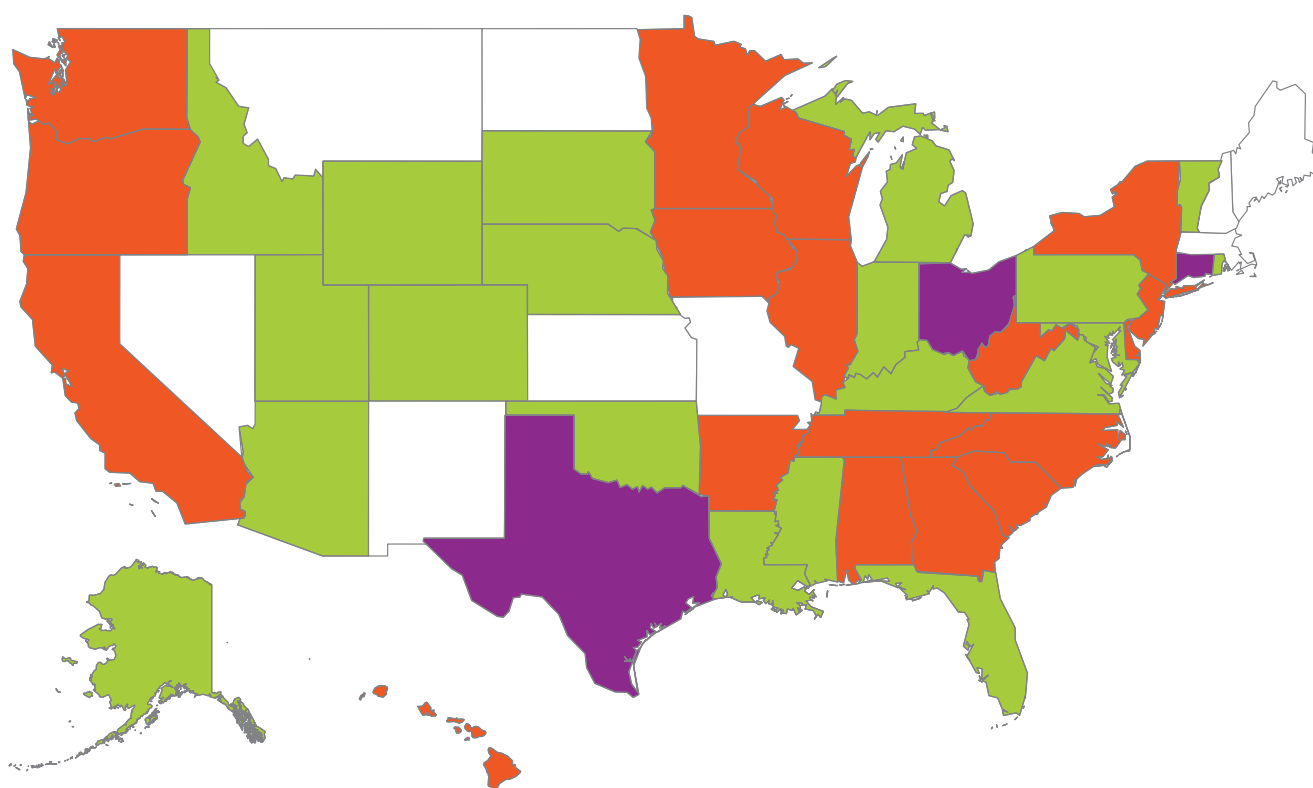
White: Not yet participating in edTPA

Orange: Policy in Place
In general, these states have statewide policies requiring a state-approved performance assessment as part of program completion or for state licensure and/or state program accreditation/review. In these states, edTPA also has been approved as a performance assessment for these purposes.

Purple: Taking Steps Toward Implementation
A performance assessment and/or edTPA are being considered at the state level for program completion or as a licensure requirement.

Green: State Participating in edTPA
At least one provider of teacher preparation—either traditional or alternative—is exploring or trying out edTPA.

Source: http://edtpa.aacte.org/state-policy (accessed February 2, 2018).

[1] Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE) developed edTPA. They received substantive advice and feedback from teachers and teacher educators, and drew from experience gained from over 25 years of developing performance-based assessments of teaching, including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers. The design and review teams included hundreds of university faculty, national subject-matter organization representatives (e.g., NCTM, NCTE, NSTA, etc.), and K–12 teachers. SCALE continues to gather and use input from the edTPA community to enhance and improve the assessment. Stanford University is the exclusive author and owner of edTPA. The edTPA trademarks are owned by the Board of Trustees of the Leland Stanford Junior University. Use of the edTPA trademarks is permitted only pursuant to the terms of a written license agreement.

- The National Association of Special Education Teachers (NASET)

- The National Association for Gifted Children (NAGC)

Many teaching resources are available at no cost online through these professional organizations. Professional development takes place in informal settings as well, and this is often the most important kind. In one local school district where I have worked, teachers are encouraged to take field trips to local geological formations—by themselves, without their students—even if they do not teach science in a formal way. Imagine you are an elementary school teacher in this district. How might that type of field trip contribute to your professional development? How might it help you interest your young students in the world around them?

edTPA

In Chapter 1, we indicated that preservice teachers will need to demonstrate through written work, artifacts, and classroom performance videos that they are ready to teach. This is part of a new preservice teacher assessment process, **edTPA**, which stands for "Educative Teacher Performance Assessment" and is mandated in many states (American Association of Colleges for Teacher Education, 2015). The evidence submitted in the edTPA is evaluated across five components of teaching practice:

- Planning

- Instruction

- Assessment

- Analyzing Teaching

- Academic Language

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edTPA A new preservice teacher assessment process.

Currently, there are 768 Educator Preparation Programs in 40 states and the District of Columbia participating in edTPA. The participation map shows the prevalence of this assessment.

We will discuss the components of this assessment throughout the text, but for this chapter, I call your attention to the importance of planning. This means that good teachers plan supports, including a variety of tasks, materials, and scaffolding, tied to the specific learning objectives. Planning takes into account the needs of students with differing learning abilities. Teachers can never be overprepared!

Building a personal philosophy of teaching is an important starting point in your development as a teacher. Your teaching philosophy is a work in progress and will most likely change with time and exposure to new ideas about how people learn. In the next two chapters of this book, you will read about important educational philosophies that have influenced U.S. education. Your own thinking should evolve as you engage with these ideas. What remains constant is the fact that teaching is hard work and requires that you be reflective, ever conscious, and well prepared—that you be a centered presence in the classroom and ask yourself, what kind of teacher would I like to be?

Concluding Thoughts

Learning about other teachers' hopes, dreams, and experiences gives you a way to consider what teaching might be like for you. Teaching demands so much from the individual teacher. Our emotional sides have to be expressed to communicate a sense of warmth and congeniality, whereas our intellectual selves need to maintain a sense of order, continuity, and consistency. It is a complex endeavor, requiring self-reflection and good analytical skills. One cannot overemphasize the need for personal reflection and the desire to become a lifelong learner. Luckily, teachers receive support from organizations, mentors, preparatory institutions, and sometimes induction programs. As you consider the brief stories of other teachers, think about your own journey and your path toward becoming a teacher.

CHAPTER REVIEW

Key Terms

edTPA (p. 29)   learning communities (p. 27)   teacher burnout (p. 22)
hidden curriculum (p. 25)   professional development (p. 27)

Review the Learning Outcomes

Review each section of the chapter and answer the following:

LO 2-1 Give an example of what it means to "teach who we are."

LO 2-2 What is your idea of a hidden curriculum?

LO 2-3 Give an example of a support system for new teachers that you may like to avail yourself of.

LO 2-4 What other professions require lifelong learning in the way that teaching does?

LO 2-5 How does your own teaching story begin?

InTASC Standards

Review the InTASC Standards for the chapter and explain how the chapter addressed each one.

Standard 3: Learning Environments

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 9: Professional Learning and Ethical Practice

Journal Prompts

What made you decide to become a teacher?

How did your own experience of school influence your interest in teaching as a career choice?

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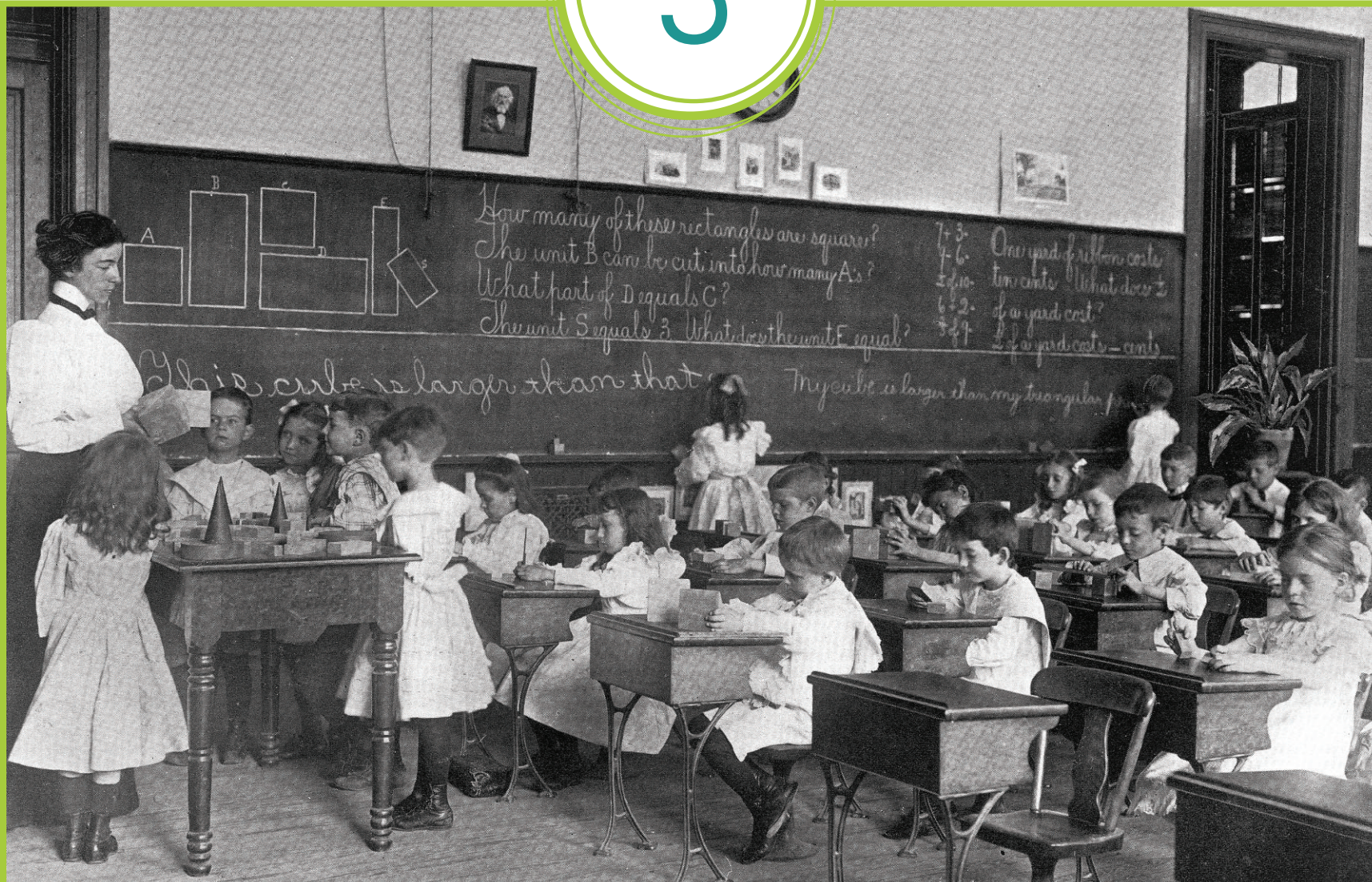
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Educational Foundations

History and Instructional Practices

PART II

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A History of Schooling in America

Having a history is a prerequisite to claiming a right to shape the future.

—Sara Evans, historian, University of Minnesota (1989)

Learning Outcomes

After reading this chapter, you should be able to:

3-1 Analyze the influence of the early pioneers of public education in the United States.

3-2 Explain the dominant philosophies that influenced education.

3-3 Discuss the impact of federal government legislation on the ways that public education has increased accountability in the 21st century.

3-4 Describe the transition from the No Child Left Behind Act to the Every Student Succeeds Act.

Teaching has a long and impassioned history in the United States. Knowing what and who came before us gives us a deeper understanding of our mission as we move forward. We teach in a contemporary context; the culture of that context, like the culture of an individual school, shapes our practice now more than ever in our nation's history. We are living at a time when private foundations and federal and state governments are designing solutions to problems that besiege public schooling in the United States. There are few who doubt that teachers make a huge difference—that it is better to be in a poorer school with a great teacher than a richer school with a terrible teacher. Still, amidst the fuss is the challenge of how to evaluate a "terrific" teacher and what "terrific," "successful," or "great" teachers look like. Reasonable doubts remain about effective school reform, and even more doubts about the best way to educate future teachers like you. In order to assess teacher candidates' readiness to teach, the edTPA, which was introduced in Chapter 2, was developed. The topics that this assessment ask you to become knowledgeable about are addressed by this text.

American schools are represented by wide varieties including a tapestry of experimental and traditional public schools, all designed to ensure a literate populace in a democratic society. Simultaneously, the digital revolution is transforming the meaning of teaching and learning as "delivery systems," providing online courses for precollege students. Many of you may have taken these online courses en route to earning your high school diploma. Teaching online may be a route you will want to take. There is so much information available online that it can challenge our thinking about what we need to know and be able to do as educated women and men. It also challenges our skills as teachers, since teaching and learning are two sides of the same coin. It is a dialectic and requires an exchange of ideas. Teaching is not "telling," and online teaching and learning is far more than a delivery system. Against this backdrop of rapid change and confusing options, this chapter provides an overview of the history of education in the United States to give you a historical context for where we are today. What do you picture in your mind when you think of an elementary school? A middle school? A high school? Did any of you attend a junior high school? The history of U.S. public education reflects the changes that an emerging nation endures as it matures and ensures that all of its citizens become educated.

Learning about the evolution of public schools in our country reminds us that free societies require an educated populace, one where people understand their choices in a diverse society. Like many other complex histories, the history of education reveals the changing belief systems of the times. As the pendulum swings from more rigid governance of the schools to more flexible governance and back again, the main goal and hope is that all its citizens will have access to, and participate in, the process of becoming educated through a public school system designed to meet their needs.

An Introduction to the History of U.S. Public Education

We begin with a new nation emerging after the Revolutionary War in which the colonies won their independence and experienced a wave of immigration in the 19th century. Notice the following themes as we move into the 20th and 21st centuries:

- The meaning of education for a thriving democracy

- The effect of geographic location on access to education

- The roles that social capital, wealth, privilege, and poverty play in the success or failures of schools

- The transmission of values and beliefs through public education

- Changes over time in the roles played by local communities, the states, and the federal government

The Colonies

Colonial education in the 1600s began in the home when Puritans[1] established colonies in what is now the northeastern United States. In the early New England colonies, education was designed to further Puritan values and ensure that children were well versed in the Bible. The major thrust in early colonial education was the reading and understanding of scripture, so for many early colonists, religious education was synonymous with general education.

The primary responsibility for educating children was placed on the family. There is a different form of home-schooling today as many families are teaching their children at home using resources readily available over the Internet. We will discuss this resurgent trend later in this text, but you can see that it has deep roots.

Many New England families could also opt to send their children to **dame schools**, which offered education to children 6 to 8 years old. The dame school was like an informal day care center. Parents would leave their children in the home of a neighborhood woman several days a week. The woman would go about her chores while teaching the children their letters, numbers, and prayers. Religious teachings, as you can see, were routinely woven into the daily lives of children. These women usually accepted a small fee for each child, and instruction often took place in the kitchen. For the most part, this was the only form of schooling offered to girls because education was not considered important for their life's work. Can you imagine that?

Another form of education in the colonies was apprenticeship. After young boys finished the dame school, they were sometimes apprenticed to artisans to learn a trade. Serving an apprenticeship allowed boys to learn a craft they could carry into adulthood. Girls, on the other hand, were usually taught domestic skills at home and learned to stitch letters and sayings onto embroidered samplers. Theirs was a second-rate education compared with what was available for boys.

Latin Grammar Schools

Realizing they needed a way to educate leaders for their communities, the Puritan colonists established **Latin grammar schools**, the first of which opened in Boston in 1635. Here, the sons of the upper social classes studied Latin and Greek language and literature as well as the Bible.

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[1] The Puritans were Protestant dissenters in England who opposed many practices of the established church. When Charles I took the English throne in 1625, government persecution of Puritans increased. Giving up hope of reforming the English church, many Puritans emigrated, among them the early settlers of the Massachusetts Bay Colony (Boston Historical Society and Museum, 2010).

....

dame schools Some colonial women transformed their homes into schools where they taught reading, writing, and computation. These schools became known as dame schools.

Latin grammar school A type of school that flourished in the New England colonies in the 1600s and 1700s. It emphasized Latin and Greek to prepare young men for college.
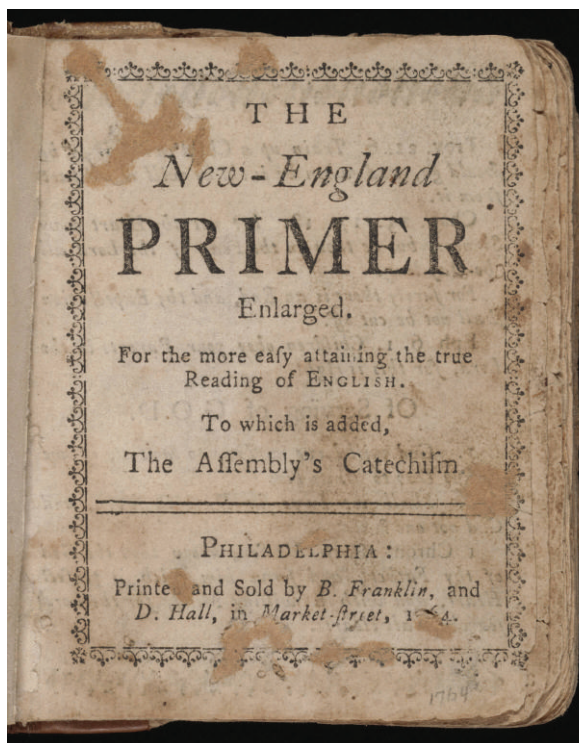
▲

The New England Primer was used to teach reading in the American colonies. It often included church teachings, scripture, and catechisms.

To further extend the boys' education, the Puritans founded Harvard College in 1636. To enter this college, boys had to pass an entrance exam that required reading and speaking Latin and Greek.

In 1647, Massachusetts passed a law requiring formal education. Known as the Old Deluder Satan Act, it mandated that every town of 50 households must appoint and pay a teacher of reading and writing, and every town of 100 households must provide a grammar school to prepare youths for university. With the passage of this law, new town schools were established for the youngest students, and Latin grammar schools for older students spread through Massachusetts. Thus began the first education act in this country that ensured there would be public schools where children would learn to read and write. The Old Deluder Satan Act was so named because the Puritans believed in the presence of evil in the form of Satan; if children studied the Scriptures, they would resist Satan's temptations. They believed that learning to read would thwart evil.

Ultimately, the Latin grammar school extended into the other New England colonies and to some extent into the mid-Atlantic colonies as well. These schools were run by an elected board of townspeople and financially supported by the families of the attendees. Under this system, after finishing dame school or town school, wealthy boys could attend a Latin grammar school to prepare for college and a leadership role in society. Girls who finished the dame school or town school would continue to study their letters at home while learning domestic chores. The Latin grammar school is considered one of the forerunners of the U.S. high school.