

Career Profile

A weekly series devoted to providing information on career exploration

Do You Like

- Teaching others how to do something?
- Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things?
- Talking to others to convey information effectively?
- Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems?
- Being aware of others' reactions and understanding why they react as they do?
- Managing one's own time and the time of others?

Then This Could Be The Career For You!

The Type of Work

- Establish and enforce rules for behavior and procedures for maintaining order among students.
- Instruct through lectures, discussions, and demonstrations in one or more subjects, such as English, mathematics, or social studies.
- Adapt teaching methods and instructional materials to meet students' varying needs and interests.
- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
- Enforce all administration policies and rules governing students.
- Assign and grade class work and homework.
- Prepare materials and classrooms for class activities.
- Observe and evaluate students' performance, behavior, social development, and physical health.
- Prepare, administer, and grade tests and assignments to evaluate students' progress.

Pathways to Success

The traditional route to becoming a public school teacher involves completing a bachelor's degree from a teacher education program and then obtaining a license. However, most States now offer alternative routes to licensure for those who have a college degree in other fields. Private school teachers do not have to be licensed but may still need a bachelor's degree.

Aspiring secondary school teachers most often major in the subject they plan to teach, while also taking a program of study in teacher preparation. Many 4-year colleges require students to wait until their sophomore year before applying for admission to teacher education programs. To maintain their accreditation, teacher education programs are now required to include classes in the use of computers and other technologies. Most programs require students to perform a student-teaching internship. Teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Teacher Education Accreditation Council. Graduation from an accredited program is not necessary to become a teacher, but it may make fulfilling licensure requirements easier.

What Employers Look For

Individuals who possess knowledge in:

- Education and Training - principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- English Language - structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Psychology - human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Computers and Electronics - circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- Mathematics - arithmetic, algebra, geometry, calculus, statistics, and their applications.
- Clerical - administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- Administration and Management - business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Public Safety and Security - relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

Job Outlook

Kindergarten, elementary school, middle school, and secondary school teachers, held about 3.5 million jobs in 2008. Of the teachers in those jobs, about 179,500 were kindergarten teachers, 1.5 million were elementary school teachers, 659,500 were middle school teachers, and 1.1 million were secondary school teachers. Employment of teachers is geographically distributed much the same as the population.

Employment of kindergarten, elementary, middle, and secondary school teachers is expected to grow by 13 percent between 2008 and 2018, which is about as fast as the average for all occupations.

Through 2018, overall student enrollments in elementary, middle, and secondary schools—a key factor in the demand for teachers—are expected to rise more slowly than in the past as children of the baby-boom generation leave the school system. Projected enrollments will vary by region. Rapidly growing States in the South and West will experience the largest enrollment increases. Enrollments in the Midwest are expected to hold relatively steady, while those in the Northeast are expected to decline. Teachers who are geographically mobile and who obtain licensure in more than one subject are likely to have a distinct advantage in finding a job.

TEACHER, SECONDARY SCHOOL

Name:
Pamela Ignatz-Nowell
Job Title:
High School Business Teacher
Company:
North Ridgeville High School
Location:
North Ridgeville, Ohio



DEFINITION: Instruct students in secondary public or private schools in one or more subjects at the secondary level, such as English, mathematics, or social studies. May be designated according to subject matter specialty, such as typing instructors, commercial teachers, or English teachers.

Q. How did you become interested in your particular field?

A. My mother was the driving force when it came to teaching. I was going to Baldwin-Wallace Conservatory of Music in Berea, Ohio and all I wanted to do was sing. She said if she and my father were footing the bill, I needed to go to become a teacher. I'm really glad she insisted, as now I can't imagine doing anything other than teach, any grade level, music or business.

Q. What is your educational background?

A. My Bachelor's degree is in Music Education from BWC. I took business classes at Lorain County Community College and completed my Master's degree in (Educational) Supervision from Ashland University at LCCC. In addition to being certified in Music Education and Supervision, I have my licensures in Business, Elementary classroom 1-8 and Elementary Principal.

Q. How did you get to where you are today?

A. I have taught at all levels. I started at the middle school, moved to an elementary school, and now at the high school. I have been fortunate to teach in the North Ridgeville City Schools for my entire career. The move to the high school level included a new subject area, business. Teaching at different grade levels and subjects have made me a more creative and flexible teacher. I also have found my true passion in life. Teaching!

Q. What skills or certifications do you think are needed to be successful in this field?

A. You need at least a four year college degree and a love of working with 15-30+ people at a time. Teaching is not for the faint of heart. You need to be creative and be able to think on your feet as nothing usually goes as planned.

Q. What is the best part of your job?

A. The students! They keep you thinking every minute. They share their lives with you and they care about yours.

Q. Do you have any words of advice for someone considering a career in your field?

A. You must be real and show your students you care and want to see them succeed. They know when you are passionate about your work.



Pam and some of her students checking the stock market game. Students are left to right: Mitchell Clark (12), Matthew Potting (9), Eiden Miller (11) and Darrin Engle (10).

Earnings Potential

Location	Year	Pay Period	Low	Median	High
United States	2009	Yearly	\$34,600	\$52,200	\$82,200
Ohio	2009	Yearly	\$34,400	\$54,100	\$78,400
Cleveland Elyria-Mentor, OH MSA	2009	Yearly	\$38,000	\$61,900	\$87,100

O*Net Online, <http://online.onetcenter.org>.

Sources: Occupational Information Network, O*Net Online, <http://online.onetcenter.org>; U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, <http://stats.bls.gov/oco>