



INTRODUCTION *to* TEACHING

Sixth Edition

BECOMING A PROFESSIONAL

Don Kauchak
Paul Eggen



SIXTH EDITION

Introduction to Teaching

Becoming a Professional



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PREFACE

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



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

You may be asking yourself these questions as you begin reading this text, and we prepared this edition with the explicit goal of helping you answer them.

We hope the answer to the first question is *yes*. However, some of our most rewarding experiences as college instructors have occurred as we've worked with students who decided *no*, but told us they left our courses with a better understanding of education and themselves. For many others, this book was a major step toward a rewarding career working with young people. We're grateful that both groups found this book helpful and informative.

Teaching isn't for everyone, and we hope that reading this text will encourage you to think about and reflect on what you want to do with your life. This text will help you make that important decision. And, if you decide that you do indeed want to be a teacher, we hope it will also help you answer the second question: "What kind of teacher do I want to become?" If you decide to become a teacher, you'll be faced with a myriad of personal and professional decisions about yourself, the way you interact with students, and how you'll teach when you have your own classroom. The interactive features in this edition, such as *What I Believe*, *Teaching and You*, *Issues You'll Face in Teaching*, and *Diversity and You*, invite you to wrestle with these professional decisions in a personal way. The information in this text is designed to encourage your thinking about what being a teacher means and how you can develop into the teacher you want to become. We believe the world needs more caring, conscientious, and intelligent teachers who not only change students' lives, but also help shape the teaching profession in the future.

Our own experiences in schools will help you make your own personal decisions about your career as a teacher. We have both taught in public schools, and since we moved to higher education, we have spent literally hundreds of hours working with teachers in classrooms ranging from preschool to grade twelve. We continue to work in schools and talk with teachers on a regular basis. We're also married to teachers, and several of our children are teachers. Hopefully, our experiences in schools, which we share throughout the book, will contribute to your understanding of education and help you make informed decisions about teaching as a career.

New to This Edition

Our sixth edition is the first edition of Introduction to Teaching: Becoming a Professional offered in REVEL™.

REVEL™ is Pearson's newest way of delivering our respected content. Fully digital and highly engaging, REVEL offers an immersive learning experience designed for the way today's students read, think, and learn. Enlivening course content with media interactives and assessments, REVEL empowers educators to increase engagement with the course, and to better connect with students. REVEL offers:

Dynamic content matched to the way today's students read, think, and learn

- **Interactives and Videos**

Integrated within the narrative, interactives and videos empower students to engage with concepts and take an active role in learning. REVEL's unique presentation of media as an intrinsic part of course content brings the hallmark features of Pearson's bestselling titles to life. REVEL's media interactives have been designed to be completed quickly, and its videos are brief, so students stay focused and on task.



Videos: Over fifty videos throughout the text help students envision the realities of teaching today.



Pedagogical content knowledge allows teachers to illustrate abstract ideas with meaningful examples. In this video, the teacher illustrates the concept *arthropod* with a real lobster.

- **Quizzing**

Located throughout REVEL, quizzing affords students opportunities to check their understanding at regular intervals before moving on.

CHECK YOUR UNDERSTANDING

If your state is typical of national trends in teacher testing, which of the following can you expect to find as you progress through your program?

- Academic skills tests, subject matter assessments as well as tests that measure your professional knowledge
- Fewer standardized tests and more student-driven testing options
- More essay exams to measure your ability to express yourself verbally
- Increased number of interviews to assess whether teaching is right for you

Feedback to Correct Answer

The general trend that you will encounter is increased testing to make you accountable for the essential knowledge and skills that all teachers should possess. These will take the form of academic skills tests to assess your ability to compute mathematically and communicate effectively. In addition, you'll be expected to demonstrate that you know the content you'll be teaching as well as the professional competencies and skills that all teachers should possess.

Issues You'll Face in Teaching: These interactive issues-oriented features appear in each chapter and provide a way for students to read about a critical education issue and respond to questions about it.

ISSUES YOU'LL FACE IN TEACHING

Diversity and You: Also appearing in each chapter, these cases ask students to consider diversity issues, respond to questions about them, and learn from the feedback.

DIVERSITY AND YOU

Applying Chapter Content to Your Classroom: These video-based interactive features, appearing in every chapter, present students with a video to watch and analyze, followed by questions to apply chapter content and feedback.

Applying Chapter Content to Your Classroom

Curriculum in a Second Grade Math Class



Click on the photo to view a video that contains the second-grade math lesson introduced in this chapter's opening case study. Then answer questions to apply chapter content.

Content Updates

Making informed decisions about becoming a teacher requires the most current information about the constantly changing education profession. So our sixth edition includes a number of new topics as well as significant updates on other important developments in education.

New Topics:

Educational Rights of Immigrant Children

Data Mining and Student Privacy

The Evaluation Process for New Teachers

Recent Legal Challenges to Tenure

Instructional Adaptations for English Learners

Push for Universal Preschool and Kindergarten

Essentialism and Educational Reform

Internet Content Screening: Censorship or Protection?

Plagiarism and Cheating and the Internet

Learning to Use the Internet Effectively

Data-driven Reform and the National Assessment of Educational Progress (NAEP)

International Comparison (TIMSS and PISA)

The War on Poverty: Fifty Years Later

Social Studies Controversies

Flipped Instruction

Parent Power: Experimenting with

Local Governance Structures

Instructional Alignment and

Accountability

Learner- and Teacher-Centered Instructional Strategies

Updates on Other Important Developments in Education

Recent Controversies about the Common Core Standards Initiative

No Child Left Behind

Current Status of Value-Added Models of Teacher Evaluation

Zero Tolerance Revisited

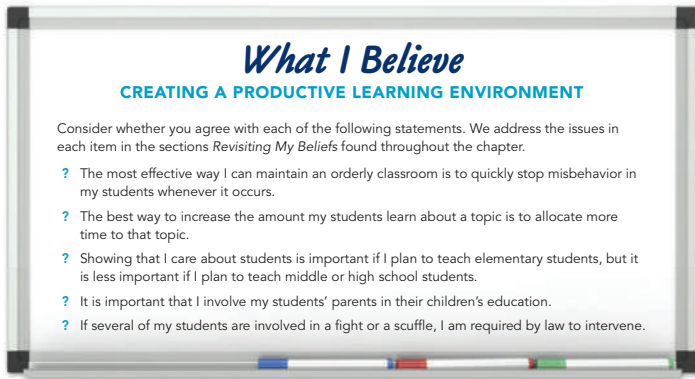
Merit Pay

Race to the Top

Cyberbullying and Sexting

The Most Interactive and Applied Text in the Field

Curriculum, instruction, reform, legal issues, and educational philosophies are important ideas that are more meaningful to us and better help us make informed career decisions and shape our own teaching if we can see them in action. That's why we attempt to bring these topics to life throughout each chapter with video episodes, written case studies, and interactive applications taken from the real world of teaching.



Revisiting My Beliefs

This discussion addresses the second item in *What I Believe*, “The best way to increase the amount my students learn about a topic is to allocate more time to that topic.” This statement isn’t true: The best way to increase student learning is to involve them in learning activities in which they’re successful.

Teaching and You

What do prospective employers look for in a new teacher?
 What can you do to make yourself more marketable?
 When should you start thinking about this future challenge?

ISSUES YOU’LL FACE IN TEACHING

Money and Your First Job

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

We can think of money in teaching in two ways: how much goes in, and how much reaches teachers. With respect to the amount that goes in, we know how much each state spends per student. As you saw in Table 7.2, the amount different states spend on each student varies considerably, and this money is reflected in the books, supplies, and number of students you’ll have in your classroom. When faced with budget problems, states cut back on educational funding, and these budget cuts influence the quality of your professional life as a teacher, because almost half of the funding for the district you’ll work for comes from state funds.

But that’s only part of the story. As we saw earlier in the chapter, different districts within a state also vary greatly in the amount of money available for teachers (Brimley et al., 2012). Districts in wealthy areas with high tax bases can afford to spend money on things like art and science supplies, technology, and field trips. They also can spend more money on their teachers’ professional development, offering classes and workshops to help their teachers keep up with evolving trends in education.

In addition to money coming in, the amount going out to teachers also varies from district to district. Districts vary considerably in terms of their efficiency, with some being bureaucratically top-heavy with too many administrators and district-level personnel. When this happens, less money is available for instruction and teachers’ pay. One way to get a handle on this is to check out each district’s website on the Internet. Divide the district’s total budget by the number of students in the district to determine that district’s per-pupil expenditures. Also check out the pay schedule, including medical and retirement benefits. A second way to find out about a prospective district is to talk with teachers about the financial support they get in the classroom, as well as fringe benefits like health and dental coverage and retirement. These may not seem important to you now, but they will become increasingly important if you have a family or when you approach retirement.

THE ISSUE

How important should money be when selecting your first teaching job? Should you move to another state to access better funding and consider only districts that pay well? Here

are arguments on both sides of this complex professional decision.

PRO

• Money influences our quality of life. It can make the difference between owning a home or renting, driving a new, reliable car or a dinker, and being able to afford a nice vacation or staying close to home. Your first teaching job should allow you to enjoy a decent standard of living, and research shows that a teacher’s salary doesn’t go very far in expensive places to live like New York City and San Francisco (Rich, 2014b).

• Money is a surrogate for the way a state or district supports education. States and districts that spend more money on schools communicate to the community and teachers that education is important. Research shows that teacher compensation can influence teachers’ decisions about staying or leaving a school (Fullback, 2014).

• The amount states and districts spend on education influences the quality of your professional life, including class size, supplies, and professional development opportunities.

CON

• Most teachers don’t go into teaching for the big bucks. We become teachers because we believe we can make a difference in our students’ lives and the world. Monetary reward, while important, is clearly secondary.

• Factors, such as working conditions, influence teachers’ job satisfaction much more than money (Kraft & Papay, 2014; Sawchuk, 2014b). The principal you work for and the teachers, students, and parents you’ll work with will greatly influence how happy you are with teaching—and ultimately will determine whether you remain in teaching (Ubben, Hughes, & Norris, 2014).

• Some of the places that might not pay as well are also places where students need good teachers the most. Large urban and small rural districts urgently need good teachers, and working in these high-need areas can have a powerful influence on these students’ lives.

THE QUESTION

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

To answer this question and receive feedback, click on the You Take a Stand link.

YOU TAKE A STAND

DIVERSITY AND YOU

The Gender Gap in Teaching

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

“Sometimes when I look around, I wonder if I’m lost or in the right place. Do you realize I’m the only male teacher in this school?” Jeff RIDGES comments jokingly to the other teachers. “Sometimes I feel like an endangered species.”

“Don’t feel so bad,” Sharon STANTON replies. “I felt the same way in my science department before I switched to the elementary level. I was the only female in the department, and sometimes it just felt weird.”

“At least it’s not so bad at the sixth-grade level. When I go to district sixth-grade math meetings, at least I’ll find a few others like me. But I read somewhere that at the preschool and kindergarten levels, 78 percent of the teachers are female.”

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

“They don’t mind, but I wonder if this is good for them. Don’t the boys need male role models to look up to and imitate?”

QUESTIONS TO CONSIDER

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

To answer these questions and receive feedback, click on the Respond link.

RESPOND

Applied: Interactive Features Promote Personal Decisions about the Teaching Profession

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

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

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

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

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

Applying Chapter Content: Each chapter ends with a video-based exercise that asks you to apply chapter content. Feedback for each exercise allows you to evaluate your own personal understanding of each chapter’s content.

Check Your Understanding: Each major section in every chapter concludes with an interactive *Check Your Understanding* exercise. After answering these questions, you can compare your answers to the feedback provided.

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

Applied: Videos and Case Studies Provide Windows on the Teaching Profession

Video Links of Classrooms and Teachers

How are professionals in the field responding to the changes occurring in education? This feature provides access to the professionals who understand these changes. Video clips linked directly from your enhanced Pearson eText show real classrooms, as well as interviews with first-year and experienced teachers, principals, and superintendents, designed to let you see and hear what professionals think about current changes to education and how they are affecting their professional lives.

Case-Based Approach

We also capture realistic images of classroom life through case studies inserted throughout the book. We use cases to provide concrete examples of teaching in the real world and how it affects the lives of real teachers and their students. This case-based approach is designed to maximize your understanding of the book's content by providing concrete frames of reference for the topics presented in the text. Each chapter begins with a case that provides the framework for the content that follows, and we integrate other, shorter vignettes throughout every chapter to help you vicariously experience the real world of teaching. We designed these realistic classroom snapshots to help you understand how educational ideas are connected to classrooms and schools.

Applied: Focused Features

Diversity sections found in every chapter describe how diversity in its different forms affects classrooms in the context of each chapter's focus.

Urban Education discussions in multiple chapters introduce readers to the challenges and rewards of teaching in urban settings and describe how expert teachers adapt their teaching to meet the needs of students in urban classrooms.

Technology and Teaching sections, which appear throughout the text provide a comprehensive and up-to-date introduction to technology and how it is changing the teaching profession. Integrating this topic throughout the text allows you to learn about technology as a core component of the teaching and learning process rather than a separate, isolated entity.

Portfolio Activities, which appear at the end of every chapter, provide suggestions for further applying chapter content to the real world of teaching. These activities can be used to create effective professional portfolios when you seek a teaching position.

Text Themes

The sixth edition highlights *reform*, *diversity*, and *professionalism* as text themes. These themes are integrated with the content of every chapter to provide a comprehensive guide to teaching in today's classrooms. We illustrate how these themes will influence your life as a teacher throughout the text.

Lori begins by saying, "Okay everyone, reach down and grab your leg. Squeeze it and tell us what you feel. . . . Isabella?"

Her students note that their legs feel soft and warm and that a bone is inside them.

Lori has them explain their observations with questions such as "What do you feel inside your legs?" and "Why do they feel warm?" In addition to drawing students into the lesson, these observations and questions also establish differences between mammals and arthropods, which are cold-blooded and have exoskeletons.

Lori then brings a live lobster out of a cooler, a cricket in a baggie and a crayfish and passes them around so students can observe and touch them.

With each, she has them compare the arthropods' outer coverings with their own skin, and they conclude that each of the examples has a hard outer covering.

"Good!" Lori responds as she next displays a colored picture of the cricket and crayfish on her document camera for the children and asks them to compare the legs on these animals to theirs.

She continues, "Now look at all three of these animals. What is something they all have in common? . . . Sergio?"

" . . . They all felt hard."

"And what does that tell us?"

" . . . They're skeletons are on the outside!" Sergio responds after thinking for several seconds.

"Well done, Sergio. You've identified one of the important features of these animals. What else did we find was similar about the animals? . . . Ava?"

"They all felt cold."

"Excellent, Ava. How is that different from the way we feel? . . . Ethan?"

"We feel warm. We're warm-blooded!" David concludes excitedly. "These animals are all cold-blooded!"



Reform

Never before has education faced so many different proposals for change. Reform is reshaping every aspect of teachers' lives. Schools, as never before, are being seen as integral to both the futures of our students and the economic well-being of our country. Students can't succeed in our fast-paced, technologically-driven society without a quality education. And increasingly, a quality education is being equated with effective teachers, the focus of many reforms. The sixth edition explores reforms aimed at improving teachers and teaching with a complete chapter on reform (Chapter 12) as well as sections throughout other chapters.

Chapter 12: Educational Reform and You

Reform is radically changing education. To help prepare you for these changes, Chapter 12, Educational Reform and You, focuses on how reform will influence your life as a teacher. This chapter also explains how reform is changing, and even transforming, schools and classrooms. Standards, accountability, high-stakes testing, value-added models of teacher evaluation, restrictions on tenure, and moves toward merit pay are reshaping the profession. This chapter takes both an analytical and critical look at reform, exploring both its promises and problems.

Reform Topics in Other Chapters

Coverage of reform is also integrated into other chapters:

- Reform in Teacher Education (Chapter 1)
- The Federal Government's Role in Pursuing Equality (Chapter 4)
- Essentialism and Educational Reform (Chapter 5)
- Emerging Issues in School Governance and Finance (Chapter 7)
- Standards and Accountability (Chapter 9)
- Instructional Alignment and Accountability (Chapter 11)
- Teacher Evaluation (Chapter 13)

Diversity

As in the first five editions, this text continues to highlight the importance of learner diversity and adapting teaching to meet the needs of all students. Culture, language, gender, and exceptionalities are just some of the dimensions of diversity that require both teacher understanding and the ability to adapt classroom practice to maximize student learning. Readers explore today's diverse classrooms and their implications for teaching through multiple chapters and features:

Two Chapters focusing on Diversity:

- *Chapter 2: Changes in American Society: Their Influences on Today's Students*—Describes ways in which changes in the American family and our students affect learning and teaching and addresses the influence socio-economic factors have on teachers, students, and schools.
- *Chapter 3: Student Diversity: Culture, Language, Gender, and Exceptionalities*—Guides readers through the impact of cultural and language diversity, gender differences, and exceptionalities, and provides information that will help teachers meet the needs of all students in every classrooms.

Professionalism

Teaching is at a crossroads; it will either continue to develop as a profession or become an occupation in which teachers follow the directives of others. We believe professionalism has the potential to both make teaching more attractive

to bright young people and also improve the quality of teaching in every classroom. But professionalism requires teachers who possess a great deal of professional knowledge, understand the issues facing education, and are willing to act courageously on their knowledge and convictions. The sixth edition provides you with opportunities to construct personal, professional identities through interactive activities focused on professional decision making, as well as an entire chapter (Chapter 13) on entering the profession.

Chapter 13: Developing as a Professional

This chapter provides valuable information about strategies for finding a desirable teaching position, describes factors that contribute to a successful first year in teaching, and offers guidance toward career-long professional development.

Instructor Supplements

The text has the following ancillary materials to assist instructors in their attempts to maximize learning for all students. These supplements are located on the Instructor Resource Center at www.pearsonhighered.com.

- **Instructor's Manual and Test Bank** provide concrete chapter-by-chapter instructional resources.
- **PowerPoint Slides** are available to download for each chapter. Presentations include key concept summaries and other aids to help students understand, organize, and remember core concepts and ideas. Many of the slides include exercises designed to help students apply chapter content.
- **TestGen** offers multiple-choice, critical-thinking, and extended response questions for each chapter.

Once online, click on the Instructor option. You'll find an Instructor Resource Center option in the top navigation bar. There you will be able to log in or complete a one-time registration for a user name and password. If you have any questions regarding this process or the materials available online, please contact your Pearson sales representative.

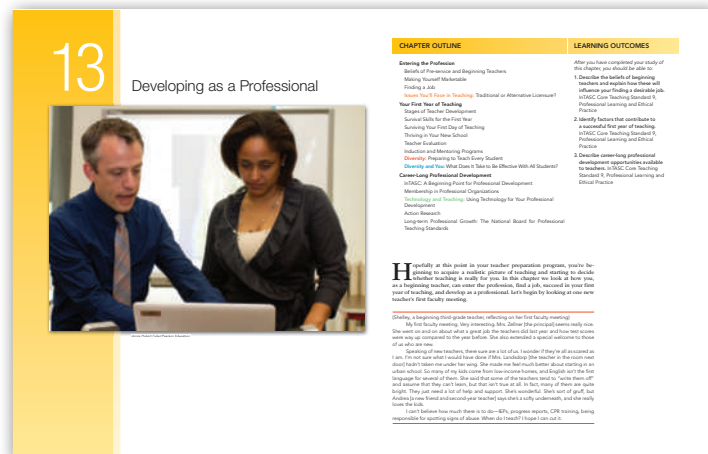
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Finally, we would sincerely appreciate any comments, suggestions, or questions about anything that appears in the book or any of its supplements. Please feel free to contact either of us at any time. Our email addresses are: don.kauchak@gmail.com and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

Good luck and best wishes on your educational journey.

Don Kauchak
Paul Eggen





About the Authors



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



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

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

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1

Do I Want to Be a Teacher?



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What Is It Like to Be a Teacher?

Rewards in Teaching
 Challenges in Teaching
 Teachers' Perspectives on the Rewards and Challenges of Teaching
 How Much Is a Teacher Worth?

The Teaching Profession

What Does Being a Professional Mean?
 Are Teachers Professionals?
Technology and Teaching: The Influence of Technology on the Profession

Diversity: The Changing Face of American Classrooms

Diversity: Teaching in Rural, Suburban, and Urban Schools
Diversity and You: What Kind of School Is Right for You?

Reform in Teacher Education

Changes in Teacher Preparation
 Comprehensive Teacher Testing
Issues You'll Face in Teaching: Testing Teachers

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

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



What Is It Like to Be a Teacher?

“Do I want to be a teacher?” This question is probably on your mind as you begin this book. If you’re undecided, you’re not alone; many people don’t decide on a career in teaching until college and some turn to teaching even later, after trying other occupations (Rich, 2014a). This chapter will help you begin answering that question by providing you with information about the teaching profession and what your life will be like as a teacher. For those of you who have already decided on a teaching career, this chapter is designed to help answer the question we ask in the title of this section, “What’s it like to be a teacher?” As you read the following case studies, think about Amy and Matt’s experiences and how they might compare to your own.

Amy

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

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

There have been ups and downs, of course. My first job was in an urban second-grade classroom with twenty-six kids. Fortunately, I had an aide who spoke Spanish, and she was a huge help, since several of my students were still struggling to learn English.

Now here I am, ten years later, married with a family of my own, and I still love teaching. The first few years were a struggle at times, but I learned so much. Now I’ve got my own student teacher, and I’m eager to help her figure it all out. (Amy Carson, first-grade teacher in an urban elementary school)

Matt

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

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

Then, I thought about my high school chemistry teacher, and I remembered how much he loved that stuff. I began to think about teaching, and, to make a long story short, I went back to school, and this time I did what I've always wanted to do. Of course it's tough some days. The kids can be "off the wall," and I periodically feel like I'm drowning in paperwork. But, when you see the lightbulb go on for someone, it's all worth it. Now, my job and my work are the same thing. (Matt Shepard, high school science teacher in a suburban high school and recent entry into teaching)

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

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

What I Believe

TEACHING AND ME

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

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

We gave this survey to other prospective teachers in our classes, using the following format:

4 = I strongly agree with the statement.

3 = I agree with the statement.

2 = I disagree with the statement.

1 = I strongly disagree with the statement.

We then averaged their responses and ranked them from the most (1) to the least (6) important reasons for becoming a teacher. Table 1.1 summarizes the results. Let's see how yours compare.

TABLE 1.1 Responses to the *What I Believe* Survey

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

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

The polls suggest that people go into teaching because they expect to find it rewarding. As with any occupation, however, it can also be challenging. Let's look at both of these, beginning with rewards.

Teaching and You

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

Rewards in Teaching

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

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

Intrinsic Rewards

Many people enter teaching because of **intrinsic rewards**, and these rewards not only attract people to the teaching profession but also keep them in it. A national survey found that teachers are generally satisfied with their career choices, and their level of satisfaction has increased in the last twenty-five years (MetLife, 2010). For example, more than 60 percent of teachers in the survey reported being very satisfied with their careers, compared to 40 percent in 1984. Other comparisons with teachers in 1984 are also positive. Teachers in the 2009 survey felt better prepared (67 percent vs. 46 percent), more respected by society (66 percent vs. 47 percent), and more likely to advise young people to pursue a career in teaching (75 percent vs. 45 percent). In addition, more than 8 of 10 teachers in the survey reported that they "love to teach." More recent polls also suggest that teachers are satisfied with their work and enjoy a high rate of personal satisfaction, higher than most other occupations and professions (Boser & Hanna, 2014). Many of these perceptions are related to intrinsic rewards, which fall into two broad categories: emotional and psychological, and personal and intellectual.

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

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

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

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

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

Happy Teacher Appreciation Week,

Sincerely, Alicia, Rosa, Shannon, Tina, Stephanie, Melissa, Jessica, and Becca

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

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

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

Sometimes students show their affection in strange ways:

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

Joanne was delighted. "I called [the perpetrators] out of class and had them come down and [another teacher] took a picture of them standing out in the middle of it all. I left it here all day. I made them sit on the floor. It was really fun. It was really a fun day." (Bullough, 1989 p. 86)

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

We've experienced some of these emotional rewards ourselves.

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

Mrs. Eggen,

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

Even though all the geography skills I'll ever use in my life I learned in second grade, I just wanted to say thanks for teaching me how to really prepare for life in the years to come. Every day I looked forward to coming to your class (and not just because of Mike [a boy in the class]). I always enjoyed your class, because there was a hidden message about life in there somewhere.

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

A grateful student,

Erica Jacobs

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

Don, your other author, experienced these emotional rewards directly when he worked in a local elementary school. He had been tutoring in the same school for four years in first, second, and third grades. Then he tried kindergarten and was out in the hall working with a small group of students. Unexpectedly and out of the blue, one of his former students, a fourth grader, walked by, recognized him, and gave him a big hug of hello. Several days later it happened again, with a sixth-grade student! He was surprised and touched. Both of these students were boys. (Boys, and particularly older boys, aren't typically big huggers.) Also, these were boys who sometimes struggled during Don's tutoring. (Teachers usually don't send their highest-achieving, best-behaving students out for tutoring.) If he ever had doubts about whether his efforts were making a difference, they disappeared with those spontaneous hugs.

All teachers reap emotional rewards from their work with students, whether they're wide-eyed first graders, capricious middle school students like Erica Jacobs, or high school seniors struggling to become adults.

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

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

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

Most of us can remember teachers who made a difference in our lives, and many go into teaching hoping to do the same with their students (Wallis, 2013). Teachers do make a difference in students' lives, and these individual changes make a difference, not only in their lives but also in the world that these children will help shape in the future.

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

By changing the world we also change ourselves. Mary Eldridge-Sandbo, the 2010 North Dakota Teacher of the Year, commented, "I know what every teacher knows: that every time I teach a student, my life changes forever" (Council of Chief State School Officers, 2010). By working with young people, we grow ourselves, gaining valuable insights into both ourselves and people in general. When teachers go home at night, they often think about the day, including their successes and failures. A better understanding of who we are and how our actions influence others is one outcome of this reflection.

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

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

- Why do we have seat belts in our cars?
- Why does an automatic washer have holes in the drum?
- How does a dog shake the water off itself when it comes out of a pond?

Revisiting My Beliefs

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



Pearson Education

One of teachers' greatest rewards is seeing students learn and grow. See how one second-grade teacher helps a student learn from her mistakes.

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

"Inertia," Taneka responds after hesitating briefly.

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

"The tendency . . . of something moving to keep on moving . . . straight."

"Or something not moving to remain still," Jamal adds.

"Excellent," David responds with a nod. "Now, let's answer the questions on the board using the idea of *inertia*."

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

"Neat," Rebecca says. "Where'd you get that stuff, Mr. Ling?"

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

Revisiting My Beliefs

Our survey (Table 1.1) found that "The opportunity for a lifetime of self-growth" (Item 6) and "Interest in a subject matter field" (Item 5) were major reasons for considering teaching, ranking 3 and 4 of 6. Learning more about ourselves and the world and seeing students get excited about the topics we teach are two personal and intellectual rewards of teaching. Not surprisingly, these intellectual rewards also help keep veteran teachers in the field. One researcher studying exemplary veteran teachers concluded, "Without exception, intellectual stimulation is a burning need of the teachers I interviewed" (Williams, 2003, p. 72).

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

Occupational status is another personal reward. In spite of perceptions to the contrary, teachers enjoy high regard and high status. If you doubt this assertion, consider how parents feel as they approach their first parent-teacher conference: They want nothing more than to hear that you really care about their child, that he or she is growing academically and

socially, and that everything is okay in school. One high school teacher reported, "After graduation, a parent grabbed my arm and thanked me for teaching her son. She told me I gave her hope that her son would be successful in the adult world, and thanked me for noticing a quiet but passionate student who is overlooked in public education" (Lauritzen, 2014, p. 6). Into no other profession's hands is so much care of young people placed.

This positive view of teachers is corroborated by national polls. For example, one poll indicated that nearly 70 percent of the public view teachers as honest and ethical, second only to nurses in the helping professions, and above doctors, the clergy, and judges (Jones & Saad, 2010). A second poll found that nearly three of four people said they had confidence and trust in teachers, and two of three said they would be in favor of their own children becoming teachers (Bushaw & Lopez, 2011). People believe in teachers, and this fact is reassuring to all of us as we work in classrooms on a day to day basis.

Extrinsic Rewards

Extrinsic rewards also attract people to teaching. For example, job security and summer vacations ranked fifth and sixth, respectively, in our survey, and the job security in teaching is greater than in most other occupations. For instance,

people in the business world are terminated or let go much more frequently than are teachers. And the existing teaching force is aging, so demographic trends suggest that job security is likely to remain high (Hussar & Bailey, 2014).

Schools are also positive places in which to work; you're surrounded by others like yourself—colleagues who are optimistic about young people and want to make the world a better place. And vacation breaks allow you to recharge your batteries and explore new places and ideas. According to an old joke, a student, asked to identify three reasons for going into teaching responded, "June, July and August." And these breaks occur at times when they're the most attractive—the Friday after Thanksgiving, the winter holiday season in December, and spring break, for example.

Besides job security and desirable vacations, teachers' work schedules are also attractive. For instance, their schedules are similar to those of students, so their own children don't go home to empty houses after school. For many, family is central to their lives; teaching provides opportunities to spend valuable time with their partners and children.

Challenges in Teaching

A number of challenges also exist in teaching, the first of which is simply finding a job.

Finding a Job

Finding a job is the first challenge you'll face. With the downturn in our country's economy, and states cutting many services, the job market in the second decade of the twenty-first century has been tight. The long-term prospects for jobs are quite positive, however (Hussar & Bailey, 2014). For example, more than a third of the nation's teachers are projected to retire in the near future, which should open up over a million new teaching positions.

Several factors influence the availability of positions, and student demographics make up one of the most important. The P-12 student population has increased steadily in recent years, and public school enrollments are projected to increase 6 percent between 2007 and 2019 (Hussar & Bailey, 2011). The number of public school elementary teachers is also projected to increase 9 percent, with slightly slower rates of increase for secondary teachers. Opportunities will also be greater in rural and urban schools than in the suburbs, and they're also greater in districts with higher numbers of low-income students and students who are members of cultural minorities (Levine, 2014).

Once you've secured a position and begin teaching, your working conditions will be the primary challenge you'll face. Let's examine them.

Working Conditions

Your working conditions are arguably the greatest challenge you'll face when you begin teaching. Let's look at one new teacher's experience.

All I do is work. I work every night; I work all weekend. Perri [her high school-aged daughter] and I went on a short day trip last weekend, and I worked all the way there and all the way back while she drove. I know I'm in my first year of teaching, but this is just about too much.

The kids have been off the wall, and the EOC is coming up. [EOC refers to the "end of course" exam], and part of my year-end evaluation will be based on how well they do on the test. If next year doesn't get easier, I'm not sure I can do this. (Suzanne Schellenberg, Personal Communication, February 29, 2014)

Revisiting My Beliefs

In addition to intrinsic rewards, teaching also has extrinsic benefits (Items 1 and 2 of the *What I Believe* survey). Teaching has greater job security than many other careers, and favorable schedules enable teachers to stay positive about themselves and their jobs and to spend time with the people they care about.

Teaching and You

How hard is teaching? Can anyone become a good teacher? What will be your major challenges when you teach?