

# Introduction

*May you live in exciting times.*

—Jewish Proverb

This is an exciting time in education. Never before have we had access to so much information about how the brain learns and remembers. Yet, never before have we been under a magnifying glass held by the stakeholders in education as we are at this time. If the now-famous Coleman Report on the state of education was a cry for reform, it might be said that the current mood and legislation before us is a shout for results.

Teachers are leaving the teaching field in droves, not just because of the low pay but also because of the lack of discipline, the demands on time and energy, and the politics involved in trying to please so many. Teachers enter the teaching field without being given the hidden agenda for survival. No wonder the average teacher today leaves teaching within the first five years. The first-year teacher is often shown to a room, handed some textbooks, and left to figure the rest out.

If teachers were paid merely to convey information directly from their texts to their students, we would not have a teacher shortage; as we all know, however, teaching involves much more time, effort, and commitment. We must begin to provide scaffolding for teachers so that they can build a strong foundation before we leave them on their own. Mentoring is a step in the right direction, but it is limited by

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the quality of the mentor and the new teacher's ability to ask the right questions.

This book is offered as a guide to help new and veteran teachers provide the scaffolding for success. Caine and Caine asked this question in 1997 and could well ask the same question today: "Is there something functioning at an even deeper level that makes sense of the conflict and crisis, and that gives us a handle on how to approach the enormous problems we face?" It is time to answer the question.

One of the most important things we can do for our students today is to teach them the vocabulary they will need to be successful in the lessons and assessments given. Teach vocabulary first and see what a difference it makes. I am modeling what I say. In Form 0.1 are the vocabulary words needed for this book. In the column "Your Definition," write in your understanding of the word at this time. After you have read the book, see if you have changed your mind about your definition or if you want to enhance your first thoughts about the words. I am also including a vocabulary pre-test for you to assess your understanding at this time.

### Form 0.1 Vocabulary List for the Profession and Politics of Teaching

<b>Vocabulary Term</b>	<b>Your Definition</b>	<b>Revised Definition</b>
<i>Academic learning time</i>		
<i>Accountability</i>		
<i>Alignment</i>		
<i>Assessment</i>		
<i>Burnout</i>		
<i>Criterion-referenced</i>		
<i>Due process</i>		
<i>Effective school correlates</i>		
<i>Formative assessment</i>		
<i>Inservice training</i>		
<i>Learning community</i>		
<i>No Child Left Behind Act</i>		
<i>Norm-referenced test</i>		
<i>Paraprofessional</i>		
<i>Parenting styles</i>		
<i>Performance-based instruction</i>		
<i>Planning</i>		
<i>Professional growth</i>		
<i>Reflective practitioner</i>		
<i>School culture</i>		
<i>Summative assessment</i>		
<i>Teacher empowerment</i>		
<i>Teaching style</i>		
<i>Title I</i>		
<i>Title VI</i>		
<i>Title VII</i>		
<i>Title IX</i>		

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