
Koch, *TEACH*, 2nd edition—Chapter 02

MULTIPLE CHOICE

1. The “inner landscape of a teacher’s life” is a phrase attributed to whom?
 - A. Robert McAfee Brown
 - B. Parker Palmer
 - C. Janice Koch
 - D. Eleanor Duckworth

ANS: B

2. The chapter suggests what method to facilitate the exploration of aspects of teaching?
 - A. Technology
 - B. Games
 - C. Storytelling
 - D. Discussion

ANS: C

3. What percentage of public school teachers in the United States are white, according to surveys by the National Education Association (NEA)?
 - A. 12 percent
 - B. 40 percent
 - C. 46 percent
 - D. 87 percent

ANS: D

4. The National Association for the Education of Young Children (NAEYC) promotes what as facilitating achievement?
 - A. Enrolling children as young as 3 years old in early-learning programs
 - B. Starting children in kindergarten, rather than prekindergarten
 - C. Paying attention to second grade
 - D. Conducting surveys

ANS: A

5. What controversy exists in early-learning environments?
 - A. Babysitting
 - B. Social skills
 - C. Healthy children
 - D. The role of play

ANS: D

6. Which of the following has the most successful teachers given as a reason to enter the profession?
- A. Love of children
 - B. Love of learning
 - C. Retirement benefits
 - D. Good working hours

ANS: B

7. Which of the following experiences influences people to choose teaching as a career?
- A. Worked as babysitter and/or camp counselor
 - B. Loved school
 - C. Experience as high school tutor or peer teacher
 - D. Lifelong calling to teach by all

ANS: D

8. What is the answer regularly given by teachers when discussing what is most exciting about their work?
- A. Salary
 - B. Personal learning
 - C. Student learning
 - D. Holidays

ANS: C

9. The preparation that is associated with teaching, as well as the pursuit of innovative methods for student engagement, is encapsulated in which of the following statements?
- A. Got it
 - B. To teach is to learn
 - C. Teaching is more exciting than the outcomes
 - D. Teaching ideas behind stories

ANS: B

10. What is a “learning life”?
- A. Desire to increase knowledge and to have the skills to acquire new knowledge when the need and desire arises
 - B. Being prepared
 - C. Having high expectations
 - D. Demonstrating through behavior

ANS: A

11. What is another term for “demonstrating through behavior”?

- A. Copying
- B. Learning
- C. Modeling
- D. Interacting

ANS: C

12. What is considered crucial as a protection against burnout?

- A. Rest
- B. Learn new skills
- C. Share
- D. Be reflective

ANS: D

13. What activity is recommended to monitor professional and emotional status?

- A. Assessment
- B. Teaching journal
- C. Portfolio
- D. Folders

ANS: B

14. What is an average salary for elementary and secondary school teachers?

- A. \$24,000 per year
- B. \$34,000 per year
- C. \$51,000 per year
- D. \$209,000 per year

ANS: C

15. A survey in 2001 revealed factors teachers think most hurt their ability to provide the best service for their students. Which of the following is not included?

- A. Paperwork
- B. Heavy workload
- C. Extra responsibilities and meetings
- D. Salary

ANS: D

16. What mantra is associated with the concept that our teaching style is influenced by our background?
- A. We teach who we are
 - B. Be active learners
 - C. We are ready to work
 - D. Finding science in our daily life

ANS: A

17. What support network is rated by teachers as being most helpful?
- A. Family
 - B. Students
 - C. Colleagues and mentors
 - D. Board of governors

ANS: C

18. What program has been established as a trend to help new teachers?
- A. Curriculum program
 - B. Community program
 - C. Cultural program
 - D. Mentor program

ANS: D

19. What term is given to reflect the need to keep up with a society that is constantly changing?
- A. Lifelong change
 - B. Lifelong learning
 - C. Adaptable learning
 - D. Professional development

ANS: B

20. What remains constant in your life as a teacher?
- A. Personal philosophy of teaching
 - B. Who you learn from
 - C. Educational philosophies
 - D. Reflection on what kind of teacher you strive to be

ANS: D

SHORT ANSWER

1. Describe the “average” public school teacher in the United States today. How well does the teaching population match the student population?

ANS:

The average teacher today is over forty, white, and female, with an average age of 46. Over 87 percent of teachers are white. The proportion of male teachers has recently risen to around 30 percent. The teaching population does not match the diverse student population. There is a need for younger, more diverse teachers.

2. Of the teaching stories presented in Chapter 2, which story best captures the concept of goodness of fit? Explain.

ANS:

The story of Adam, who fell into teaching, best illustrates goodness of fit. Adam's personality is competitive and academically oriented, which fits the school for which he works. He has a strong desire to foster students' success and to share his in-depth knowledge in a way that helps students grasp complex concepts. Other answers are acceptable as long as they are explained clearly.

3. Define the term *teacher burnout*, and explain its causes and consequences.

ANS:

Teacher burnout afflicts teachers who have lost their motivation, desire, sense of purpose, and energy for being effective practitioners. Burnout is a reaction to prolonged stress. It often results in one of two responses: withdrawal and apathy or mechanically working to the point of exhaustion. Burnout affects not only the health and happiness of the teacher, but also the lives of those with whom they interact. The most common causes of burnout are unsupportive working conditions and stressful interaction with parents and/or students.

4. Describe some steps that teachers can take when they experience burnout. What are some steps schools can take to prevent burnout?

ANS:

Teachers can: 1) consult with other teachers about feelings and work expectations; 2) maintain a journal; 3) join new teacher networks and share experiences; 4) find a mentor; and 5) seek professional help when feeling exhausted or in conflict. Schools can 1) create networks and establish regular group meetings; 2) provide adequate resources and support; 3) provide clear job descriptions and expectations; 4) establish and maintain open communication; and 5) allow for and encourage professional development activities, especially those that facilitate mentoring and networking relationships.

5. Define the term *hidden curriculum*. Give some examples of the hidden curriculum in your own school experiences.

ANS:

The hidden curriculum is what students learn from the experience of attending school, beyond academic content. It reflects the fact that schools are an arena for socialization. The hidden curriculum may include what it's like to be part of a community, interacting with others, and so on. Responses to the last part will vary.

6. Describe some of the most common sources of support mentioned by teachers.

ANS:

The most common source of support is cooperative and competent colleagues and mentors. Other sources of support include 1) being a good listener in general conversations with other educators, students, parents, and community members; 2) keeping a teaching journal; 3) serving on committees and involvement in school-based activities; 4) continued contact with education professors; 5) community involvement (e.g., church affiliation); and 6) individual personal attributes.

7. Define the term *learning community*. What is the role of professional development in learning communities?

ANS:

A learning community is a classroom, a cluster of classes, or a school organized so as to promote active engagement in learning, collaboration between teachers and students, and a sense that everyone involved shares the experience of being a learner. Professional development is important because it is necessary to be a lifelong learner in order to respond to the ever-changing demands of a learning community.

8. Of the teaching stories presented in Chapter 2, which story most resonated with you? Why? What are your top three reasons for choosing education as a profession?

ANS:

Responses will vary.

9. Discuss what teachers report as the most exciting aspects and the most difficult challenges of their work. At this point, what do you anticipate as an exciting part of your future profession? What do you feel will be the biggest challenge for you?

ANS:

Exciting aspects include 1) meeting new students every year, or even every day; 2) the variety of the teaching demands on a daily basis; 3) trying different approaches; 4) successfully reaching different learners; 5) being in the “flow,” with time passing rapidly; and 6) learning things themselves. Challenges include 1) staying focused on what is best for students when there are constant distractions; 2) interactions with lower-performing peers, perhaps those who have burnout; 3) low pay; 4) paperwork and other administrative tasks; 5) dealing with parents who see the teacher as an adversary; 6) navigating relationships with administrators; 7) pressure exerted by standardized testing and curriculum; and 8) preparation of material that will engage students in meaningful experiences. Answers to the last part will vary.

10. Define the term *professional development*. What are some ways in which teachers can continue their professional development? Aside from new knowledge, what benefits are derived from professional development? Which types of professional development are most appealing to you? Why?

ANS:

Professional development is teachers' lifelong effort to improve their skills and professional knowledge. Formal education, such as pursuit of a master's degree or doctorate, is one avenue. In-service, or professional development, courses offered by the school district are another option; most districts require a minimum number of hours per year. Teachers can also attend or present at conferences, classes, and workshops; also, teachers may join professional organizations or conduct and/or publish their own research. Finally, there are informal opportunities that depend on the teacher's own continued reading, reflection, and analysis. Benefits include 1) interacting with peers, mentors, and experts; 2) bringing new ideas to implement in the classroom; 3) developing leadership skills; 4) financial incentives; and 5) making contributions to the field/profession. Responses to the last part will vary.

ESSAY

1. Many teachers have their own sense of what a classroom should “look like” and how it should function. Yet these visions of teaching are as variable as are the individuals who choose to teach. Reflect on the story of Ms. Outerbridge’s 2nd grade classroom as she begins the day with the students in dance. What do you think about that? Could you imagine yourself beginning class with dance? Why or why not? What experiences or stories might you engage *your* students in when you have your own class?

ANS: Responses will vary.

2. Explain how the author’s story of the batteries and the loose change in her husband’s pocket became a way to engage students in the topic of electricity. How does this story represent both the formal and informal curriculum?

ANS: Responses will vary.