

Tenth Edition

BECOMING A TEACHER

FORREST W. PARKAY



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10th EDITION

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FORREST W. PARKAY

Washington State University



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PREFACE

I hope you share my belief that teaching is the world’s most important profession.

Teaching is exciting, rewarding, and uplifting; teachers receive great satisfaction from making a difference in their students’ lives. In today’s climate of accountability, high-stakes testing, and new federal programs such as Race to the Top, however, becoming a successful teacher requires high levels of professionalism and commitment.

The 10th edition of *Becoming a Teacher* continues to listen to the voices of those who care deeply about teaching—professionals and expert teachers, novices just learning the ropes, students in America’s classrooms, and preservice learners deciding if teaching is their best career path—to help readers discover the answer to the question, “Is teaching for me?”

With the help of these stakeholders, the 10th edition focuses on teacher quality and provides in-depth coverage of:

- teacher leadership, political activism, and change facilitation
- diversity and culturally competent teaching
- social justice and democracy

Becoming a Teacher embraces and articulates the changing field of education, outlining ways to be an agent of change in the profession, pinpointing meaningful uses of technology in education, clarifying realities of diversity in the classroom, and clearly outlining past, present, and future thoughts on curriculum, instruction, management, philosophy, and issues in education. This down-to-earth and straightforward approach provides students with the tools and information necessary to answer the questions, “What does it take to become a high-quality teacher?” and “Do I want to teach?”

A THOROUGHLY REVISED NEW EDITION

The 10th edition is thoroughly revised and draws attention to the rapidly changing climate in education. I approached this revision of *Becoming a Teacher* with an eye toward providing readers with cutting-edge information impacting the teaching profession. In response to reviewers’ feedback, new research, and emerging trends, the 10th edition reflects the following changes and additions.

NEW INTERACTIVE ETEXT

The medium in which you are reading this content might be an eText or a print loose-leaf version. To be more portable and accessible as well as affordable, we produced this text with the digital version in mind first. You’ll notice the following characteristics and features in the 10th edition’s Pearson eText:



- **Dear Mentor/Dear Student** pieces on Part Openers feature audio clips of exchanges between new teachers and their mentors.



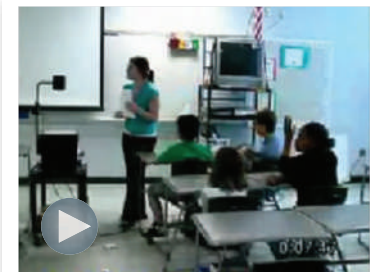
- Embedded **videos** help to illustrate key chapter content.



Watch this video to observe various characteristics needed to be an effective teacher.



- **Professional Reflection** interactive features include videos followed by reflective questions, helping students begin to develop their thinking as professionals.



PROFESSIONAL REFLECTION
Listen as this teacher gives you advice for succeeding in your first year of teaching.



- **Teaching on Your Feet** features, which describe classroom scenarios, include pop-up windows where students can analyze the scenarios and respond to reflective questions.



TEACHING ON YOUR FEET

Half of Teaching Is Learning



"You have a screen name?" they query in disbelief. Screen name, IM, blogging, DVD, iPod, podcasts, YouTube, MySpace, HDTV, text messaging, iMac . . . this is the jargon of the *millennials*—my seventh-grade students. Their world is filled with technology; they accept it—and expect it. They use it to communicate, connect, and create. And they use it constantly and confidently.

Yes, I tell them. I have a screen name . . . It's *mrsherbz*. I blog, instant message (IM), Google, make podcasts, publish online books, and text message. I visit MySpace, Facebook, and YouTube. I use Garageband, Comic Life, iPhoto, iTunes, Frontpage, iMovie, Key-note, and Noteshare. I love the world of technology. Of course, my students think I'm kidding when I tell them I grew up with a rotary phone . . . and a black-and-white TV with three stations of snow. No microwave, no World Wide Web, no cell phones . . . and certainly no computers. But my family did own a typewriter and a complete set of World Book Encyclopedias. I had all the tools necessary to give me an edge in school—then.

Fast-forward 40 years. The 12-year-olds I teach still have the encyclopedia as a wonderful window to the world. But the typewriter is long gone. Instead they possess iMac G4 laptops with the World Book just one of the many promising programs at their fingertips. It's a powerful tool that gives my kids—and me—an edge on learning.

There is no tool that has changed my teaching practice as much as the laptop. All seventh and eighth graders in the state of Maine have 24/7 access to their own wireless laptops. In 2001, the Maine Learning and Teaching Initiative (MLTI) was voted and approved; as a result, 1 percent of Maine's educational funds was spent on one-to-one computing—a laptop for every seventh grader in the state. The following year, the eighth grade was added, for a total of 35,000 laptops. This was a lofty goal aimed at evening the digital divide by providing the World Wide Web to all students in our largely rural state. This was a true democratic ideal: equal opportunity regardless of economic status. At this time, this initiative was the only program of its kind in the world. . . . Teachers spouted clichés like a potato sprouts eyes: a mixed blessing, throwing money in the wind, a two-edged sword, Christmas in July, can't teach an old dog new tricks. The program was embraced by some teachers, scorned by others. I chose to embrace. To learn. Or at least try to learn. For to teach "is to learn twice" (Joseph Joubert). And that has made all the difference in who I am as a teacher.

Using technology has transformed my curriculum and my teaching style. In particular, one-on-one computing has made the single biggest impact on my 27 years of teaching. My entire belief system has been tested and strengthened not only by the advent, but also by the intrusion of the laptop into my classroom. I'm no longer the expert, the disseminator of all-that-needs-to-be-known. I'm a learner, growing along with my students and along with my colleagues. We are a true community of explorers compelled by the MLTI motto: "If you know how to do it, teach someone else. If you don't know how, ask someone else." It's an energizing environment in which to learn: it's the environment of the connected generation.



Today's students are often more technologically savvy than their teachers. At many schools, students play an important role in integrating technology into teaching. What are the benefits of this approach to technology integration?

I teach seventh-grade language arts in a coastal town in southern Maine. The majority of my students come from professional families who have the ability to travel widely, vacation often, own lovely homes, and pay for higher education. It's a homogeneous community, with poor and minority students few and far between. Ninety-two percent of the families in my district had access to the Internet at home when the MLTI program began, so the digital divide was never a huge issue for my students. Yet access to computers at school for word processing and research had always been minimal. Prior to the laptop program, I'd been lucky to obtain an hour a week in the computer lab for my students. Laptops have given us a portable writing lab, instant access to research, and assistive technology.

My teaching philosophy is simple: I strive to create a democratic classroom—an energetic community of caring people engaged in learning. The laptop is a tool, a powerful communication device that has increased my ability to enact democratic ideals on a daily basis. Engagement, energy, and caring: these are more important to me than the content I teach.

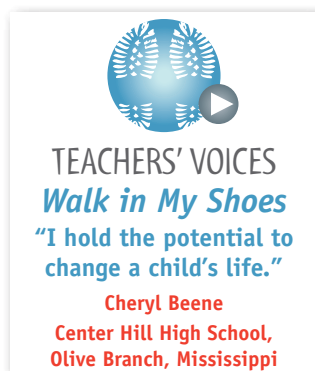
ANALYZE & REFLECT

Click here to analyze and reflect on this scenario you have just read.

Merry Herbert teaches seventh-grade language arts at a middle school in MAINE. The preceding is excerpted from her contribution to the National Network for Educational Renewal's Teacher Case Study Collection. The Collection is "dedicated to providing a public forum for teachers to share their stories." National Center for Educational Renewal © 2008. Retrieved and adapted from <http://nnerpartnerships.org/stories/herbert.html>.

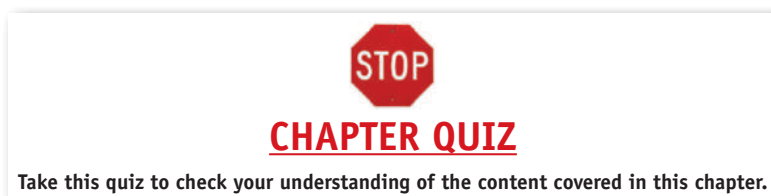
NEW!

- Audio clips in **Teacher's Voices: Walk in My Shoes** features allow teachers to share their classroom experiences, describe their perspectives on a career in teaching, and even offer advice and tips. In the first chapter, this feature includes a video of the author himself sharing about his own teaching experiences.



NEW!

- **Chapter Quizzes** at the end of each chapter help students gauge their understanding of the material covered.



- **Glossary** terms can be clicked on to read definitions.

AN EMPHASIS ON STANDARDS TO PREPARE PROSPECTIVE TEACHERS TO MEET KEY PERFORMANCE STANDARDS

- The 10th edition of *Becoming a Teacher* provides prospective teachers with guidelines for acquiring the knowledge and skills necessary to meet the performance standards developed by InTASC, NCATE, TEAC, PRAXIS, NBPTS, and the newly created Council for the Accreditation of Educator Preparation (CAEP). The book also prepares readers to meet the accountability criteria contained in the No Child Left Behind (NCLB) Act and the current administration's *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act*.
- The text's appendix, **Preparing for Certification: Your Guide to Licensure**, provides students with a brief tutorial of FAQs, test-taking tips, and sample test questions intended to remove some of the intimidation of this important professional step. Correlations to content in the book demonstrate why *Becoming a Teacher*, 10th edition, is the ideal preparation guide for becoming a licensed teacher.

AN EMPHASIS ON THE DIVERSITY OF STUDENTS AND THEIR TEACHERS

- **Focus on Diversity** These sections in each chapter address cultural and ethnic diversity, student ability, the impact of socioeconomic status, as well as linguistic diversity in today's classrooms. The sections introduce readers to culturally competent teaching and help them learn how to meet students' diverse needs in every classroom.
- **Comprehensive State Coverage** To ensure that students and teachers from all over the country see themselves mirrored in the content, the 10th edition specifically highlights master teachers, instructional issues, and curriculum initiatives from across the United States. An index of highlighted states is presented at the end of the Preface.

NEW CHAPTERS

- CHAPTER 11, School Curricula and Standards
- CHAPTER 12, Assessing Student Learning

NEW PEDAGOGY AND UP-TO-DATE CONTENT

- Learning Outcomes at beginning of each chapter
- New Readers' Voices open each chapter
- More than 250 new references to reflect the most recent information about the teaching profession in the United States

LATEST TRENDS IN TECHNOLOGY AND TEACHING

A thoroughly revised technology chapter explains how teachers can integrate technology into teaching in order to engage today's tech-savvy students fully and to adjust to the reality that technology has transformed how, when, and where students can learn. From blogs and wikis, to podcasting and 3-D virtual worlds, the 10th edition is filled with case examples of how teachers are integrating technology and transforming their teaching to foster collaboration, discovery, and understanding of the “big ideas” in the curriculum.

NEW AND EXPANDED COVERAGE TO ADDRESS THE MOST CURRENT TRENDS AND ISSUES

Chapter 1, Teaching: Your Chosen Profession

- Revised chapter now covers classroom observations, induction into the profession, gaining practical experience for becoming a teacher, and benefits of having a mentor.
- Characteristics principals look for when hiring teachers (NEW)
- Timeline for efforts to reauthorize the Elementary and Secondary Education Act (ESEA) and change the No Child Left Behind (NCLB) Act (NEW)
- Revised section on “Teaching and the National Economy”
- Latest data on school enrollments, school staffing, and teacher salaries

Chapter 2, Today's Teachers

- Revised chapter now covers the role of teacher leaders in transforming the profession, the U.S. Department of Education's “Respect Project,” and seven “critical components” for transforming teaching.
- Influence of different groups on hiring process in schools (NEW)
- Model for teacher's thought processes while teaching (NEW)
- Model for multi-stage career ladder for teachers (NEW)
- Updated demographic information on U.S. public school teachers

Chapter 3, Today's Schools

- Revised chapter now covers educational opportunities for children of lower-income families, and provides analysis of America's continuing dropout problem, homeless children and youth, and extent of child maltreatment in the United States.
- Updated data on child well-being in the United States, drug use among students, crime in public schools, discipline problems, and dropout rates

Chapter 4, Philosophical Foundations of U.S. Education

- Eight guidelines for facilitating a Socratic discussion (NEW)
- Matrix for comparing five philosophical orientations to teaching (NEW)
- Matrix for comparing three psychological orientations to teaching (NEW)
- Model for an eclectic philosophy of education and teaching (NEW)
- Teaching on Your Feet, “Reluctant Readers” (NEW)
- Being an Agent of Change, “Every Day Is Filled with Deep Thinking and Contemplation” (NEW)

Chapter 5, Historical Foundations of U.S. Education

- Revised chapter now covers Common Core State Standards Initiative (CCSS), continuing efforts to reauthorize the Elementary and Secondary Education Act (ESEA), and “EASA flexibility.”

- Section that describes the European antecedents of American education (NEW)
- Timeline for European influences on American education (NEW)
- Illustration of the seven liberal arts (NEW)
- Updated historical timeline for U.S. education
- Walk in My Shoes, “Understanding the Past Is the Best Compass for the Future” (NEW)

Chapter 6, Governance and Finance of U.S. Schools

- Revised chapter includes updated, expanded coverage of: Chicago School Reform and 2014 school closings; state takeover of the School District of Philadelphia; summary of Obama administration’s education reform efforts through 2014; up-to-date analysis of research on charter schools by Stanford University and the National Education Policy Center; and critical analysis of the performance of for-profit schools.
- Sections that describe innovative approaches to school governance in New York City; Washington, D.C.; Memphis, Tennessee; and New Orleans, Louisiana (NEW)
- Section that discusses role of teacher leaders in school governance, including teacher involvement in teacher education, certification, and staff development (NEW)
- Section that discusses the District of Columbia School Choice Incentive Act (NEW)
- Discussions of education–business partnerships: GE Foundation and Bill and Melinda Gates Foundation (NEW)
- Updated figures and tables for data on 10 largest U.S. school districts, school expenditures, distribution of expenditures, sources of school revenues, state education revenues, and funding priorities for education philanthropy

Chapter 7, Ethical and Legal Issues in U.S. Education

- Revised chapter includes updated, expanded coverage of court cases involving teachers and online social networking, student expression on social networking sites, dress codes, cyberbullying, and homeschooling.
- Updated references throughout chapter reflect the most recent court rulings on legal issues in U.S. education
- Legal advice for your student teaching experience (NEW)
- Section on Employment Non-Discrimination Act (NEW)

Chapter 8, Today’s Students

- Revised chapter includes updated, expanded coverage of minority groups and academic achievement and Afrocentric schools.
- Updated figures and tables for data on children of immigrant families, English language learners (ELLs), and poor children and low-income families in the United States
- Nation’s Report Card: 2013 Mathematics and Reading (NEW)
- Technology in Action: “High School Teacher Earns Online Master’s Degree in Multicultural Education” (NEW)

Chapter 9, Addressing Learners’ Individual Needs

- Revised chapter includes updated, expanded coverage of multiple intelligences, and Individual Education Plans (IEPs).
- Graphic to illustrate Piaget’s stages of cognitive growth (NEW)
- Strategies for teaching children at Piaget’s stages of cognitive growth (NEW)
- Updated figures and tables for data on children with disabilities
- Walk in My Shoes, Anthony Mullen (NEW)
- Being an Agent of Change, “Creating an inclusive environment . . . has always been my mission” (NEW)

Chapter 10, Creating a Community of Learners

- Revised chapter includes updated, expanded coverage of cooperative learning and cross-cultural interaction, successful classroom management, and assertive discipline.

- Graphic of authentic learning activity (NEW)
- Updated figures and tables for data on discipline problems at school and assertive discipline policy
- Data on importance of what teachers can do for parents (NEW)
- Professional learning environment for teachers (NEW)
- Teaching on Your Feet, “I see a story in every learner” (NEW)
- Sections on how teachers build learning communities and participate in teacher collaboration (NEW)

Chapter 11, School Curricula and Standards (NEW)

- Model for four kinds of curricula students experience (NEW)
- Model for three noncognitive factors that contribute to academic achievement (NEW)
- Coverage of global awareness; grit, tenacity, and perseverance; academic mindset; mindfulness/meditation skills; curricula to enhance noncognitive strengths; and Common Core State Standards Initiative (CCSSI) (NEW)
- Walk in My Shoes, “I Learned That I Love Learning” (NEW)
- Being an Agent of Change, “A ‘Techno-Librarian’ Shares New Ideas Across the Globe” (NEW)

Chapter 12, Assessing Student Learning (NEW)

- Latest data on students’ mathematics, reading, and science performance on the Program for International Student Assessment (PISA) (NEW)
- Map of state high school exit exam policies (NEW)
- Sections on the role of assessment in teaching, standardized assessments, international assessments, “high-stakes” tests and accountability, and portfolio assessment (NEW)
- Being an Agent of Change, “Good Teachers Don’t Shy Away from Assessment Data” (NEW)

Chapter 13, Integrating Technology into Teaching

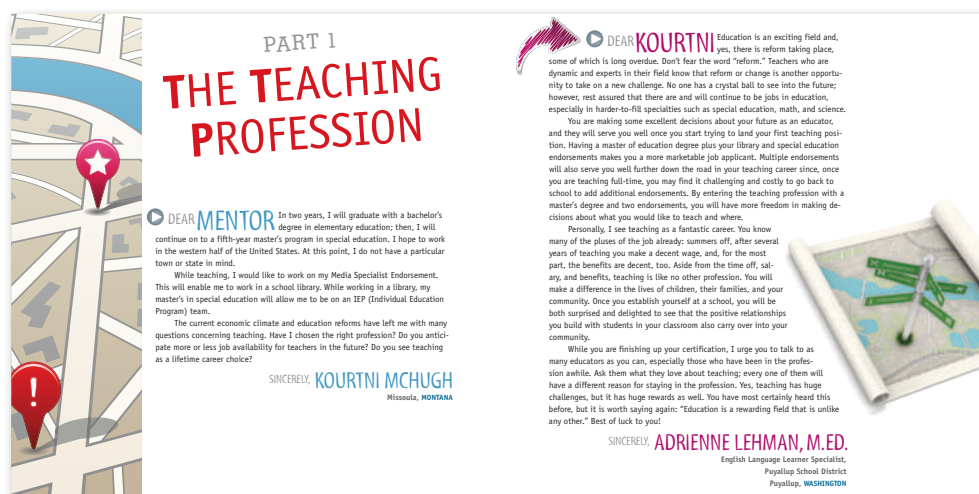
- Revised chapter includes updated, expanded coverage of how technology is transforming teaching, virtual schools, availability and use of technology in schools, and the latest research studies on the use of educational technology.
- Figure to illustrate how teachers “embrace” digital technology (NEW)
- Sections on the traditional educational model and the digital “learning farm” model, how students use cell phones in learning, teachers’ use of digital tools, and online activities teachers assign to students (NEW)
- Sections on the performance of cyberschools, flipped classrooms and flipped teaching, and “wired” students and their ability to focus (NEW)
- Three vignettes of how teachers use technology (NEW)
- Map of states with multi-district fully online schools (NEW)
- Data on percent of teachers reporting the availability of various technology devices (NEW)
- Data on students’ use of educational technology during their classes (NEW)
- Being an Agent of Change, “Is Blended Learning Worth the Hype?” (NEW)

POPULAR FEATURES TO ENGAGE READERS

VOICES FROM THE FIELD

Throughout the 10th edition, the voices of preservice, new, and master teachers are heard.

- **“Dear Mentor” Feature** Success during the first years of teaching is a challenge for new teachers. Ask any experienced teacher to identify the key to success and most, if not all, will stress the importance of mentors. To facilitate your students’ journey to becoming high-quality teachers, the popular Dear Mentor feature that opens each part of the book continues, enlisting the help of four novice teachers who pose important questions to four highly accomplished mentor teachers.



- **Readers' Voices** This feature at the beginning of each chapter provides comments by undergraduate teacher education majors about the importance of chapter content and helps readers feel confident about joining the wider community of those preparing to teach.
- **Teachers' Voices: Being an Agent of Change** This feature brings in the voices of experienced teachers—many of them National Teachers of the Year award winners—to focus on how teachers can effect change in the classroom and the community for the benefit of their students.

TEACHERS' VOICES **BEING AN AGENT OF CHANGE**

GEORGE WATSON
Preparing "Citizens of the World" Who Respect Cultural Differences

Buenos días. I teach Spanish at Walpole High School in Walpole, MASSACHUSETTS. I am also the department head of foreign languages for grades 6 through 12. When I was a student many years ago, I really looked up to my teachers. I saw them as people who had devoted themselves to a very noble profession, and that belief has not changed. Teaching, along with parenting, is probably the most important job that any one individual can do in any society, in any culture, on any continent.

I teach because I believe that every child wants to learn, is able to learn, and must learn. Furthermore, I teach because I believe that every child should have access to foreign language education. And every child should have access no matter what their reading level, no matter what their learning style and, really, no matter what grade they are in.

Over the course of my career, I have had the privilege to give my students the skills to communicate effectively in a second language and to give them confidence to navigate in a foreign culture. And I've seen students who have had very difficult middle school years come to my ninth-grade freshman Spanish class and achieve success. I've seen students from both Walpole, Massachusetts, and Palmares, Costa Rica, participate in our exchange program and establish friendships and bonds that last for years and years. I've seen

students who over the course of their 4 years in high school achieve incredible linguistic success and progress, so by the time that they are seniors in my AP class I know that they're going to be successful in college; I know that they are going to eventually participate in a global economy, which is more than just rewarding for me personally, it's nationally critical.

And last, it's wonderful for me as a teacher and a department head to celebrate the achievement of students—this is so very important; we just don't do this enough. I think, in public education, in Walpole, we have a very special foreign language awards night where we do just that, and we highlight not just what students have learned, but what students can do with the skills that we've provided them.

Yes, I am a teacher. I want to do my part to prepare my students to be citizens of the world, to be lifelong, self-confident learners, to be students who appreciate and respect cultural differences—those cultural differences that make our society and our world so fascinating and so very, very rich.

QUESTIONS


1. With respect to the subject area and grade level for which you are preparing to teach, how can you help students become "citizens of the world"?
2. After you become a teacher, what are some ways that you can demonstrate to students your own love of learning?

George Watson was Massachusetts Teacher of the Year for 2009.

- **Teaching on Your Feet** This feature has been revised to present examples of how successful teachers have turned potential problem situations in the classroom into "teachable moments." Written by real teachers, this feature illustrates how professional reflection and inquiry enable teachers to meet the numerous, unpredictable challenges that are part of teaching in today's schools.
- **Teachers' Voices: Walk in My Shoes** This margin feature of audio-recordings profiles teachers whose philosophy and professional contributions reflect commitment to touching others' lives through teaching. These teacher leaders share their insights, challenges, and accomplishments and encourage future teachers to "walk in their shoes."


AN EMPHASIS ON TODAY'S TECHNOLOGIES

- **Technology in Action** These features in each chapter have been revised to highlight how teachers are integrating cutting-edge technologies—such as virtual labs and text-to-speech programs—into their teaching. A practical “**Try It Out**” section in each feature gives readers hands-on directions for learning more about integrating the highlighted technology into their own teaching.



TECHNOLOGY in ACTION

Virtual Labs in a Ninth-Grade Biology Classroom



At this time each year, Mrs. Rajid's students start to squirm. She teaches introductory ninth-grade science, and the class will be dissecting frogs during the coming weeks. Many of her students will bring notes from their parents excusing them from the lesson. Mrs. Rajid has evidence of a direct correlation between those students who do not participate in the frog-dissecting activity and their gradual poor performance in high school science classes. She needs something to help her students understand the concepts of the lesson, rather than fixate on how “gross” it is to cut open a frog.

So, Mrs. Rajid goes on a frog-dissection webquest and finds several options; one is quite user-friendly, accessible on the web, and free. She decides to use the virtual lab (a software program that replicates the activities in a physical lab) in her next lesson, before the permission slips are sent home. The next day, she takes her students into the computer lab, has them open a web browser, and instructs them to navigate to the frog-dissection website. She then asks them to dissect their virtual frogs. A few students make comments like “Yuck” and “Gross,” but the students perform quite well. They each have a frog preserved in formaldehyde; they dissect it and are able to identify the appropriate organs and structure.

Next week, when it is time to send home the permission slips for dissecting the real frog, she finds that a much higher percentage of her students are planning to participate. She also finds that her students are much better prepared to perform the real activity. They know what to do, how to do it, and what the goals of the activity are. Mrs. Rajid thinks that some day this virtual lab might indeed replace the need for the actual experience—at much less cost and with no formaldehyde smell.

VIRTUAL LABS: Virtual labs replicate activities that take place in a physical lab and deliver basic desired learning outcomes without the need for equipment, supplies, and dangerous materials. Although the effectiveness of virtual labs is debated among practitioners, there is no doubt that their growing popularity, combined with the technology enhancements of the industry, is a promising development for teachers. These labs usually take the form of interactive animation in which students make decisions, select tools, and perform actions, while the animation program responds appropriately. Some virtual labs use video, graphics, and audio to supplement the learning materials.

VISIT: <http://www.sciencecentral.com/>. This site is regularly updated with new tools and user ratings.

POSSIBLE USES: Teachers have successfully used virtual labs to help students understand biology, physics, astronomy, and chemistry. For example, virtual labs can allow students to practice appropriate stream restoration techniques, explore a human cadaver and perform an autopsy, and mix complex combinations of elements to see how those elements interact with one another.

TRY IT OUT: Open a web browser and visit <http://www.sciencecentral.com/>. Click on the Biology link. Then enter “virtual frog” in the internal search engine. Several options will come up; pick the one that looks most appealing.

Source: Copyright © 1994–2011 by Berkeley Lab. Used by permission of the Lawrence Berkeley National Lab.

INSTRUCTOR'S RESOURCE CENTER

The Instructor Resource Center at www.pearsonhighered.com has a variety of print and media resources available in downloadable, digital format—all in one location. As a registered faculty member, you can access and download pass code–protected resource files, course-management content, and other premium online content directly to your computer.

Digital resources available for *Becoming a Teacher*, 10th edition, include the following:

- *Instructor's Resource Manual and Test Bank*, which includes:
 - Chapter-by-chapter materials, including a Chapter-at-a-Glance organizer for each chapter of the text, which correlates chapter outlines, learning objectives, and teaching supplements; an Annotated Lecture Outline, which provides examples, discussion questions, and student activities; suggestions for additional readings and media extend chapter learning; and handout masters, which provide additional lecture support materials.
 - A Test Bank of multiple choice and essay tests
 - TestGen
 - PowerPoint presentations specifically designed for each chapter.

To access these items online, go to www.pearsonhighered.com and click on the Instructor option. 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 representative.

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STATE COVERAGE

The 10th edition of *Becoming a Teacher* considers educational issues and contributions as they apply to teaching across the country. You'll see specific state coverage throughout the chapters.

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California	New York
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Delaware	Ohio
Florida	Pennsylvania
Georgia	Rhode Island
Hawaii	Tennessee
Illinois	Texas
Kansas	Washington
Maryland	Washington, DC
Massachusetts	

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Connecticut	Massachusetts
Idaho	Pennsylvania
Louisiana	Texas

CHAPTER 3: TODAY'S SCHOOLS

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Florida	Ohio
Hawaii	Oklahoma
Illinois	Pennsylvania
Massachusetts	Texas
Minnesota	Washington
Mississippi	Washington, DC

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Indiana	

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ABOUT THE AUTHOR

Forrest W. Parkay is Professor of Educational Leadership and Higher Education at Washington State University. He was Professor of Educational Leadership at the University of Florida for eight years and at Texas State University for five years. Forrest received his B.A. and M.A. degrees in English education from the University of Illinois–Urbana. He earned his Ph.D. in education at the University of Chicago, and he is a graduate of Harvard University’s Management Development Program (MDP). For eight years, Forrest taught at DuSable High School on Chicago’s South Side, and he served as Chairman of DuSable’s English Department for four years.

Forrest is the author or co-author of more than 60 refereed journal articles and several books, including *Curriculum Leadership: Readings for Developing Quality Educational Programs* (Pearson, 2014). His research has appeared in the field’s leading peer-reviewed journals, including *Phi Delta Kappan*, *American Journal of Education*, and *Educational Administration Quarterly*.

A former Fulbright Scholar at Kasetsart University’s Center for Research on Teaching and Teacher Education, in Thailand, Forrest has facilitated educational reform programs and conducted cross-national research in China, Thailand, Korea, Japan, Pakistan, India, and Singapore. He has been a Visiting Professor at Beijing Normal University and at Assumption University in Thailand.

His hobbies include classic cars, camping, kayaking, and photography. Forrest is the proud father of four daughters: Anna, Catherine, Rebecca, and Anchitta.





PART 1

THE TEACHING PROFESSION

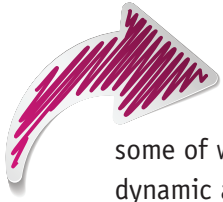
▶ **DEAR MENTOR** In two years, I will graduate with a bachelor's degree in elementary education; then, I will continue on to a fifth-year master's program in special education. I hope to work in the western half of the United States. At this point, I do not have a particular town or state in mind.

While teaching, I would like to work on my Media Specialist Endorsement. This will enable me to work in a school library. While working in a library, my master's in special education will allow me to be on an IEP (Individual Education Program) team.

The current economic climate and education reforms have left me with many questions concerning teaching. Have I chosen the right profession? Do you anticipate more or less job availability for teachers in the future? Do you see teaching as a lifetime career choice?

SINCERELY, **KOURTNI MCHUGH**

Missoula, MONTANA



DEAR

KOURTNI

Education is an exciting field and, yes, there is reform taking place, some of which is long overdue. Don't fear the word "reform." Teachers who are dynamic and experts in their field know that reform or change is another opportunity to take on a new challenge. No one has a crystal ball to see into the future; however, rest assured that there are and will continue to be jobs in education, especially in harder-to-fill specialties such as special education, math, and science.

You are making some excellent decisions about your future as an educator, and they will serve you well once you start trying to land your first teaching position. Having a master of education degree plus your library and special education endorsements makes you a more marketable job applicant. Multiple endorsements will also serve you well further down the road in your teaching career since, once you are teaching full-time, you may find it challenging and costly to go back to school to add additional endorsements. By entering the teaching profession with a master's degree and two endorsements, you will have more freedom in making decisions about what you would like to teach and where.

Personally, I see teaching as a fantastic career. You know many of the pluses of the job already: summers off, after several years of teaching you make a decent wage, and, for the most part, the benefits are decent, too. Aside from the time off, salary, and benefits, teaching is like no other profession. You will make a difference in the lives of children, their families, and your community. Once you establish yourself at a school, you will be both surprised and delighted to see that the positive relationships you build with students in your classroom also carry over into your community.

While you are finishing up your certification, I urge you to talk to as many educators as you can, especially those who have been in the profession awhile. Ask them what they love about teaching; every one of them will have a different reason for staying in the profession. Yes, teaching has huge challenges, but it has huge rewards as well. You have most certainly heard this before, but it is worth saying again: "Education is a rewarding field that is unlike any other." Best of luck to you!

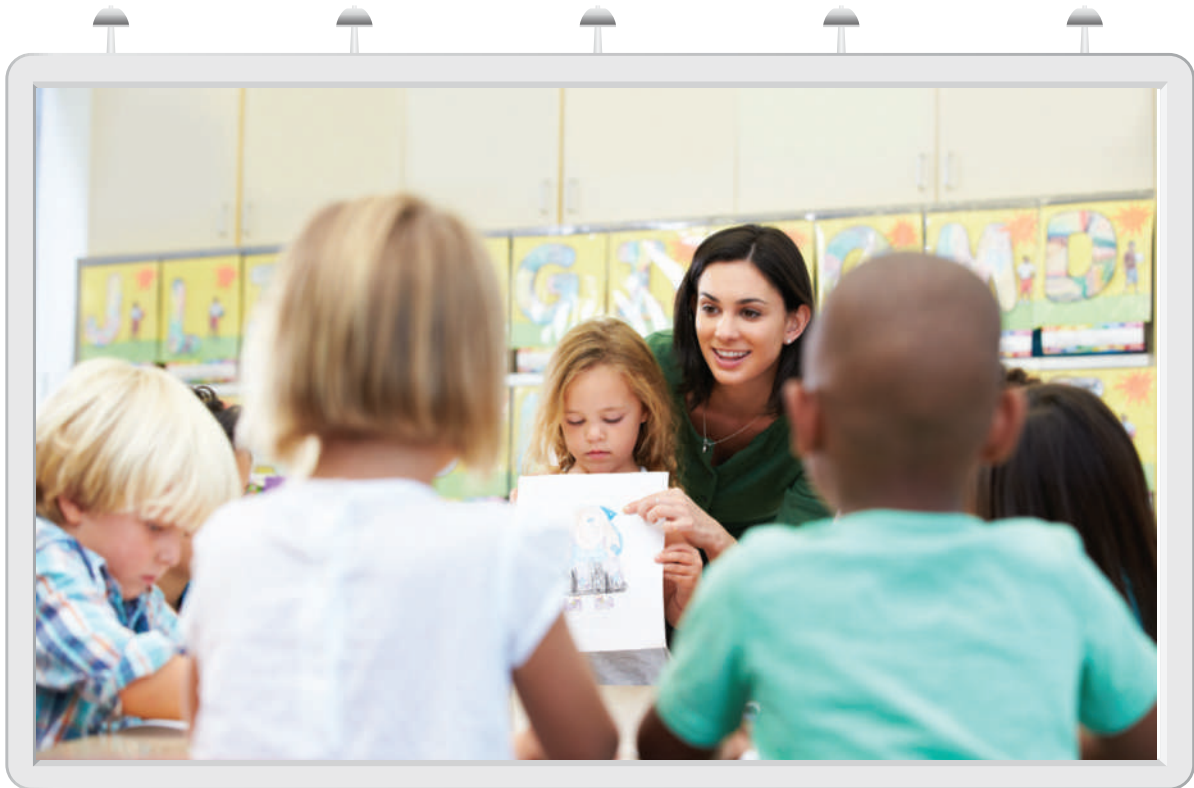
SINCERELY, **ADRIENNE LEHMAN, M.ED.**

English Language Learner Specialist,
Puyallup School District
Puyallup, WASHINGTON



CHAPTER ONE

Teaching: Your Chosen Profession



learning outcomes

After reading this chapter, you will be able to do the following:

1. Explain why you want to teach.
2. Identify the benefits of teaching.
3. Identify and explain the challenges of teaching.
4. Explain what society will expect of you as a teacher.
5. Describe the job outlook for teachers.
6. Explain what you can learn from observing in classrooms.
7. Explain why your induction into teaching is important.
8. Explain how you can gain practical experience for becoming a teacher.
9. Explain how you will become a highly qualified teacher.
10. Explain how you can benefit from having a mentor.

READERS' VOICES

Why do I want to teach?

Teachers have been a profound influence in my life. They have inspired me in so many ways. Now I am becoming a teacher because I want to help my students grow, just as my teachers helped me.

—MARCUS, Teacher Education program, first year

Congratulations on deciding to become a teacher! Teaching is exciting, rewarding, and uplifting. Teachers receive great satisfaction from knowing that they really make a difference in their students' lives. I hope you share my belief that teaching is the world's most important profession and is vitally important to our nation's future. As President Obama said in his 2011 State of the Union Address, "To every young person who's contemplating their career choice: If you want to make a difference in the life of our nation; if you want to make a difference in the life of a child—become a teacher. Your country needs you" (January 25, 2011).

I also hope your commitment to teaching will become deeper and stronger as you move through your teacher education program. And I hope your experiences will be similar to those a student teacher recently shared with me: "When I came to the university I had various majors—electrical engineering, architecture, journalism—but I wasn't really happy until I went into teaching. Now it's really becoming a passion."

Teaching is a challenging but rewarding profession—one that is not for everyone, however. This book will orient you to the world of teaching and help you answer your own questions about the career you have chosen. What is teaching really like? What rewards do teachers experience? What are the trends and issues in the profession? What problems can you expect to encounter in the classroom? What will you need to know and be able to do to become a highly qualified teacher?

I believe that successful teachers know why they want to teach. They examine their motives carefully, and they understand why, at first, they might have been uncertain about choosing to become a teacher. The first chapter of this book, then, addresses the 10 learning outcomes listed on the previous page, which will help you decide if teaching is the right profession for you.

The learning outcomes in each chapter of this book address *your future* as a teacher. Achieving these learning outcomes will provide you with a reality-based look at the world of teachers, students, classrooms, and schools and their surrounding communities. After reading this book, you will have a broad understanding of one of the world's most exciting, satisfying, and honorable professions. And you will know if teaching is the right profession for you.

WHY DO I WANT TO TEACH?

You may want to teach for many reasons. Your desire to teach may be the result of positive experiences with teachers when you were a child. You may be attracted to teaching because the life of a teacher is exciting, varied, and stimulating. Or you may see teaching as a way of making a significant contribution



Teacher characteristics that principals look for when hiring (percentage)

Teacher Characteristic	In Top Three Reasons	Most Important Reason
Superior Teaching Skills	64.8	36.4
Content Knowledge	65.9	26.1
A Passion for Teaching	27.3	11.4
Cares About Children	42.0	8.0
Willingness to Work as Part of a Team	30.7	6.8
Classroom Management Skills	45.5	6.8
Willingness to Do Something Extra Beyond Classroom Teaching	12.5	0.0
Other	8.0	4.5

Note: The survey item was worded as follows: “What characteristics do you look for when hiring a classroom teacher?” Adapted from Glazerman, S. A., Protik, B., Teh, J., Bruch, N., & Seftor, N. (2012). *Moving High-Performing Teachers: Implementation of Transfer Incentives in Seven Districts* (NCEE 2012-4051). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, p. 38.

to the world and experiencing the joy of helping children grow and develop. Table 1.1 shows that caring about children is among the most important characteristics elementary and middle-level principals have in mind when they hire new teachers.

Desire to Make a Difference in Students’ Lives

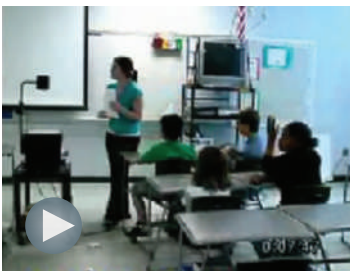
Although teaching may be challenging and teachers’ salaries modest, most teach simply because they care about students. Teachers derive great satisfaction when their students learn—when they make a difference in students’ lives. In fact, 59 percent of teachers in a national survey reported that they are “very satisfied” with teaching as a career, and 75 percent said they planned to continue working in education after retirement (Harris Interactive, 2010, p. 45).

As a teacher, your day-to-day interactions with students will build strong bonds between you and them. Daily contact will enable you to become familiar with your students’ personal and academic needs. Concern for their welfare will help you cope with the difficulties and frustrations of teaching. The teacher’s potential to make a difference in students’ lives can be profound; for example, the National Education Association (NEA) has posted at its website comments by the following highly accomplished individuals that pay tribute to the teachers who have touched their lives:

- Oprah Winfrey, entrepreneur
- Dan Rather, national news commentator
- Charles Platt, science fiction novelist
- Carl Jung, world-renowned psychoanalyst

Like most teachers, you appreciate the unique qualities of youth. You enjoy the liveliness, curiosity, freshness, openness, and trust of young children or the abilities, wit, spirit, independence, and idealism of adolescents. As one teacher told me, “I know I make a difference in my students’ lives, especially those who may not see themselves as ‘good’ students. It is so rewarding when they tell me that they *can learn*, that they can ‘change the world.’”

As a teacher, you will also derive significant rewards from meeting the needs of diverse learners. Students from our nation’s more than 100 racial and ethnic groups and students with special needs are increasing in number, so your classroom will be



PROFESSIONAL REFLECTION

Listen as this teacher gives you advice for succeeding in your first year of teaching.

enriched by the varied backgrounds of your students. To ensure that you can experience the satisfaction of helping all students learn, significant portions of this book are devoted to **student variability** (differences among students in regard to their developmental needs, interests, abilities, and disabilities) and **student diversity** (differences among students in regard to gender, race, ethnicity, culture, religion, sexual orientation, and socioeconomic status). Your appreciation for diversity will help you to experience the rewards that come from enabling each student to make his or her unique contribution to classroom life. In addition, you can be proud of your role in promoting social justice and helping our nation realize its democratic ideals.

Like the following two teachers, a likely reason you have been drawn to teaching is the privilege of working with children and youth, regardless of their stages of development or their life circumstances:

I don't know another job where you laugh every day; where you get hugs consistently; where thinking is a requirement; where you can have snack time; where you are loved by 30 people; where you can get lost in a good story; where you play and create; and where you meet heroes and where you get to be one, too. (Harris Interactive, 2006, p. 66)

The rewards are great, when you see a child suddenly grasp a concept or write that poem that he/she thought [he/she] couldn't, these are the moments that let me know that I am in the right profession! (Harris Interactive, 2001, p. 118)

A Passion for Teaching

Table 1.1 also shows that a “passion for teaching” is among the most important characteristics principals look for when hiring teachers. What does it mean to be *passionate* about teaching?

A PASSION FOR THE SUBJECT

You may be passionate about teaching because you are passionate about teaching in your discipline. Teaching can give you an opportunity to share with students your passion for science, computers, sports, or the outdoors, for example. When students see that you *really do love* a subject, they will respond—their interest will be aroused, and they will appreciate that you have shared an important part of your life with them. As evidence of this, recall how your own interest has been piqued whenever your teachers shared their passion for the subject. What you experienced during those moments was a special “invitation” to share a teacher’s excitement about an important part of his or her life.

A PASSION FOR THE TEACHING LIFE

Perhaps you are eager to experience the “joy of teaching” that motivated a teacher who taught Arnie Duncan, now U.S. Secretary of Education: “A reason to go into teaching is that it’s a total joy. And, yes, it’s hard work, but it’s a gift” (U.S. Department of Education, May 7, 2010). The life of a teacher appeals to you—to be in an environment that encourages a high regard for education and the life of the mind, and to have daily opportunities to see students become excited about learning. Albert Einstein, for example, regretted that he did not devote his career to the teaching life, commenting on children’s openness to knowledge and how much he enjoyed being with them.



Teachers can play a critical role in shaping the future of young people. What positive effects might this teacher have on these students?

A PASSION FOR THE TEACHING–LEARNING PROCESS

You may be passionate about teaching because you are excited about helping students learn. The prospect of thinking on your feet and capitalizing on teachable moments is appealing. Perhaps you had expert teachers who made you appreciate the “artistic” dimensions of teaching, and you marveled at their ability to maintain students’ interest in learning from moment to moment and to improvise on the spot.

The great educator and philosopher John Dewey explains how skilled teachers improvise. Teachers, he said, are sensitive to the inner lives of children and therefore aware of what students are learning (or not learning) as a result their teaching. He explains:

As every teacher knows, children have an inner and an outer attention. The inner attention is the giving of the mind without reserve or qualification to the subject at hand. . . .

To be able to keep track of this mental play, to recognize the signs of its presence or absence, to know how it is initiated and maintained, how to test it by results attained, and to test apparent results by it, is the supreme mark and criterion of a teacher. (Dewey, 1904, pp. 13–14)

Philip Jackson describes the unpredictability of teaching in his well-known book *Life in Classrooms*: “[As] typically conducted, teaching is an opportunistic process. . . . Neither teacher nor students can predict with any certainty exactly what will happen next. Plans are forever going awry and unexpected opportunities for the attainment of educational goals are constantly emerging” (Jackson, 1990, p. 166).

Research tells us that teachers may make up to 3,000 low-level decisions in a single school day (Jackson, 1990). Most decisions are easy and natural, but some require critical thinking. Stepping into the minds of teachers to see how they turned a negative situation into a positive learning experience for students is the purpose of the Teaching on Your Feet feature in each chapter of this book. For example, students at risk need teachers who can recognize opportunities in the classroom to build up their confidence as learners, as Jennifer Michele Diaz illustrates in the Teaching on Your Feet feature for this chapter.

Influence of Teachers

The journey toward becoming a teacher often begins early in life. Although few people are born teachers, their early life experiences often encourage them to become teachers. With the exception of parents or guardians, the adults who have the greatest influence on children are often their teachers. A positive relationship with a teacher may have been the catalyst for your decision to become a teacher. Perhaps you had teachers similar to those described by several young people in the following:

She was a good teacher because she was able to make learning fun, and she related to our lives. She was able to find fun ways to learn, instead of the boring “textbook approach.”

—15 year-old

She listened to what I had to say.

—10 year-old

He was able to talk to us like a person and not a teacher. Treated us with respect but joked around but kept the line of teacher and student.

—14 year-old

Mr. C. always told me I was smart when I didn’t feel like it.

—10 year-old

I learned more from this one teacher because she didn't just have us do stuff from a book, she did creative things to help us learn about stuff.

—12 year-old (Harris Interactive, 2008, p. 86)

Similar to most people who become teachers, you may have been more influenced by your teachers as people than as subject-matter experts. Often, the process of becoming a teacher begins early in life. For example, a teacher's influence during your formative years may have been the catalyst that started you thinking about the possibility of, one day, becoming like that teacher. Over time, the inspirational memory of that teacher led you to the teaching profession.

Desire to Serve

You may have chosen teaching because you want to serve others. You want your life's work to have meaning, to be more than just a job. As Arnie Duncan, U.S. Secretary of Education, put it, "No other profession carries a greater burden for securing our economic future. No other profession holds out more promise of opportunity to children and young people from disadvantaged backgrounds. And no other profession deserves more respect" (U.S. Department of Education, February 15, 2012).

Your decision to serve through teaching may have been influenced by your experiences as a volunteer. One such teacher is Noah Zeichner, a former volunteer teacher



Watch this video to observe various characteristics needed to be an effective teacher.



TEACHING ON YOUR FEET

The Abolishment of "I Can't"



Thirty-two little hands burst into the air as I reached into a jar of student numbers to randomly select a student to read aloud. It was the second week of school for my fourth graders, and the second week of my first year of teaching. The students were excited and enthusiastic about the possibility of being selected to read aloud from the new brightly colored social studies textbook.

"Congratulations, student number three! Let's follow along as we listen to Anthony read aloud," I said, when I pulled Anthony's number from the jar. Several students dropped their hands back down to their desks in disappointment. (My students seemed to think that if they raised their hands while rising slightly out of their seats their number would magically be selected. Their sense of naïveté melted my heart.)

Silence fell over the classroom, and Anthony gazed at the book. He squirmed in his chair and began to rock back and forth gently. He began to stumble through the words "The state of California is" Then he blurted out, "I can't read, Miss Diaz," and began to giggle, perhaps hoping to give the impression that a fit of laughter was the cause of his inability to read aloud.

Anthony's laughter sparked giggles among his classmates but caused me to feel panic. I knew that Anthony had been retained a year. The fact that he was a year older than his classmates yet several years behind them in terms of reading ability alarmed me. How should I, as a first-year teacher, respond to his near-illiteracy?

Quickly bringing myself back to the immediacy of a classroom of 32 students, I praised Anthony for being courageous enough to read aloud and helped him read the rest of the short paragraph. Setting

the social studies lesson aside, I took the opportunity provided by Anthony's comment to insert a mini-lesson on the need to eliminate the phrase "I can't" from my students' vocabulary. I noted that even though Anthony may have felt that he could not read aloud, he did in fact read (albeit, with my guidance).

During my mini-lesson, one student suggested that we ban the phrase "I can't" from our classroom. As a class, we then collectively created a list of phrases that could be used instead of "I can't" when we become frustrated with a challenging task. These phrases included "I do not understand . . ."; "I am confused about . . ."; and "I need some extra help/extra time with. . . ." Our time quickly ran out, and it was time to go to lunch. As my long line of fourth graders made its way to the cafeteria, I could hear the voices of several students echoing in the halls as they chanted, "There's no such thing as 'I can't'!" Although our social studies lesson was delayed, it was well worth the boost in confidence and understanding that filled our classroom because Anthony was now encouraged rather than embarrassed.

ANALYZE & REFLECT

Click here to analyze and reflect on this scenario you have just read.

JENNIFER MICHELE DIAZ

Fourth-Grade Teacher,
Westmont Elementary School
Anaheim, CALIFORNIA

