

Fourteenth Edition

# Those Who Can, Teach



# Chapter One

## Why Teach?

PART I School and Students

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### Why Teach?

INTASC Standard 9



#### LEARNING OBJECTIVES

- 1-1 List your motives for becoming a teacher.
- 1-2 Explain the rewards that come with a career in teaching.
- 1-3 Describe several sources that expand your understanding of teaching.
- 1-4 Assess two case studies of teacher motivations.
- 1-5 Recount the views of others about teachers and teaching.
- 1-6 State the major reasons why teachers teach and the primary sources of satisfaction.

#### Truth OR Fiction?

- T F** American teens claim teachers contribute most to our society's well-being.
- T F** Most school superintendents and principals claim that the quality of new teachers has declined.
- T F** Of all the characteristics that contribute to teachers' satisfaction, new teachers rate highest: "involves work you love to do."

# Reflection

- The *reflective practitioner* thinks more thoroughly and more systematically about his or her experience.
- Questions to stimulate your thinking:
  - Why do I want to be a teacher?
  - What aspects of my personality would help me become a great teacher?
  - What worries me about becoming a teacher?

# Motives for Teaching

- Examine your motives for teaching: make a well-thought-out decision about what to do with your life.
- Compare your motives to others' motives
  - possible answers to the question “Why teach?”

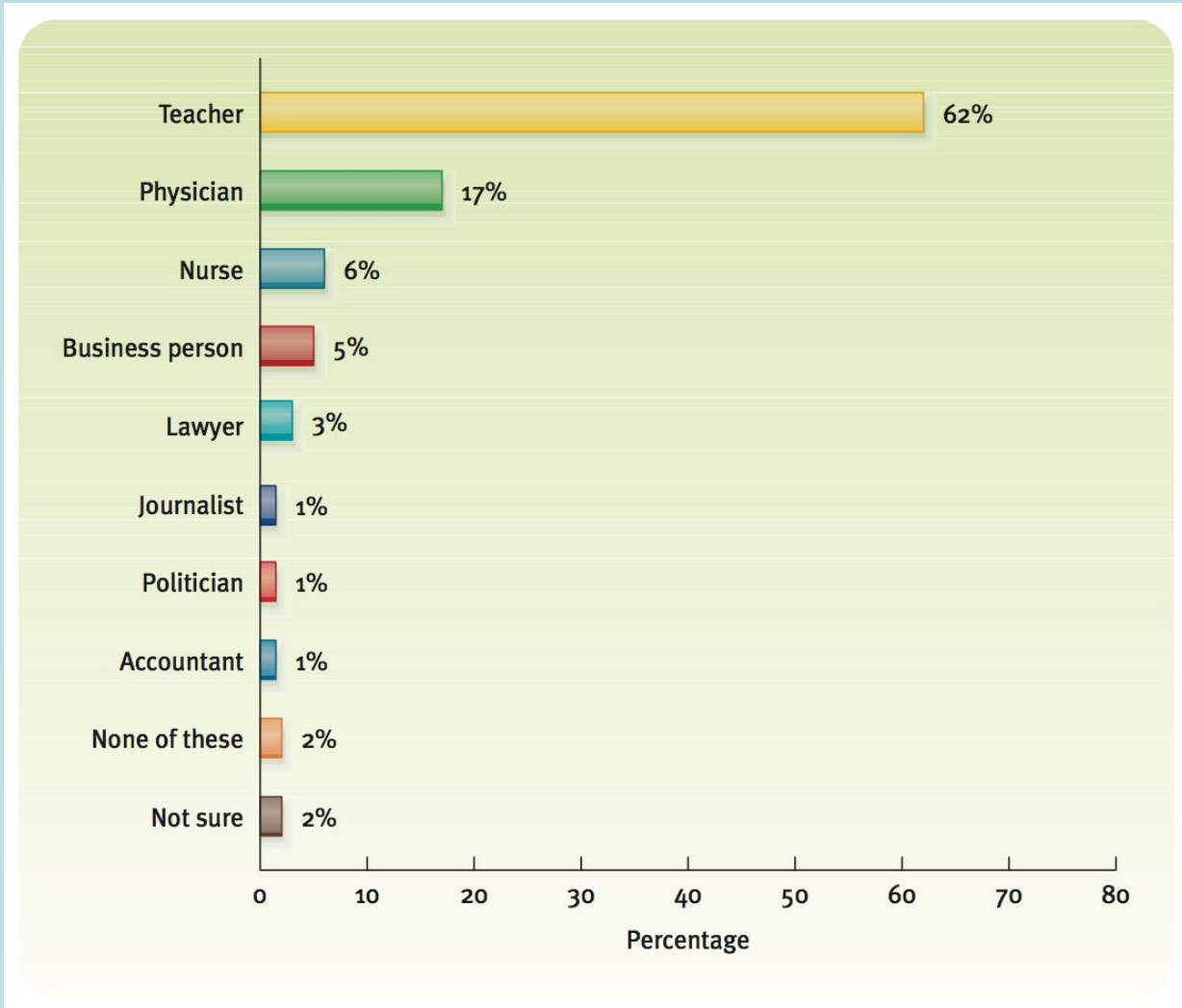
# Reasons for Originally Becoming a Teacher

**TABLE 1.1**

**Principal Reasons Selected by All Teachers for Originally Deciding to Become a Teacher, 1971–2006 (%)**

Reason	1971	1981	1991	2001	2006
Desire to work with young people	72	70	66	73	71
Value or significance of education to society	37	40	37	44	42
Interest in subject-matter field	35	44	34	36	39
Influence of teacher in elementary or secondary school	18	25	27	32	31
Influence of family	21	22	21	19	19

# Profession That Provides the Most Benefit to Society



# Extrinsic Rewards of Teaching

- **Salaries** – improving
- **Status** - difficult to discern
- **Power** - unique power over students
- **Work Schedule** - “June, July, and August”

# Intrinsic Rewards of Teaching

- **Students** – one of the strongest rewards perceived by teachers
- **Performing a Significant Social Service** – important work for the common good
- **Fellow Teachers** – stimulation and support from colleagues
- **The Work of Teaching** – actual process highly gratifying

# Deciding to Be a Teacher: Sources of Useful Experience

- Real encounters with children or adolescents
- Vicarious experiences – film and television, fiction, memoirs about teachers
- Guidance - advice from those who know you
- Reflection - the most important source