

PRESERVICE AND ALTERNATIVE
CERTIFICATION TEACHERS' BELIEFS ABOUT THE
TEACHING PROFESSION AND THE "NO CHILD
LEFT BEHIND" LEGISLATION

Gloria M. Ameny-Dixon
McNeese State University

Abstract

Many professional teacher education programs at the nation's Institutions of Higher Education have embraced the "No Child Left Behind" legislation and redesigned their teacher training programs in order to comply with this new law. Redesigned teacher education programs such as the Master of Arts in Teaching (MAT) and Master of Science in Teaching (MST) graduate programs have become very popular at state and private colleges. Such alternative teacher certification programs have also become popular because they provide states a feasible means to reduce the acute teacher shortages being experienced nationwide in PK-12 schools. This article provides preservice and alternative certification teacher candidates' beliefs about the teaching profession and to the NCLB legislation, related laws and educational principles discussed during an Educational Foundation course. Preservice teacher candidates' responses to the self-analysis questionnaire "Is Teaching for Me" were analyzed statistically using factor analysis to identify the beliefs of alternative certification teacher candidates about the teaching profession, content knowledge, pedagogical skills, and attitudes and dispositions related to teaching and learning.

Alternative certification programs are providing states and school districts a means to reduce the acute teacher shortages being experienced nationwide, particularly in math, science, special education, and business education in the middle and high school grades and in the core subject areas such as reading, writing, and arithmetic in the lower and elementary grades. These programs are allowing states to strive at improving their professional teacher education programs by preparing "highly qualified teachers" for all grade levels. The professional teacher education programs at many public and private universities and colleges must now ensure that preservice teacher candidates are getting the training they need to become ready for classrooms with diverse and exceptional students because teacher effectiveness, according to the NCLB law and the NCATE Standards (2003) should be measured by what each student can accomplish at the end of each grade level.

Why Consider the “No Child Left Behind” Law in this Study?

The “No Child Left Behind” Act of 2001 which was signed into law January 8, 2002, is causing sweeping changes in the nation’s schools. The Secretary of Education, Rod Paige (2002), stated the following when the NCLB Act was signed into law:

Under the No Child Left Behind, our nation made a commitment to ensuring that every student has a great teacher. These new policies will help us to keep that promise so that every child can reach his or her potential.

The impact of the NCLB law can be seen can be seen at almost every level of our educational system. Some of the sweeping changes that are occurring at these levels include the following:

1. Professional teacher education programs in colleges and universities must now prepare “highly qualified” teachers as described in the NCLB legislation.
2. School administrators must provide teachers who are teaching more than one subject area, particularly in rural schools, professional development opportunities, intense supervision, and structured mentoring to help these teachers become “highly qualified” in subjects outside their certification areas.
3. State departments of education must determine the appropriate certification levels for teachers who are involved in teaching the core curriculum. For example, states must determine the appropriate certification level for science teachers by allowing these teachers to demonstrate that they are “highly qualified” in either specific or general science subjects. Prior to the NCLB law, states used Praxis II specialty designed by Educational Testing Services as the criteria to determine subject area competence by teachers before they are issued licensure in specific or general science subjects (Darling-Hammond, 2000). Today states must provide structured assessment and assistance during teacher training programs and the first years of professional classroom practice to ensure that teachers are making smooth transitions.

Students in our schools are increasingly becoming more diverse in terms of their racial, ethnic, family setting, age, and varying academic abilities. Some students are gifted and talented, others are learning disabled. Therefore, in addition to the NCLB legislation, all pre-service and alternative certification teacher candidates must be familiar with diversity-related laws that guide professional classroom practice in order to meet the needs of diverse and exceptional students. These laws are as follows:

1. The Brown vs. Board of Education (1954) supreme court decision that was passed to improve relationships among individuals from diverse ethnic backgrounds.
2. Section 504 of the Rehabilitation Act (1973) and Public Law 94-142 (1974) passed to improve relationships between individuals with and without disabilities, and to prohibit placement of students with disabilities or different abilities under restrictive learning environments.
3. Title IX of the Education Amendments Act (1972) passed to improve relationships between males and females and to prohibit discrimination on the basis of an individual’s gender.
4. Title VI of the Civil Rights Act (1964) passed to improve racial relations and to prohibit discrimination on the basis of race, color, and national origin.
5. Age discrimination Act of 1975 passed to improve relations among individuals with different ages and to prohibit discrimination on the basis of an individual’s age.

Presently, these laws apply to more than 15,000 schools districts in the nation, over 3,600 colleges and universities, and thousands of training schools, libraries, museums, and vocational rehabilitation agencies. The varying learner characteristics require that classroom teachers should become very familiar with placements of students in the least restrictive environments during learning (Clark & Peterson, 1986). The Education for All Handicapped Children Act (PL 94-142 Act of 1975) and its 1990 reauthorization as the Individuals with Disabilities Education Act (IDEA) describes what is meant by a free, appropriate public education to all students, particularly those tailored to individual student needs in terms of the least restrictive environment.

The least restrictive environment is defined as:

To the maximum extent appropriate, children with disabilities . . . are educated with children who are non-disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the severity of the disability is such that in regular classes with use of supplementary aids and services cannot be achieved satisfactorily. (Public Law 94-142 of 1975)

The foundation course used for this study discussed all these laws because preservice teachers should be familiar with these laws before they are placed in the classrooms.

Why Provide Self-Analysis to the MAT and Preservice Teacher Candidates?

All teachers including the new generation of teachers graduating through alternative certification programs must be competent in the subject areas that they teach so that all the students are able master the materials being taught by these teachers. Secondly, all teachers must be familiar with the Interstate New Teacher Assessment and Support Consortium (INTASC, 1997) standards and the principles of educational excellence and equity. The INTASC standards (1997) are provided in Appendix B. The principles of educational excellence and equity are provided below.

- Principle 1: Students must master what is taught,
- Principle 2: Students must be active participants in learning.
- Principle 3: Full learning opportunity must be available for all students.
- Principle 4: Learning should occur throughout life.
- Principle 5: Authority must be vested in the local faculty.
- Principle 6: School staff must be professionally compensated.
- Principle 7: There must be high standards for teacher preparation/practice.
- Principle 8: School resources must be coordinated to benefit all students.
- Principle 9: Adequate financial support for education is essential.

Materials and Procedures

One hundred and two preservice and alternative certification teacher candidates enrolled in EDUC 647, an Educational Foundations course, participated in this study during the spring and fall semesters of 2003. Two sections of the course were offered in each semester and a total of 102 preservice teacher candidates completed the courses and responded to the questionnaire. All four sections of the foundation course were taught by the same instructor. EDUC 647 was a three-credit-hour, prerequisite course taken at the beginning of the MAT program prior to enrollment in any other courses in the elementary, secondary, and special education (mild/moderate) alternative certification programs. The policy set by the

Department of Teacher Education regarding this program was that every preservice teacher candidate must pass this course with a grade of C or better in order to continue in the MAT program. During this course, the instructor provided every preservice and alternative certification teacher candidate with the self-analysis questionnaire “Is Teaching for Me?” All participants were in their first semester of the Master of Arts in Teaching (MAT) program. They had all completed an undergraduate degree with at least a 2.5 GPA in other disciplines outside education. Some were already employed and were teaching the subject areas in which they received their undergraduate degrees on temporary teaching certificates issued by the school districts that employed them. A total of 102 students from all four sections of EDUC

647 responded to the questionnaire “Is Teaching for Me?” Table 1 below provides the numbers of participants by semester, gender, grade levels, or subject areas they would be certified to teach.

Table 1: Category of Participants by Semester During Which They Were Enrolled in the Foundation Course, Gender, Grade Levels, and Subjects

No. of Participants	Males	Females	Total
<u>Spring 2003</u>			
Section V1	9	16	25
Section V2	12	15	27
<u>Fall 2003</u>			
Section V1	11	13	24
Section V2	13	13	26
<u>Elementary Majors</u>			
Grade 1-6	10	21	31
<u>Secondary Majors Grades 7-12</u>			
English Major	9	13	22
Science Majors	6	5	11
Math Majors	5	4	9
Social Studies Major	8	6	14
<u>Special Education Majors</u>			
Elementary Grades 1-6	4	5	9
Secondary Grades 7-12	3	3	6
Total	45	57	102

Using the responses obtained on the self-analysis questionnaires, these preservice teacher candidates were assessed for their beliefs about the teaching profession and how the NCLB legislation would influence their decisions in the classroom and during professional development. In addition to the NCLB law (Paige, 2002), diversity-related laws, principles of educational excellence and equity, and the Interstate New Teacher Assessments and Support Consortium (INTASC, 1997), standards (Campbell et al., 1997) were used also used as points of reference during the course and this study. Preservice and alternative certification teacher candidates’ responses were analyzed statistically using factor analysis. Further analysis of the factor loading and correlation coefficients identified three categories of preservice teacher beliefs, those that related to beliefs about content knowledge, pedagogical skills, and attitudes and dispositions related to learning.

Results and Discussions

Generally, there were more female preservice and alternative certification teacher candidates than males in all the four sections of the Educational Foundations course, EDUC 647, that was used for this study. All teacher candidates were enrolled in the course in the spring and fall semesters of 2003 and all were taught by the same instructor. Upon conducting a factor analysis of the preservice and alternative certification teachers' responses to the questionnaire "Is Teaching for Me?" (provided in Appendix A), very high correlations (p -value > 0.75 , $p = 0.005$) were observed among responses to the related test items. Table 2 provides the results of the factor analysis on the 30 items on the questionnaire.

Table 2: Preservice Teacher Self-Analysis Questions and Responses

Self-Analysis Items	Preservice Teacher's Responses			Factor Analysis	
	Yes (%)	No (%)	Undecided (%)	Coefficients	p-Values
Item #1	15	10	75	0.90	0.02
Item #2	80	5	15	0.87	0.01
Item #3	90	0	10	0.95	0.01
Item #4	80	5	15	0.82	0.01
Item #5	90	0	10	0.88	0.03
Item #6	90	0	10	0.92	0.04
Item #7	90	0	10	0.90	0.02
Item #8	80	5	15	0.85	0.01
Item #9	80	5	15	0.87	0.01
Item #10	80	5	15	0.88	0.01
Item #11	80	5	15	0.82	0.02
Item #12	90	0	10	0.85	0.03
Item #13	15	10	75	0.85	0.01
Item #14	80	5	15	0.85	0.03
Item #15	90	0	10	0.88	0.01
Item #16	80	5	15	0.87	0.03
Item #17	15	10	75	0.90	0.01
Item #18	90	0	10	0.90	0.01
Item #19	90	0	10	0.80	0.01
Item #20	15	10	75	0.89	0.02
Item #21	90	0	10	0.90	0.01
Item #22	80	5	15	0.87	0.02
Item #23	90	0	10	0.90	0.01
Item #24	80	5	15	0.88	0.02
Item #25	90	0	10	0.90	0.01
Item #26	90	0	10	0.90	0.01
Item #27	80	5	15	0.89	0.02
Item #28	80	5	15	0.89	0.03
Item #29	90	0	10	0.88	0.02
Item #30	80	5	15	0.89	0.03

These values were obtained after subjecting preservice and alternative certification teacher candidates' "yes," "no," and "undecided" responses to factor analysis.

Factor analysis results showed that all test items on the questionnaire loaded under three major constructs or categories that correspond with teacher beliefs about knowledge and PK-12 students' intellectual ability and skills, beliefs about teaching skills, and beliefs about attitudes and dispositions. Items that loaded under the same category on factor analysis were as follows. The first category of constructs or preservice teacher beliefs were from items 1, 13, 17, and 20 (provided in Appendix A). Fifteen percent of preservice and alternative certification students answered "yes" to these items, 10% answered "no" and the majority (75%) answered undecided.

These items were related to preservice teacher candidates' beliefs about PK-12 students' intellectual skills and abilities, time students require for learning if students have varying abilities, exceptionalities or if the students come from diverse cultural backgrounds. These items loaded with correlation coefficients ranging from 0.85 to 0.90 with p-values ranging from 0.01-0.02. These results indicate that preservice and alternative certification teacher candidates did not completely agree with the mandates of the NCLB legislation and did not believe that all students can learn and master the materials being taught. Nor did they believe that spending extra time with such students would make any difference in their learning. The beliefs and dispositions identified in these self-analyses are the ones that first-year teachers grapple with during the survival stage of the teaching profession (Kronowitz, 1999).

The second category of constructs or beliefs related to preservice and alternative certification teacher candidates' responses to items 2, 4, 8, 9, 10, 11, 14, 16, 22, 24, 27, 28, and 29, and 30, with 87% of answering "yes" to these questions, 10% answering "no," and 3% "undecided." These items were related to teachers' pedagogical knowledge and skills. They loaded with a correlation coefficients ranging from of 0.88–0.89 at p-values between 0.02- 0.03. The pedagogical knowledge base identified in this study included personal knowledge or teacher's knowledge of personal characteristics, competencies and interests, pedagogical assumptions included basic values and beliefs that guide a teacher's practice in the class- room. It also included pedagogical personality such as self-concept, confidence, and biases that determine a teacher's choice of pedagogical repertoire, for instance, knowledge of and appreciation for alternative approaches that can be used to deliver instruction and manage diverse and exceptional students.

The professional knowledge base items included experience with successful teachers, knowledge of the instructional and learning theories used in the design of instruction that is age-appropriate (Piaget, 1970) and to provide students with scaffolds and to make decisions on when it is appropriate to fade to allow students to become independent learners (Vygotsky, 1962). Professional knowledge also includes ability to utilize research on teaching and learning. The skills included on the self-analysis questionnaire included planning and organizational skills, time and resource management skills, critical thinking and problem-solving skills, communication and human relations skills and instructional delivery and assessment skills (Glasser, 1990; Savage, 1999).

The third category of preservice and alternative certification teacher candidates' beliefs related to items 3, 5, 6, 7, 12, 15, 18, 19, 21, 23, 25, and 26 related to teacher's content knowledge and professional knowledge loaded with a correlation coefficient between 0.85 and 0.88, with 90% of the preservice and alternative certification teacher candidates answering "yes" to these questionnaire items, 5% answering "no," and 5% "undecided". The teacher knowledge base included on the self-analysis questionnaire included content knowledge, professional knowledge, pedagogical knowledge, and knowledge of reflective decision- making. In terms of professional development, characteristics of mastery include broad con- tent knowledge, pedagogical skills, and professional knowledge which impact stage teachers. The INTASC standards (provided in Appendix B) were used to discuss teacher knowledge base in of pedagogical content knowledge (Shulman, 1986). These are teachers who are able to make reflective decisions and personally influence the lives of every student they have in

the classroom. Such teachers interact well with students inside and outside the classroom. All preservice and alternative certification teacher candidates in this study were adults and were entering the teaching profession from specialized professions. They had very strong content knowledge in the subject areas they were pursuing certification to teach.

Conclusions

The “No Child Left Behind” Act, signed into law in 2001, requires that teacher education programs be redesigned in order to train highly qualified teachers. Teacher educators who are redesigning teacher preparation programs must come up with model approaches to sell some of the ideas in the NCLB legislation, especially as more adult learners are absorbed from other disciplines into the teaching profession through alternative certification programs. Redesigning educational courses in the MAT program was one way the professional teacher education program complied with the NCLB law at the college where this study was conducted. Using this course to discuss the NCLB law and related educational laws allowed the instructor to use causal persuasive arguments as a means to change preservice and alternative certification teacher candidates’ beliefs about the teaching profession (Slusher & Anderson, 1996).

Although this law is influenced by many areas of the teacher preparation program, it is clear from this study that some of the mandates included under this law will be difficult to achieve, especially when preservice teacher candidates entering the teaching profession have very different beliefs and expectations for PK-12 students. Candidates’ responses to self-analysis items that related to student diversity and exceptionalities indicated that at least 75% of the preservice and alternative certification teacher candidates in this study would have problems complying with the “No Child Left Behind” legislation. Several questions arose from the class discussion of the teacher candidates responses to the self-analysis items.

Firstly, the NCLB legislation assumes that every person who enters the teaching profession through a regular or alternative teacher certification program is willing to grow personally and professionally in order to become a master teacher and have impact in the schools and communities in which they work. Is this a reasonable assumption? The answer to this question varied considerably during the EDUC 647 course. This legislation is placing demands on professional teacher education programs to address issues such as multicultural and comparative education, which in part, are very novel areas to many educators. Teacher educators now must find ways to work collaboratively with school teachers and colleagues in other disciplines outside education and with parents of some special education and exceptional students who are home-schooled in order to design model approaches to deal with diverse and exceptional students. Teacher educators must also model the knowledge skills, and dispositional attitudes required for teachers to succeed in the teaching profession. Secondly, the NCLB legislation emphasizes that only “highly qualified teachers” who are willing to do everything possible to help every child to learn should be placed in the nation’s schools. While alternative certification programs are helping states and school districts to reduce the teacher shortages, several questions remain that were asked by the participants in this study. Some of the questions that arose during discussions of preservice and alternative certification teacher candidates’ responses to the self-analysis questionnaire “Is Teaching for Me?” were as follows:

1. How highly qualified are the teachers graduating from alternative certification programs.
2. How do we assess or measure the degree to which a teacher is “highly qualified”?

3. What can teacher educators do to help preservice and alternative certification teacher candidates change some of the negative beliefs about learning and the disposition they bring to the teaching profession?
4. In terms of the principles of educational excellence and equity and INTASC standards, how much influence will the NCLB federal law have in its implementation at the PK-12 school levels when authority is not vested in the local teachers?
5. How will this law affect the performance of every child in the PK-12 schools if school resources are not available or when PK-12 students have learning disability?

It is suggested that future issues related to the NCLB law studies be designed to address these questions. In this study, providing preservice and alternative certification teacher candidates with the self-analysis items on the questionnaire "Is Teaching for Me?" during an Educational Foundation course taken at the beginning of the MAT program allowed each preservice teacher candidate to identify the strengths and weaknesses each one brought to the teaching profession. The self-analysis items allowed each candidate to become aware of the knowledge, skills, and dispositions they had and those they would need to acquire in order to become successful teachers. Lastly, but not least, the self-analysis items allowed each teacher candidate to look at the teaching profession from a different perspective and to decide and reflect on the content knowledge and pedagogical skills they needed to have in order to grow professionally during the teaching profession as they become "life-long learners."

Generally, this study showed that alternative certification and preservice teachers begin their teaching profession with different beliefs about learning and teaching and at various stages of professional development (Clark & Peterson, 1986). The study also shows that some preservice and alternative certification teacher candidates have difficulty dealing with the notion that "all students can learn" or the idea of spending more time with students who need more time to learn especially if such students are from different cultural, racial and ethnic backgrounds. The self-analysis items provided preservice and alternative certification teacher candidates an outlook of the different pieces of the puzzle they would be putting together as they continue taking the various courses in the MAT program as they train to become "highly qualified" teachers as stated in the NCLB legislation.

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APPENDIX A
Preservice Teacher Candidate Self-Analysis Questionnaire “Is Teaching for Me?”

Self-Analysis Items	Responses [Y] [N] [U]
1. Do I believe that all children can learn?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Do I have high expectations for myself and others?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Am I dedicated to learning the necessary content knowledge and teaching skills?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Can I easily see myself as a professional?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Do I look forward to subscribing to professional journals?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Do I look forward to participating in professional organizations for teachers?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Am I willing to uphold high ethical and professional standards for myself?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Am I willing to learn new things and to change?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Am I willing to devote myself to ongoing professional development?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Do I see myself as a lifelong learner?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Am I willing to continue my teacher education to improve my knowledge and skills?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12. Am I committed to basing my classroom practice on educational research?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13. Do I want to spend my days in close contact and interaction with children and young people?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14. Are teachers the kind of people with whom I want to work?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15. Am I willing to invest time and energy in professional collaborations?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16. Am I willing to do more than what is “required” of me?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17. Am I willing to give more time to students than a teaching contract may specify?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18. Am I willing to communicate my teaching philosophy and practices to parents and others?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
19. Am I willing to work at developing parent-school and community-school partnerships?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
20. Am I willing to teach children from all cultures, racial and ethnic backgrounds?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
21. Do I have the energy, sense of humor, enthusiasm, and outgoingness teachers need?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
22. Am I a flexible person and able to deal with situations in highly active environments?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
23. Do I have organizational, managerial, and leadership skills?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
24. Do I have a strong sense of self-efficacy as a teacher?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
25. Am I willing to undertake periods of apprenticeship as a preservice and novice teacher?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
26. Am I willing to undergo periodic formal and informal evaluations of my teaching performance?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
27. Am I willing to explore many alternatives in finding job opportunities as a teacher?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
28. Am I willing to relocate to take advantage of teaching opportunities?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
29. Can I initially meet my needs on a teacher’s salary and benefits?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
30. Will I be satisfied with a salary based on educational attainment and years of service?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

APPENDIX B:

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Standard #1: Knowledge of Subject Matter – The new teacher understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of the subject matter meaningful for students.

Standards #2: Knowledge of Human Development – The teacher understands how students differ in their approaches to learning and can provide learning opportunities that support students' intellectual, social, and personal development.

Standard #3: Adapting Instruction for Individual Needs – The teacher understands that students differ in approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Standard #4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard #5: Classroom Motivation and Management Skills – The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement of learning, and self-motivation.

Standard #6: Communication Skills – The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7: Instructional Planning Skills – The teacher plans instruction based on knowledge of the subject matter, the community, and curriculum goals.

Standard #8: Assessment of Student Learning – The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Standard #9: Professional Commitment and Responsibility – 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.

Standard #10: Partnerships – The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

(Adapted from Campbell et al. (1997). How to develop a professional portfolio: A manual for teachers. Boston: Allyn and Bacon).