Teaching

Ten Reasons to Become a Teacher

1. To ignite the spark of curiosity in children.

2. To practice three of life’s most valuable virtues: kindness, patience, and understanding.

3. To experience the joy of seeing children learn to read, write, and do arithmetic — and to set them on a path to success in school and life.

4. To share your love of learning with young minds and help students discover their potential.

5. To see the world through a child’s eyes while sharing your knowledge — and to learn something in return.

6. To make the same kind of difference in a child’s life as your favorite teacher made in yours.

7. To help children understand the diversity of cultures and values and make our country strong and proud.

8. To serve children, your community, and your country.

9. To turn your love of learning into a love of teaching.

10. To share your passion. If you like seeing a child’s eye light up with understanding, you belong in the classroom.

Skills

- Excellent Oral and Written Communication Skills
- Positive Attitude
- Creativity
- Enthusiasm
- Organization
- Sense of Humor
- Confidence
- Patience
- Good Listener

FAST STATS

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<td>Page 3</td>
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From: www.bls.gov/oes/

By Bruce Bussell, founder of Teacher-Info.com
Getting Your Foot In The Door

Finding an available teaching position is often a matter of being in the right place at the right time, so persistence and diligence count. Here are some insider tips on how to break into teaching.

Contact the State Board of Education and local school districts
Your State Board of Education is a great resource. State boards can provide you with state-specific certification requirements, proce-dures, and applications. They also provide other valuable information, such as listings of local school districts and schools. States might have their own exams and additional teaching requirements, so you should plan to contact the licensure officer of the districts you are interested in directly. Districts also do their own recruiting and hiring; they are your best resource for local job vacancies and other essential information regarding individual schools.

Attend job fairs
Local school districts often pool their recruiting efforts by organizing job fairs. These gatherings are excellent chances for you to meet potential employers, find out about job vacancies, and get your resume and name out there. February through June are the typical months for fairs. Check with the Office of Personal & Career Development to find out about job fairs in your area.

Network your way in
Take advantage of every contact you have in the educational system. Start with the school system’s licensure officer. Former teachers, professors, family members, and friends may also provide you with job opportunities and information, as well as further contacts in the field. Use LinkedIn to network with WFU graduates who are already working in the field. When you contact these alumni, ask to set up informational interviews. Joining a professional association, such as the American Federation of Teachers or the National Education Association, is a smart networking move as well; you’ll not only learn more about the field, but you’ll also meet other education professionals. The key here is to be assertive and not afraid to ask for help. The majority of people will be happy to talk about their teaching experience and flattered that you asked.

Substitute teach
Substitute teaching is an excellent way to gain experience, make contacts, and bring home a little money while you search for more permanent employment. Many experienced teachers will tell you that they got their first full-time break through a substitute teaching job. Once schools get to know you and your teaching style, they will be more likely to consider you for an opening when a position becomes available, and you’ll certainly have an advantage over a total stranger when it comes time for them to pick a candidate. Contact the school districts you’re interested in for information on substitute teaching opportunities.

Teacher placement agencies
If you’re interested in working at a private school, look into registering with a teacher placement agency. These agencies act as intermediaries between private schools and teaching candidates. Some agencies require schools to pay a fee for finding candidates, while other agencies charge teaching candidates for finding them jobs. Be sure to research any organization fully before registering with them—especially those that ask you to pay a fee. No fee placement agencies hold on-campus interviews at Wake Forest. Check DeaconSource to find out when agencies will be interviewing.

Send out resumes
Some teachers recommend that you send unsolicited resumes to as many school districts as possible. The Internet can provide the names, addresses, and other details of schools or local school districts. If you don’t have a contact name, call the principal of the schools in which you are interested. Remember to customize each cover letter to the school system to which you are applying, and always follow up your mailings with a call. Whether or not there are positions available, at least you’ll get your name out there, and schools will keep your resume on file.

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Hot Tips for Breaking Into Teaching

- Teaching is no longer only teaching. You may be required to lead students in extracurricular activities. Experience in a sport will enable you to be an assistant coach or possibly a head coach.

- Research your school just as you would a company. Know why you want to work at that particular school and/or in that particular county.

- Show passion for the position you are applying for, even if it’s not the one you covet.
Teaching without a Teaching License in NC

Lateral Entry

Source: www.ncpublicschools.org/licensure/lateral/

What are “alternate” routes to teaching?
Traditionally, North Carolina’s public school teachers have come from formal teacher-education programs of in-state and out-of-state colleges and universities. However, today’s demand for teachers far exceeds the supply of new graduates from these traditional programs. “Alternate” routes to teaching were established by the North Carolina State Board of Education to help alleviate this shortage. These “non-traditional” or “alternate” routes to teaching were established for qualified individuals with college degrees outside the field of education who want to become teachers. Individuals interested in becoming teachers should contact the specific school system in which they want to teach to inquire about that particular system’s licensing options.

What is lateral entry?
Lateral entry is an “alternate” route to teaching for qualified individuals outside of the public education system. Lateral entry allows qualified individuals to obtain a teaching position and begin teaching right away, while obtaining a license as they teach. The North Carolina Department of Public Instruction’s Licensure Section authorizes lateral-entry licenses on a provisional basis in licensure areas that correspond to the individual’s academic study.

What are the steps for becoming a lateral entry teacher and pursuing a “professional” teaching license?

Step 1: Qualify
The individual must first qualify as a lateral entry teacher to be able to seek a position with a school system.

Step 2: Employment
The individual is hired by a school system, which recommends the individual to the NC Department of Public Instruction for a lateral entry license. The individual is issued a three year lateral entry provisional license.

Step 3: Plan of Study
Upon being issued the initial provisional lateral entry license, the individual affiliates with a college or university with an approved teacher education program in the license area or with one of the Regional Alternative Licensing Centers (RALC) in North Carolina. An individual plan of study is prescribed for the lateral entry teacher.

Step 4: Coursework and Testing
The individual follows their plan of study prescribed by the college or university or the RALC. A minimum of six semester hours per year from the plan of study must be taken until the plan has been completed. All coursework and the Praxis II exam for their licensure area must be completed within three years.

Step 5: Recommendation for Standard Professional 1 License
When the individual completes the required coursework prescribed by the college, university, or RALC and satisfies licensure testing requirements, he/she is recommended for licensure by the institution or RALC. This recommendation is sent to the NC Department of Public Instruction where it is evaluated and if the individual has met all his/her requirements, he/she is issued a Standard Professional 1 License.
NC Public & Private Schools

Public Schools
North Carolina Department of Public Instruction  www.ncpublicschools.org
North Carolina Education Directory  www.dpi.state.nc.us/nceddirectory
Teach for NC  http://teach4nc.org

Winston-Salem/Forsyth County and Surrounding Counties and Other Metropolitan Areas
Winston-Salem/Forsyth  http://wsfcs.k12.nc.us
Alamance-Burlington  www.abss.k12.nc.us
Asheville City Schools  www.asheville.k12.nc.us
Buncombe (Asheville, county schools)  www.buncombe.k12.nc.us
Chapel Hill-Carrboro City  www2.chccs.k12.nc.us
Davidson  www.davidson.k12.nc.us
Davie  www.davie.k12.nc.us
Durham  www.dpsnc.net
Guilford  www.gcsnc.com
Mecklenburg (Charlotte)  www.cms.k12.nc.us
New Hanover (Wilmington)  www.nhcs.k12.nc.us
Orange (Hillsborough)  www.orange.k12.nc.us
Randolph  www.randolph.k12.nc.us
Rockingham  www.rock.k12.nc.us
Rowan-Salisbury  www.rss.k12.nc.us
Stokes  www.stokes.k12.nc.us
Surry  www.surry.k12.nc.us
Wake (Raleigh)  www.wcpss.net
Yadkin  www.yadkin.k12.nc.us

Private Schools
North Carolina Association of Independent Schools  www.nciais.org

Some Private Schools in North Carolina
The Asheville School  www.ashevilleacademy.org
Bishop McGuinness Memorial High School  www.bmhs.us
Cannon School  www.cannonschool.org
Cape Fear Academy  www.capefearacademy.org
Carolina Day School  www.cdschool.org
Cary Academy  www.caryacademy.org
Charlotte Country Day School  www.charlottecountryday.org
Charlotte Latin School  www.charlottelatin.org
Christ School  www.christschool.org
Durham Academy  www.da.org
The Fayetteville Academy  www.fayettevilleacademy.com
Forsyth Country Day School  www.fcds.org
Greensboro Day School  www.greensboroday.org
Oak Ridge Military Academy  www.oakridgemilitary.com
Providence Day School  www.providenceday.org
Ravenscroft School  www.ravenscroft.org
Rocky Mount Academy  www.rmacademy.com
Saint Mary’s School  www.sms.edu
St. David’s School  www.sdw.org
Salem Academy  www.salemacademy.com
Summit School  www.summitschool.com
Westchester Country Day School  www.westchestercds.org
Alternative Teaching Programs

The Stanwich School Intern Program seeks liberal arts majors interested in pursuing a career in education. Interns work beside a master teacher at The Stanwich School (a private, coed K-9 school in Greenwich, CT) for two years, earn their master’s degree, and have a teaching job waiting for them when they graduate. Interns receive an annual salary in addition to medical and dental benefits, plus assistance with graduate school tuition. For more information go to www.stanwichschool.org/about/intern_program.asp.

The NYC Department of Education’s Graduate Scholarship Program prepares participants to work in NYC public schools. The program is designed to afford individuals the opportunity to earn a bachelor’s and/or master’s degree in a designated critical shortage area (such as bilingual teaching, bilingual counseling, speech pathology, and visually impaired). The program provides full tuition payments to eligible undergraduate and graduate students enabling them to obtain New York State certification. In exchange, participants serve as a teacher or clinician and repay two years of service for each year of tuition assistance. Upon graduation, participants are placed in areas of high need in the city schools. To learn more, go to www.teachnycprograms.net/sp/main.php.

The Boettcher Teachers Program, an intensive, field-based, dual licensure and master’s degree program in Colorado designed to recruit, prepare, and retain outstanding teachers for urban schools, seeks prospective teachers in math, science, bilingual and elementary education, Spanish, English, and social studies. Participants earn their teaching license and master’s degree in urban education from the University of Denver, mostly paid for in exchange for a commitment to teach in partner districts’ high priority schools for a total of five years, including the teaching residency year. Benefits include a living stipend during the teaching residency year, ongoing collaboration through a network of urban teachers, and facilitated visits to classrooms of master teachers around the Denver metro area. No previous teaching experience is required. Spanish speakers are especially encouraged to apply. Go to www.boettcherteachers.org for more information.

Teach Kentucky recruits recent graduates from selective universities to teach in either urban or rural Kentucky public schools for two years while at the same time pursuing a Master of Arts in Teaching at the University of Louisville. Participants receive a competitive salary, health insurance, and tuition assistance. For more information go to www.teachkentucky.com.

The Math for America Newton Fellowship is a five year program in New York City that trains mathematically-talented individuals to become high school math teachers and supports them in the early years of their careers. Fellows receive an aggregate stipend of $90,000 over five years; a full tuition scholarship to a master’s level teacher preparation program at Teachers College/Columbia University, New York University, or Bard College; a position as a high school math teacher in New York City; New York State Teaching Certification; and a New York City teacher’s salary. During the first year of the program fellows are enrolled as full-time graduate students. For more information, go to www.mathforamerica.org.

Inner City Teaching Corps is a two year program that places outstanding recent college graduates in teaching positions at inner-city Chicago schools. The program is based on the principles of service, simple living, faith-based community, and spirituality. Free housing, transportation, a monthly stipend, health insurance, student loan deferments, and master’s degree scholarship options are also included in the program. For more information, go to www.alainlocke.org.

Woodrow Wilson Teaching Fellowship offers rigorous teaching preparation, extensive clinical experience, and ongoing mentoring, as well as a $30,000 stipend. Fellows are outstanding college juniors and seniors, recent college graduates, and second-career professionals interested in teaching science, technology, engineering, and mathematics (the STEM fields) in high-need middle or secondary schools. Accepted Fellows begin their studies in the summer in a master’s degree program at institutions in Indiana, Michigan, and Ohio. In exchange, Fellows will commit to teaching math or science in a high-need middle or high school for three years upon completing the master’s degree and teaching certification. For additional information regarding the Woodrow Wilson Teaching Fellowship, please visit: www.wwteachingfellowship.org. Applications are usually due in January.
New Teachers Collaborative prepares participants with a strong college background in mathematics, science, the arts, English, humanities, history/social sciences, or Spanish for a teaching career. For two summer sessions and one academic year participants teach in a small middle or secondary school in Massachusetts as well as earn a teaching certificate. Participants pay no tuition and receive a stipend and benefits. For more information, go to www.parker.org/ntc.

The MATCH Teacher Residency Program is a highly selective, urban education fellowship program in Boston. The MATCH school is often compared to Teach for America and the New York City Teaching Fellows Program, although MATCH is a one year program and Corps members may work with middle school or high school low-income, urban students. MATCH Corps members receive housing and a modest stipend. For more information, go to http://matchschool.org/.

teachNOLA works to improve the education of students in New Orleans public schools through its Master Teacher Corps and Teaching Fellows programs. The Master Teacher Corps seeks certified teachers to teach in all subjects and grade levels; they are especially interested in science, math, special education, foreign language, and early childhood education teachers. The Teaching Fellows program seeks recent college graduates and mid-career professionals. After being accepted into the program, Fellows are assigned to teach in a specific subject area. Subject assignments are based on teaching eligibility (including passage of appropriate teaching tests), district need and — to the extent possible — the candidate’s stated preferences. Fellows teach full-time and earn a full-time teacher’s salary. Fellows must enroll in the Louisiana Practitioner Teacher Program (LPTP), an alternate teaching certification program to earn a Louisiana teaching certificate. The program provides a streamlined path to certification by combining intensive professional development experiences with full-time teaching. For more information, go to www.teachnola.org.

Mississippi Teacher Corps is a competitive, alternate-route teaching program serving critical-shortage public school districts throughout Mississippi. The two-year program is designed for non-education majors to teach full-time in Mississippi schools in either the Mississippi Delta (rural) or Jackson (urban) areas while simultaneously earning a master’s degree in education from the University of Mississippi. For more information, go to http://mtc.olemiss.edu.

Citizen Schools is a network of after-school programs for middle school students in 38 locations across the country. The Citizen Schools National Teaching Fellowship is a service program offering a two-year, leadership development experience, including service as a team leader at a Citizen Schools campus, professional development with a partner organization in the community, and the opportunity for optional enrollment in a pioneering master’s program in out-of-school learning. Proficiency in Spanish is a plus. The Fellowship is paid. Loan forbearance for qualified student loans is available through AmeriCorps. For more information go to http://www.citizenschools.org/.

The Brookwood Teacher Training Program in Manchester, MA is an intense study and work experience that results in one year of teaching experience, Massachusetts Initial Licensure, and a master’s degree in education. The program begins with a summer of graduate study at Lesley University and is followed by a nine-month teaching internship experience at Brookwood School, which includes part-time course work at Lesley. Brookwood School is an independent day school for grades pre-K through 8. Go to www.brookwood.edu/masters_education_programintern_program

The TEACH Charlotte program seeks outstanding candidates to teach Math, Science, Exceptional Children, and Spanish in Charlotte-Mecklenburg Schools. Practitioner Teachers participate in an intensive summer training institute designed to prepare them as well as possible to enter their classrooms as full-time teachers in the fall. TEACH Charlotte Practitioner Teachers pursue their teaching credentials while teaching full-time and receiving a teacher’s salary. Practitioner Teachers receive their certification after two consecutive years of teaching (at the most), assuming they complete coursework on time and are in good standing with the district. For more information, go to http://teachcharlotte.ttrack.org.

Wake Forest University Office of Personal & Career Development does not endorse or recommend any website or organization named in this document. Students and alumni are responsible for all necessary precautions when interviewing for or accepting positions listed with organizations or on websites named in this document, and users are responsible for checking the credentials and integrity of an organization.
Internet Resources

North Carolina
See previous pages for resources.

American Federation of Teachers
www.aft.org

American Association for Employment in Education
www.aaee.org

National Education Association
www.nea.org

Public Schools and School Districts
http://nces.ed.gov/

Independent School Management
www.isminc.com

Teachers to Teachers
www.teachers-teachers.com

Teaching Jobs
www.nationjob.com/education
http://k12jobs.com
www.schoolspring.com

U.S. Department of Education
www.ed.gov
General information and state by state data on education opportunities

The Educational Resources Information Center
www.eric.ed.gov

National Association of Independent Schools
www.nais.org

Southern Association of Independent Schools
www.sais.org

Department of Defense
Office of Overseas Schools
www.state.gov/m/a/os/

Interested in Substitute Teaching in Forsyth County?

Phone number: 336.727.2861

Website: http://wsfcs.k12.nc.us/ Departments: Substitute Office

Qualifications:
• 60 semester hours of college credit
• apply online
• attend orientation

Payment: $74 per day for teachers without a teaching certificate, $92 per day for teachers with a teaching certificate

Other Info: College students applying as substitute teachers can work around their college classes.

For information on salaries in the Teaching field, go to:

National Education Association,
www.nea.org/home/1621.htm
Private School Recruiters

**Carney, Sandoe and Associates:** Carney Sandoe recruits teachers and administrators for placement in private, independent schools across the US and abroad. Schools look to Carney, Sandoe to help them find top teachers and administrators for their position openings candidates. www.carneysandoe.com

**Southern Teachers Agency:** Southern Teachers Agency is the oldest independent teacher placement service in the United States. It is a free placement agency for PreK-12 teaching positions that focuses on placement in the southeastern US and works with both public and independent schools. www.southernteachers.com

**The Education Group:** The Education Group offers placement services for teaching and administrative positions in independent and charter schools. www.educationgroup.com

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Applying to the WFU Teacher Ed Program (TEP)

The following steps comprise the application process for the WFU Teacher Education Program (TEP):

1. **Application.** Complete the TEP Application for Admission Form (available in the Education Department main office, B201 Tribble Hall) and submit it to the Licensure Officer (A2D, Tribble Hall).

2. **Education Advisor Recommendation.** Schedule an interview with the Department of Education Area Advisor for your discipline. Go to http://college.wfu.edu/education for a list of advisors.

   Take the TEP Recommendation Form to the interview where it will be completed by the Area Advisor.

3. **Content Advisor Recommendation.** Submit the Content Advisor Recommendation Form to your major advisor for approval. Your major advisor will complete the form and return it to the Department of Education. **This form is not** required for Elementary Education majors.

4. **SAT or ACT Scores.** Individuals with a total SAT score of 1100 or a composite ACT score of 24 are exempt from Praxis I testing requirements. If you do not have these scores, contact the Licensure Officer for information on Praxis I testing requirements.

5. **Foundations of Education, Educational Psychology, and Field Experiences.** Foundations of Education (EDU 201), Field Experience I (EDU 202), and Educational Psychology (EDU 311) must be completed prior to being formally admitted to the TEP. Elementary Education students must also be registered to take Field Experiences II (EDU 203) for admission.

6. **Minimum 2.5 GPA.**

7. **Foreign Language Oral Interview.** All Foreign Language students must pass two oral interviews in the target language prior to admission to the TEP. Students must also complete the ACTFL Oral Proficiency Interview (OPI). See Dr. Redmond for specific details.

Secondary education students should complete these steps before May 15 of their junior year. Elementary education students should complete these steps by January 1 of their junior year.