

Preface

Teachers are leaving education in droves. Many leave after teaching only a few years. Continuing concern in the education field, as well as in the United States and society at large, is focused on the high rate at which beginning teachers leave the profession. Most teachers who leave have fewer than 10 years of teaching experience. Many reports indicate that 25% to 50% of beginning teachers leave during their first three years of teaching, and nearly 10% leave in their first year.

Why do new teachers leave? Everyone knows that teaching is difficult, especially after leaving the relatively protected world of undergraduate or graduate studies in education. Research tells us that five major concerns make it even more difficult for novice teachers:

- Workload, time management, fatigue
 - ✓ How can I get it all done?
 - ✓ Do I have a life anymore?
- Content and curriculum knowledge
 - ✓ What is *really* important to teach?
 - ✓ How should I spend my teaching time?
- Relationships with students, parents, colleagues, and supervisors
 - ✓ Will students like me?
 - ✓ Will parents see me as a legitimate teacher?
 - ✓ Will my colleagues believe that I know what I am doing?
 - ✓ Will I satisfy the expectations of district evaluators?
- Evaluation and grading
 - ✓ What am I measuring?
 - ✓ What do I do when the numbers are “not too good?”
 - ✓ What about the pressures of accountability and keeping my job?
- Autonomy and control
 - ✓ Can I teach the way I believe is best for my students?
 - ✓ Who tells me what and how to teach?

The loss of new teachers is catastrophic in human and professional terms.

viii Everything I Need to Know About Teaching . . .

Everything I Need to Know . . . is a compendium of tools compiled during one teacher's first year of teaching. It is a book of real-life experiences and problems turned into helpful guidelines and solutions for beginning teachers. Our approach is practical applications of "effective practices" for managing the workload of new teachers, engaging the curriculum, building productive relationships, using assessments and evaluation effectively, and establishing control that nourishes rather than deprives the beginning teacher.

We hope you enjoy the book.