

**שאלתה: ההוראה כפרופסיה, הסדרה של עיסוק וסטטוס**

Certification, Regulation, Profession, status, prestige of profession,  
professional association of teachers, teaching professional association  
1.

**Scholarship and the Professional Identity of Community College  
Faculty Members.**

Authors:

Palmer, James C.1

Source:

New Directions for Community Colleges. Fall2015, Vol. 2015 Issue  
171, p37-48. 12p.

Document Type:

Article

Subject Terms:

- \*CORPORATE culture research
- \*COMMUNITY colleges
- \*PROFESSIONAL identity
- \*SOCIALIZATION
- \*PUBLIC universities & colleges

FACULTY

NAICS/Industry Codes:

611210Junior Colleges

Abstract:

The institutional culture of community colleges often fosters a professional identity among faculty members that sees research, publication, and other forms of out-of-class scholarship as detrimental to teaching and student learning. But the professional associations established by and for community college faculty members in specific academic disciplines have forged a path to an alternative professional identity that recognizes disciplinary scholarship as an essential part of

faculty work. This chapter examines how the associations have fostered the social conditions for the development of this alternative professional identity.

2.

### **Revisiting professional teacher standards.**

Authors:

Watson, Amanda<sup>1</sup>

Source:

Australian Journal of Music Education; 2016, Vol. 24 Issue 1, p27-38,  
12p

Document Type:

Article

Subjects:

Australian Society for Music Education

Music teachers

Music education

Music literacy education

Standardization

Author Supplied Keywords:

certification

generic

professional learning

professional teaching standards

subject-specific

Abstract:

The Australian Society for Music Education's (ASME) involvement in the development of professional standards for music educators was a significant and active research time in the history of the Society. As ASME celebrates its golden jubilee, it is appropriate to revisit that

history and consider the future prospects of subject-specific standards. ASME became a strong player in the professional teacher standards movement in Australia, as it was one of in excess of 20 professional teaching associations that developed subject-specific teaching standards. The focus of this paper is to highlight and explore the process adopted to write the ASME National Framework for Music Teaching Standards (2005), the intense activity that took place around Australian between 2005 and 2009 and the impact of the written subject-specific standards with a change in the brief of a new statutory body.

3.

### **Putting paraeducators on the path to teacher certification.**

Authors:

Morrison, Judith

Lightner, Lindsay

Source:

Phi Delta Kappan. May2017, Vol. 98 Issue 8, p43-47. 5p. 1 Color Photograph.

Document Type:

Article

Subject Terms:

\*EDUCATION of teachers' assistants

\*TEACHER certification

\*BACHELOR'S degree

\*TEACHER education

\*SUPPLY & demand of teachers

NAICS/Industry Codes:

923110Administration of Education Programs

Abstract:

In response to local districts' needs for certified teachers with community roots who understand local schools and students, the authors developed an innovative alternative route for paraprofessionals based on a traditional bachelor's program. Their goals were to provide a rigorous, research-based program that allows paraprofessionals to get a university degree and, in the process, to get course credit for skills and knowledge gained on the job. This article describes both the challenges involved in developing the program and its successes.

4.

#### **The Rise of Urban Alternative Teacher Certification.**

Authors:

HOHNSTEIN, SCOTT<sup>1</sup>, scott.hohnstein@umontana.edu

Source:

Teacher Education & Practice; Winter2017, Vol. 30 Issue 1, p194-106,  
13p

Document Type:

Article

Subjects:

Teacher certification -- United States

Education -- United States

Multiple regression analysis

Abstract:

This study sheds light on where teachers with alternative certification are teaching in the United States. Using hierarchical multiple regression, the numbers of alternative certificates granted in 33 U.S. states during the 2008-2009 school year are regressed on the proportions of students in poverty and on the proportions of ethnic minority students in each state. In two additional regression models, the numbers of alternative certificates are regressed on the numbers of rural and urban public schools. Results show that the numbers of rural

and urban schools exhibit the strongest statistical relationships with the numbers of alternative teacher certificates. These findings are discussed, as are implications for practice and research.

5.

### **Does teacher certification program lead to better quality teachers? Evidence from Indonesia.**

Authors:

Kusumawardhani, Prita Nurmalia<sup>1,2</sup>

Source:

Education Economics; Dec2017, Vol. 25 Issue 6, p590-618, 29p

Document Type:

Article

Subjects:

Teacher certification

Teacher qualifications

Job qualifications

Educational outcomes

Educational tests & measurements

Author Supplied Keywords:

teacher performance

teacher qualification

two-stage instrumental variable

Abstract:

This paper examines the impact of the teacher certification program in Indonesia in 2007 and 2008 on student and teacher outcomes. I create a rule-based instrumental variable from discontinuities arising from the assignment mechanism of teachers into certification program. The thresholds are determined empirically. The study applies a two-sample instrumental variable (TSIV) method to combine information from two different datasets. I find that there is no strong evidence of the

effectiveness of certified teachers on student learning outcomes and teacher performance, as measured by student test scores, teacher test scores, teacher attendance, and teacher involvement in non-teaching side jobs.

6.

Teacher Certification Policy: Evidence from Students' Perception on Certified English Teachers at One Public High School in Jambi Indonesia and Policy Implications.

Alternate Title:

Öğretmen Sertifika Politikası: Endonezya Jambi'de bir devlet lisesindeki Sertifikalı İngilizce Öğretmenlerine yönelik Öğrenci algıları ile ilgili Bulgular ve Politik Çıkarımlar.

Authors:

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Ekatina, Meitia1, amirmuk@yahoo.com

Source:

Turkish Online Journal of Qualitative Inquiry; Jul2016, Vol. 7 Issue 3, p224-244, 21p

Document Type:

Article

Subjects:

Teacher certification

English teachers

Job performance

Personality

Education -- Indonesia

Author Supplied Keywords:

Certified English teachers

Indonesian teachers

teachers' competence

öğretmen yeterlikleri

Endonezyalı öğretmenler

Sertifikalı İngilizce öğretmenleri

Language of Keywords: English; Turkish

Abstract (English:)

The purpose of this mixed methods study was to examine students' perception towards their certified English teachers in Jambi, Indonesia. The data of this study were collected through questionnaire and focus group discussion. The data collected were senior high students' perception on the certified English teachers' personal, pedagogical, social, and professional competences. 95 participants consisting of 78 female and 17 male students were involved in this study. The questionnaire data were analyzed statistically and the focus group discussion data were analyzed qualitatively to support the primary data. The findings of the study indicated that students gave their positive responses through questionnaire to four teachers' competences consisting of personal, pedagogical, social, and professional competences while the results of focus group discussion exhibited negative responses to personality of the teachers, and professional competences. This study provides information for policymaker to evaluate the certification policy in Indonesia. Policy recommendations and implications of findings and future research are also discussed.

7.

### **Development of Teachers' Alternative Certification in the USA.**

Authors:

Pazyura, Natalia<sup>1</sup>

Source:

Comparative Professional Pedagogy; Dec2015, Vol. 5 Issue 4, p33-38,  
6p

Document Type:

Article

Subjects:

Teacher education

Alternative teacher certification

Educational quality

Author Supplied Keywords:

alternative ways

certification of teachers

professional development

teachers' training

teachers.

Abstract:

The article reveals the prerequisites of appearance of alternative ways to train teachers in the USA at the end of the XX century as main mechanisms to increase qualitative and quantitative characteristics of teaching staff. The author concentrates the attention on the advantages and disadvantages of non-traditional ways to acquire teaching profession. The peculiarities of the development in different states of the country, main characteristics of the training with the help of alternative programs have been found as well as the target groups have been described. Such research is clearly needed, both by policymakers and by practitioners, to determine the appropriateness of alternative certification training models in training educators to deliver quality educational programming to students, as well as their effectiveness in addressing the critical teacher shortages by increasing the pool of available teachers and reducing the turnover and retention



problems. Proponents of alternative certification have asserted that such models encourage talented people from other fields to enter teaching and increase the potential supply of teachers available to reduce shortages, and that traditional teacher education programs have little substance or value in training teachers while alternative models provide intensive training and supervision focused on critical skills needed for successful teaching.

8.

**Connecting the Dots in Preservice Teacher Education: Focusing on Literacy Instructional Strategies to Prepare Teacher Candidates for Curriculum and Certification Challenges.**

Authors:

Conrad, Deborah1 conraddj@posdam.edu

Stone, Carolyn2 stonecs@potdam.edu

Source:

Delta Kappa Gamma Bulletin. Summer2015, Vol. 81 Issue 4, p41-49.  
9p.

Document Type:

Article

Subject Terms:

\*EDUCATION of student teachers

\*COLLEGE teachers

\*EDUCATIONAL standards

\*TEACHER certification

\*LITERACY

NAICS/Industry Codes:

923110Administration of Education Programs

Abstract:

How do college instructors ensure the readiness of their teacher candidates for the realities of today's elementary classrooms?

Prompted by the implementation of the New York State Common Core Learning Standards and the increased rigor of new teacher-certification exams, the authors designed an assignment in their literacy-methods course using literacy instructional strategies as a framework for weaving together authentic learning experiences. Grounding instruction with literacy strategies, maintaining a philosophical stance, and making connections to the standards and certification exam requirements, the authors sought to prepare their preservice teachers for the demands of the public school classroom.

9.

**Using Online Education to Transition Teaching Assistants to Teacher Certification: Examining the Differences Between Teacher Education Programs.**

Authors:

Stricklin, Kelley<sup>1</sup>

Tingle, Billie<sup>1</sup>

Source:

American Journal of Distance Education; Jul-Sep2016, Vol. 30 Issue 3, p192-202, 11p

Document Type:

Article

Subjects:

Web-based instruction

Elementary school teachers -- In-service training

Teacher certification

Educational change

Teacher training courses

Elementary schools

Praxis Series tests

Abstract:

Elementary education teacher candidates who studied under two delivery methods—online and face to face—were compared to determine if there was a significant difference in professional knowledge and skills using Praxis II test scores. The participants included 60 teaching assistant program (TAP) online candidates and 564 face-to-face candidates. The two groups' perceptions of self-efficacy were also compared. Results indicated a significant difference in professional knowledge based on Praxis II test scores and no significant difference in perceptions of self-efficacy. Although both groups felt confident in their teaching abilities, the traditional candidates outperformed TAP candidates on Praxis II. However, in the ancillary findings of this study, 41.6% of traditional candidates were admitted to the teacher education program with a Praxis I exemption, whereas only 23.4% of TAP candidates were exempt from the requirement. This suggests that traditional candidates entered the program at a more advanced level than the TAP candidates, possibly explaining the significant difference in the finding of the Praxis II test scores.

10.

### **Individual Development Plans as Governance Tools – Changed Governance of Teachers' Work.**

Authors:

Parding, Karolina<sup>1</sup>

Liljegren, Andreas<sup>2</sup>

Source:

Scandinavian Journal of Educational Research. Dec2017, Vol. 61 Issue 6, p689-700. 12p.

Document Type:

Article

Subject Terms:

- \*INDIVIDUAL development
- \*PERSONAL development planning
- \*TEACHER evaluation -- Law & legislation
- \*EDUCATIONAL law & legislation
- \*SECONDARY education
- \*SECONDARY school students
- \*EDUCATION

FINLAND

Author-Supplied Keywords:

documentation

governance

sociology of professions

Teachers' work

NAICS/Industry Codes:

611110Elementary and Secondary Schools

923110Administration of Education Programs

Abstract:

Auditing, accountability, and transparency are concepts that greatly impact the working conditions of today's public sector professionals, including teachers. Documentation requirements have been on the increase for some time, which can be seen in the education sector's Individual Development Plans (IDPs), for example. These IDPs are pedagogical tools, but can also be seen as governance tools, which is how we will treat them here. In this conceptual paper, we argue that to improve knowledge of education policy changes, there is a need to consider the changed documentation requirements from the perspective of sociology of professions. To this end, we use Evetts' occupational and organisational logics and Abbott's three aspects of professional work.

11.

## **Specialization, Status, and Stigma: Teaching-Stream Roles in Research-Intensive Institutions.**

Authors:

Darroch, Heidi Tiedemann

Source:

English Studies in Canada. Mar2017, Vol. 43 Issue 1, p4-7. 4p.

Document Type:

Article

Subject Terms:

\*EXPERTISE

\*OCCUPATIONAL prestige

\*STIGMA (Social psychology(

\*COLLEGE teachers -- Selection & appointment

\*UNIVERSITY research

\*TEACHERS' workload

Abstract:

The article discusses specialization, status, and stigma which are considered as important issues related to teaching-stream roles in research-intensive academic institutions. It describes the impact of the rise of the so-called just-in-time hiring for teaching positions on the prestigious status of teaching and research in universities. It also mentions several ways to ensure a satisfying career track for teaching-stream faculty such as developing reasonable teaching loads.

12.

## **Take me where I want to go: Institutional prestige, advisor sponsorship, and academic career placement preferences.**

Authors:

Pinheiro, Diogo L.1

Melkers, Julia2 jmelkers@gatech.edu

Newton, Sunni3

Source:

PLoS ONE. 5/11/2017, Vol. 12 Issue 5, p1-24. 24p.

Document Type:

Article

Abstract:

Placement in prestigious research institutions for STEM (science, technology, engineering, and mathematics) PhD recipients is generally considered to be optimal. Yet some doctoral recipients are not interested in intensive research careers and instead seek alternative careers, outside but also within academe (for example teaching positions in Liberal Arts Schools). Recent attention to non-academic pathways has expanded our understanding of alternative PhD careers. However, career preferences and placements are also nuanced along the academic pathway. Existing research on academic careers (mostly research-centric) has found that certain factors have a significant impact on the prestige of both the institutional placement and the salary of PhD recipients. We understand less, however, about the functioning of career preferences and related placements outside of the top academic research institutions. Our work builds on prior studies of academic career placement to explore the impact that prestige of PhD-granting institution, advisor involvement, and cultural capital have on the extent to which STEM PhDs are placed in their preferred academic institution types. What determines whether an individual with a preference for research oriented institutions works at a Research Extensive university? Or whether an individual with a preference for teaching works at a Liberal Arts college? Using survey data from a nationally representative sample of faculty in biology, biochemistry, civil engineering and mathematics at four different Carnegie Classified institution types (Research Extensive, Research Intensive, Master's I & II, and Liberal Arts Colleges), we examine the relative weight of

different individual and institutional characteristics on institutional type placement. We find that doctoral institutional prestige plays a significant role in matching individuals with their preferred institutional type, but that advisor involvement only has an impact on those with a preference for research oriented institutions. Gender effects are also observed, particularly in the role of the advisor in affecting preferred career placement.

13.

**Take me where I want to go: Institutional prestige, advisor sponsorship, and academic career placement preferences.**

Authors:

Pinheiro, Diogo L.1

Melkers, Julia2 jmelkers@gatech.edu

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Source:

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Document Type:

Article

Abstract:

Placement in prestigious research institutions for STEM (science, technology, engineering, and mathematics) PhD recipients is generally considered to be optimal. Yet some doctoral recipients are not interested in intensive research careers and instead seek alternative careers, outside but also within academe (for example teaching positions in Liberal Arts Schools). Recent attention to non-academic pathways has expanded our understanding of alternative PhD careers. However, career preferences and placements are also nuanced along the academic pathway. Existing research on academic careers (mostly research-centric) has found that certain factors have a significant

impact on the prestige of both the institutional placement and the salary of PhD recipients. We understand less, however, about the functioning of career preferences and related placements outside of the top academic research institutions. Our work builds on prior studies of academic career placement to explore the impact that prestige of PhD-granting institution, advisor involvement, and cultural capital have on the extent to which STEM PhDs are placed in their preferred academic institution types. What determines whether an individual with a preference for research oriented institutions works at a Research Extensive university? Or whether an individual with a preference for teaching works at a Liberal Arts college? Using survey data from a nationally representative sample of faculty in biology, biochemistry, civil engineering and mathematics at four different Carnegie Classified institution types (Research Extensive, Research Intensive, Master's I & II, and Liberal Arts Colleges), we examine the relative weight of different individual and institutional characteristics on institutional type placement. We find that doctoral institutional prestige plays a significant role in matching individuals with their preferred institutional type, but that advisor involvement only has an impact on those with a preference for research oriented institutions. Gender effects are also observed, particularly in the role of the advisor in affecting preferred career placement.

14.

**International professors in China: Prestige maintenance and making sense of teaching abroad.**

Authors:

Kim, Esther Chihye<sup>1</sup>

Source:

Current Sociology. Jul2015, Vol. 63 Issue 4, p604-620. 17p.

Document Type:



## Article

### Abstract:

A new pattern of global migration is that of skilled or educated people moving from developed to developing countries in search of work. In this qualitative research study, 41 non-Chinese university instructors teaching in Beijing were asked about their decisions to migrate to the mainland. Foreign professors moved to China for various reasons: it had been their last resort, for research purposes and career advancement, or for adventure. The instructors collectively maintained that teaching at Chinese universities did not have the same level of prestige or respect as teaching at universities in western countries. To combat perceived lower social status, international professors in China rationalized their new temporary positions by creating a positive sense of self and situation. This article describes the ways in which prestige is maintained by professors dealing with perceived social downgrade.

15.

### **We need to restore pride and prestige in teaching.**

### Authors:

WIGDORTZ, BRETT1

### Source:

TES: Times Educational Supplement. 6/24/2016, Issue 5203, p24-25.  
2p.

### Document Type:

Opinion

### Subject Terms:

\*TEACHING

\*PRIDE & vanity

\*PRESTIGE

GREAT Britain

### Abstract:

The author discusses the need to restore pride and prestige in teaching in Great Britain.

Author Affiliations:

1 Founder and chief executive of Teach First

15.

### **Organizational Segmentation and the Prestige Economy: Deprofessionalization in High- and Low-Resource Departments.**

Authors:

Ochs Rosinger, Kelly1 kor9w@virginia.edu

Taylor, Barrett J.2

Coco, Lindsay3

Slaughter, Sheila4

Source:

Journal of Higher Education. Jan/Feb2016, Vol. 87 Issue 1, p27-54. 28p. 1 Chart.

Document Type:

Article

Abstract:

Research often considers vertical stratification between U.S. higher education institutions. Yet differences also exist within higher education institutions, which we term "organizational segmentation." We understand organizational segmentation as a consequence of the external "prestige economy," which favors research revenues from high-resource science and engineering fields relative to instructional revenues collected by low-resource humanities departments. We use qualitative data from 83 interviews with faculty in high- and low-resource departments to examine how organizational segmentation, academic work, and professionalization are shaped by external and internal resource pressures. We find that deprofessionalization has occurred in different ways for faculty in high- and low-resource

academic units. Faculty in high-resource units, like Brint's (1994) "expert" professionals, depend on external research resources and shape their careers accordingly, whereas faculty in low-resource units rely upon teaching revenues distributed by campus administrators.

16.

### **The prestige of the teaching profession in the perception of teachers and former teachers.**

Authors:

SMAK, MAGDALENA1, m.smak@ibe.edu.pl

WALCZAK, DOMINIKA1

Source:

EDUKACJA Quarterly; 2017, p22-40, 19p

Document Type:

Article

Subjects:

Teaching

Teacher attitudes

Job satisfaction

Author Supplied Keywords:

prestige

respect

social image of teachers

social position of teachers

Abstract:

Teaching is ranked as a prestigious occupation in national opinion polls. However, teachers themselves, when asked about problems at work, reported low wages and the lack of respect from students. The discrepancy between research findings about the social hierarchy of the profession and the perceptions of teachers themselves raises questions about the factors influencing the social image of the teaching

profession. This article describes the influences on teachers' social position, based on individual interviews with current and former teachers.

17.

**ACADEMIC FREEDOM AND SHARED GOVERNANCE: A FRAMEWORK TO RECLAIM ACADEMIC PRESTIGE IN THE ACADEMY.**

Authors:

MUTISYA, PHILLIPH MASILA<sup>1</sup>

OSLER II, JAMES EDWARD<sup>2</sup>

Source:

Journal on School Educational Technology; Mar-May2017, Vol. 12  
Issue 4, p35-48, 14p

Document Type:

Article

Subjects:

Academic freedom

Shared governance in higher education

Ratings & rankings of universities & colleges

Author Supplied Keywords:

Academia

Academic Leadership

Attitudes

Conceptual Framework

Education

Higher Education

Perceptions

Prestige

Abstract:

There are sweeping changes facing higher education institutions today that have resulted in diminished power, privilege, and prestige that the professorate have had in the past. Higher education institutions are faced with many challenges that often demand radical changes in the reconceptualization of the professorship and adversely preservation of the prestige of the profession in the academy. Prestige in this respect refers to a notoriety, reputation or influence arising from success, achievement, rank, or other favorable attributes. In other words. Prestige is a "distinction" or "reputation attached to a person or estimation in the eyes of people that has weight or credit (in general opinion), and a commanding position in people's minds. The aforementioned challenges are not only experienced locally depending on one's location on the globe, but also regionally, nationally, and internationally. This paper addresses the challenges faced by academics in higher education today that have been observed and experienced over the last twenty five years of teaching in higher education and offers a dynamic and empowering solution to those challenges that benefits both the professorate and the institutions in which they respectively serve.

18.

### **LOOKING FORWARD.**

Authors:

THOMAS, GORDON

Source:

ATA Magazine; Summer2016, Vol. 96 Issue 4, p16-19, 4p

Document Type:

Article

Subjects:

Alberta Teachers Association (Organization(

Teaching -- Vocational guidance

## Certification

Professional licensure examinations

Alberta -- Officials & employees

Abstract:

The article presents an overview of the self-governance of the teaching profession in Alberta. The topics discussed include the certification requirements determined by the country's Education Minister. The topics discussed include the teacher preparation programs established by the organization the Alberta Teachers Association and the Education Minister and the reasons why the licensure examination is deemed as the highest self-regulation form.

19.

### **Status of Teachers and the Teaching Profession: A Study of Elementary School Teachers' Perspectives.**

Authors:

Kalin, Jana<sup>1</sup>, jana.kalin@guest.arnes.si

Čepić, Renata<sup>2</sup>, renata.cepic@uniri.hr

Šteh, Barbara<sup>1</sup>, barbara.steh@guest.arnes.si

Source:

BCES Conference Proceedings; 2017, Vol. 15, p59-65, 7p

Document Type:

Article

Subjects:

Elementary school teachers

Elementary education

Social status

Reputation (Sociology(

Professionalism

Author Supplied Keywords:

elementary school teacher

professionalism

reputation

status of teachers

teaching profession

Abstract:

In scientific literature a large number of different conceptual definitions of status found that can be applied as a framework for the analysis of different professions although it should be noted that there is no single, universally accepted, unambiguous definition or theoretical construct. For example, Haralambos (1994) defined reputation as the amount of respect and honor associated with social status, characteristics of an individual and his or her lifestyle, while social status, as a determined position in the society that includes a certain role, is a set of standards that define the behavior expected of members of a certain status. In this paper, we will try to establish what points of view elementary school teachers hold regarding the reputation of the teaching profession in the society and how they rank the level of reputation of elementary teachers in relation to the reputation of other professions.

20.

### **The Status of Teaching as a Profession in South Africa.**

Authors:

de Wet, Corene1, dewetnc@ufs.ac.za

Source:

BCES Conference Proceedings; 2016, Vol. 14 Issue 1, p143-149, 7p

Document Type:

Article

Subjects:

Teaching

Teachers -- South Africa

Functionalism (Social sciences(

Professionalism

Education -- South Africa

Abstract:

Using ten universally accepted criteria for a profession and following the Structural- Functional Model of professionalism, this study evaluates the status of teaching as a profession in South Africa. The study found that policies and structures have been put in place since the beginning of the new millennium to enhance the professional status of teachers. The study nevertheless highlights numerous obstacles hindering the professionalisation of teaching in South Africa.

21.

**The associations of teacher professional characteristics, school environmental factors, and state testing policy on social studies educators' instructional authority.**

Authors:

Hyeri Hong<sup>1</sup>, hyeri-hong@uiowa.edu

Hamot, Gregory E.<sup>1</sup>

Source:

Journal of Social Studies Research; Oct2015, Vol. 39 Issue 4, p225-241, 17p

Document Type:

Article

Subjects:

Social science teachers

School environment research

Social sciences education research

Professionalism

Education & state -- United States

Author Supplied Keywords:

authority



Low and high minority schools  
Social studies education  
Social studies teachers' instructional  
Teacher professional characteristics  
Testing policy

Abstract:

Knowledge of pedagogy and social studies content influences a teacher's decision making and helps teachers conduct sound instructional practices despite the influence of highstakes testing policies. Using national data from the Survey of the Status of Social Studies (S4), this study examined the associations of teachers' professional characteristics, school environmental factors, and state testing policy on self-reported levels of authority that secondary level social studies teachers (grades 6-12) hold over key classroom tasks. Through hierarchical multiple regression analysis, key findings from this study indicated that greater minority enrollments are associated with lower levels of instructional authority. Teachers who worked in states where a state-mandated social studies test was administered reported less freedom to choose what to teach and how to teach than those in non-testing states. Also, this study showed that in-field status, the type of licensure, and years of teaching experience are important factors in exercising social studies teachers' instructional authority (e.g., their ability to balance effectively the demands of state-mandated reforms with teaching for meaningful student learning). This study recommends that schools with high minority enrollments, especially if these districts exist in a high stakes testing environment, should invest in teachers with highquality social studies preparation.