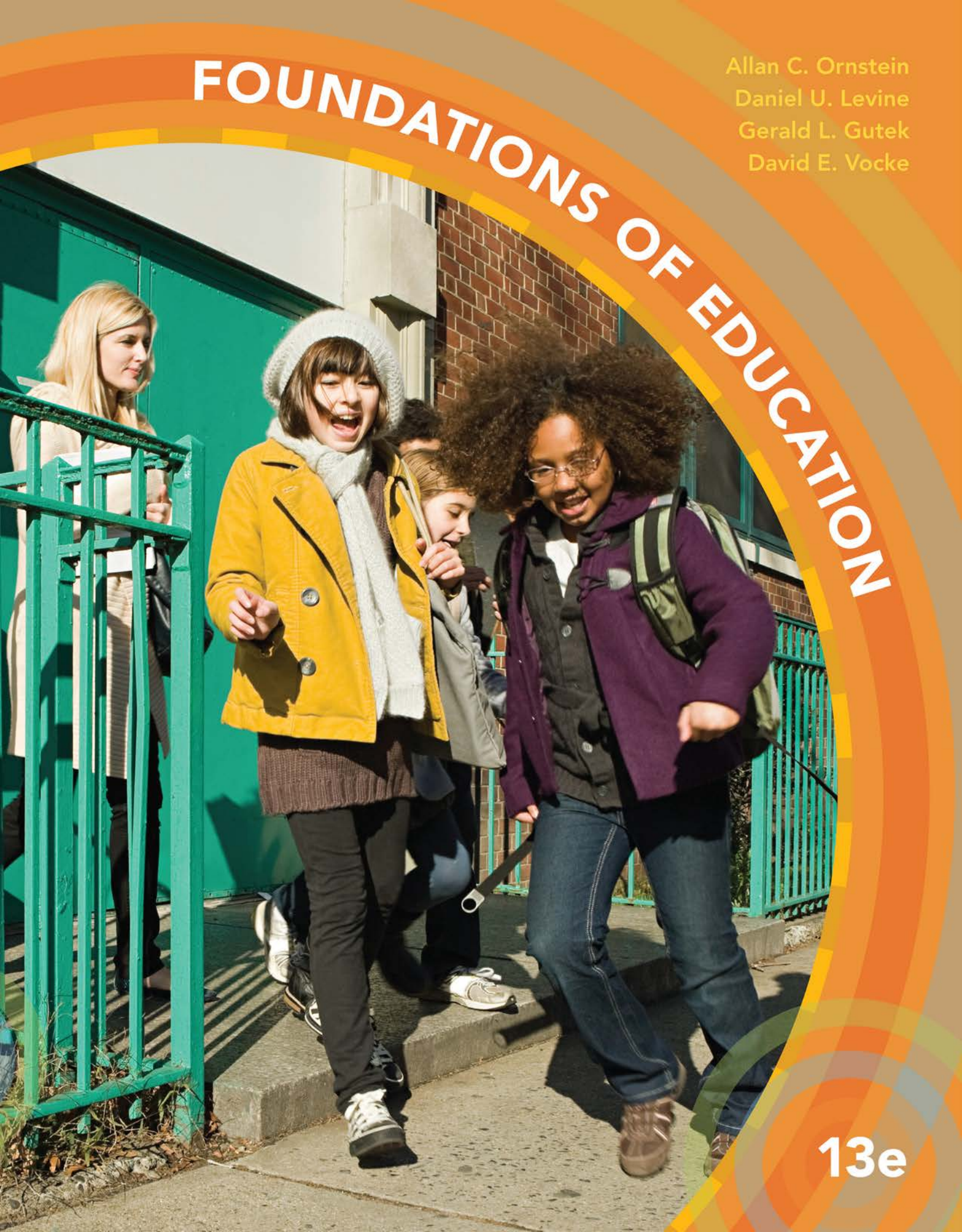


# FOUNDATIONS OF EDUCATION



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# PREFACE

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

## Goals of This Edition

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

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

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

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

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

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

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

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

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

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

**Chapter 6:** Emphasis on constructing a personal educational philosophy.

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

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

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

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

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

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

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

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

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



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

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

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

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

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

## Organization

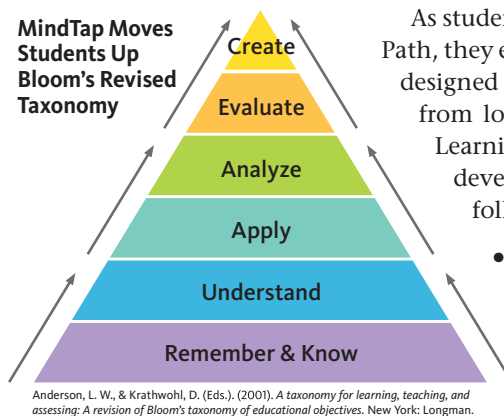
The text consists of sixteen chapters divided into the following six parts:

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

## Teaching and Learning Supplements

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

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



- Checking their comprehension and understanding through Did You Get It? assessments, with varied question types that are autograded for instant feedback.
- Applying concepts through mini-case scenarios—students analyze typical teaching and learning situations, and then create a reasoned response to the issues presented in the scenario.
- Reflecting about and justifying the choices they made within the teaching scenario problem.

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

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

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

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

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

- **Microsoft PowerPoint® Lecture Slides.** These vibrant PowerPoint lecture slides for each chapter assist you with your lecture by providing concept coverage using images, figures, and tables directly from the textbook.
- **Cognero.** Cengage Learning Testing Powered by Cognero is a flexible online system that allows you to author, edit, and manage test bank content from multiple Cengage Learning solutions; create multiple test versions in an instant; and deliver tests from your LMS, your classroom, or wherever you want.

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CHAPTER 1

**INTASC** INTASC  
STANDARDS  
ADDRESSED IN  
THIS CHAPTER

- 6 Assessment
- 9 Professional Learning and Ethical Practice
- 10 Leadership and Collaboration

# MOTIVATION, PREPARATION, AND CONDITIONS FOR THE ENTERING TEACHER

## LEARNING OBJECTIVES

- 1-1 Identify the usual reasons for becoming a teacher, and determine how your reasons compare.
- 1-2 Summarize the salaries and benefits teachers earn.
- 1-3 Explain how teachers are certified.
- 1-4 Discuss the current trends in teacher education.
- 1-5 Describe the findings of research on testing of teachers' abilities and the controversy surrounding it.
- 1-6 Describe what teachers find satisfying and dissatisfying about their work.
- 1-7 Summarize some of the recent efforts to improve teacher workforce quality and functioning.



This chapter was revised by Daniel U. Levine.

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

## 1-1 CHOOSING A CAREER IN TEACHING

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

### 1-1a Motivations for Choosing Teaching

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

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

### 1-1b The Challenge of Teaching All Students

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

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

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

## FROM PRESERVICE TO PRACTICE

### CONSIDERATIONS

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

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

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

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

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

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

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

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

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

### CASE QUESTIONS

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

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

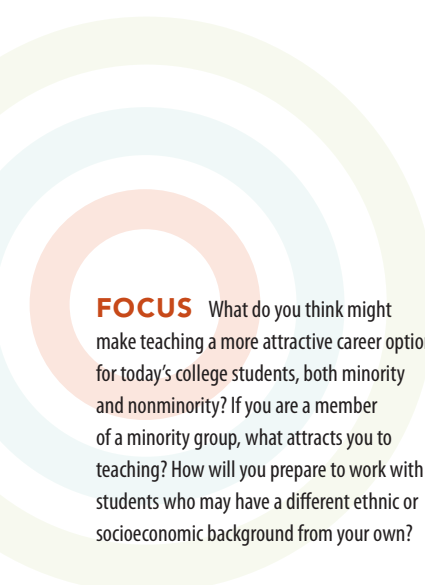
### 1-1c Teaching Force Diversity: A Growing Concern

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

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

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

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



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

## 1-2 SUPPLY/DEMAND AND SALARIES

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

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

### 1-2a Job Opportunities

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

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

<sup>3</sup>Lisa D. Delpit, “The Silenced Dialogue,” *Harvard Educational Review* (August 1988), pp. 280–298; and “Review of ‘Other People’s Children’ by Lisa Delpit,” May 26, 2014, posting by Rhapsody in Books, available at [www.rhapsodyinbooks.wordpress.com](http://www.rhapsodyinbooks.wordpress.com).

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



TABLE 1.1

Public- and Private-School Kindergarten through Grade 12 Enrollments, 1992 to 2022 (in Millions)

	Total	Public	Private	Private as Percentage of Total
1992	48.5	42.8	5.7	11.8
2000	53.4	47.2	6.2	11.6
2022 (projected)	57.9	53.0	4.9	8.0

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

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

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

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

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

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

<sup>5</sup>Stephen Sawchuck, “Steep Drops Seen in Teacher-Prep Enrollment Numbers,” *Education Week*, October 22, 2014.

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

<sup>7</sup>Robert Hanna and Kaitlin Pennington, “Despite Reports to the Contrary, New Teachers Are Staying in Their Jobs Longer,” January 8, 2015, posting by the Center for American Progress, available at [www.americanprogress.org](http://www.americanprogress.org).

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

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

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

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

## 1-2b Pay Scales and Trends

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

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

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

<sup>9</sup>Kelly Medinger, "The New Shepherd of Catholic Education," October 2, 2014, posting by the Knott Foundation, available at [www.knottfoundation.org](http://www.knottfoundation.org).

<sup>10</sup>2012–2013 Average Starting Teacher Salaries by State (Washington, DC: National Education Association, 2014).

## OVERVIEW 1.1

### WAYS TO IMPROVE YOUR EMPLOYMENT PROSPECTS

#### Advance Preparation

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

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

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

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

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

#### Scouting and Planning

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

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

Plan your application strategy in advance.

#### Assembling Materials

Prepare a neat, accurate, clear résumé.

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

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

#### Applying for a Job

Begin applying for teaching jobs as soon as possible.

Apply for several vacancies at once.

#### Preparing for an Interview

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

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

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

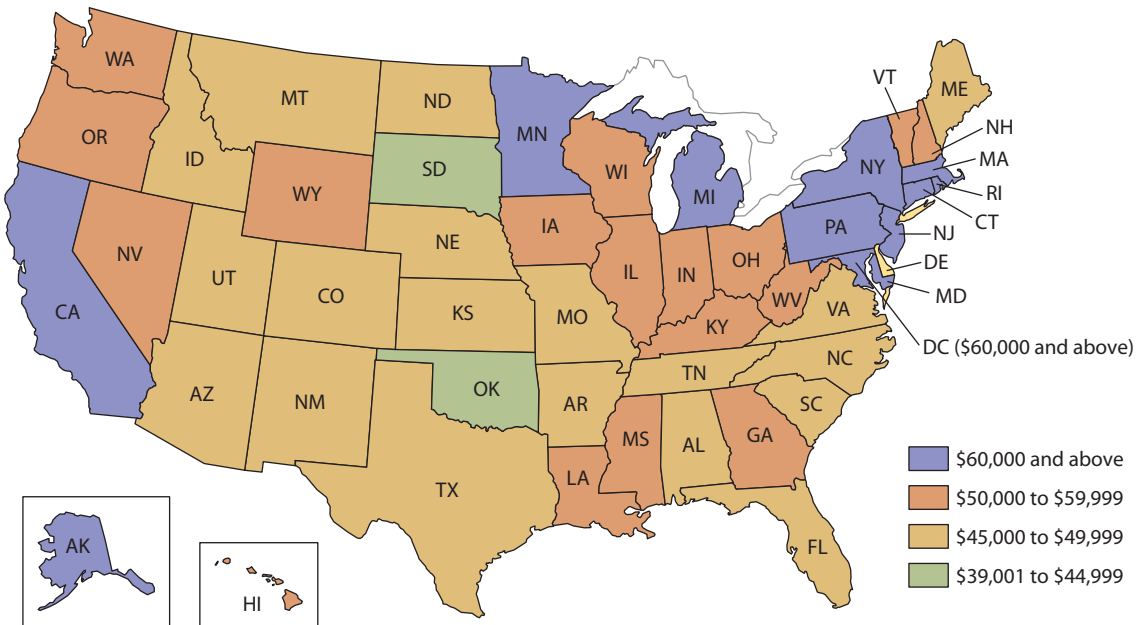
**FOCUS** What salary do you expect to earn in your first teaching position?

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

### 1-3 STATUS OF CERTIFICATION

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

**FIGURE 1.1** Average 2013 Teacher Salaries in the United States



Source: National Center for Education Statistics ([http://nces.ed.gov/programs/digest/d13/tables/dt13\\_211.60.asp](http://nces.ed.gov/programs/digest/d13/tables/dt13_211.60.asp)).

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

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

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

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

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

Note: All teachers must earn an advanced certificate within ten years of initial state certification.

Source: National Council on Teacher Quality

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

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

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

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

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

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

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

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

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