

The information I obtained from the Arkansas Department of Education seemed to be just what I was looking for. It provided a detailed list of what is required in order to obtain your initial licensure to teach such as a minimum of a bachelor’s degree and the successful completion of all three Praxis tests, along with a few other requirements. This website also gave detailed information about the Praxis I, II, and III. I have been curious about the Praxis and was happy to find credible information about the tests. The Praxis I assessments are basic skills tests: Reading, Writing, and Mathematics. They are generally taken before entering a teacher preparation program. The Praxis II assessments are more advanced tests of teaching skill, and subject area content knowledge. These tests are typically taken while enrolled in or towards the end of a teacher preparation program. The Praxis III is a hands-on type assessment which is required to be completed before a Standard Teaching License is issued. It is designed to assess the skills of novice teachers in their own classroom settings and involves direct observation of the teacher’s classroom practices by a trained state certified assessor. In addition, I also found what is called the “standard” for beginning teachers in Arkansas. All of this information will be useful when I get closer to my degree.

This reference is very useful to my paper as it answered questions that I had yet to find an answer for. I consider it to be fairly recent; it stated that the licensure information was effective as of January 1, 2002. However, the website itself has a copyright of 2006-2008. I consider this source to be the most reliable one so far as it comes directly from the Arkansas Department of Education. The Occupational Outlook Handbook was reliable, but very broad whereas this information is very specific to the area in which I wish to begin my career.

This information will be a great source in regard to my question of credentials required. I will use the information in my paper when referencing the Praxis tests. No other source has been able to tell me what is required to teach in Arkansas. In my paper, I will now be able to list
specific requirements for obtaining a license in Arkansas. I am glad that I found this website and all of its useful information.


In reading the *Occupational Outlook Handbook*, I learned about the general scope of teaching ranging from the nature of the work, to the general qualifications of the job, to the prediction of job prospects. The nature of the work is as I expected. Teachers are required to prepare and execute their lesson plans, test the students to determine what they have learned, and maybe the least desirable requirement is to maintain peace within the classroom. Some of the frustrations teachers may have are dealing with unmotivated or disrespectful students. This can cause undue stress for teachers, especially when it escalates into violence. In addition to what must be taught in the classroom, teachers have other duties they must fulfill such as: monitor study hall and the lunch room, go on field trips or participate in extracurricular activities with the students. Many teachers work over 40 hours per week when the outside of the classroom duties are considered. Generally, teachers work 10 months and get 2 months off for the summer. A bachelor’s degree is required to teach secondary education in public schools. In addition, to the degree, one must complete a teacher training program which includes a number of subject credits and supervised practice teaching (student teaching).

The information found in the OOH is very informative. It covers information from Preschool teaching through high school teaching. The information on lower level grades does not pertain to my research. However, the information regarding high school teaching will be useful to me. It covered most of the questions that I had when I began my research. The website was last updated in April of 2007. I feel this source is likely to be the most reliable source b/c it is provided by a government agency.

The OOH gave me a basic understanding of the career of teaching. The details on the requirements for teaching were useful to me since I did not have a good understanding of it. I will use this information throughout my paper to give the general job requirements.

The Ferguson’s Career Guidance Center did a great job of covering the basic information about teaching high school math. The primary responsibility is to instruct students in a specific math subject, but they may also inform students about colleges, occupations, and other varied subjects. Math teachers rely on a variety of teaching methods. A great deal of time is spent lecturing; however, each individual area of math requires more than one teaching approach. There is much work to be done outside of the classroom as well. Teachers prepare lectures, lesson plans, and exams. They must grade homework and tests and keep good records of the student’s progress. They may also accompany student groups on field days and to competitions and events. In addition to this, math teachers attend faculty meetings, meet with parents, and may travel to state and national teacher conferences. One may choose to major in mathematics while taking required education courses, or may major in secondary education with a concentration in math. Student teaching is considered “practice teaching” and is a requirement in order to become a full-time teacher. During this time, one will observe the ways in which lessons are presented and the classroom is managed along with learn how to keep records of students grades and attendance. Student teaching is a way to get actual experience in the classroom. One can obtain work as a substitute teacher while waiting for a full-time position as a teacher. Most teachers stand for many hours each day, do a lot of talking, show energy and enthusiasm, and handle discipline problems. Despite the downside of it, teachers also have the reward of guiding students in the making of decisions about their lives and futures.

I believe that the information found in the Ferguson’s Career Guidance Center is very useful. It covered many aspects of the career in teaching. There was a lot of information here that agreed with information that I have found elsewhere, therefore I have concluded that it is reliable information. The information was published in 2007 so I feel it is recent enough that I need not be concerned with outdated information.

There were many topics covered here. I will use bits of information from most of these topics. I will have other documents to compare to this one and to show supporting reason that I feel the information is all very reliable.


During my interview w/ Mr. Riley, I learned that there is room for passion in the classroom. He showed me that being passionate not only benefits you personally, but the students as well. He let me know that to be a successful teacher you must invest a lot of time. You have to evaluate your students and their way of learning and make adjustments to your teaching style accordingly. He reminded me that allowing your students to see your passion
opens the door to having a good relationship with the students. Mr. Riley has been teaching for over 20 years and still has passion for what he does. He gave me some information about what he believes the requirements to be, but he has had his degree for a while and degree requirements have changed, therefore, I will have to do more research on that.

I was pleased to learn that there are teachers out there who have a passion for their students but this information doesn’t help much in way of my research. Mr. Riley got his degree long ago and the requirements for teaching have since changed. However, he was able to inform me about the MAT program at the University of Arkansas which is composed of the required courses to be taken in order to get a license to teach. I believe Mr. Riley to be a reliable source because he has been nominated for many awards that speak to his credentials, and he has taught for over 20 years. He was able to give me little information regarding the most current requirements to become a teacher. A large portion of the interview is not relevant to my research simply because he spoke more about his passion for teaching than he did on what it’s like to be a teacher.

Mr. Riley gave me great insight on the impact a teacher can have on a student. Since I, too, want to be passionate and have an impact on the lives of my students, I will use many of his quotes in my paper. I am honored that he took the time to speak with me.


I found the information contained in this book to be intriguing. It helps me to understand what being an effective teacher is all about. I took information from chapter 7 that states the “Four C’s” of effective teaching: Caring deeply, Recognizing Complexity, Communicating Clearly, and Serving Conscientiously. Caring includes providing the support to help a child succeed and holding a child accountable for his or her own learning. Part of recognizing complexity is to understand that not all children are the same and matching the skill level of the student with the appropriate challenge. Communicating clearly means that a teacher must constantly communicate a climate of support and encouragement to ensure that students are engaged in the two-way teaching and learning process. In order to continuously improve, one must be concerned with is or her own continuous learning process and reflect on all the elements of performance. The book also states the importance of professional development and states that high-quality professional development activities are necessary tools for improving teacher effectiveness.
I believe this information correlates well with what Will Riley told me in my interview with him. I feel the book is relevant because being an effective teacher is very important. The copyright of the book is 2007 so I feel comfortable with the recentness of the material. I read the “about the author” section of the book and it states that the author, James H. Stronge, received his doctorate in the area of education administration and planning from the University of Alabama. He has written multiple books that pertain to teaching and in fact has been a teacher himself. The book also gives contact information for Dr. Stronge.

I will use this information to support some of the things that Mr. Riley told me. I believe this is great documentation of what teaching is all about. It is helpful in making it understood that teaching is more than just standing in front of a classroom and presenting material to students.