

CHAPTER 8: THE PROFESSION OF TEACHING

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What is an American Teacher?

- 1830s- Crime and Moral Reform
- Civil War
- Urban Growth and Immigration
- Industrialization
- 1920s-1950s- Communism and Facism
- 1950s- Arms race
- 1960s- Social Class and Race Issues
- 1970s and 1980s- Unemployment and high inflation

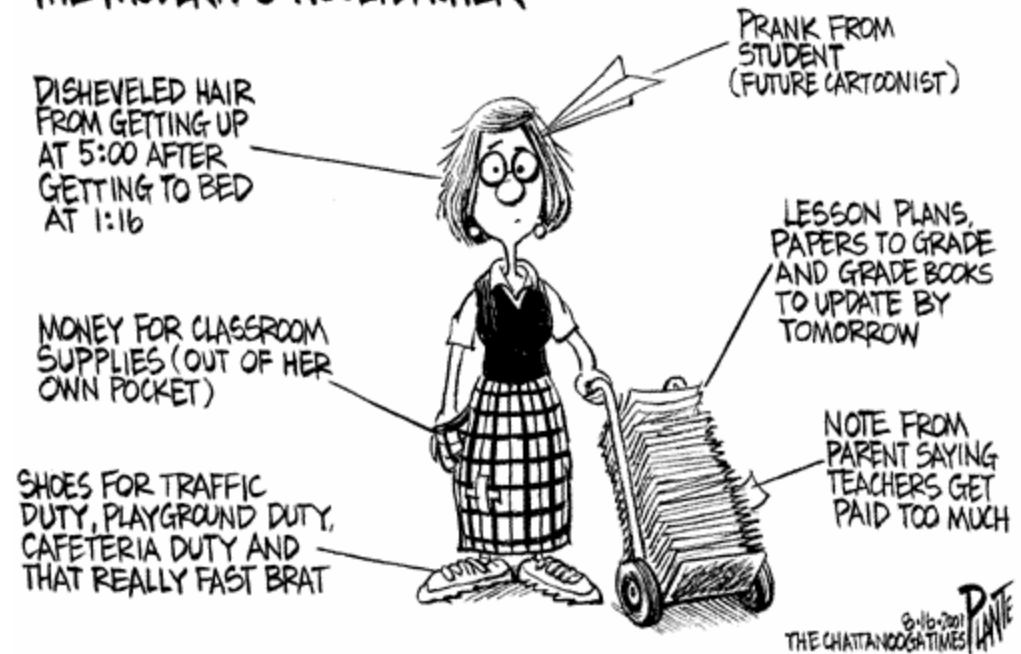
No Child Left Behind

- Attaining a bachelor's degree or higher in the subject taught
- Obtaining full state teacher certification
- Demonstrating knowledge in the subjects taught
 - ▣ New elementary teachers
 - ▣ New middle and high school teachers
 - ▣ Veteran teachers

Working Conditions

- Class size
- Chores
- Counseling
- Time pressures
- Isolation
- Facilities
- Lack of recognition

THE MODERN SCHOOLTEACHER



Rewards Of Teaching

- Interaction with students
- Autonomy in the classroom
- Extended vacations
- Job security

National Certification: The National Board for Professional Teaching Standards

- Established in 1987 as part of an effort to ensure that schools helped the US remain competitive in the global economy
 - ▣ Belief that schools were actually hindering ability to compete
 - ▣ Teach higher order thinking skills instead of repetitive skills needed in mass production
 - Emphasize knowledge-based industries

American Board for Certification of Teacher Excellence : Alternative Routes to Teaching

- Established in 2001 by the US Department of Education to support alternative routes to certification for teachers from “nontraditional” backgrounds
 - ▣ Supports the National Board for Professional Teaching Standards
- Program offers a “Passport to Teaching”
 - ▣ Supposed to attest to the mastery of subjects and professional skills needed for classroom effectiveness

Teachers' Unions and Teacher Politics

- The two teachers' unions are The National Education Association (NEA) and the American Federation of Teachers (AFT)
- Both active in supporting the work of the National Board for Professional Teaching Standards and critical of the lack of funding for No Child Left Behind
- Both traditionally active in supporting a wide variety of measures to benefit teachers and schools

National Education Association

- Restricts membership to “anyone who works for a public school district, a college or university, or any other public institution devoted primarily to education”
- Remains unaffiliated with with the general labor movement

Brief History of NEA

- Founded in 1857 and adopted the goal of nationalizing the work of state education associations
- Major role in the shaping of the modern high school
 - ▣ Committee of Ten on Secondary School Studies
 - *Cardinal Principles of Secondary Education* urged the creation of comprehensive high schools offering a variety of curricula as opposed to the establishment of separate high schools offering a single curriculum
- Influenced the standardization of teacher training in the US

History of NEA Cont.

- Conventions and meetings further became a central arena for the discussion of curriculum changes
- 1962 launched a program for collective negotiations
 - ▣ Collective bargaining
 - Required a rewriting of local constitutions to include collective bargaining
 - Turned the local affiliates into organizations that told boards and administrators what teachers wanted
 - Now teachers vote for an organization to represent their demands before the school board instead of teachers bargaining individually

NEA More Recently

- In 2004 campaigned to amend the No Child Left Behind Act
 - ▣ Supported bills to provide more flexibility to use means other than test scores for evaluation
 - ▣ Supported legislation providing funds and flexibility to help teachers meet the “highly qualified” requirements of the act
- Supported an amendment restoring the Class Size Reduction program to the No Child Left Behind Act to improve teachers’ working conditions
- A current and important concern of the NEA is the lack of diversity among teachers

American Federation of Teachers

- Started with the struggle by female grade-school teachers in Illinois.
- 1916 officially formed the Aft
- The involvement of the AFT in collective bargaining led naturally to the question of teacher strikes
- The strike in Buffalo, New York sparked the rapid growth of teacher from 1960's – 1970's

Case Study: TOM MOONEY

□ Purpose

- Tom Mooney's role as union leaders is impart a knowledge of the inner workings of a teachers' union and the role of union leadership in effecting educational policy

□ Motivation

- Wanted to higher teachers' salaries
- Argued that school system had fouled up the operation of schooling
- Tried improving working conditions, increasing teacher power

Teachers' Strike

- ▣ Should teachers' be allowed to strike?
- ▣ Should there be a higher salary?
- ▣ Strikes happen when unions are unable to reach an agreement on salary and working conditions
- ▣ Picket lines serve as a barrier to other teachers who refuse to strike
- ▣ Conflicts among teachers over a strike can result in years of hostile feelings

Conclusion

- Profession of teaching has changed dramatically since the 19th century
- Concerns range from teacher education licensing to high-stake test to classroom conditions
- Teachers' unions are a powerful force in American politics
- Unions protect the wages and working conditions