Focused Career Choices: How Teacher Educators Can Assist Students with Purposeful Career Decision-Making throughout a Teacher Education Program

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Purpose
This purpose of this article is to elucidate aspects of career choice and conflict for teacher education students looking for initial licensure.

The Article
This article discusses how the author explains certain career facts to her teacher education students in each semester. This article is to inform potential readers of the facets of career choice and conflict for teacher education students looking for initial licensure. Additionally, it provides information on foundational knowledge on career decision-making. Lastly, suggestions are provided for ways in which a career-counseling model might be directly applied within a curriculum framework.

What this Means for the Field
This article designates that direct career decision-making is either not being regularly conducted within teacher education programs or it is not seen as an essential characteristic of research. There are a small number of studies on teacher career decision-making and those studies are not always current. As one can see, there is a need for increased current empirical research on both the decision-making process of students and the efficacy of efforts used to channel them with this process.

Citation

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