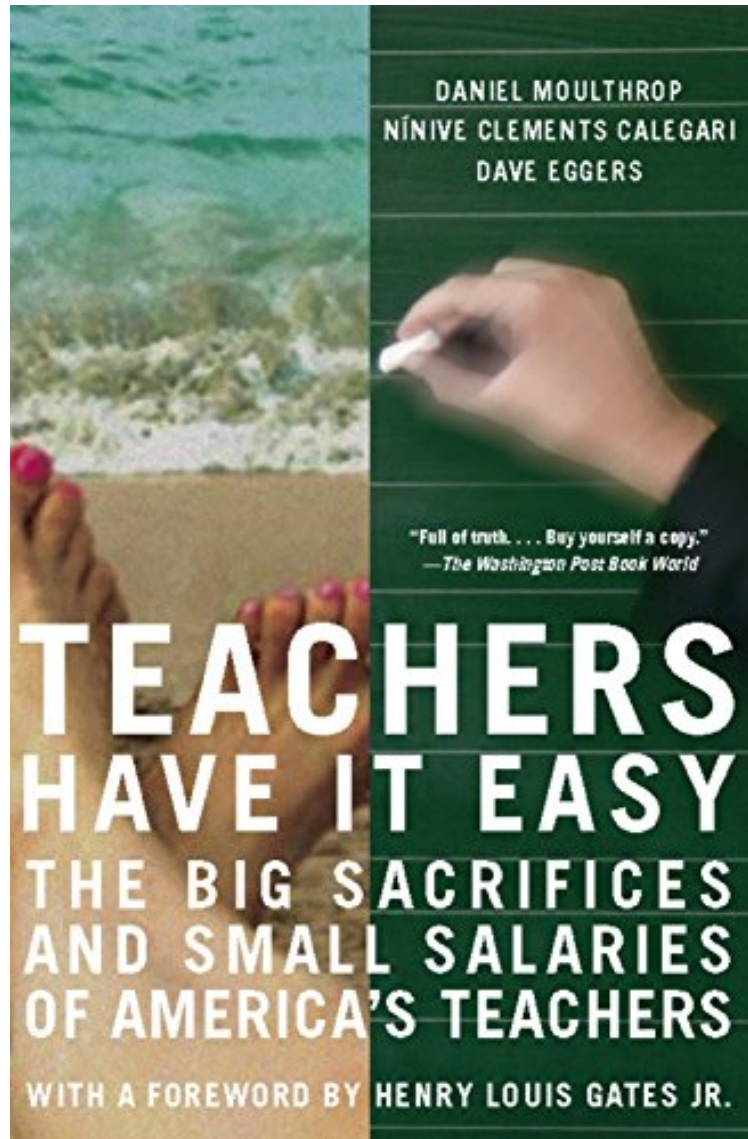


[Pdf free] Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers

Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers

Daniel Moulthrop, Ninive Calegari, Dave Eggers
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Daniel Moulthrop, Ninive Calegari, Dave Eggers : Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers before purchasing it in order to gauge whether or not it would be worth my time, and all praised Teachers Have It Easy: The Big Sacrifices and Small Salaries of America's Teachers:

0 of 0 people found the following review helpful. an important bookBy an interested readerThis book is a real eye-opener to the conditions teachers work in, an important corrective to the teacher bashing that's coming at us from the

media. It's horrible to hear teachers denigrated, disrespected, put down, considering the challenges they face and the devotion most of them show. Anyone who accepts the right-wing PR that public education is broken, public schools should be replaced by private, teachers replaced by computers, needs to read this book. Conditions in public schools have been made so deplorable that we're now facing a serious teacher shortage that plays right into the hands of those who'd replace humans with machines. Somehow the public sits by and lets this happen. 10 of 11 people found the following review helpful. This Really Should Be Read by Most Americans By H. Laack If you are--or expect someday to be--a parent of school aged children, if you are a taxpayer, or if you are a civic or political leader in your community, this book is one you really MUST read. It is especially important for those who do not personally know a teacher to read this, to understand just a little more what life is really like for these people who are such an important part of our children's lives and who ultimately have such an impact on how our country will function in the years to come. After all, as the authors state: "Schools are called on to help raise children and assist them in understanding themselves in relation to their world. Schools and teachers are asked to provide basic moral instruction, to teach children right from wrong and how to function as part of a community... In short, we want our schools to help children learn to be valuable to society." The subtitle of the book emphasizes a major problem in American education today: the "big sacrifices" that teachers make for our children, for the future of this country. "Small salaries" are definitely part of the sacrifice, but looming just as large is the loss of prestige and intense on-the-job pressures teachers face on a daily basis. They are expected to be fully in charge of 20, 25, even more than 30 children every classroom moment, and many have no more than a couple of 5 minute breaks throughout the entire day. Yet the image of teachers seems to fall farther and farther down the scale. "You can do better than THAT," a bright student is told when he or she expresses an interest in teaching--and they can, IF salary and perks are the standard for success. This book presents, in the words of teachers themselves, what a typical school day, week, year, is like, and the stories of dedicated professionals who have had to leave the jobs they love because they could not support their families are tragic. This is where the real value of this book is found. However--and this however is one reason for only three stars: in trying to sell the need for higher salaries and new approaches to salary scales and tables (all of which I fully support), the authors inadvertently contribute to the "prestige" problem. Yes, many good teachers have left the profession and other solid candidates have not gone into education because of the poor compensation, BUT there continue to be hundreds of thousands of dedicated, sacrificing professionals who ARE staying in their classrooms and ARE making a difference in kids' lives. By so emphasizing the "brain drain" out of the profession, there is an impression left that only "losers" are entering and/or staying in teaching. This attitude that "we just can't any good teachers anymore" only contributes to the diminished reputation of those willing to do everything they can to continue working with our children, the future of our nation. The other weakness in the book is that there is no mention of the inequity of school financing in our country because of the heavy reliance on property taxes for funding. As a result, efforts to improve teacher salaries are most possible in more affluent districts, or in isolated charter schools such as the Vaughan Next Century Learning Center, where much of the success of the small program has come from an aggressive fund-raising principal. The authors did provide some excellent examples in the Helena MT and Denver experiments, but I think a little more attention to the realities of having to make changes via votes on bonds, etc., would have been helpful. Weaknesses aside, try to get this book in the hands of everyone you know who might be able to start to make a difference in how we recognize (and compensate) those who are so involved with our children's lives. 12 of 13 people found the following review helpful. Response to one comment by Ingram By Cherie M in EP COI saw the C-Span interview and am eager to read the book. Even before I do that, though, I need to respond to something in the Ingram review. This writer self describes as an **ASPIRING TEACHER WITH NO ILLUSIONS** who would like to hear from experienced teachers. I am an experienced teacher of many years, having taught previously at middle school/junior high and university levels. I now teach at a high school, where I serve in a number of other professional development and department capacities. You may feel you have no illusions, but the fact is that you have no idea what truly lies ahead until you get into the work. I work 70 - 80 hours a week during the school year and 10 - 20 hours a week during vacations. Despite my many years of experience, I am continually searching for new ways to hook students on learning. Students come to us less well prepared and less well supported by parents each year. Please try to be less judgmental of what a teacher's life is really like as reported by these experienced authors. Wait until you too have some actual experience under your belt. Please respect the authors for the work they have already done toward gaining that experience. Please the note: The format required me to give a rating, even though I am just now ordering the book. My rating was chosen in response to what I heard in the C-Span program.

Since its initial publication and multiple reprints in hardcover in 2005, *Teachers Have It Easy* has attracted the attention of teachers nationwide, appearing on the New York Times extended bestseller list, C-SPAN, and NPR's Marketplace, in addition to receiving strong reviews nationwide. Now available for the first time in paperback, this groundbreaking book examines how bad policy makes teachers' lives miserable. Many teachers today must work two or more jobs to survive; they cannot afford to buy homes or raise families. Interweaving teachers' voices from across the country with hard-hitting facts and figures, this book is a clear-eyed view of the harsh realities of

public school teaching, without chicken-soup-for-the-soul success stories. With a look at the problems of recruitment and retention, the myths of short workdays and endless summer vacations, the realities of the work week, and shocking examples of how society views Americans' teachers, *Teachers Have It Easy* explores the best ways to improve public education and transform our schools.

From Publishers Weekly Starred . This book provides a punchy, thoughtful look at the issues surrounding teacher salaries in the public school system. And while it is openly biased on the subject—the authors see salary reform as the best way to ameliorate many of the problems facing America's public schools—this bias never compromises its even-handed consideration of the current debate. In part, this is because the authors wisely ground the book in the words and experiences of teachers themselves. The stories of high ideals and hard work compromised by the brutal conditions facing teachers speak for themselves, allowing the authors to make their points by interspersing short passages that highlight the key issues raised by the vignettes. Whether or not one agrees with their solutions, their characterization of the problem is spot-on. Perhaps more valuable, however, is their detailed discussion of actual school reform initiatives. Unlike most of the problems treated here—low pay and little respect for teachers or resource shortages in public schools—these incentives will not be familiar to most readers. Each of them take different approaches to the problems facing public schools and have had varying degrees of success, but all of them illustrate the gains that can be made when committed educators and policymakers work together with shared goals and community support. It's no accident that the book winds up with this informative consideration of solutions (nor that it provides a rich bibliography for further reading as well as contact lists of reform-minded school districts, teacher recruitment agencies and a variety of educational organizations) because in the end it is less a complaint than a call to action, one that will appeal to a wide body of readers. Copyright copy; Reed Business Information, a division of Reed Elsevier Inc. All rights reserved. An argument for righting such appalling wrongs. -- Sarah Vowell, *This American Life* commentator and author of *The Partly Cloudy Patriot* Should be required reading on Air Force One. -- Michael Chabon About the Author Daniel Moulthrop is a radio reporter for WCPN, Cleveland's NPR affiliate. He is a former teacher and has a master's degree in journalism from the University of California, Berkeley. He lives in Ohio. Pulitzer Prize finalist Dave Eggers is the founder of both *McSweeney's* and *826 Valencia*, a nonprofit tutoring and writing lab providing free literacy arts services to young people ages six to eighteen. Former classroom teacher Niacute;nive Clements Calegari is the founding executive director of *826 Valencia* and a graduate of Harvard University's Graduate School of Education. They both live in the San Francisco Bay Area.