assist and monitor students and provide teachers with clerical assistance will grow. In addition, despite projections of only moderate increases in overall student enrollments, the number of special education students and those who speak English as a second language are expected to grow more rapidly. Because teacher assistants play a large role in helping students with special needs, the rising number of these students will create additional demand for teacher assistants. In addition to jobs stemming from employment growth, numerous job openings will arise as workers transfer to other occupations, leave the labor force to assume family responsibilities, return to school, or leave for other reasons—characteristic of occupations that require limited formal education and offer relatively low pay.

The number and size of special education programs are growing in response to increasing enrollments of students with disabilities. Federal legislation mandates appropriate education for all children, and emphasizes placing children with disabilities into regular school settings, when possible. Children with special needs require much personal attention, and special education teachers, as well as general education teachers with special education students, rely heavily on teacher assistants.

School reforms that call for more individual instruction should further enhance employment opportunities for teacher assistants. As schools strive to meet new standards, they are hiring more teacher assistants to provide students with the personal instruction and remedial education they need. An increasing number of after-school programs and summer programs also will create new opportunities for teacher assistants.

Demand is expected to vary by region of the country. Where population growth is fastest, such as in areas of the South and West, school enrollments are also rising quickly, resulting in stronger demand for teacher assistants. Teacher assistants, particularly those that can speak a foreign language, are in demand in school systems with large numbers of immigrants.

**Earnings**

Median annual earnings of teacher assistants in 2000 were $17,350. The middle 50 percent earned between $13,930 and $22,080. The lowest 10 percent earned less than $12,260, and the highest 10 percent earned more than $27,550.

Teacher assistants who work part time ordinarily do not receive benefits. Full-time workers usually receive health coverage and other benefits.

About 4 out of 10 teacher assistants belonged to unions in 2000—mainly the American Federation of Teachers and the National Education Association—which bargain with school systems over wages, hours, and the terms and conditions of employment.

**Related Occupations**

Teacher assistants who instruct children have duties similar to those of preschool, kindergarten, elementary, middle, and secondary school teachers, special education teachers, and school librarians. However, teacher assistants do not have the same level of responsibility or training. The support activities of teacher assistants and their educational backgrounds are similar to those of childcare workers, library technicians, and library assistants. Teacher assistants who work with children with disabilities perform many of the same functions as occupational therapy assistants and aides.

**Sources of Additional Information**

For information on teacher assistants, including training and certification, contact:


For information on a career as a teacher assistant, contact:

- National Resource Center for Paraprofessionals in Education and Related Services, 6526 Old Main Hill, Utah State University, Logan, UT 84322. Internet: http://www.nrcpara.org

School superintendents and State departments of education can provide details about employment requirements.

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**Teachers—Adult Literacy and Remedial and Self-Enrichment Education**

(O*NET 25-3011.00, 25-3021.00)

**Significant Points**

- The majority of employed adult teachers work part time and receive no benefits; many unpaid volunteers also teach these subjects.
- Opportunities for teachers of English as a Second Language are expected to be very good, as the number of immigrants seeking classes is expected to increase.
- Demand for self-enrichment courses is expected to rise as more people embrace lifelong learning.

**Nature of the Work**

Adult literacy and remedial education teachers provide adults and out-of-school youths the education needed to read, write, and speak English, and to perform basic math calculations—basic skills that equip them to solve problems well enough to become active participants in our society, to hold a job, and to further their education. Students in adult literacy and remedial education classes are made up of those who dropped out of school or have passed through the school system without an adequate education. It also includes students who want to take the General Educational Development examination, better known as the GED exam. The GED certificate—earned by passing the GED exam—generally is considered the equivalent of a high school diploma. Increasingly, though, the students in adult education classes are immigrants whose native language is not English. In contrast, self-enrichment teachers, unlike other adult education teachers, teach courses that students take for personal enrichment, such as cooking, dancing, creative writing, golf or tennis, photography, or personal finance.

Adult literacy and remedial education teachers, more commonly called adult basic education teachers, teach basic academic courses in math, geography, history, reading, writing, science, and other areas. They teach these subjects to students 16 years of age and older who have up to an eighth grade level education. Many of these adults have learning disabilities or emotional problems that prevented them from learning effectively in regular school. Because the students often are at different proficiency levels for different subjects, remedial education teachers must make individual assessments beforehand of each student’s abilities. The assessment is used in many programs to develop an individualized education plan for each student. Teachers are required to evaluate students periodically to determine if they should be promoted to the next level.

Teachers who teach literacy to non-English speaking students are called English as a Second Language (ESL) or English to Speakers of Other Languages (ESOL) teachers. Along with English, ESL teachers provide survival and life skills instruction, and lessons on math, health, citizenship, and vocational topics. Adult education teachers, particularly ESL teachers, use real-life situations to promote
learning. For example, a reading lesson may consist of reading a job application or a lease for an apartment. More advanced students concentrate on writing and conversational skills and more difficult vocabulary. ESL teachers must cope with a wide range of cultures and abilities in their classroom. Some of their students may have a college degree and be quick learners, while others may never have opened a book; and while some may need to be taught the alphabet from scratch, others may only need help with vocabulary.

Literacy and remedial education is taught in small groups or one-on-one. Teachers generally teach all subjects and only rarely specialize. They also may teach a combination of ESL and adult basic education. Attendance for students is mostly voluntary and coursework is rarely graded. Lessons tend to be very practical and put into meaningful contexts. For example, teaching job skills is a major topic in classes, including practicing for an interview, finding a job, following directions, reading a manual, giving opinions, and using technology.

For native-born and foreign-born students who wish to get a GED credential in order to get a job or to go on to college, GED teachers help them acquire the necessary knowledge and skills to pass the test. The GED tests students in writing, math, social studies, literature, arts, and sciences. Since most of the students have had some high school, the emphasis in class is on acquiring the knowledge needed to pass the GED test. Going over GED practice tests or GED instruction manuals are the main methods of preparing for the test. However, depending on the expertise of the teacher, some subjects may be taught in more detail.

All adult education teachers must prepare lessons beforehand, do any related paperwork, and stay current in their fields. Many new teachers also must learn the latest uses for the computer in literacy classrooms. Computers are increasingly being used to supplement instruction in basic skills and to teach students how to find jobs and other information over the Internet.

Working Conditions
Because adult education teachers work with adult students, they do not encounter some of the behavioral or social problems sometimes found with younger students. Adults attend by choice, are highly motivated, and bring years of experience to the classroom—attributes that can make teaching these students rewarding and satisfying. However, teachers in remedial or adult basic education deal with students who may lack effective study skills and self-confidence have learning disabilities, and who may require more attention and patience than other students.

Adult education teachers often feel they are not as respected by education departments as their general education peers. Many work with out-dated computers or in spare rooms with few resources. Funding is rarely adequate and class sizes are often large.

Many adult education teachers work part time. Some have several part-time teaching assignments or work a full-time job in addition to their part-time teaching job, leading to long hours and a hectic schedule. Classes often are held at night or on the weekends to accommodate students who may have a job or family responsibilities.

Employment
Teachers of adult literacy, remedial, and self-enrichment education, held about 252,000 jobs in 2000. About one in five were self-employed. Many additional teachers worked as unpaid volunteers.

Adult literacy, remedial education, and GED teachers and instructors held about 67,000 of the jobs. Many of the jobs are Federally funded with additional funds coming from State and local governments. The education industry employs the majority of these teachers, who work in Adult Learning Centers, libraries, or community colleges. Others work for State and local governments, providing basic education at juvenile detention and corrections institutions, among other places. Others work for job training facilities; nonprofit, religious, and social service organizations; and residential care facilities. An increasing number of remedial and ESL teachers can be found at worksites, paid by employers to teach English and math to workers.

A total of 186,000 jobs were held by self-enrichment teachers in 2000. Most of them worked in adult continuing education programs sponsored by the local government or an education institution. Some worked in amusement and recreation services, dance studios, and civic and social organizations, among many other places.

Training, Other Qualifications, and Advancement
Requirements for teaching adult literacy and remedial education, including ESL and GED preparation, vary by State and by program. Federally funded programs run by State and local governments usually have higher standards than programs run by religious, community, or volunteer organizations. Most State and local governments and education institutions require that adult teachers have at least a bachelor’s degree and preferably a Master’s degree. Some require an elementary or secondary teaching certificate and a few have recently begun requiring a certificate in ESL or adult education. Teaching experience, especially with adults, is also preferred or required. Volunteers usually do not need a bachelor’s degree, but must attend a preservice training program instead.

Most programs recommend that adult literacy and remedial education teachers take classes on teaching adults, using technology to
to improve elementary and secondary education are causing some

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concerns. All teachers, both paid and volunteer, should be able to communicate well and be able to

Professional development among adult education teachers varies widely.

There are very few opportunities for advancement in this profession. Most jobs are part time and offer limited career potential. However, those who do have full-time jobs often do administrative work along with teaching. Others may go into policy work at a nonprofit organization or perform research. The most experienced teachers may mentor new instructors and volunteers.

The main qualification for self-enrichment teachers is expertise in the subject area. A portfolio of one’s work may be required. For example, to secure a job teaching a photography course, an applicant would need to show examples of previous work. Self-enrichment teachers should also have good speaking skills and a talent for making the subject interesting.

Job Outlook

Opportunities for jobs as adult literacy, remedial, and self-enrichment education teachers are expected to be very good. Employment is expected to grow about as fast as the average for all occupations through 2010, and a large number of job openings are expected due to the need to replace people who leave the occupation or retire. Turnover is prevalent in this occupation due to its many part-time jobs. In addition, a large number of all types of teachers are expected to retire. Should a shortage of people seeking to enter the teaching profession arise, many of these jobs will be hard to fill.

Much of the growth in employment will be for ESL teachers who will be needed by the increasing number of immigrants and other non-English speakers entering this country. In addition, a greater percentage of immigrants are expected to take ESL classes. With most immigrants going to States such as California, Florida, Texas, and New York, demand will be greatest in these regions. However, parts of the Midwest and Plains States have recently begun to attract large numbers of immigrants, making for especially good opportunities in those areas.

As employers increasingly require a more literate workforce, workers’ demand will grow for all types of literacy and remedial classes. The need for basic education and GED teachers is expected to increase despite an increasing emphasis being placed on education. One reason is that the standards that many school districts are imposing to improve elementary and secondary education are causing some

students who cannot meet the new criteria for graduation to drop out of school and enroll in adult education classes. Also, while dropout rates have declined for whites and blacks, they remain high for foreign-born Hispanics, who make up an increasing share of the population. Nevertheless, several branches of the military recently have allowed those who have dropped out of school to enlist—as long as they pass the GED first. This is expected to bring in new recruits and create demand for GED teachers.

The demand for literacy and basic education often fluctuates with the economy. When the economy is good and workers are hard to find, employers relax their standards and hire workers without a degree or GED. As the economy softens, more students find they need additional education to get a job. However, adult education classes are often subject to funding level changes, which can cause the number of teaching jobs to fluctuate from year to year. When this happens, volunteers may take the place of paid teachers.

As the baby boomers begin to retire and have more time to take classes and as more people embrace lifelong learning, the need for self-enrichment teachers will grow. Subjects that are not easily researched on the Internet and those that provide hands-on experiences will be in greater demand. Classes on spirituality and self-improvement are expected to be popular along with courses that provide hands-on experiences, like cooking and the arts. Topics related to current trends are always well-received.

Earnings

Median hourly earnings of adult literacy and remedial education teachers and GED instructors were $16.12 in 2000. The middle 50 percent earned between $12.20 and $21.17. The lowest 10 percent earned less than $9.47, and the highest 10 percent earned more than $28.50. Part-time adult literacy and remedial education and GED instructors are generally paid by the hour or by the class and receive no benefits. Full-time teachers are usually paid a salary and receive good benefits if they work for a school system or government.

Self-enrichment teachers also are paid by the hour or the class. Median hourly earnings of self-enrichment teachers were $13.44 in 2000. The middle 50 percent earned between $9.48 and $18.63. The lowest 10 percent earned less than $6.96, and the highest 10 percent earned more than $25.38.

Related Occupations

The work of adult literacy, remedial and self-enrichment teachers is closely related to that of other types of teachers, especially preschool, kindergarten, elementary, middle, and secondary school teachers. In addition, adult literacy and remedial education teachers require a wide variety of skills and aptitudes. They must not only be able to teach and motivate students, including those with learning disabilities, they also must be advisors and trainers. Workers in other occupations that require these aptitudes include special education teachers, counselors, and social workers. Self-enrichment teachers teach a wide variety of subjects that may be related to many other occupations.

Sources of Additional Information

Information on adult literacy and remedial education programs and teacher certification requirements is available from State departments of education, local school districts, and literacy resource centers. Information also may be obtained through local religious and charitable organizations.

For information on Adult Education and Family Literacy programs, contact:


Internet: http://www.ed.gov/offices/OV A E
For information on teaching English as a Second Language, contact:
> The National Center for ESL Literacy Education, 4646 40th St. NW., Washington, DC 20016. Internet: http://www.cal.org/ncle

### Teachers—Postsecondary

(O*NET 25-1011.00, 25-1021.00, 25-1022.00, 25-1031.00, 25-1032.00, 25-1041.00, 25-1042.00, 25-1043.00, 25-1051.00, 25-1052.00, 25-1053.00, 25-1054.00, 25-1061.00, 25-1062.00, 25-1063.00, 25-1064.00, 25-1065.00, 25-1066.00, 25-1067.00, 25-1069.99, 25-1071.00, 25-1072.00, 25-1081.00, 25-1082.00, 25-1111.00, 25-1112.00, 25-1113.00, 25-1121.00, 25-1122.00, 25-1123.00, 25-1124.00, 25-1125.00, 25-1126.00, 25-1191.00, 25-1192.00, 25-1193.00, 25-1194.00, 25-1199.99)

#### Significant Points

- College faculty usually need a Ph.D. for full-time, tenure-track positions in 4-year colleges and universities.
- Requirements for postsecondary vocational-technical education teachers include work experience, and formal education ranging from a license or certificate to a college degree.
- The job market in colleges and universities is expected to improve, but many new openings will be for part-time or nontenure track positions.
- Job prospects will continue to be better in certain fields—computer science, engineering, and business, for example—that offer attractive nonacademic job opportunities and attract fewer applicants for academic positions.

#### Nature of the Work

*College and university faculty,* who make up the majority of post-secondary teachers, teach and advise nearly 15 million full- and part-time college students and perform a significant part of our Nation’s research. Faculty also keep up with developments in their field and consult with government, business, nonprofit, and community organizations.

Faculty usually are organized into departments or divisions, based on subject or field. They usually teach several different courses—algebra, calculus, and statistics, for example. They may instruct undergraduate or graduate students, or both. College and university faculty may give lectures to several hundred students in large halls, lead small seminars, or supervise students in laboratories. They prepare lectures, exercises, and laboratory experiments; grade exams and papers; and advise and work with students individually. In universities, they also supervise graduate students’ teaching and research. College faculty work with an increasingly varied student population made up of growing shares of part-time, older, and culturally and racially diverse students.

Faculty keep abreast of developments in their field by reading current literature, talking with colleagues, and participating in professional conferences. They also do their own research to expand knowledge in their field. They perform experiments; collect and analyze data; and examine original documents, literature, and other source material. From this process, they arrive at conclusions, and publish their findings in scholarly journals, books, and electronic media.

College and university faculty use technology in all areas of their work. In the classroom, they may use computers—including the Internet; electronic mail; software programs, such as statistical packages; and CD-ROMs—as teaching aids. Faculty post course content, class notes, class schedules, and other information on the Internet. Increasingly, faculty are using sophisticated telecommunications and videoconferencing equipment and the Internet to teach courses to students at remote sites. The use of e-mail, chat rooms, and other techniques has greatly improved communications between students and teachers and among students.

Most faculty members serve on academic or administrative committees that deal with the policies of their institution, departmental matters, academic issues, curricula, budgets, equipment purchases, and hiring. Some work with student and community organizations. Department chairpersons are faculty members who usually teach some courses but have heavier administrative responsibilities.

The proportion of time spent on research, teaching, administrative, and other duties varies by individual circumstance and type of institution. Faculty members at universities normally spend a significant part of their time doing research; those in 4-year colleges, somewhat less; and those in 2-year colleges, relatively little. The teaching load, however, often is heavier in 2-year colleges and somewhat lower at 4-year institutions. Full professors at all types of institutions usually spend a larger portion of their time conducting research than do assistant professors, instructors, and lecturers.

*Postsecondary vocational-technical education teachers* provide instruction for occupations that do not require a college degree, such as welder, dental hygienist, x-ray technician, auto mechanic,