Assignments and Activities Title: Why Become a Teacher?

Learning Objective 1.1: Identify who teaches in the United States and the common motivations for choosing to teach.

Standards: INTASC Standard 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Assignment Introduction Text: In the video shown here, a first-year teacher discusses her reasons for becoming a teacher. She describes several key influences on her career decisions, including family members and previous teachers.

Video Asset: “Becoming a Teacher”
http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=foundations&clipID=INFO_001_293.flv

Question 1 Text: What are the motivations for teaching that this teacher discusses in the video?
Question 1 Hint: This teacher describes some very specific influences on her decision to teach. Pay careful attention to her descriptions of her family and academic life.
Question 1 Feedback: This teacher describes having a feeling of “always wanting to teach.” She mentions the struggles of her sister in school, and how that experience affected her desire to help others.

Question 2 Text: The teacher in this video describes her idea of a “good teacher.” How does she define “good teaching”?
Question 2 Hint: There are several common factors that define good teaching. Think about your experiences in classrooms and pay careful attention to this teacher’s description of good teaching. What does it take to be a “good teacher”?
Question 2 Feedback: According to the teacher in this video, good teaching is student-centered. Good teachers are empathetic to the needs of their students. They also understand that respect needs to be earned, and that problems should be addressed directly with students.

Question 3 Text: How did this teacher’s experiences in school affect her desire to teach?
Question 3 Hint: Listen carefully as the teacher describes her experiences with former teachers and how they affected her decision to teach.

Question 3 Feedback: She describes the relationship she developed with an English teacher in school and how this teacher helped improve her self-esteem. This former English teacher instilled in Penny a love for grammar and English.

Assignments and Activities Title: The Multiple Roles of Teachers

Learning Objective 1.2: Identify several rewards and challenges of teaching.

Standards: INTASC Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Assignment Introduction Text: The teaching career provides a number of benefits and challenges. One of the biggest challenges is identifying and meeting the multiple roles expected of today’s teachers. In this video, a seventh-grade language arts teacher presents a lesson about concrete poetry. As you watch her interaction with her students, consider which of the benefits and challenges are present in the video.

Video Inventory Asset Title: “The Multiple Roles of Teachers”
http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectID=foundations&clipID=FI_01_223.flv

Question 1 Text: Using the video for support, what are some of the rewards of teaching?
Question 1 Hint: Teaching brings with it a number of rewards. What are some things you are looking forward to as a teacher? Which rewards of teaching are shown in this video?
Question 1 Feedback: In the video, we see this teacher enjoying the interaction with children, as well as the spontaneity and creativity that teaching offers.

Question 2 Text: Using the video for support, what are some of the challenges that face teachers in today’s classrooms?
Question 2 Hint: Looking at the video, what are some challenges that might face this teacher? What are some things that potential teachers should consider before entering the field?
Question 2 Feedback: Creating a productive teaching environment and teaching effectively are two challenges of teaching presented in the video.
Assignments and Activities Title: Types of Professional Knowledge

Learning Objective 1.3: Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.

Standards: INTASC Standard 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. INTASC Standard 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Assignment Introduction Text: In this video, you will watch two teachers at different grade levels. The narrator will point out the types of professional knowledge that teachers possess.

Video Asset: “Types of Professional Knowledge”
http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectId=foundations&clipID=FI_14_119.flv

Question 1 Text: According to the video, what are four types of professional knowledge?
Question 1 Hint: Focus on the first 15 seconds of the video, where the narrator defines professional knowledge.
Question 1 Feedback: In the video, the narrator identifies four types of professional knowledge: knowledge of content, pedagogical content knowledge, general pedagogical knowledge, and knowledge of learners and learning.

Question 2 Text: Which of the four types of professional knowledge were best demonstrated in the first classroom by teacher Jenny Newhall?
Question 2 Hint: As you watch the first teacher, Jenny Newhall, which types of professional knowledge does she display? Does she demonstrate knowledge of content, pedagogy, or learners and the learning process?
Question 2 Feedback: Jenny Newhall demonstrates each of the types of professional knowledge. She seems to excel, however, in the areas of pedagogical content knowledge and general pedagogy. In terms of pedagogical content knowledge, Ms. Newhall makes content understandable to students. The activity appears age-appropriate and interesting. She displays general pedagogical knowledge through the use of essential teaching skills such as effective questioning strategies.

Question 3 Text: Explain how Richard Helms (second classroom) demonstrates knowledge of learners and learning in the segment dealing with the concept of symmetry.
**Question 3 Hint:** Remember that knowledge of learners and learning means that teachers understand students and how they learn. How does Mr. Helms demonstrate that he understands students and how they learn?

**Question 3 Feedback:** Mr. Helms demonstrates an understanding of students and how they learn. His lesson includes concrete examples, such as the sponge and starfish, to describe the scientific concept of symmetry. He uses a student volunteer as part of an activity, capitalizing on the use of humor to engage his students.
Assignments and Activities Title: Teachers as Professionals: Two Principals’ Views

Learning Objective 1.3: Describe the different characteristics of professionalism and the steps toward becoming a highly qualified teacher, and explain how they relate to teaching.

Standards: INTASC Standard 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. INTASC Standard 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Assignment Introduction Text: In this video clip, a principal and an assistant principal are interviewed. In the interview, they are asked questions that focus on what the ultimate professional teacher is able to do. The answers clearly focus on knowledge, skills, and dispositions that are built into every teacher education program. As you watch the video and hear what principals expect of first-year teachers and professionals in general, try to match what they say with the coursework you have ahead of you.

Video Inventory Asset Title: Teachers as Professionals: Two Principals’ Views
http://abavtooldev.pearsoncmg.com/myeducationlab/singleplay.php?projectId=foundations&clipID=FI_10_231.flv
[**Only need clip from 0:00-3:40**]

Question 1 Text: How does the principal in the video describe the "ultimate professional teacher"?

Question 1 Hint: Listen carefully as the principal describes what he believes to be the perfect teacher.

Question 1 Feedback: The principal in this video describes the “ultimate professional teacher” as one who possesses all four types of professional knowledge. The administrator specifically mentions the following strengths: has knowledge of instruction and instructional strategies, understands the developmental needs of children and individualizes instruction to meet those needs, emphasizes literacy instruction in all content areas, loves children, has strong classroom management skills, and forms positive, respectful relationships with students.

Question 2 Text: What is the relationship between classroom management and instruction, according to the principal?

Question 2 Hint: Listen carefully as the principal discusses the relationship between management and instruction.

Question 2 Feedback: The principal states that having strong pedagogical and content knowledge will lead to having a naturally strong classroom management style.
Question 2 Text: What does the assistant principal in the video add to the definition of the “ultimate professional teacher”?

Question 2 Hint: How does the assistant principal further describe the “ultimate professional teacher”? What does she add to the conversation?

Question 2 Feedback: The assistant principal adds that the “ultimate professional teacher” has great judgment and the ability to relate to others (both colleagues and students). She focuses on the need for teachers to grow professionally and socially and to connect with other people.
Assignments and Activities Title: Teacher Shortage: Alternative Certification

Learning Objective 1.4: Describe a typical teacher preparation program and identify current issues related to teacher certification.

Standards: INTASC Standard 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. INTASC Standard 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Assignment Introduction Text: This ABC News video Teacher Shortage: Alternative Certification introduces the issue of providing alternative routes to teacher certification as a strategy to meet the current and projected teacher shortage. The focus in this video is on the benefits of attracting second-career individuals into teaching, as well as the concerns many educators have about these programs.

Video Asset: “Teacher Shortage: Alternative Certification”

Question 1 Text: Although there are variations, what does a typical teacher preparation and certification program look like?
Question 1 Hint: Pay careful attention to the portion of the video in which the reporter describes the traditional teaching route. Think about your own experiences in a teacher preparation program.
Question 1 Feedback: Traditionally, teachers are required to complete a licensure program in which they earn a bachelor’s degree. Teacher education programs typically consist of a general education program that includes courses in history, English, math, and science, as well as education courses intended to help develop professional knowledge. Teachers planning to teach in a secondary setting generally are required to complete a specific number of courses in the subject area in which they plan to teach. Many states additionally require potential teachers to pass competency tests such as the PRAXIS or FCAT exams.

Question 2 Text: What is alternative licensure, and what does it require of potential teachers?
Question 2 Hint: Listen as the reporter describes options for professionals interested in leaving their fields to become teachers.
Question 2 Feedback: Alternative certification (or licensure) programs are designed for people who have at least a bachelor’s degree in a field other than education and who want to become
classroom teachers. These programs generally require candidates to pass a licensure test, complete an intensive teacher training experience, and complete a supervised internship.

**Question 3 Text:** What are some concerns surrounding alternative certification programs?

**Question 3 Hint:** Listen carefully as the reporter describes some of the issues surrounding alternative certification programs. What are some reasons that stakeholders might not support such programs?

**Question 3 Feedback:** Alternative certification/licensure is controversial. Alternative certification candidates often have little or no training in general pedagogy or pedagogical content knowledge. The exposure to education-related training is usually very limited, with some programs requiring only a month of classroom instruction.

**Question 4 Text:** What are some potential benefits of alternative certification programs?

**Question 4 Hint:** Listen carefully as the reporter describes some of the benefits of these programs. Also, consider some of the potential positive outcomes of placing professionals in the classroom.

**Question 4 Feedback:** Supporters of alternative certification programs believe that these candidates have had meaningful and unique life experiences. Many candidates are older and have already earned at least one degree, allowing them more time and flexibility to focus on learning.
Assignments and Activities Title: Teaching as a Profession

Learning Objective 1.5: Describe the current job outlook for teachers.

Standards: INTASC Standard 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. INTASC Standard 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Assignment Introduction Text: In this artifact, you are asked to consider two distinctly different job opportunities.

Artifact Asset: “Teaching as a Profession”
http://media.pearsoncmg.com/ab/ab_ab_myeducationlab_1/artifacts/artifact531/

Question 1 Text: Describe the geographical locations presented in each job opportunity in the artifact.
Question 1 Hint: Where are the jobs in this artifact located?
Question 1 Feedback: The first is located in your “hometown.” The second is located several states away in a prosperous community.

Question 2 Text: Describe how cost of living affects the job postings presented in this artifact.
Question 2 Hint: Consider the areas in which the school districts are seeking teachers.
Question 2 Feedback: The first position is advertised as located in your “hometown,” with low property taxes and little hope for higher salary. The cost of living should be low, since it would not require a move or a change in lifestyle. The second position would entail a higher cost of living, including relocation expenses. The salary is higher, as well.

Question 3 Text: Compare and contrast the job opportunities offered in the artifact.
Question 3 Hint: What types of jobs are being offered in the artifact? What are the benefits and drawbacks of each potential position?
Question 3 Feedback: Both job opportunities provide benefits and drawbacks. The first provides a geographical benefit, in that the location is close to home and in a desirable school district. The drawback to this position is that the salary is low with little potential for improvement in future years. The second position requires a move to a new state. There is a high level of competition for this position, as it has been advertised nationally and the district is highly desirable. The salary is higher than in the first offer, but the cost of living is also higher.