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Autore	Duke Daniel Linden
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Nota di contenuto	CONTENTS; PART I. SYMPTOMS OF SICKNESS; 1. Domains of Disappointment; 2. Assessing the Vital Signs; PART II. CHANGING CONDITIONS OF WORK; 3. Ambiguity and Insecurity: The Trying Task of Teaching; 4. What's Happened to Johnny?; 5. Complaints and Constraints-The Societal Context of Teaching; PART III. TEACHERS IN SEARCH OF ASSISTANCE; 6. How Helpful is Higher Education?; 7. School Improvement Efforts and the Negative Side of Noble Ambitions; 8. Teachers Helping Teachers-Does the Patient Have the Cure?; PART IV. ADVERSITY AS IMPETUS FOR IMPROVEMENT 9. Rx for the Teaching Profession-Euthanasia or Rejuvenation?; 10. Reconceptualizing the Job of Teaching; NOTES; 1. Domains Of Disappointment; 2. Assessing The Vital Signs; 3. Ambiguity And Insecurity; 4. What's Happened To Johnny; 5. Complaints And Constraints; 6. How Helpful Is Higher Education?; 7. School Efforts And The Negative Side Of Noble Ambition; 8. Teachers Helping Teachers- Does The Patient Have The Cure?; 9. RX For The Teaching Profession- Euthanasia Or Rejuvenation?; 10. Reconceptualizing The Job Of Teaching; REFERENCES; INDEX
Sommario/riassunto	What is it really like to be a teacher today? Teaching--The Imperiled Profession goes beyond conventional analyses, to probe the profession and various threats to its viability. Daniel L. Duke has drawn on his own

and current educational research--including surveys of teacher opinion, interviews with teachers, and press coverage of educational issues--to uncover and examine a complex array of factors that contribute to the troubled state of the profession and the unprecedented discouragement of its practitioners. The book also analyzes traditional sources of support. Teaching--The Imperiled Profession provides prospective teachers with a realistic picture of the profession today. It identifies a set of concerns on which citizens might reasonably focus attention, in order to forestall any future deterioration. It provides the educator, administrator, and policy-maker with a comprehensive set of recommendations for revitalizing the profession. The book also serves as a concise history of the teaching profession as it has developed in the United States during the twentieth century. Daniel L. Duke, Ed.D. , directs the Educational Administration Program at Lewis and Clark College, Portland, Oregon. His previous publications include Managing Student Behavior Problems, Teacher's Guide to Classroom Management, The Retransformation of the School, and When Teachers and Researchers Cooperate .

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