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*Foundations of*

# AMERICAN EDUCATION

L. Dean Webb • Arlene Metha

# FOUNDATIONS *of American* EDUCATION

**EIGHTH EDITION**

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# Preface





Why is the understanding of the fundamentals of American education important to today's teachers? Explore this text for answers to this fundamental question and gain an understanding of how the evolution of education affects today's teaching and learning. Become a highly qualified teacher by connecting theory and practice, by examining the philosophical and historical roots of education as well as its current structures, and by exploring the real-life challenges facing teachers and the future of education and the teaching profession.

## New to This Edition

The eighth edition brings attention to the major challenges and issues that are shaping education today. Major changes are taking place in the teaching profession, the classroom, and the boardroom. The increased involvement of state and federal governments in education, the movement toward national standards, the continued emphasis on student achievement data and the push to include these data in teacher and administrator evaluations, the rapid growth and support for charter schools, and the minority-to-majority demographic shift in the student population all have major impacts on education today and on the future of education in the United States. This edition investigates each of these topics. At the same time, we emphasize the necessity of connecting theory and practice by examining the philosophical and historical roots of education; its current organizational, legal, and financial structure; and the future of the field.

## New Digital Format This Edition

The eighth edition is now available in digital format, with many student-centered interactive elements only available in the eText.

-  **Videos\***. Our new digital format allows us to illustrate ideas and methods in ways that were unimaginable in the past. Each chapter includes videos to help you better imagine and understand how the processes we emphasize in text actually work in schools. Students are invited to reflect on video content.
-  **Video Insight\***. These revised features provide a video and related questions along with suggested responses.
-  **Check Your Understanding\***. Our digital format also allows you to check your understanding as you read each major chapter section. Questions that address the learning outcomes in each section pop up from the digital version and are immediately available to help you master the content in each section.
-  **Chapter Quiz\***. These short-answer quizzes are available at the end of each chapter, assessing student understanding of chapter content. Feedback is also provided.



**Prepare for the Praxis Examination\***. At the end of the case study, readers are asked to respond to questions that link the issues in the case study to professional knowledge and practice. After replying to the questions, suggested responses are provided.

\* Please note that eText enhancements are only available in the Pearson eText, and are not available in third-party eTexts such as CourseSmart and Kindle.

## Content Updates

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This edition represents an updating of the research and practice for all topics. All data tables have been updated. Selected tables and figures were eliminated and new ones added as graphic organizers. In addition, the following are new to this edition:

- Expanded coverage of the above-referenced topics.
- **Reflection questions** at the end of each chapter ask students to reflect on their educational philosophy, experiences and positions, or speculate on their response to educational issues or professional practice.
- Chapter 2 includes an expanded discussion of professional development, including induction, mentoring, and opportunities for career advancement.
- Chapter 15 includes an expanded discussion of international testing programs.
- Chapters 7, 14, and 15 include expanded discussion of the Common Core State Standards and the assessments aligned with the Common Core State Standards.
- The educational implications of the demographic and economic changes and challenges facing states and school districts are a discussion thread throughout the text.

# Read, Think About, and Respond to Current Educational Issues

## VIDEO INSIGHT *feature (in the Pearson eText)*

A total of twelve videos connect chapter content to important issues in education. Each Video Insight directs readers to a video and questions that require readers to address video content.



## FOR YOUR REFLECTION AND ANALYSIS *margin notes*

Encourage readers to stop, think critically, and reflect on chapter content; connect it to their own thinking and beliefs; and then consider their responses. Located in every chapter, these questions help readers learn and practice reflection now and throughout their teaching careers. Readers are encouraged to answer the questions to promote reflection and group discussion.

For Your **Reflection** and **Analysis**

What knowledge and skills do you need to develop to be successful teaching students from racially, ethnically, and socioeconomically diverse backgrounds? How will these skills be developed?

## CONTROVERSIAL ISSUES *feature*

Consider your values and beliefs as you read about and reflect on controversial educational issues, complete with *for* and *against* statements for readers to consider as they analyze the issue. Controversial issues features are found in Chapters 1–3, 5–8, 10, and 12–15.

### CONTROVERSIAL ISSUE

#### Value-Added Pay

The Obama administration has encouraged states to adopt laws that use student test data as a significant factor in the evaluation and rewarding of teachers. The proposal has gained favor with governors and lawmakers in several states, while teachers as a whole do not support basing evaluation or pay on the gain, or value added, in student test scores. The reasons often given in favor of or against value-added pay are as follows:

#### For

1. The use of gain scores allows for a more sophisticated and objective comparison of teachers and schools.
2. Basing teacher performance on growth does not penalize teachers who teach low-performing students—that is, it accounts for differences in the starting point of students.
3. The public would be more willing to support education if they knew that teachers were accountable for student performance and paid according to performance.
4. Value-added pay would help attract, retain, motivate, and reward effective teachers.
5. Rewarding performance is consistent with the standard applied to other workers and professions.

#### Against

1. Except for self-contained classrooms, the contribution of one teacher to a student's performance is difficult to determine with any accuracy.
2. Even with the most sophisticated methodologies, it is virtually impossible to accurately control for classroom, school, and student variables beyond the control of the teacher.
3. There is little agreement about what is good teaching or how it can be evaluated using student test data.
4. Value-added pay systems encourage "teaching to the test."
5. The system is only as good as the tests teachers use; standardized tests are not available for all disciplines, and many have been plagued with issues of accuracy and validity.

Why do you oppose or favor value-added pay? Are you familiar with a school system where such pay is in operation? What effect has it had on education in that system?

## ASK YOURSELF *feature*

Encourages readers to think critically about and make the connection between the content being discussed and their future teaching practice. This is a great tool for readers as they develop their personal educational philosophy. This feature is found in Chapters 1–4, 9, 11, 13, and 14.

### ASK YOURSELF

#### Do I Want to Be a Teacher?

1. What are your reasons for becoming a teacher? Are they inter-directed (e.g., job security, long vacations, the desire to continue to be engaged in a chosen discipline, or the autonomy of the classroom) or other-directed (e.g. watching students succeed, making a difference in the life of a child, making a contribution to society, or affecting the future)?
2. What knowledge and skills do you want to teach or share with students?
3. How prepared and comfortable are you in working with students with disabilities?
4. How prepared and comfortable are you in working or in a minority-majority school or classroom?
5. What age children are you most comfortable with?
6. What are your expectations for student performance and student behavior?
7. How prepared are you for a work load that often requires working on nights and weekends?
8. How willing are you to engage in on-going professional development?
9. How comfortable are you in working on a team? Will you find it difficult to implement team decisions that you do not support?
10. Do your communication and interpersonal skills prepare you to successfully interact with parents and other members of the school community?

## CHAPTER OPENING VIGNETTES

Each chapter begins with a vignette featuring real education-related cases followed by a series of reflection questions that connect the vignette to the broader foundations of education.

Mike, a new first-year middle school teacher and drama coach, has been contacted about joining the local teachers' organization and its state and national affiliates. He has also been contacted about joining the informal county drama coaches' association and the state association. Mike has limited funds and does not feel that he can afford membership in all three groups. Mike is also concerned about the difference between being a "joiner" and being an active contributing member in the organizations.

What principles and values should guide Mike's decision about membership? What are the relative benefits of joining the local teachers' organization or the organization for one's subject area or grade level? What responsibilities do you assume when you join a professional organization?

Teaching is considered by many to be "work of the most demanding sort, for teachers must make dozens of decisions daily, command a wide body of knowledge and skill, learn to react instantly, and be disposed to act wisely in difficult situations" (National Board for Professional Teaching Standards [NBPTS], 2005, p. 3). Teaching is a complex craft, calling for ongoing personal and professional reflection and commitment. This chapter focuses on teaching as a profession. The major sections of this chapter address (1) the requirements of a profession, (2) the factors working to improve the professionalization of teaching, (3) professional development for teachers, (4) evaluation of teacher performance, and (5) professional organizations for teachers.

### Teaching as a Profession

Is teaching a profession? Many references are made to the profession of teaching, but the actual status of teaching as a profession continues to be a matter of discussion and debate. Few would contend that teaching has attained the status of medicine or law, but some argue that teaching as an occupation compares favorably with the ministry, accounting, engineering, and similar professions. While educators and others debate whether teaching is a profession or a semiprofession, sociologists have developed what is known as the *professional model*—"a series of organizational and occupational characteristics associated with professions and professionals and, hence useful to distinguish professions and professionals from other kinds of work and workers" (Ingersoll & Merrill, 2015, p. 171).

Figure 2.1 — Criteria for Classifying an Occupation as a Profession

According to the National Labor Relations Act, the occupation must:

- Be an intellectual endeavor
- Involve discretion and judgment
- Have an output that cannot be standardized
- Require advanced knowledge
- Require a prolonged period of specialized study

In addition, the American Association of Colleges of Teacher Education calls for:

- Provision of essential services to society
- Decision making in providing services
- Organization into one or more professional societies for the purpose of socialization and promotion of the profession
- Autonomy in the actual day-to-day work
- Agreed-upon performance standards
- Relative freedom from direct supervision

## Reflect on How the Past Influences Education Today

### HISTORICAL NOTE *feature*

Familiarizes readers with key individuals and hallmark educational developments in the history of education. Located in Chapters 1–14, the feature encourages readers to reflect on the contribution of these historical topics or individuals.

#### HISTORICAL NOTE

#### *The Evolving Concept of Social Class*

The concept of social class and social stratification can be found as early as the time of Plato and Aristotle. Although Plato and Aristotle did not advance any particular theory to explain the causes and consequences of such stratification, they did recognize the classes that existed in their social structures. Both Plato and Aristotle discussed social class distinctions in the ideal society. Plato envisioned a utopian society that was divided into three social classes: guardians, auxiliaries, and workers. According to Plato, the guardians would be disinterested ruling elite. Aristotle acknowledged three social classes including the very wealthy, the very poor, and the middle class. According to Aristotle, in the ideal political system, the middle class would be the dominant or ruling class.

By the seventeenth and eighteenth centuries, the concept of social class was an important subject for discussion. During this period, John Locke developed a theory of social

class that identified two separate classes: property owners and laborers. In 1755, French philosopher Jean-Jacques Rousseau recognized the existence of social classes by describing what he referred to as natural inequalities and those inequities that resulted from the social order.

Perhaps more than any other political philosopher, Karl Marx demonstrated the relationship between social class and the political economy. For Marx, what distinguishes one type of society from another is the mode of production (i.e., technology and the division of labor). Marx hypothesized that each mode of production creates a particular class system whereby one class controls the process of production and the other class or classes become the producers or service providers for the dominant/ruling class. Marx was primarily concerned with modern capitalist society. He envisioned a successful working-class revolution and the birth of a classless society.

## Prepares Teachers to Become Professionals

*Reflection Questions* at the end of the chapter encourages readers to reflect on how they might respond to issues or topics raised in the chapter.

### PREPARE FOR YOUR LICENSURE EXAMINATION

Located at the end of every chapter, this case-study activity presents realistic case studies similar to those found in the Praxis II Principles of Learning and Teaching examination. The case study is followed by questions that provide the opportunity for readers to assess their knowledge. Suggested answers are provided.

### DEVELOP YOUR PORTFOLIO

Incorporating the InTASC standards, these end-of-chapter activities serve as a guide as readers begin to develop materials to include in their professional portfolio. These activities involve readers in a range of activities such as beginning to develop a personal philosophy of education and visiting websites of professional organizations.

### INTASC CORRELATION MATRIX

Found on the inside front and back covers, this helpful matrix connects chapter content to the InTASC standards for easy reference.

## Supplemental Materials for the Instructor

The following instructor supplements can be accessed at [www.pearsonhighered.com](http://www.pearsonhighered.com).

### ONLINE INSTRUCTOR'S MANUAL AND TEST BANK

**ISBN 0134027558**—This manual provides concrete suggestions to actively involve students in learning and to promote interactive teaching and conduct classroom discussions. Each chapter contains chapter outlines, student objectives, lecture and discussion guides, and extended projects and assignments. A test bank includes multiple choice and true/false questions.

### TESTGEN SOFTWARE

**ISBN 0134027701**—Test generation software is available for downloading in a variety of formats consistent with many common learning management systems. These items are the same as those in the IM/TB noted above.

### POWERPOINT SLIDES

**ISBN 0134027566**—For each chapter, a set of PowerPoint Slides are provided. These can be shared with students for review and study purposes, used in online courses, or used in class by instructors.





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# Status of the Profession



Monkey Business/Fotolia

## CHAPTER

# 1

## *Learning Outcomes*

- L01** Provide an overview of America's teaching force and the teaching profession.
- L02** Identify the most commonly cited satisfactions and dissatisfactions of teaching.
- L03** Describe traditional and alternative teacher preparation programs.
- L04** Discuss current issues related to teacher certification, including testing for certification, emergency certification, and interstate certification.
- L05** Compare data related to teacher supply with that for demand, and explore the factors contributing to teacher supply and demand.
- L06** Identify the major elements of teacher compensation, including supplemental pay and performance-based pay.

Dr. Flynn enters the room of a patient who was recently admitted to University Hospital complaining of severe abdominal pain. Several interns follow Dr. Flynn to the patient's bedside. Dr. Flynn begins to ask the patient a series of questions. After the patient responds, Dr. Flynn turns to one of the interns and asks for a diagnosis. The intern gives a diagnosis. Dr. Flynn follows with a series of questions related to the basis for the diagnosis and possible treatment.

The ABC Corporation has just initiated a new data management plan. All middle managers have been told to report to the conference room at 8:30 a.m. on Monday. Upon arrival, the director of human resources introduces Ms. Dominguez from Data Resources, the retailer of the software supporting the new data management plan. Ms. Dominguez distributes a packet of materials and spends the remainder of the day with the managers, reviewing the materials in the packet, presenting

additional information using a computer presentation platform, and showing a video related to the data management plan.

Mr. Pell stops at Amy Black's desk and answers a question. He moves to the desk of another student; observes the student writing in a workbook; points to something the student has written; and then, in a low voice, tells the student that the response is not correct and explains why. He continues around the room, stopping at almost every desk to make some remark. After about 10 minutes he goes to the front of the room and says, "Class, it appears that several people are having problems with this assignment. Let's review how to divide one fraction by another fraction." Mr. Pell walks to the blackboard and begins to speak.

Which of these individuals—Dr. Flynn, Ms. Dominguez, or Mr. Pell—is a teacher? Why? What defines the act of teaching?

**T**eaching has been considered by some to be the most noble of professions. H. G. Wells went so far as to say, "The teacher, whether mother, priest, or schoolmaster, is the real maker of history." Perhaps you are asking yourself, "What is a teacher?"; "What is this profession of teaching all about?" And, perhaps most important, "Should I become a teacher?" This chapter presents an overview of the teaching profession.

## The Teacher and the Teaching Profession

Put most simply, a teacher is one who instructs another. A more formal definition from the *Encyclopedia of Education* describes teachers as "intellectual leaders who create opportunities for students to demonstrate what they know and what they know how to do" (Waid & McNergney, 2003, p. 2435). Teaching is defined in another work as "the processes of helping pupils acquire knowledge, skills, attitudes, and/or appreciations by means of a systematic method of instruction" (Shafritz, Koeppe, & Soper, 1988, p. 468). Perhaps the most provocative definition defines the teacher as an artist and teaching as an art. According to Eisner (2002), teaching can be considered an art from at least four perspectives:

First, it is an art in that teaching can be performed with such skill and grace that, for the student as well as for the teacher, the experience can be justifiably characterized as aesthetic....

Second, teaching is an art in that teachers, like painters, composers, actresses, and dancers, make judgments based largely on qualities that unfold during the course of action.... The teacher must "read" the emerging qualities and respond with qualities appropriate to the ends sought....

Third, teaching is an art in that the teacher's activity is not dominated by prescriptions or routines but is influenced by qualities and contingencies that are unpredicted. The teacher must function in an innovative way in order to cope with these contingencies.... Fourth, teaching is an art in that the ends it achieves are often created in the process ... teaching is a form of human action in which many

of the ends achieved are emergent—that is to say, found in the course of interaction with students rather than preconceived and efficiently attained. (pp. 154–155)

To consider teaching an art does not negate the necessity of establishing a scientific basis for the art of teaching and for developing a theoretical framework for teaching that addresses what we know and believe about intelligence, the conditions of learning, and what defines an effective teacher. The stronger the scientific basis, the greater the potential to improve teaching.

Whatever definition is used, there is little argument that the teacher is the central element in the educational system. Research has consistently shown that the teacher is the most important school-related variable in student learning. It is of interest to review what we know about the almost four million teachers in America today. Table 1.1 presents some characteristics of public school teachers.

For Your  
**Reflection** and  
**Analysis** 

Do you believe that teachers are “born not made”? In your experience as a student have you been exposed to teachers who were “artists” in the classroom?

**Table 1.1 — Selected Characteristics of Public School Teachers, 2001 and 2012**

Teacher Characteristics	2001	2012
Sex (percent)		
Male	21.0	23.7
Female	79.0	76.3
Race/ethnicity (percent)		
White, non-Hispanic	84.3	81.9
Black, non-Hispanic	7.6	6.8
Hispanic	5.6	7.8
Asian or Pacific Islander	1.6	1.8
American Indian or Alaskan Native	0.8	0.4
Average age (years)	46.0	42.4
Highest degree (percent)		
Bachelor's	43.1	39.9
Master's	56.0	47.7
Doctorate	0.8	
Higher than master's		8.7
Average years teaching experience	14.0	13.8
Average class size		
Elementary	21.0	21.6
Secondary	28.0	24.2
Average number of hours per week spent on teaching and other school related duties		
Elementary teachers	50.0	51.8
Secondary teachers	49.0	53.0

Source: Goldring, R., Gray, L., & Bitterman, A. (2013). *Characteristics of public and private elementary and secondary school teachers in the United States: Results from the 2011–12 Schools and Staffing Survey*. National Center for Education Statistics, Institute of Education Science, U.S. Department of Education, Washington, DC.



**Table 1.2 — Historical Summary of Public Elementary and Secondary School Statistics: United States, 1869–1870 to 2010–2011**

	1869–70	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30
<b>Total enrollment (in thousands)</b>	7,562	9,867	12,723	15,503	17,814	21,578	25,678
<b>Total instructional staff (in thousands)</b>	—	—	—	—	—	678	48,880
<b>Total teachers, librarians, and other nonsupervisory staff (in thousands)</b>	201	287	364	423	523	657	843
<b>Men</b>	78	123	126	127	110	93	140
<b>Women</b>	123	164	238	296	413	585	703

Source: Snyder, T. D., & Dillow, S. A. (2014). *Digest of education statistics, 2013*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC.

As indicated in the table, the teaching force is predominantly female and white. While only 24% of the teaching force is male, this is actually an increase from the 21% in 2000; 82% of all public school teachers were non-Hispanic white. The data also show a less experienced and younger teaching force. The average class size of secondary teachers was larger than that of elementary teachers, as were the number of hours per week spent on teaching and other school-related duties.

The number of teachers and other instructional personnel employed in the public school systems of the United States has grown over the years as enrollments have increased. Table 1.2 gives a historical summary of public elementary and secondary school enrollments; number of instructional staff; and number of teachers, librarians, and other nonsupervisory staff. Since 1990, the total number of teachers, librarians, and other nonsupervisory staff increased almost 40%. The growth in staff reflects not only enrollment increases but also the steady reduction in pupil-teacher ratios; the enactment of legislation requiring increased services and specialized personnel; and the increased utilization of teacher aides, librarians, guidance counselors, and other instructional support personnel.

### *Why Become a Teacher?*

There are many reasons why an individual might choose a career in teaching. Very few teachers would be able to identify a single reason for entering the profession. Many were positively influenced by former teachers. For others an important reason might be a practical consideration such as job security or something as forthright as the fact that their first career choices were blocked (i.e., they didn't make it into medical school or into professional sports). Others may be attracted by the long summer vacations or a schedule that allows them to spend more time with their families. A less positive reason might be that teaching is a good temporary job while waiting to prepare for or be accepted into another career.

All of the preceding reasons are indeed motives for becoming a teacher, but they are not the primary motives. Over the years, numerous researchers have asked teachers what attracted them to the profession. The reasons given most consistently are (1) a caring for and desire to work with children and young people, (2) the significance of education to society, and (3) an interest in a subject-matter



#### 1.1

#### Check Your Understanding

Click here to check your understanding of this section of the chapter.

1939–40	1949–50	1959–60	1969–70	1979–80	1989–90	1999–2000	2009–10	2010–11
25,434	25,112	36,087	45,550	41,651	40,543	46,857	49,361	49,484
912	963	1,457	2,286	2,406	2,986	3,819	4,719	4,151
875	920	1,393	2,195	2,300	2,860	3,682	4,111	3,986
195	196	404	711	782	—	—	—	—
681	724	989	1,484	1,518	—	—	—	—


field and an excitement in sharing it with others. Other frequently cited reasons are job security, vacation, and autonomy in the classroom.

The reasons one has for becoming a teacher have a significant effect on the ultimate satisfaction one finds in the job. For this reason it is important that prospective teachers question themselves about what they expect to gain from or give to teaching. The set of questions found in the following Ask Yourself feature are provided to guide you in this inquiry.

## ASK YOURSELF

### *Do I Want to Be a Teacher?*

1. What are your reasons for becoming a teacher? Are they inter-directed (e.g., job security, long vacations, the desire to continue to be engaged in a chosen discipline, or the autonomy of the classroom) or other-directed (e.g. watching students succeed, making a difference in the life of a child, making a contribution to society, or affecting the future)?
2. What knowledge and skills do you want to teach or share with students?
3. How prepared and comfortable are you in working with students with disabilities?
4. How prepared and comfortable are you in working or in a minority-majority school or classroom?
5. What age children are you most comfortable with?
6. What are your expectations for student performance and student behavior?
7. How prepared are you for a work load that often requires working on nights and weekends?
8. How willing are you to engage in on-going professional development?
9. How comfortable are you in working on a team? Will you find it difficult to implement team decisions that you do not support?
10. Do your communication and interpersonal skills prepare you to successfully interact with parents and other members of the school community?

**VIDEO INSIGHT** 

*Becoming a Teacher*

In this video, Penny Brandenburg, a first-year teacher, talks about why she became a teacher, what she thinks makes a good teacher, the greatest challenges she faces, as well as some of the benefits and satisfactions of teaching.

▶

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## Satisfactions and Dissatisfactions with Teaching

Just as each individual has personal motives for becoming a teacher, each individual will find certain aspects of the position satisfying or rewarding and certain aspects dissatisfying. In fact, it is possible that a particular aspect may be both satisfying and dissatisfying. Long summer vacations are satisfiers, but the reduced salary is a dissatisfier. Working with children can be both satisfying and frustrating. Although each individual will find personal satisfactions and dissatisfactions with teaching, it is of interest to look at what practicing teachers have identified as the satisfactions or attractions, as well as the dissatisfactions or challenges, of teaching. Understanding both is also important to prospective teachers in preparing for what they will encounter when they enter the classroom. It is also important to those making policies that affect teachers, because teacher satisfaction has been found to be associated with student achievement (Johnson, Kraft, & Papay, 2012; Tek, 2014).

What exactly is it that teachers find satisfying and dissatisfying about teaching? We have already mentioned what teachers most often identify as the major satisfactions of teaching: the joy of working with children and the feeling that they are making a difference in the life of a student and in the larger society. Teachers also often talk about the importance of contributing to society. Many teachers find the autonomy they exercise in their classrooms and the control they have over their own time to be attractions. For others it is the opportunity to have a lifelong association with their subject field and with learning; teachers ranked second on a survey of occupations to learning and doing something new every day (Busteed, 2013). And for still others the security of the position and the feeling of camaraderie and cooperation they share with their colleagues are important attractions (Johnson, et. al., 2012; Viadero, 2008). Teaching is one of the few professions where competition is virtually nonexistent.

Among the factors that have been associated with teacher dissatisfaction are level of support from parents and administrators, workload, availability of resources, class size, amount of time provided for planning and professional development, increase of students with behavior problems, condition of the school, and school safety (Johnson, et. al, 2012; OECD, 2014; Vassallo, 2014). And, although very few teachers are motivated by salary to enter teaching, salary and benefits can influence teachers' level of satisfaction or dissatisfaction in the position, as well as their desire to remain in or leave teaching.

A final dissatisfier, inadequate resources, the constant bane of teachers, inhibits the ability of teachers to meet the needs of individual students and prepare all students for higher levels of educational attainment or successful participation in the workforce. The nationwide recession that began at the end of the first decade of the twenty-first century has resulted in cuts in public school budgets and has increased the financial challenges facing the schools.

Perhaps the ultimate indication of teacher job satisfaction or dissatisfaction is whether, given the opportunity to make the decision again, a person would become

a teacher. When teachers were asked this question, 84% said they would choose teaching again and only 6% said they regretted becoming a teacher (OECD, 2014). And, overall, 87% said the advantages of teaching outweighed the disadvantages.

## Teacher Preparation

The standards and accountability movement that has driven the reform of K–12 curriculum and assessment has also focused attention on issues related to teacher quality, including teacher preparation, teacher evaluation, and teacher certification. The standards movement in teacher education has been led by the Interstate New Teacher Assessment and Support Consortium (InTASC), a group of major professional education organizations; the Council for the Accreditation of Educator Preparation (CAEP); and the National Commission on Teaching and America's Future (NCTAF). Each of these organizations has developed standards that detail what teachers should know and be able to do. The InTASC Core Teaching Standards are presented in Table 1.3 as well as on the inside front and back covers of this text. These standards have provided the content and organizational framework for many teacher education programs. Standards for experienced teachers that parallel the InTASC standards have been developed by the National Board for Professional Teaching Standards (NBPTS) and have also influenced the design of teacher preparation programs. NCATE standards are used in the accreditation of schools, colleges, and departments of education. To aid you in becoming familiar with the InTASC standards, the Organizing Your Professional Portfolio feature at the end of each chapter addresses one or more of the standards.

There are a number of ways to become a teacher. The most common is to complete a four-year baccalaureate teacher education program that has been approved by the state or accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Teacher Education Accreditation Council (TEAC). At some institutions, undergraduates majoring in fields other than education are able to accumulate enough teacher education credits to qualify for certification. An extended, or five-year, preservice teacher education program has been implemented at a number of institutions. Students complete a major in a field other than education and in their fifth year complete more education courses and student teaching. These programs typically award a master's degree upon completion.

For the increasing number of individuals who have noneducation college degrees and want to enter the profession without earning another undergraduate degree, alternative routes are available, ranging from enrolling in a compressed certification program to enrolling in a master's degree program leading to teacher certification. In the next section, we will review baccalaureate teacher education programs, the most common avenue into the profession, as well as the increasingly popular alternative certification program option.

### *Baccalaureate Teacher Education Programs*

From its beginnings at the Columbian School in Concord, Vermont (see the Historical Note for this chapter) the formal preparation of teachers has grown to an enterprise that takes place in about 1,200 departments, schools, or colleges of education in the United States. Teacher education programs usually consist of four areas: (1) general studies, (2) content studies in a major or minor, (3) professional studies, and (4) field experiences and clinical practice. The general studies or liberal arts and science portion of the program, as well as the academic major portion, are generally similar to those required of other students at the college or university. Typically students are not admitted into the teacher education program until they have completed, or substantially completed, the general studies requirement with a grade point average (GPA) of at least 2.5. In addition, the majority of teacher education programs require the passage of a test of basic skills, often the Praxis I, prior to entering the program.



### 1.2

#### Check Your Understanding

Click here to check your understanding of this section of the chapter.


**Table 1.3 — InTASC Core Model Teaching Standards**

<b>The Learner and Learning</b>
<p><b>Standard #1: Learner Development.</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard #2: Learning Differences.</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Standard #3: Learning Environments.</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>
<b>Content</b>
<p><b>Standard #4: Content Knowledge.</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Standard #5: Applications of Content.</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>
<b>Instructional Practice</b>
<p><b>Standard #6: Assessment.</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><b>Standard #7: Planning for Instruction.</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard #8: Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<b>Professional Responsibility</b>
<p><b>Standard #9: Professional Learning and Ethical Practice.</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Standard #10: Leadership and Collaboration.</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>

Source: From Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A resource for ongoing teacher development*. Washington, DC: Author. Copyright © 2013 by Council of Chief State School Officers.

Preparation programs for elementary school teachers are somewhat different from those for secondary school teachers. In the vast majority of states, students preparing to be elementary school teachers are not required to have a major in a content area; elementary education is considered the major. It is assumed that elementary education students acquire knowledge of the subject matter through the liberal arts and science requirements. The opposite is true for secondary majors, who in most states are required to have a major in the subject field to be taught. The number of hours in the major will usually constitute two-thirds of the hours taken in the upper division, with the other one-third in the professional education sequence. On average, secondary education students require 10 semester hours more to complete their program than do elementary education majors.

The professional studies component of the teacher preparation program is the specialized body of knowledge and skills required by the profession. The typical

For Your  
**Reflection** and  
**Analysis** 

How did you determine your preference for elementary or secondary teaching?

## HISTORICAL NOTE

### *The Columbian School: The First Formal Teacher Training Institution*

Most histories of education identify the Columbian School at Concord, Vermont, established by the Reverend Samuel Hall in 1823, as the first formal teacher training institution in the United States. Hall had gone to Concord as a supply (temporary) pastor in 1822 and in the first year observed the poor condition of the schools and came to believe that better teachers were central to any school improvement. When he accepted the pastorate in 1823, he did so with the stipulation that he be allowed to open a school to train teachers. Beginning in the unused part of a store, the school soon moved to a new brick building provided by the town.

At the Columbian School, Hall offered a review of the subjects taught in the common (elementary) school, plus advanced mathematics, chemistry, natural and moral philosophy, logic, astronomy, and the “art of teaching.” In 1829, Hall published the first professional textbook on teacher education in the English language, *Lectures on Schoolkeeping*. A partial chapter outline of the book was as follows:

*Chapter III.* Requisite qualifications of teachers.

*Chapter IV.* Nature of the teacher’s employment. Responsibility of the teacher. Importance of realizing and understanding it.

*Chapter V.* Gaining the confidence of the school. Means of gaining it. The instructor should be willing to spend all his time when it can be rendered beneficial to the school.

*Chapter VI.* Government of a school. Prerequisites.

Manner of treating scholars. Uniformity in government. Firmness.

*Chapter VII.* Government, continued. Partiality. Regard to the future as well as the present welfare of the scholars. Mode of intercourse between teacher and scholars, and between scholars. Punishments. Rewards.

*Chapter VIII.* General management of a school. Direction of duties.

*Chapter IX.* Mode of teaching. Manner of illustrating subjects. Spelling. Reading.

*Chapter X.* Arithmetic. Geography. English Grammar. Writing. History.

*Chapter XI.* Composition. General subjects, not particularly studies. Importance of improving opportunities when deep impressions are made on the minds of the school.

*Chapter XII.* Means of exciting the attention of scholars. Such as are to be avoided. Such as are safely used.

*Chapter XIII.* To female instructors.

*Source:* Outline from *Lectures on schoolkeeping* by Samuel R. Hall is from Cubberly, E. P. (1934). *Readings in public education in the United States* (pp. 324–325). New York: Houghton Mifflin.

professional studies component includes courses in the foundational studies in education (e.g., introduction to education, history, sociology, philosophy of education, educational psychology, child and adolescent development, special education, cultural diversity/multicultural education) and the pedagogical studies, which concentrate on teaching and learning theory, general and specialized methods of instruction, and classroom management.

The fourth component of the teacher preparation program, the clinical fieldwork, has become the focus of recent proposals and efforts to reform and strengthen teacher preparation programs. Clinical fieldwork provides candidates the opportunity to observe, assist, tutor, instruct, and/or conduct research in off-campus settings such as schools or community centers. **Clinical field experiences** begin early in the program and are ongoing, whereas **clinical practice** “includes student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing” (NCATE, 2015, p. 3). Recent proposals for reforming teacher education have recommended that the clinical practice component become the centerpiece of the teacher preparation program and be extended to a much longer apprenticeship or residency.

Student teaching or internship is required for certification in every state. The typical length is 10 to 12 weeks. Normally, the student teacher is assigned to a cooperating teacher, who is selected based on a reputation as an “expert” teacher.