**Foundations of education chapter 13**

**Becoming a professional teacher**

**The professionalization of teaching is now taking place in the United States…but not all people consider teaching a profession…many people do not understand how many challenges teachers have with children before teaching can even take place….and then many people don’t understand or recognize that it is a difficult job with more challenges.**

**I.Why is your induction into teaching important?**

**-The retention of public school teachers has become a major problem in the United States**

**-up to 50% of new teachers in the United States leave the profession within the first five years**

**-some teachers leave the profession because their problems and concerns go unattended**

**A.problems and concerns of beginning teachers**

**-maintaining classroom discipline**

**-motivating students**

**-responding to individual differences**

**-assessing students’ work**

**-maintaining positive relationships with parents**

**-organizing classroom activities**

**-securing adequate teaching materials and supplies**

**-dealing with individual student problems**

**-lack of preparation time**

**-conflicts with principals**

**-undesirable teaching assignments (new teachers get these)**

**-lack of dialogue with peers about teaching**

**-minimal involvement in school wide decisions**

**B.induction into the profession**

**-programs exist that provide beginning teachers with support**

**-this process is broken in the United States**

**-a good problem provides young teachers with continued assistance during the first year**

**-helps improve teacher performance**

**-helps increase retention rates**

**-promotes personal and professional well-being**

**-transmits the culture of the school system to teachers**

**II.What can learn from observing in the classroom?**

**-you will do field experiences which include classroom observations that may help you make a final decision about becoming a teacher**

**-many school of education are increasing the number of field experiences for their teachers**

**-USD has started the year long student-teaching experience**

**A.technology and classroom observations**

**-distance learning-use of technology such as video transmissions that allows students to receive instruction at multiple sites which allows teachers campus to observe in school classrooms off campus**

**B.focused observations**

**-observations are more meaningful when they are focused and conducted with clear purposes**

**-observers may focus on the students, teachers, and the interactions between the two, the structure of the lesson, or the setting**

**C.observation instruments**

**-there are different methods to collect data from informal, formal quantitative checklists**

**-Danielson model has many checklists**

[**http://danielsongroup.org/framework/**](http://danielsongroup.org/framework/)

The Danielson Group seeks to advance the understanding and application of Charlotte Danielson’s concepts in the educational community, connect them to other areas of knowledge, and enhance professional practices of educators so as to positively impact student learning.

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**III.How can you gain practical experience for becoming a teacher?**

**-your teacher education program is designed to give you opportunities to experience, to the extent possible, the real world of teaching**

**A.classroom experiences**

**-opportunities to put theory into practice before student teaching is important**

**1.microteaching-you will do this in methods class!**

**-students tech a brief, single-concept lesson to a small group of students**

**-it is videotaped for observation by you and classmates**

**2.simulations-students analyze teaching situations that are written, filmed, or videotaped**

**3.practicum-short-term field based experience that allows teacher education students to spend time observing and assisting in classrooms**

**4.serving as an aide-is a GREAT means of providing field experiences before student teaching**

**B.student teaching**

**-provides students with realistic evaluations of their strengths and weaknesses**

**1.student journal-keep a journal of your classroom experiences so you can engage in reflective thinking**

**2.reflective thinking logs-students briefly describe the daily classroom activities, and analyzes episodes for learning**

**C.substitute teaching**

**-many districts will hire from a pool of substitute teachers when full-time positions become available (get your foot in the door)**

**-qualifications to substitute teach vary from state to state and district to district**

**-there are advantages and disadvantages**

**-you can gain experience, meet administrators, network, gain confidence, learn more, and have flexible work days**

**-the pay is not great, no benefits, don’t always form good relationships with students, must adapt quickly to district and classroom policies, subjects and levels of your assignments vary**

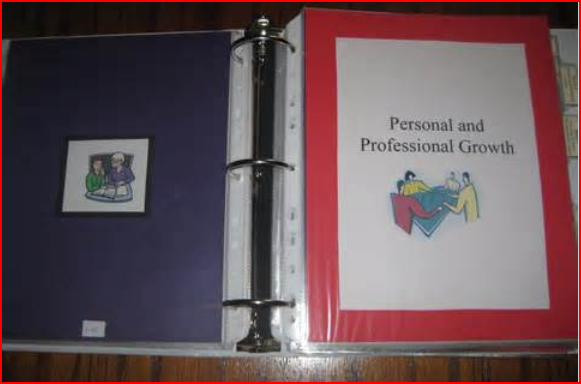
**IV.How can you develop your teaching portfolio?**

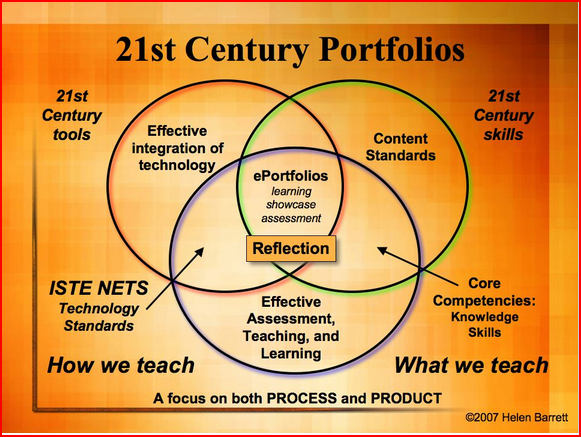
**-it is a collection of work that documents an individual’s accomplishments in an area of professional practice**

**-you will do this**

**A.portfolio contents**

**-lesson plans, curriculum materials, reflections writing assignments, sample tests, critiques of books, evaluations of students’ work, sample letters to parents, resume, videos**

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**B.using a portfolio**

**-way to establish records of your performance and growth**

**-tool for reflection and goal setting**

**-helps you collaborate with other professionals**

**-preparation for different accreditation**

**interview tool**

**V.What opportunities for continuing professional developments will you have?**

**A.reflection and self-assessment for professional growth**

**-necessary first steps in pursuing opportunities for professional growth**

**B.finding a mentor**

**-they can provide moral support, guidance, feedback, and model for you**

**C.teacher workshops**

**-they can be good and they can be bad-but try and stay positive**

**-surround yourself with positive people during these or you can find yourself miserable**

**D.graduate study**

**-many programs online or mostly online to accommodate the busy lives of teachers**

**-masters in curriculum, technology, ect… are a great way to go up the pay scale**

**-some districts won’t increase a teacher’s pay for administrative degrees**

**VI. what new leadership roles for teachers are emerging?**

**-roles will be changing as time goes on**

**A.teacher involvement in teacher education, certification, and staff development**

**-more schools are giving teachers a voice in these areas**

**B.teacher leaders**

**-more teachers are taking leadership positions in organizations**

**-write grant positions**

**-prepare newsletters**

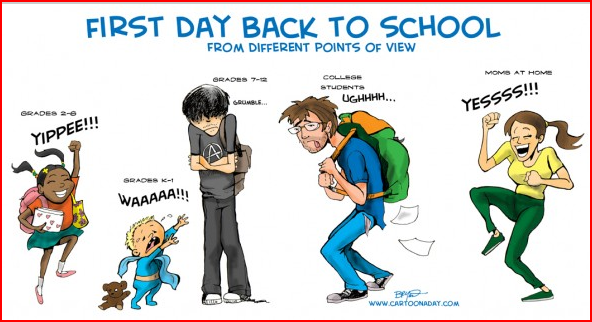
**-work with community college**

**-part time administrative positions in colleges**

**-chair meetings and committees**

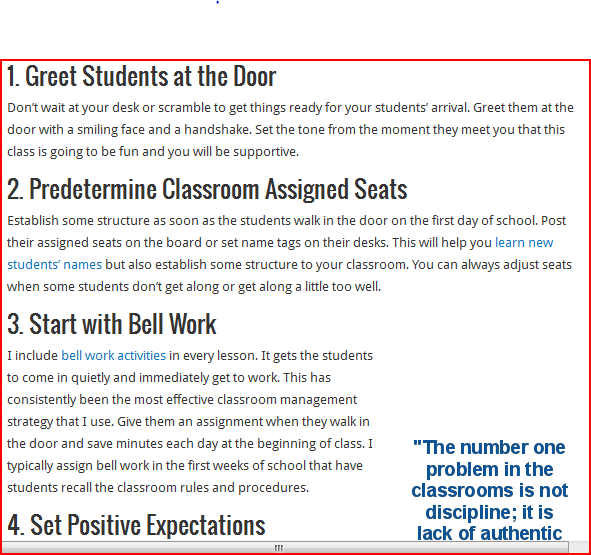
**VII. What can you expect as a beginning teacher?**

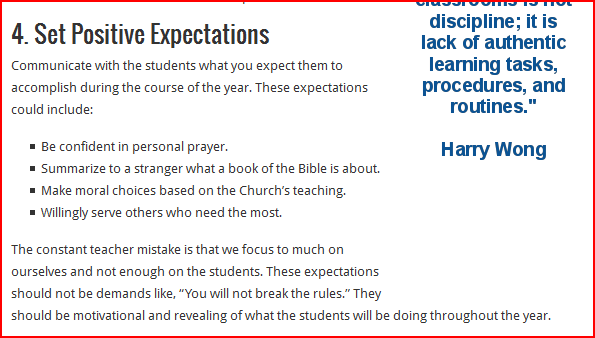
**A.first day of school**

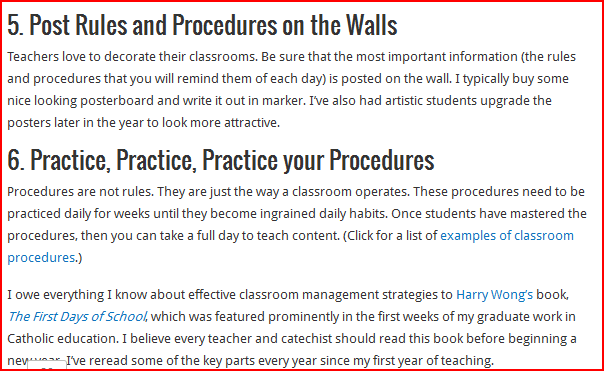
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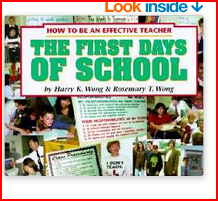
**-it scares people**

**-be prepared, it will go better and you will set the stage for the whole year**

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