

CHAPTER 1

STATUS OF THE PROFESSION

CHAPTER OUTLINE

- The Teacher and Teaching: Definitions
- Satisfaction and Dissatisfaction with Teaching
- Teacher Preparation
 - Baccalaureate Teacher Education Programs
 - Alternative Teacher Preparation Programs
- Teacher Certification
 - Assessment for Initial Certification and Licensure
 - Emergency Certification
 - Recertification
 - Reciprocity and Interstate Certification
 - National Certification: The NBPTS
- Teacher Supply and Demand
- Salary and Other Compensation
 - Salary Schedules
 - Performance-Based Teacher Compensation
 - Compensation for Administrative and Support Personnel
 - Indirect Compensation: Employee Benefits and Services

LEARNING OUTCOMES

1. Provide an overview of America's teaching force and the teaching profession.
2. Identify the most commonly cited satisfactions and dissatisfactions of teaching.
3. Describe traditional and alternative teacher preparation program.
5. Discuss current issues related to teacher certification, including testing for certification, emergency certification, and interstate certification.
6. Compare data related to teacher supply with that for demand and explore the factors contributing to teacher supply and demand.
7. Identify the major elements of teacher compensation, including supplemental pay and performance-based pay.

LECTURE AND DISCUSSION GUIDE

Lesson 1

- Write on the chalkboard or project on a screen the question "What is teaching?" Begin Lesson 1 by asking students to think about and then write down their personal definition of "teaching." Ask students to share their definitions aloud, and record the main ideas on the board. Review the list of definitions found in the text. Did the definitions generated with the students match up with those cited in the textbook? Further discuss the idea of the teacher as an "artist" and the idea that "teachers are born, not made." In your experience as a student have you been exposed to teachers who were "artists" in the classroom?

- Review the current profile of the teaching profession using Table 1.1

- Direct students to form dyads and share with each other why they want to become a teacher. Refer students to the Ask Yourself: Do I Want to Be a Teacher? Read through several of the accompanying questions, emphasizing the importance of potential teachers knowing why they chose this particular profession.

- Show the Video Insight: *Becoming a Teacher*. After viewing the video, use the questions posed in the Video Insight pop-up to guide your discussion.

- Ask each dyad to also discuss the satisfactions and dissatisfactions of teaching as related in the text or as experienced by the students or others they know. Allow several minutes for this dialogue, and then refer students to share their reasons.

- Now that you've established the "why" of becoming a teacher, it's time to look at how this can be accomplished. The most common way is to graduate from an approved baccalaureate program. The content of these programs has been influenced by the standards movement and the work of several key organizations. Review the INTA SC Core Model Teaching standards presented in Table 1.3.

- Teacher education programs generally consist of four areas: (1) a general studies, (2) content studies in a major or minor, (3) professional studies, and (4) field experiences and clinical practice. Compare these areas with those included in Hall's Lectures on School keeping in the Historical Note for this chapter.

- Lead a class discussion on how students determined their preference to teach in elementary or secondary schools.

- Alternative teacher preparation programs have become an increasingly popular route to teacher certification. Review the typical requirements of alternative programs. Share information about any such programs being offered by or through your institution.

- Refer students to the For Your Reflection and Analysis that asks students "If non-education graduates can prepare for teaching in 1 year of study, why can't education graduates also be prepared in 1 year? Lead a class discussion on the advantages and disadvantages of shortening the preparation of teachers.

- Closure of Lesson 1. Ask students to further reflect on their own about their decision to become a teacher.

Lesson 2

- Achieving certification is one of the necessary steps in becoming a teacher. Teacher certification is much like getting a driver's license—one cannot operate without it. Different states have different certification requirements, with all states requiring a bachelor's degree as a minimum requirement. Ask students which of the requirements mentioned in the text are applicable in their state. If possible, hand out the teacher certification requirements for your state developed by the state department of education. Have students discuss the strengths and weaknesses of these requirements.

- The state assessment of prospective and practicing teachers has been a growing phenomenon driven by the public's concern about the quality of education and the "highly qualified" teacher requirements of No Child Left Behind. The most commonly used tests for certification are the Praxis II examination. The first part of the Praxis II exam measures core content knowledge in more than 20 areas, while the second part measures knowledge of teaching and learning in four areas: Students as Learners, Instruction and Assessment, Communication Techniques, and Profession and Community.

- The practice of granting emergency certificates to persons who do not meet the requirements for standard certification has grown with the demand for teachers. Review the regulations related to the granting of emergency certificates in your state. Ask students to speculate on the impact of this practice on efforts to professionalize teaching.

- The initial certification granted to a beginning teacher must be renewed periodically. Review recertification requirements in your state.

- The increasing mobility of teachers and the desire of states to attract as many teachers as possible has encouraged states to engage in interstate reciprocity which allows teachers who are certified in one state to be eligible for certification in another. Review any reciprocity agreements to which your state is a party.

- Review the process to receive national board certification. Ask them to share their intentions regarding seeking board certification and the reasons why they would or would not seek board certification.

- The *supply* of teachers is currently dwindling, but there seems to be an increased *demand* for teachers. Divide the class into two groups: supply and demand. Assign the “supply” group to discuss reasons why the supply of teachers has decreased. Assign the “demand” group to discuss why the demand for teachers has increased. Have leaders from each group report out the findings of the group. Record answers on the board. Compare the student responses with those discussed in the text.

- Closure of Lesson 2. Review the steps for certification within your state. Have students discuss the issue of supply and demand as they perceive it relates to your state and your local community.

Lesson 3

- Review the trends in average annual teacher salaries 1994–2014 shown in Figure 1.1. Distribute or project a salary schedule from a local school district, or use the salary schedule from the Jordan Valley School District shown in Table 1.4. Review the format of a salary schedule: (1) the horizontal dimension (columns that correspond to levels of academic preparation) and (2) the vertical dimension (rows of “steps” that correspond to the number of years of teaching experience).

- Several factors must be taken into consideration when looking at a salary schedule. Initial placement depends on the rules of the district. Districts do not always give credit for all previous years of experience outside their district. Vertical advancement is normally automatic; however, it is becoming more common for this advancement to be based on merit and performance.

- Recently, there has been an increase in the number of incentive pay plans at use in education. One type of incentive pay, performance-based pay, rewards the individual teacher or the entire school based on various measures of performance (e.g., increased student performance or lower dropout rates). Ask students to give examples in other professions that could be considered performance-based pay.

- Review the pros and cons of value-added pay presented in the Controversial Issue: Value-Added Pay.

- Another form of incentive pay, pay for hard to staff schools and subjects is intended to attract teachers to target schools or target teaching assignment. Ask students to discuss the degree to which either a performance-based or competence-based pay plan would attract them to a particular district or school.

- In addition to their base pay, teachers are compensated for a variety of supplemental activities. Ask students if they have any interest in becoming involved in any extracurricular activities? Which ones?

- Many students leave the classroom to assume positions as librarians, counselors, or administrators. These positions command higher salaries than teaching. Refer students to Table 1.5: Mean Salaries Paid Personnel in Selected Administrative Positions. Ask students to share their thoughts or plans to leave the classroom for administrative or other positions in the school district.

- Closure to Lesson 3. The provision of employee benefits and services is an important component of teacher compensation. Employee benefits usually include health and life insurance, leaves with pay (sick leave, professional leave), Social Security, workers’ compensation, and retirement plans. Employee services include such items as credit unions, counseling, subsidized food services, and social or recreational programs.

EXTENDED PROJECTS AND ASSIGNMENTS

1. Divide the class into small groups. Have each group develop a profile of the ideal teacher and present their profiles to the class.

2. Interview three teachers, one with 1–3 years of experience, one with 5–10 years of experience, and one with more than 10 years of experience about the rewards of teaching. Prepare a summary report.

3. Write an essay describing your reasons for desiring to become a teacher and how you became interested in

teaching.

4. Compare the admission, performance, and exit standards of the teacher preparation program at your institution with those of at least three other programs or colleges in your institution. Ask students in these programs their perceptions of the teacher preparation program. In your opinion, how accurate is their perception? What would you change about the teacher preparation program? Why?

5. Read the biography or autobiography of a nineteenth-century teacher. Discuss how teaching and the life of a teacher at that time compares with that of a teacher today.

6. Research Bureau of Census data covering the past 20 years to compare average teacher salaries with those of other categories of workers. Note any trends. To what can you attribute salary differentials?

7. Interview the head of a local teachers' association and an officer or staff member of the state teachers' association to determine those items most often subjected to collective negotiations and the trends in indirect compensation. Also, solicit their views regarding the success of incentive pay plans.