

WHAT ARE THE PATTERNS OF EXPERIENCE FOR TEACHERS WHO ARE
INTRINSICALLY MOTIVATED OR EXTRINSICALLY MOTIVATED WITH
IDENTIFICATION REGULATED, AND HAVE HIGH TEACHER SELF-EFFICACY?

by

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This dissertation is dedicated to my husband, The Reverend Dr. John A. Hinkle, Jr., and my son, Tripp Hinkle. Thank you for your support, love, and perseverance.

ABSTRACT

Motivation is the driving force behind an action. Intrinsic motivation derives its origin from an individual's desire to perform a task for its inherent pleasure. Extrinsic motivation derives its origin from outside the individual and forces the individual into a state of compliance. However, extrinsic motivation does not have just one category - there are three. They are extrinsic motivation with identification regulation, extrinsic motivation with self-introjection regulation, or extrinsic motivation with external regulation. Finally, an individual can be amotivational, which means the individual is without any motivation to complete an action.

Efficacy is the belief that one has the ability to perform a task with a positive outcome. Teacher efficacy can be categorized into three areas that impact student learning: student engagement, instructional strategies, and classroom management.

The literature indicates a teacher's motivation and efficacy impacts students' learning. Teachers who are intrinsically motivated or extrinsically motivated with identification regulation along with high teacher efficacy have a positive impact on student learning. The inverse is also true. There is a reduced impact on student learning for teachers who are extrinsically motivated with either self-introjection regulation or external regulation, and low teacher efficacy.

The purpose of this study was to investigate patterns of experiences among teachers who are intrinsically motivated or extrinsically motivated with identification regulation along with high teacher efficacy. Ten participants from Community Elementary School volunteered to be a part of this study. Each participant was given the Work Tasks Motivation Scale for Teachers and the Teachers' Sense of Efficacy Scale (long form). Participants were then interviewed

individually to determine patterns of experiences in childhood, in K-12 schooling, in student teaching, and in teaching at Community Elementary School. Results indicate participants' intrinsic motivation or extrinsic motivation with identification regulation and high teacher efficacy shared experiences in the types of feedback and expectations given by parents, teachers, mentors, and administration. Participants who felt in control over their lives and felt they were allowed to learn from their mistakes had higher levels of intrinsic motivation or extrinsic motivation with identification regulation and higher levels of teacher efficacy. Finally, results demonstrated that participants had higher levels of intrinsic motivation or extrinsic motivation with identification regulation in the work tasks they felt they had more control over versus those tasks dictated by others.

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CHAPTER I

INTRODUCTION

Background and Context of the Study

In a suburban area in the southeastern United States, there is a little community school where students have been educated since the early twentieth century. Generations of students have passed through its halls, including alumni who have fought in World War II, Korea, Vietnam, and the War on Terror.

Teachers are the heart of this community school. Year after year, teachers have poured themselves into their school and their students. They have spent hours creating lesson plans and grading papers. These teachers have walked beside students as they entered school for the first time and waved goodbye as those same students moved to the next level of education. They have held a child after the death of a loved one and corrected a child for poor choices. Teachers in this school have faced the challenges of war, civil rights, and accountability.

What drives a teacher to teach? More specifically, what experiences create a teacher who pours himself/herself into his/her students? What makes a teacher work hard on perfecting his/her craft of teaching? What makes a teacher believe he/she can make a difference in a student's life? Does a teacher's motivation impact student learning? Can a teacher's motivation be changed by outside influences?

What drives a teacher to teach? To answer this question, one must examine what is motivation and how is it developed. Are there patterns of experiences that make a teacher motivated to grow in the craft of teaching and develop high teacher efficacy?

Statement and Significance of the Problem

Statement of the Problem.

Deci and Ryan (1985) noted an individual's innate need for competence and self-determination will drive an individual to seek activities that match his/her competence level. He/she will work diligently on tasks until completed, but will avoid tasks that are either too easy or too hard based on his/her perceived level of competence. Intrinsic motivation is described by the undertaking of an action for its innate pleasure rather than for a particular independent outcome (Ryan & Deci, 2000). Extrinsic motivation denotes an activity choice based on reasons other than the curiosity of the activity chosen (Deci & Ryan, 1985). Extrinsic motivation can be regulated either through external pressure, self-introjection, or identification (Fernet, Senecal, Guay, Marsh, & Dowson, 2008). Extrinsic motivation through external pressure regulation occurs when an individual performs a task based on the reward or punishment involved with the task. Self-introjection regulation within extrinsic motivation is when an individual puts pressure on himself/herself to complete a task through guilt, shame, or anxiety. Finally, extrinsic motivation with identification regulation occurs when an individual performs a task because the task corresponds with his/her value system (Deci & Ryan, 1985; Fernet et al., 2008). Fernet et al. (2008) noted that teachers who fell into the category of extrinsic motivation with identification

regulation were similar to teachers who were intrinsically motivated with regard toward their jobs. Teachers come to the classroom either intrinsically or extrinsically motivated to perform to the best of their abilities. For the purpose of this proposed research, the researcher will focus on patterns of experiences of teachers who are either intrinsically motivated; extrinsically motivated with identification regulation, self-introjection regulation, or external pressure regulation; or amotivated.

Teacher efficacy is the belief in one's teaching ability to positively impact student learning and achievement among all students found in one's classroom (Armor et al., 1976; Bandura, 1977; Tschannen-Moran & Woolfolk Hoy, 2001). Teachers with a high level of self-efficacy are more driven to improve their instruction in comparison to those teachers with low self-efficacy. The level of a teacher's efficacy has been determined to impact student motivation (Midgley, Feldlaufer, & Eccles, 1989), student efficacy (Anderson, Green, & Loewen, 1988), and student achievement (Armor et al., 1976; Ashton & Webb, 1986; Moore & Esselman, 1992; Ross, 1992; Tschannen-Moran & Woolfolk Hoy, 2001).

Significance of the Problem.

The high accountability movement and the high stakes testing mandate have overtaken the nation's education system and influences policy, teachers, and students (Jones, 2006; Nichols & Berliner, 2007). Policymakers in many school districts work in a traditional top-down approach to force teachers to change in an attempt to control the outcome of student learning while appearing to stakeholders as effective institutions of learning (Dufour, Dufour, & Eaker, 2008; Lezotte & Snyder, 2011). Teachers are at the center of this whirlwind of change; some teachers are reflective and intrinsically motivated to improve their practice without direction

from outside sources. Conversely, other teachers are extrinsically motivated and wait to be told what needs to change and how to change it. Additionally, the current climate of intense accountability with student testing outcomes tied to teacher effectiveness impacts many teachers' sense of self-efficacy (Jones, 2006; Nichols & Berliner, 2007).

The purpose of this mixed-methods study will be to determine whether teachers are intrinsically, extrinsically motivated with identification regulation, or extrinsically motivated concerning their profession along with identifying the level of the teachers' self-efficacy. Additionally, interviews will be completed to establish any patterns of experiences that co-exist with teachers who are either intrinsically, extrinsically motivated with identification regulation, or extrinsically motivated and who have either high self-efficacy or low self-efficacy.

The information found in this study impacts teacher instruction and student achievement. Administrators, instructional coaches, and teacher leaders may use the results from this research to empower teachers who have low self-efficacy and are extrinsically motivated. Once an individual is aware that he/she is having difficulty with self-efficacy or motivation, then change may occur. If patterns of experience can be determined to exist with teachers who have high self-efficacy and are intrinsically motivated, then those experiences may be replicated to help teachers with low self-efficacy have a change in mindset to one of high self-efficacy in their abilities to impact student learning. This improved mindset will improve student learning (Armor et al., 1976; Ashton & Webb, 1986; Moore & Esselman, 1992; Ross, 1992; Tschannen-Moran & Woolfolk Hoy, 2001).

Central Questions for the Study

The objective of this study is to determine patterns of experiences for teachers who are intrinsically motivated or extrinsically motivated with identification regulation along with a high teacher efficacy. The researcher's hypothesis is that teachers who have high self-efficacy and are either intrinsically motivated or extrinsically motivated with self-regulation will have shared experiences in the area of socio-economic status, childhood experiences, and educational experiences. The following questions will be used to test the researcher's hypothesis.

1. What causes the differences between teachers who appear to be intrinsically motivated or extrinsically motivated with identification regulation versus teachers who are extrinsically motivated with self-introjection and/or external pressure regulation or amotivated?
2. What is the relationship between teacher efficacy and motivation?
3. Are there patterns of experiences regarding family, neighborhood, school, and early teaching among teachers with high self-efficacy and intrinsic motivation or extrinsically motivated with identification regulation versus those with low self-efficacy and extrinsic motivation or amotivated?

The proposition of this study is the belief that teachers who are intrinsically motivated or extrinsically motivated with identification regulation, and have high self-efficacy share similar experiences within their family and educational experiences. As a result, these experiences need to be identified in order to replicate these experiences and empower all teachers to change their motivation in order to improve student learning.

CHAPTER II

REVIEW OF THE LITERATURE

The literature that informs this body of research on teachers' experiences who are found to be intrinsically motivated or extrinsically motivated with identification regulation and high teacher efficacy is described by several bodies of research: (a) motivation defined, (b) theories of motivation, (c) events that impact motivation, (d) motivation and student learning, (e) self-efficacy and how it develops, (f) self-efficacy and student learning, and (g) impacts on teachers' motivation and self-efficacy.

Motivation Defined

Individual motivation has long been an interest of psychological research. Since as early as the 1930s, the desire to understand what motivates an individual to act or not act has been the center of many experimental studies (Bandura, 1997; Deci & Ryan, 2000). Results from the research have shown there are several types of motivation: intrinsic, extrinsic, and amotivation (Bandura, 1997; Deci, 1975; Deci & Ryan, 1985; Deci & Ryan, 2000; Fernet et al., 2008). Motivation research has persisted in the belief that individuals will continue to initiate and persist in behaviors to assist them toward a desired goal (Deci & Ryan, 2000). Bandura (1997) indicates motivation is the result of cognitive action, which individuals use to guide their behavior choices. Forethought is used to predict both positive and negative outcomes, to create beliefs about

abilities, to determine goals, and to direct behaviors that lead to desired outcomes versus aversive ones (Bandura, 1997).

An individual's innate need for competence and self-determination will drive that individual to seek activities, which will match his/her competence level and will work diligently at those tasks until those tasks are complete. An individual will avoid tasks that are either too easy or too hard based on their perceived level of competence (Deci & Ryan, 1985). Deci and Ryan (1985) operationally define activities that are intrinsically motivated when there is a lack of any observed extrinsic reward. Deci (1980) indicates that when individuals choose behaviors via intrinsic motivation, they are acting with high self-determination. Additionally, Deci and Ryan (1985) observe intrinsic motivation as the outcomes or the quality of performance of an individual. Research has supported that creativity (Amabile, 1997), flexibility (McGraw & McCullers, 1979), and spontaneity (Koestner, Ryan, Bernieri, & Holt, 1984) are at higher levels with individuals who are intrinsically motivated.

Extrinsic motivation denotes choices of activities based on reasons other than the curiosity of the activity selected. Furthermore, extrinsically motivated actions are elected by an assortment of external controls (regulations) versus determined by one's beliefs and aspirations (Deci & Ryan, 1985). Individuals who choose activities based on extrinsic motivation are acting with less self-determination (Deci, 1980).

Another form of motivation is amotivation, which is defined as no motivation. Without motivation, an individual has no desire to perform a task and lacks understanding as to why he/she is performing a certain task (Fernet et al., 2008). Amotivational systems lead an individual to believe that achievement is unattainable and that they are helpless and out of

control. Feelings of competence, self-esteem, and self-determination are low with individuals who fall into the category of amotivational (Deci, 1980). Amotivation is a low level of self-determination (Deci, 1980; Fernet et al., 2008).

Theories of Motivation.

Cognitive motivation theory is a theory that asserts motivation is the result of deliberate action, which individuals use to guide their behavior choices. Forethought is used to predict both positive and negative outcomes, to create beliefs about abilities, to determine goals, and to direct behaviors that lead to desired outcomes versus undesired ones (Bandura, 1997).

Cognitive evaluation theory has three propositions with regards to intrinsic motivation. First, intrinsic motivation can decrease if an individual's locus of causality is refocused from internal to external. Second, intrinsic motivation is increased or decreased with respect to an individual's perception of competence and self-determination as strengthening or weakening. Finally, if a reward or feedback is perceived as informational, an individual's competence and self-determination are enhanced. However, if the reward or feedback is perceived as being controlling, an individual's locus of causality will be impacted (Deci, 1975).

Bandura writes three theories regarding cognitive motivation. The first is attribution theory, which states that individuals who believe their success is based on their abilities and their failures reflect their level of effort will undergo difficult tasks and will persevere in the event of failure. However, individuals who attribute their successes to situational factors and their failures to lack of ability will be less likely to try new tasks and will easily quit when a task becomes a challenge. "Whereas attribution theory is concerned solely with perceived causes of

performance successes and failures, self-efficacy theory encompasses modeling and persuasory and affective sources of efficacy information as well as enactive ones” (Bandura, 1997, p. 124).

Expectancy-value theory predicts individuals will choose a certain behavior based on the belief that the behavior will result in the desired outcome. This is similar to extrinsic motivation as discussed in self-determination theory (Deci & Ryan, 2000, 1985).

Goal theory is a crucial cognitive instrument “of motivation and self- directedness” (Bandura, 1997, p. 128). Within this theory of motivation, an individual directs behavior toward a goal versus toward an unrecognized future existence. Self-direction occurs when an individual establishes personal incentives to maintain the pursuit of the goal. Self-satisfaction and pursuit of a goal motivates one to do more when substandard performances occur. Goal-theory of motivation and intrinsic motivation are similar because the goal or work chosen is based on the personal desire for competence and self-determination (Deci & Ryan, 1980).

Self-Determination Theory (SDT) defines extrinsic motivation through the continuum of self-determination or regulation. Extrinsic motivation with external pressure regulation occurs when an individual performs a task based on the reward or punishment involved with the task. Self-introjection regulation within extrinsic motivation is when an individual puts pressure on himself/herself to complete a task through guilt, shame, or anxiety. Finally, extrinsic motivation with identification regulation occurs when an individual performs a task because the task corresponds to his/her value system (Deci & Ryan, 1985; Fernet et al., 2008).

“Self-determination is a psychological construct referring to people’s flexibility and capacity both to choose from among the behavioral options (regardless of the number of options) and to accommodate to the situations in which only one option is available” (Deci, 1980, p. 6).

The basis of self-determination theory is the belief that humans have the ability to choose their behaviors based on inner longings and judgments. Deci (1980) states that it is the interplay of both environmental factors and personality that leads an individual to be either intrinsically motivated, extrinsically motivated, or amotivational motivated. Individuals who have strong feelings of self-determination are intrinsically motivated. Inversely, individuals are acting with an extrinsic motivation are less self-determined. Amotivational systems leave individuals believing that achievement is unattainable and leaves individuals feeling helpless and out of control. Feelings of competence, self-esteem and self-determination are low with individuals who fall into the category of amotivational (Deci, 1980).

SDT like other drive theories discuss that an individual's needs are innate to their personhood. Therefore, needs are a part of the nature of motivation. As a result, individuals are naturally disposed to seek coherence between their personal and interpersonal self by acting on their inner and outer environments to satisfy their psychological need for competence, autonomy, and relatedness (Deci & Ryan, 2000).

SDT asserts certain likelihoods of motivational outcomes. Self-determination is correlated with heightened psychological functioning. It is predicted that motivations falling along the lines of intrinsic motivation and identification regulation will establish positive results. In the reverse, low-determining motivations such as amotivation, self-introjection regulation, and external pressure regulation will generate negative outcomes (Deci & Ryan, 1985; Gagne & Deci, 2005; Ryan & Deci, 2000).

What Impacts Motivation?

Deci (1980) states that it is the interplay of both environmental factors and personality that leads an individual to be either intrinsically motivated, extrinsically motivated, or amotivated. A longitudinal study completed by Gottfried, Fleming, and Gottfried (1994, 1998) studied the impact of the home environment on young children's intrinsic motivation. This study concluded that a home environment that was rich in cognitive experiences, had frequent family interaction, and high parental expectations was statistically significantly in predicting students' level of intrinsic motivation (Gottfried, Fleming, & Gottfried, 1994, 1998).

Gottfried, Fleming, and Gottfried (1994, 1998) further determined that a family's socio-economic status (SES) was not the predicting factor for student intrinsic motivation when the family provided rich cognitive experiences, had frequent family interaction, and high parental expectations. However, the authors noted that the challenges to provide the type of home environment that predicts high intrinsic motivation for SES families is more difficult than for families who are middle class or upper middle class (Gottfried, Fleming, & Gottfried, 1994, 1998).

Another factor that can impact intrinsic motivation is the type of reward or punishment that individuals experience in childhood by parents and teachers (Deci, 1975; Gottfried, Fleming, & Gottfried, 1994, 1998). Deci (1975) observed that using threat of punishment for not completing a task correctly in a set amount of time given was found to reduce an individual's intrinsic motivation. Additionally, Deci (1975) describes a study that found children who were rewarded for a task had a reduced intrinsic motivation for that task (drawing a picture) versus those children who were not rewarded. In Gottfried, Fleming, and Gottfried's (1994, 1998)

research they determined that when verbal praise or reward was given based on a child's competency intrinsic motivation was increased. Inversely, when verbal praise or reward was given for the completion of task intrinsic motivation decreased for that particular task (Gottfried, Fleming, & Gottfried, 1994, 1998).

Deci (1975) concluded first, intrinsic motivation could decrease if an individual's locus of causality is refocused from internal to external. Second, intrinsic motivation is increased or decreased with respect to an individual's perception of competence and self-determination strengthening or weakening. Finally, if a reward or feedback is perceived as informational an individual's competence and self-determination are enhanced. However, if the reward or feedback is perceived as being controlling an individual's locus of causality will be impacted. Additionally, Gottfried (1983) found that when children are allowed to solve problems for themselves intrinsic motivation is increased.

Teacher Self-Efficacy Defined

Teacher efficacy is the belief in one's teaching ability to positively impact student learning and achievement among all students found in one's classroom (Armor et al., 1976; Bandura, 1977; Woolfolk Hoy & Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2001). The level of a teacher's efficacy has been determined to impact student motivation (Midgley, Feldlaufer, & Eccles, 1989), student efficacy (Anderson, Green, & Loewen, 1988), and student achievement (Armor et al., 1976; Ashton & Webb, 1986; Moore & Esselman, 1992; Ross 1992; Tschannen-Moran & Woolfolk Hoy, 2001).

“Self-efficacy is a future-oriented belief about the level of competence that a person expects he or she will display in a given situation. When teachers have a high sense of self-efficacy, they tend to exhibit greater levels of planning and organization, are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, intensify their efforts when their performance falls short of their goals, and persist longer” (Thoonen, Slegers, Oort, Peetsma, & Geijsel, 2011, p. 504). Additionally, goal setting, teaching aspirations, and effort are linked to a teachers’ efficacy (Tschannen-Moran & Woolfolk Hoy, 2001). Higher levels of perseverance, planning, and implementation of new ideas in the classroom are connected to increased teacher efficacy (Allinder, 1994; Ashton & Webb, 1986; Berman, McLaughlin, Bass, Pauly, & Zellman, 1977; Gusky, 1988; Stein & Wang, 1988; Tschannen-Moran & Woolfolk Hoy, 2001.)

According to Thoonen’s et al. (2011) study, teachers’ willingness to experiment and reflect on their teaching did more to improve their instruction than keeping up to date through the literature on instructional practices. In addition, it was found that teachers’ self-efficacy has more impact on motivation to improve instruction than administrative leadership style or professional development. Those teachers who did participate in professional development had improved classroom instruction, but it was noted that participation in professional development was linked to self-efficacy. Teachers who were found to be a part of collaborative groups were more likely to experiment in their teaching and be more reflective in their practices (Thoonen, et al. 2011). This study then concluded that the most important motivational factor to describing teacher practices and teacher learning is teachers’ cognizance of self-efficacy (Thoonen, et al. 2011).

CHAPTER III

CONCEPTUAL FRAMEWORK FOR THE STUDY

While there are many theories of motivation, the conceptual framework for this research will use SDT (Deci & Ryan, 1985). SDT makes a significant difference between controlled types of behavior and self-determined behavior regarding teacher motivation (Fernet et al., 2008). Motivation is categorized as either extrinsic, intrinsic, or amotivation. SDT defines extrinsic motivation through the continuum of self-determination or regulation. External regulation occurs when an individual performs a task based on the reward or punishment involved with the task. Self-introjection regulation occurs when an individual puts pressure on himself or herself to complete a task through guilt, shame, or anxiety. Finally, there is identification regulation, which occurs when an individual performs a task because the task corresponds to his/her value system. The specificity of SDT leads the researcher for this proposal to use the theoretical framework of SDT (Fernet et al., 2008).

Factors that impact motivation and self-efficacy are socio-economic status, childhood, school experiences, and teacher pre-service experiences (Deci, 1980; Uyulgan & Akkuzu, 2014; Visser-Wijnveen, Stes, & Van Petegem, 2014). Leibowitz., van Schalkwyk, Ruiters, Farmer, & Adenforff (2012) found in their research that biographical influences such as school success, families, and childhood interplayed and impacted the desire to be a good lecturer (teacher) in higher education. A second influence in developing into a good teacher, and maintaining that role, had to do with work environment. In this study, instructors who felt good about their teaching did not mention any extrinsic factors that motivated them, but instead the desire to

maintain good instruction derived from their identity regulation (Leibowitz et al., 2012). These ideas found in the literature are demonstrated in the conceptual framework found on Figure 1.

Based on the literature, the researcher will look at the interplay among teachers with high self-efficacy who are either intrinsically motivated for extrinsically motivated with self-regulation to determine if there are similar experiences among teachers with their socio-economic background, childhood experiences of success and failure, and educational experiences with success and failure. The researcher's hypothesis is that teachers who have high self-efficacy and are either intrinsically motivated or extrinsically motivated with self-regulation will have shared experiences in the area of socio-economic status, childhood experiences, and educational experiences. Again, the conceptual framework found in Figure 1 was informed by this literature.

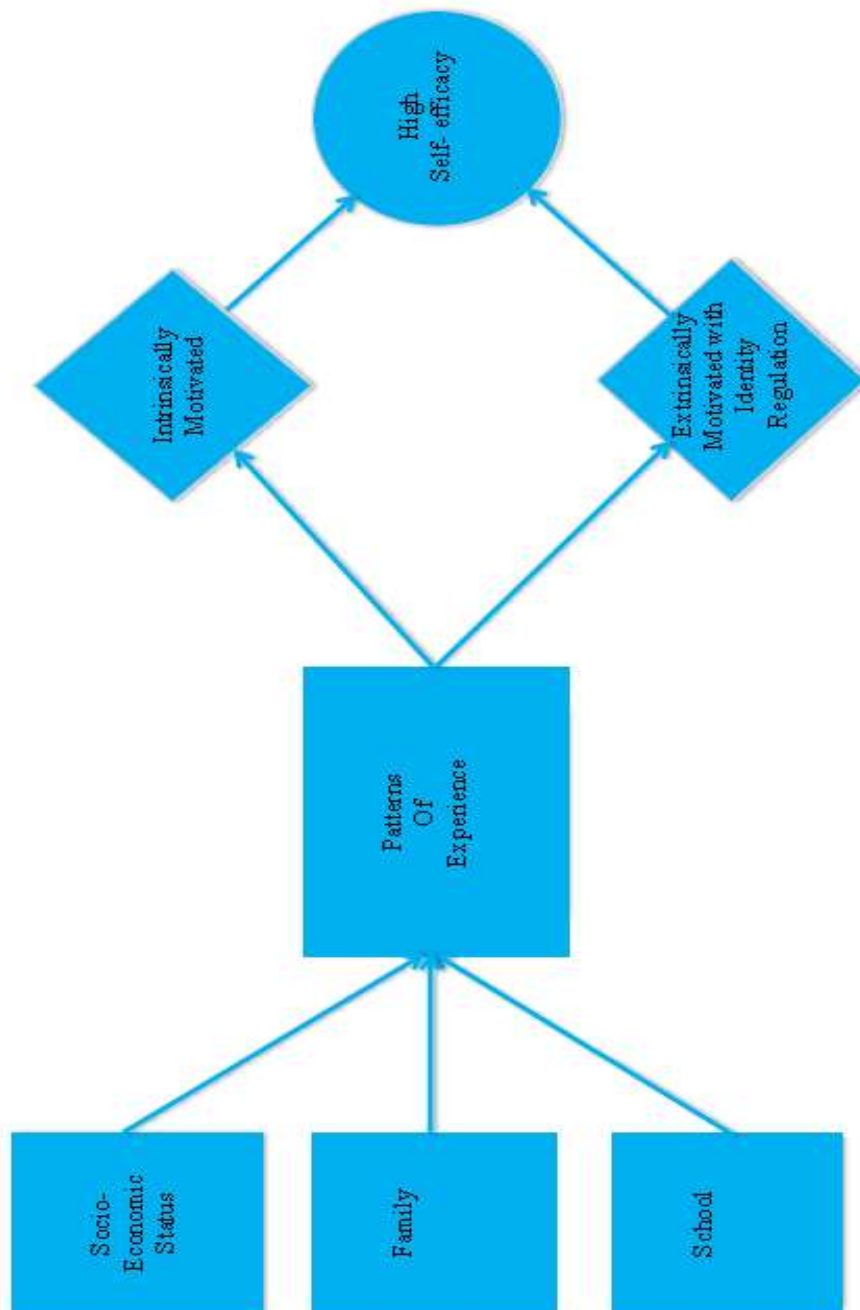


Figure 1: Conceptual Framework for Patterns of Experience

CHAPTER IV

METHODOLOGY

Overview of the Study

The fundamental questions of this study were focused on the patterns of experiences in childhood, school, student teaching, and teaching for teachers with high teacher efficacy and high intrinsic motivation or extrinsic motivation with identification regulation. The goal of this research was to discover patterns of experiences that may be used by administrators and teacher leaders to enhance the work environment for classroom teachers in order to shape and maintain high teacher efficacy along with encouraging intrinsic or identification regulation motivation. A study design used a mixed methodology. Quantitative data was collected through surveys taken by participants. Individual surveys and interviews were used to collect qualitative data. The conceptual framework was used to determine patterns of experience among the participants in the study. The literature review referenced in Chapter II was the context for the analysis of the data.

It might be recommended that a larger group of participants representing more diversity in age and teacher experience would create a richer study. However, due to the time constraints for this study, the use of a limited number of participants was deemed appropriate. Future research with specific demographics could be planned for another study.

Study Design.

This study used a mixed methods approach to answer the researcher's questions. Quantitative data will be gathered using both the Work Tasks Motivation Scale for Teachers (WTMST) (Fernet et al., 2008) (Appendix A) and the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran & Woolfolk Hoy, 2001) (Appendix B). Qualitative data was obtained using a case study approach with ten teachers and questions developed by the researcher (Appendix C).

A collective case study approach was used with ten teachers from Community Elementary. Community Elementary was chosen for the researcher's convenience and because the teachers in that school represent from one year to over 20 years' worth of teaching experience. The collective case study was chosen due to the nature of the research questions, which indicate an interest in an individual's story to explain how a teacher develops his/her motivation and self-efficacy (Stake, 1995).

The collective case study approach along with the quantitative data from surveys revealed patterns of experience in teachers with high teacher self-efficacy and who are either intrinsically motivated or extrinsically motivated with identification regulation. Patterns of experiences that have been identified may then be employed by instructional coaches and administrators to empower teachers who are extrinsically motivated with low self-efficacy to have a changed mindset (Stake, 1995).

Subjects.

The researcher conducted a collective case study with ten teachers from the researcher's school of employment, Community Elementary. Community Elementary is a

small community PK-5 school with a population of approximately 325 students, 35 teachers, eight educational assistants, one speech pathologist, one occupational therapist, one instructional coach, and one administrator. The current culture is focused on student learning and creating a positive atmosphere where achievement and improvement are highly valued. Teachers in the school range in experience from one year to over 20 years of teaching. Teachers' ages range from the early twenties to upper fifties.

Limitations.

There were limitations based on the size of the population participating in the analysis. While patterns of experience will be noted from this research, they will give only a small view when compared to the population. Another limitation of the study was the researcher's own knowledge and relationship with those who participated in the study. Finally, time was a limitation. The time required for this proposed research limited the scope of participants and the location from which participants came

According to Creswell (2003, 2013) and Stake (1995), collective case studies lack the ability to be generalized to all areas of teaching. However, according to Creswell (2003), the strength of a mixed methods approach is the diversity of information collected and its use in understanding the research questions. "The study begins with a broad survey in order to generalize results to a population and then focuses, in a second phase, on detailed qualitative, open-ended interviews to collect detailed views from participants" (Creswell, 2003, p. 21). Results can also be extrapolated to inform results and data from similar situations (Patton, 2002).

A mixed methods approach was adopted by the researcher to increase the applicability of this study. Each participant was given two surveys and opened ended interview questions. These multiple sources of data increase the validity of the study (Creswell, 2003, 2013; Stake 1995).

Considering the number of participants in this study, the researcher decided to look at each participant's responses to determine patterns of experience in childhood, school, student teaching, and teaching.

Ethical Considerations

Middle Tennessee State University Institutional Review.

Guidelines and protocols for conducting research as established by Middle Tennessee State University Institutional Review Board (IRB) were implemented to ensure the comfort and security of the participants and to ensure the integrity of the study. The study was approved (Appendix G) with an expedited review.

Consent Procedures and Access to Schools.

A copy of the study proposal was sent to both the Assistant Director of Schools for Curriculum and the principal of Community Elementary. Both granted permission to proceed with the study. Without the support of these individuals, this study would not have been completed.

Next, explanations of the study and consent forms were given to participants who volunteered to be a part of the study. All participants were made aware of the purpose of

the study and its intended use for increasing teacher self-efficacy and intrinsic motivation. Participants were made aware that their involvement was voluntary and they could withdraw from the study at any time without any repercussions. Finally, participants were made aware of the actions that would take place to protect their identity and confidentiality. Surveys were given once letters of consent were signed. Interviews were completed after participants turned in their surveys.

Confidentiality and Anonymity.

Confidentiality was maintained by keeping all surveys, notes, transcriptions, and interview recordings locked in a home that was available only to the researcher.

Anonymity was maintained for everyone by the investigator by assigning a number to each participant. Interview recordings were labeled with the assigned numbers as well as surveys. Names were not used on any form that could be used to identify participants.

Once the the analysis of the data was completed, the auditory recording, surveys, and interviews were destroyed.

Storage and Security of Files.

Electronic files that were generated during the study were stored on multiple electronic devices. Files were password protected and stored in locations away from the computer containing the body of work. Notes and other written recorders were maintained with the data, and the investigator was the only one who had access to the files and written material.

Data Collection

Two surveys were used in this study to collect quantitative data. Interviews were employed to collect qualitative data as recommended by Stake (1995). Therefore, multiple sources for data collection were used in this study.

Surveys.

The Work Task Motivation Scale for Teachers (WTMST) (Fernet et al., 2008) (Appendix A) was given to assess teachers' type of motivational constructs toward tasks conducted in their job. Six tasks were presented with 15 possible reasons for completing the task. In the context of the survey, the question was asked why the following tasks were being completed.

1. Class preparation
2. Teaching
3. Evaluation of students
4. Classroom management
5. Administrative tasks
6. Complementary tasks

Teachers answered the 15 possible reasons for completing a task using a seven-point Likert scale 1 (Does not correspond at all) to 7 (Correspond completely) (Fernet et al., 2008). Responses were then categorized as: intrinsic motivation; extrinsic motivation with identification regulation, self-introjection regulation, or external pressure regulation; or amotivation. Means were then calculated for each of the six tasks within each motivational category. The WTMST (Fernet et al., 2008) was chosen because it assessed

motivation with regard to the tasks involved in teaching versus general motivation (Fernet et al., 2008).

The WTMST's (Fernet et al., 2008) internal consistency values were calculated for the five categories of motivation among all six types of work task (See Table 1). Internal consistencies met the criteria of .70 as proposed by Nunnally (1978).

Table 1

Internal Consistency Values

	Cronbach's value ranges	Mean
Intrinsic motivation	.83-.96	.92
Identification regulation	.72-.89	.82
Self-introjection regulation	.79-.89	.85
External pressure regulation	.64-.87	.76
Amotivation	.75-.81	.77

(Fernet et al., 2008)

Teacher self-efficacy was determined using the Teachers' Sense of Efficacy Scale (TSES) (Appendix B) developed by Tschannen-Moren and Woolfolk Hoy (2001). The TSES consisted of 24 questions on a nine-point Likert scale 1 (None at all) to 9 (A great deal). Three areas of efficacy are measured: "efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management" (Tschannen- Moren & Woolfolk Hoy, 2001, p. 800). Means were calculated for each area of efficacy: student engagement, instructional strategies, and classroom management. Reliability measures were reported from the study (See Table 2.)

Table 2*Reliability Measures*

	Mean	Standard Deviation	Alpha
TSES	7.1	.94	.94
Engagement	7.3	1.1	.87
Instruction	7.3	1.1	.91
Management	6.7	1.1	.90

(Tschannen- Moren & Woolfolk Hoy, 2001)

Interviews.

Interviews were conducted with each teacher who answered the surveys. Times were scheduled to meet that were convenient to the participants. The interviews were conducted at either Community Elementary outside the workday or at Starbucks on one Saturday. Teachers who met with the investigator at Starbucks were treated to a coffee of his/her choice. The researcher audio recorded the interviews, with permission, along with taking notes from participants' responses to ensure an accurate record of participants' responses. Each interview lasted 15- 30 minutes. Two of the interviewees became tearful as they recounted events from their childhood.

The researcher developed the questionnaire used in the interviews to explore teachers' experiences in childhood, college, and teaching regarding occurrences of discipline, failure, success, and encouragement from parents, teachers, and administration. The researcher developed this questionnaire because an existing instrument could not be found to measure the experiences she was interested in

researching. The following questions were asked and described in greater detail in Appendix C.

- 1. Describe your childhood family and your parents' style of discipline.**
- 2. Describe how your parents reacted toward you when you experienced success, failures, and struggles.**
- 3. Describe your K-12 experience and your experiences with success and failure in school.**
- 4. Describe your student teacher experience and your experience with success and failure.**
- 5. Describe your teaching experience and your experience with success and failure.**

Questions were open ended to allow participants to describe their perceptions of their experiences. The investigator used active listening and silence to encourage interviewees to fully disclose their thoughts. Minimal prompting was used to ensure a lack of bias in responses. Several participants asked if their responses were okay and the investigator responded that there were no right or wrong answers to the questions. Emphasis was placed on participants sharing their perceptions, or their truth, with regard to their childhood, school experiences, and student teaching. Extra care was taken with questions regarding current teaching experiences with success and failure to watch for body language that indicated that a participant was not comfortable with this line of questioning. This was the result of the investigator and participants working together in the same school with the same administration.

Later, interview notes were meticulously transcribed into tables to allow for multiple coding rounds to occur at a later date. Cycle one coding employed Saldana's (2009) method of In Vivo Coding. In Vivo Coding uses short phrases quoted directly from the participants' interviews. This method allows the participant's own voice to be

heard and the research to see the participants' perspective during analysis (Saldana, 2009). Cycles two and three used Emotion Coding. Emotion Coding "taps into the inner cognitive systems of participants" and "labels the feeling participants may have experience" (Saldana, 2009, p. 86). Emotion Coding is particularly appropriate when exploring a person's experience. The interview responses were then disaggregated based on the conceptual model described in Chapter 3 (see Figure 1). Patterns of socio-economic, family, and school experiences were colored coded. Patterns identified were parental education level, family income, parental support, parental control, teachers' support, teachers' control, mentor teachers' support, mentor teachers' control, administrators' support, administrators' control, and participant's sense of control over experiences.

Participants' responses from the TSES were analyzed with mean scores from the three types of efficacy: student engagement, instructional strategies, and classroom management. A mean teacher efficacy score was then determined using the mean scores for the three types of teacher efficacy (Tschannen- Moren & Woolfolk Hoy, 2001).

Means were also determined for the five types of motivation as measured by six tasks described in the WTMST: complementary tasks, class preparation, administration tasks, classroom management, evaluation of students, and teaching. Participants were categorized as either intrinsic motivated; extrinsic motivated with identification regulation, self-introjection regulation, or external pressure regulation; or amovated for each of the six tasks (Fernet et al., 2008).

Once interviews were coded, the levels of teacher efficacy were determined along with the types of motivation uncovered, and patterns of experiences were explored in relationship to these types of motivation and levels of teacher efficacy.

CHAPTER V

RESULTS

General Comments

The investigator chose Community Elementary as a location for finding participants based on the location of the school and it is where the investigator works. The school is being referred to as Community Elementary to maintain anonymity, as described in Chapter IV, of the participants in the research.

Quantitative data was collected using two surveys: The Work Task Motivation Scale for Teachers (WTMST) (Fernet et al., 2008) (see Appendix A) and the Teacher Self-Efficacy Scale (TSES) (Tschannen- Moren & Woolfolk Hoy, 2001) (see Appendix B) and Qualitative data was gathered through a questionnaire developed by the researcher (see Appendix C).

Surveys were distributed to ten participants from Community Elementary. Each participant completed the two surveys and returned them to the researcher once completed. All surveys were answered and returned with a response rate of 100%. Surveys were scored after all interviews were completed and coded to reduce biases (see Appendix D and Appendix E).

Interviews were conducted with ten participants from Community Elementary over a four-day period. Interviews were held before school, after school, and on the

weekend to accommodate participants' schedules. Participation was voluntary and interviewees were solicited through conversations between the investigator and coworkers. Interviews were completed on one-on-one basis with both written notes and audio recordings of the interviews with participants' permission (see Appendix F).

Participants answered six questions during the interview time:

- 1. Describe your childhood family and your parents' style of discipline.**
- 2. Describe how your parents reacted toward you when you experienced success, failures, and struggles.**
- 3. Describe your K-12 experience and your experiences with success and failure in school.**
- 4. Describe your student teacher experience and your experience with success and failure.**
- 5. Describe your teaching experience and your experience with success and failure.**

Participants revealed their perceptions from childhood, school, student teaching, and current teaching experiences with success and failure. Participants also shared socio-economic status and parent's levels of education during the interviews. Categories for patterns of experience were not established before qualitative data was collected. Instead, through the coding process, categories of experiences began to emerge and were thus created for analysis in conjunction with quantitative data collected from the surveys.

In the following section, results from the data collected will be reported according to the method of data collection: (a) participants' demographics (b) teacher efficacy, (c) teacher motivation, and (d) interviews.

Community Elementary Participants

Ten teachers from Community Elementary participated in the research. All participants were female and Caucasian. Two teachers were in their early 20s and this was their first year of teaching. Three teachers were in their 30s with 3- 12 years in the classroom. Two teachers were in their 40s with 17-18 years of classroom teaching. Finally, three teachers were in their early 50s with 10-22 years of teaching experience. Two teachers serve students with disabilities, three teachers work with fourth grade students, one teacher works with third grade students, one teacher works with second grade students, one teacher works with kindergarten students, and one teacher is an interventionist. Seven participants have spent their entire working career in the teaching profession, while three participants went into the teaching profession later in life after having children. Six of the participants have only taught at Community Elementary, while four of the participants have taught in other schools and states before coming to Community Elementary.

Teacher Efficacy Survey Data.

Ten participants completed the TSES survey to measure teacher efficacy (Tschannen- Moren & Woolfolk Hoy, 2001). The survey questions for teacher efficacy are provided in Appendix B and the complete numerical answers per teacher are provided in Appendix D. The survey further categorized teacher efficacy into three domains: student engagement, instructional strategies, and classroom management. Teachers' responses were averaged to find an overall mean teacher efficacy score and rounded to the nearest hundredths. Then means were determined for the three domains and rounded

to the nearest hundredths. The TSES used a nine-point Likert scale with a one as very low teacher efficacy, five average teacher efficacies, and nine very high teacher efficacies (Tschannen- Moren & Woolfolk Hoy, 2001). Averages about five were considered to demonstrate higher teacher efficacy than averages lower than five (see Table 3).

Sixty percent of the participants had their highest efficacy score for the instructional strategies domain. Twenty percent of the participants had their highest efficacy score for either the student engagement domain or the classroom management domain.

Table 3

TSES Survey Results (Tschannen-Moren & Woolfolk Hoy, 2001)

Teacher	Overall teacher efficacy	Student engagement efficacy	Instructional strategies efficacy	Classroom management efficacy
1	6.67	5.88	7.00	7.13
2	7.71	7.38	8.38	7.38
3	8.08	7.38	7.86	9.00
4	6.79	6.36	7.13	6.88
5	6.33	6.75	5.75	6.50
6	6.63	6.50	7.0	6.36
7	6.88	6.63	7.25	6.75
8	7.25	7.13	7.63	7.00
9	7.83	8.25	7.50	7.75
10	7.46	7.13	7.75	7.50
Total Mean	7.16	6.94	7.32	7.23

Teacher Motivation Survey Results.

Ten participants completed the WTMST independently from the researcher and all participants returned their responses to the investigator (Fernet et al., 2008). The survey questions for teacher motivation are provided in Appendix A and the complete numerical responses for each teacher for each motivational task are provided in Appendix E. The WTMST measures teachers' motivations toward six tasks that teachers are expected to perform in the course of their work. Teachers were asked to complete the six-page survey that used a seven point Likert scale to measure five types of motivation: intrinsic, identification regulation, self-introjection regulation, external pressure regulation, and amotivation in relationship to specific teacher task (Fernet et al., 2008). All questions related to one of the five types of motivations. Scores were averaged for each type of motivation. The higher the average indicated which type of motivation the teacher experiences with each of the six tasks (Fernet et al., 2008). Averages were rounded to the nearest hundredths.

Task A Class Preparation measured teachers' motivation with regard to choosing which standards to teach, how to teach the standards, and types of instructional material to use when teaching (Fernet et al., 2008). Task B Teaching measured motivation for listening to students' needs, answering students' questions, and presenting instructional material in class (Fernet et al., 2008). Task C Evaluation of Students measured teachers' motivation toward grading work, tracking student progress, creating assessments, and communicating student progress with parents (Fernet et al., 2008). Task D Classroom Management measures teachers' motivation toward application of class rules, dealing

with student discipline, refereeing students' conflicts, and students' interruptions (Fernet et al., 2008). Task E Administrative Tasks measured teachers' motivation toward keeping attendance records, disciplinary files, faculty meetings, meetings with administration, and school assemblies (Fernet et al., 2008). Finally, Task F Complementary Tasks measured teachers' motivation toward extracurricular activities, professional development, special non-academic duties (like bus duty), and committee assignments (Fernet et al., 2008). The mean results for teachers' motivation with regard to each task can be found in Tables 4-9 and the complete teacher answers are provided in Appendix E.

Table 4

WTMST Task A Class Preparation (Fernet et al., 2008)

Teacher	Intrinsic	Extrinsic with Identification Regulation	Extrinsic with Self-introjection Regulation	Extrinsic with External Pressure Regulation	Amotivation
1	4.67	7.00	7.00	7.00	1.00
2	5.00	7.00	2.00	6.33	2.00
3	7.00	7.00	7.00	4.67	1.00
4	4.00	6.83	1.67	2.00	1.00
5	5.33	6.00	4.00	3.67	1.67
6	3.67	6.33	1.00	3.00	1.33
7	3.33	6.67	1.67	2.67	1.00
8	3.00	4.67	4.33	4.00	2.00
9	5.00	5.33	2.67	3.67	2.33
10	4.00	7.00	1.00	3.00	1.00
Total Mean	4.50	6.37	3.23	4.00	1.43

Seven respondents performed class preparation due to identification regulation. One responded was self-introjection regulation for class preparation. One teacher displayed

identification regulation, self-introjection regulation, and external pressure regulations toward class preparation. Finally, one teacher demonstrated intrinsic motivation, identification regulation, and self-introjection regulation toward class preparation.

Table 5

WTMST Task B Teaching (Fernet et al., 2008)

Teacher	Intrinsic	Extrinsic with Identification Regulation	Extrinsic with Self-introjection Regulation	Extrinsic with External Pressure Regulation	Amotivation
1	5.67	6.67	7.00	5.00	1.00
2	5.00	7.00	3.00	6.33	2.00
3	7.00	7.00	7.00	2.00	1.00
4	6.00	6.67	1.00	1.00	1.00
5	6.67	6.33	4.33	4.33	1.33
6	6.67	6.67	2.00	1.67	1.00
7	5.67	5.00	1.67	4.00	1.00
8	5.67	6.67	5.00	3.00	1.00
9	5.67	6.00	4.67	3.33	1.67
10	7.00	7.00	1.00	3.00	1.00
Total Mean	6.10	6.50	3.57	3.37	1.20

Two teachers were intrinsically motivated with regard to teaching. Four teachers were identification regulation toward teaching; one teacher was self-introjection regulation with the task of teaching. Two teachers were both intrinsically motivated and identification regulation with the task of teaching. Finally, one teacher was intrinsically

motivated, identification regulation, and self-introjection regulation with the task of teaching.

Table 6

WTMST Task C Evaluation of Students (Fernet et al., 2008)

Teacher	Intrinsic	Extrinsic with Identification Regulation	Extrinsic with Self-introjection Regulation	Extrinsic with External Pressure Regulation	Amotivation
1	3.00	6.67	4.67	6.33	1.00
2	5.00	7.00	2.00	6.33	2.00
3	7.00	7.00	7.00	5.00	1.00
4	3.00	7.00	1.33	1.00	1.00
5	3.33	5.33	4.67	5.67	3.67
6	2.67	4.33	1.00	3.67	3.00
7	3.33	6.33	2.00	3.67	1.33
8	3.33	4.00	3.67	4.67	1.00
9	3.33	5.00	3.00	3.67	2.00
10	3.33	7.00	1.00	3.00	1.00
Total Mean	3.73	5.97	3.03	4.30	1.60

Seven teachers are motivated through identification regulation for the task of evaluation of students. Two teachers are motivated through external pressure regulation for the task of evaluation of students. Finally, one teacher is motivated through intrinsic motivation, identification regulation, and self-introjection regulation with the task of evaluation of students.

Table 7*WTMST Task D Classroom Management (Fernet et al., 2008)*

Teacher	Intrinsic	Extrinsic with Identification Regulation	Extrinsic with Self- introjection Regulation	Extrinsic with External Pressure Regulation	Amotivation
1	5.67	7.00	7.00	7.00	1.00
2	1.00	6.00	1.33	3.33	1.00
3	7.00	7.00	7.00	7.00	1.00
4	1.00	6.67	1.00	1.00	1.00
5	3.00	6.00	1.33	3.67	1.00
6	3.33	5.67	1.00	1.00	1.00
7	3.00	7.00	2.00	4.33	1.00
8	2.67	7.00	2.67	3.00	1.00
9	4.67	5.33	1.67	3.67	1.67
10	3.67	7.00	1.00	2.67	1.00
Total Mean	3.50	6.47	2.60	3.67	1.07

Nine teachers viewed classroom management through the motivation lens of identification regulation while one teacher is motivated in the area of classroom management intrinsically, extrinsically with identification regulation, self-introjection regulation, and external pressure regulation. Of note, one participant was the teacher who works with students who have been placed in the behavior intervention class at Community Elementary.

Table 8*WTMST Task E Administration Tasks (Fernet et al., 2008)*

Teacher	Intrinsic	Extrinsic with Identification Regulation	Extrinsic with Self- introjection Regulation	Extrinsic with External Pressure Regulation	Amotivation
1	3.00	4.67	5.00	7.00	2.00
2	4.67	5.00	1.33	5.67	1.67
3	6.00	7.00	7.00	7.00	1.00
4	1.00	6.67	2.13	2.67	1.00
5	3.67	5.33	4.67	5.00	2.33
6	1.00	3.67	1.00	2.00	2.00
7	2.33	5.00	2.00	5.67	1.33
8	2.33	2.33	3.00	4.00	1.67
9	2.00	5.00	2.67	4.33	3.33
10	3.00	7.00	1.00	4.67	1.33
Total Mean	2.90	5.07	2.95	4.80	1.77

Five teachers completed administration tasks as a result of identification regulation. Four teachers completed administration tasks as a result of extrinsic motivation with external pressure regulation. Finally, one teacher is motivated to complete administration tasks as a result of extrinsic motivation with identification regulation, self-introjection regulation, and external pressure regulation.

Table 9*WTMST Task F Complementary Tasks (Fernet et al., 2008)*

Teacher	Intrinsic	Extrinsic with Identification Regulation	Extrinsic with Self- introjection Regulation	Extrinsic with External Pressure Regulation	Amotivation
1	1.00	2.00	4.67	6.00	3.53
2	4.00	4.00	2.00	5.33	3.00
3	5.00	5.00	5.00	2.00	1.33
4	2.33	5.33	1.00	2.67	1.67
5	5.67	6.00	4.00	4.67	2.33
6	5.00	4.67	1.00	1.00	1.00
7	3.67	4.00	2.67	4.00	1.33
8	3.00	3.00	3.67	4.00	1.67
9	5.00	5.33	3.00	3.33	2.00
10	5.33	7.00	2.33	3.00	1.00
Total Mean	4.00	4.40	2.93	3.60	1.93

One teacher completed complementary tasks because she was intrinsically motivated to do so. Five teachers completed complementary tasks as result of extrinsic motivation with identification regulation. While one teacher completed complementary tasks as result of extrinsic motivation with self-introjection regulation and two teachers as result of extrinsic motivations with external pressure regulation. Finally, one teacher is motivated to complete complementary tasks through intrinsic motivation, and extrinsic motivation with identification regulation and self-introjection regulation.

Interview Data.

Ten teachers from Community Elementary were interviewed. Each interview was completed individually with teachers answering questions about their families, K-12 experience, student teaching experience, and current teaching experience. Each interview was analyzed through three rounds of coding. Patterns emerged from the coding process with regard to socio-economic status, parental education, family experiences, K-12 experiences, student teaching experiences, and Community Elementary experiences (see Table 10). Table 10 is a synopsis of each teacher's interview. The list of interview questions is in Appendix C and the interview responses are provided in Appendix F.

Table 10*Patterns Identified Through Coding Process*

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
1	Low SES then middle class	Mother passive, father alcoholic and step-father alcoholic	K-12: No acknowledgment of success or failure
		Neither parent had high school diploma	Isolated and no support from teachers
		No expectations for achievement No recognition of either successes or failures Often felt powerless in her own life- controlled by step-father's addiction and mother's disability No support Adult responsibilities at age 12	Student teaching: Negative experience Unsupportive mentor teacher Mentor teacher controlling and abusive Community Elementary: Feels unsupported when experiencing failure Respects administrator and feels respected by administrator

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
2	Upper middle class	Loving and supportive home Parents both have BA Supportive High expectations Success important and valued	K-12: Weak teachers created sense of failure and incompetence in elementary Positive high school experience
			Student teaching: Positive experience Mentor teacher neutral neither supportive or unsupportive Feedback constructive focused on behavior
			Community Elementary: No control

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
3	Middle class	Father GED Mother 8 th grade Supportive Loving Structured home High expectations Verbal praise for success Feedback given for failure was not negative Allowed to learn from mistakes	K-12: Supportive High expectations Encouraging Loving environment High self-expectations
			Student teaching: High self-expectations Supportive experience Self-confident Trusted and empowered
			Community Elementary: High self-expectations Positive

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
4	Middle class	Father PhD. Mother some college Structured Supportive High expectations Verbal praise for success not rewards Feedback for failure focused on behavior Allowed to learn from mistakes	K-12: High expectations Character valued Supportive Failure result of work ethic
			Student teaching: Self-learner Neutral with support Little meaningful feedback
			Community Elementary: First administrator no support Peers supportive Second administrator high expectations Reflective Learns from mistakes

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
5	Lower middle class	Parents both BA Supportive Learn from mistakes Verbal praise for success	K-12: Neutral support High expectations Feedback focused and specific on behavior
			Student teaching: Supportive Liaison specific feedback on behavior Mentor teacher correction only
			Community Elementary: Isolated with failure, insecure High self-expectations

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
6	Middle class	Father 1 year of college Mother high school diploma Controlling father and passive mother No support No happy childhood memories No verbal praise or appropriate feedback	K-12: Safe place to relax Avoided controlling individuals Obedient Sought isolation to be in control
			Student Teaching: Positive Allowed to be in control of her learning Felt empowered
			Community Elementary: Teacher 6 controlling of environment Blames students for failures Not reflective about teaching practices

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
7	Middle class	Father some college Mother BA with some graduate work completed Secure Supportive Structure provided High standards for self Learn from failures Self-motivated for success	K-12: High student efficacy Verbal praise given Feedback specific Learn from mistakes
			Student teaching: <i>First Placement:</i> Unsupportive, negative Controlling mentor teacher Unsupportive administration Felt teacher prep program gave inappropriate placement <i>Second placement:</i> Supportive High expectations Learn from mistakes
			Community Elementary: High self-expectations Supportive administrator Supportive environment

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
8	Middle class	Father high school diploma Mother some college Controlling emotionally High expectations Mother not emotionally or physically supportive Mother provided support for academic struggles No verbal praise for success	K-12: Neutral teacher support High self-expectations Self-reliant- in control of own success or failure
			Student teaching: Supportive Positive Allowed control over learning High self-expectations
			Community Elementary: High self-expectations Job has become controlling

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
9	Middle class	Both parent high school diplomas	K-12 Positive experience
		Clear expectations	High student efficacy
		Verbal praise for success	Supportive teachers
		High expectations	Control over success or failure
		Feedback focused on level of effort	Student teaching: Positive
		Expected to work hard	Supportive
			Feedback specific
			Control over success or failure
			Supportive learn from mistakes
			Community Elementary: Supportive
			Verbal praise
			Allowed to learn from mistakes
			Constructive feedback

Table 10 (cont.)

Teacher	Socio-economic Status (SES) in childhood	Family (Parental education, parenting style, experience with success and failure)	School Experience with success and failure (K-12, student teaching, administrator)
10	Middle class	Father high school diploma Mother some college Structured home Clear expectations for behavior Supportive High expectations Learn from failures Consistent, reliable, safe	K-12: Supportive Verbal praise for success High expectations Failure teachers became emotionally controlling in elementary in high school supportive
			Student teaching: Supportive Allowed to learn from mistake Verbal praise for success
			Community Elementary: Verbal praise for success High expectations Feels successful

Eight participants grew up in a middle class home, one participant considered herself from a low middle income home, and one participant began life in lower socio-

economic status, but experienced a middle class environment around age 7 when her mother remarried.

Four of the participants came from homes in which at least one parent had completed a college degree or higher and the other parent had attended college. Two participants had parents who had some college experience. One participant's parents had high school diplomas, one participant had one parent with least a GED, and one participant's parents did not have high school diplomas.

Patterns of experiences in the family emerged. Six participants reported growing up in a loving/supportive home. Four participants reported growing up in homes where there was structure, they were allowed to learn from their failures, and were acknowledged with verbal praise for success. Eight participants described homes with high expectations for behavior and academic success. Three participants acknowledged growing up in homes that were controlling either by parents or by circumstances beyond their control.

Participants' experiences in the K-12 setting also occurred around several themes. Four participants recounted experiences of supportive teachers and feelings of control over their own success or failure. Three participants reported teacher feedback was constructive and allowed them to learn from their mistakes. Five participants reported high expectations from teachers, including two who noted verbal praise from teachers when they experienced success. Finally, only one teacher reported her school experience as controlling.

Student teaching for the participants also generated several patterns of experiences that were similarly found from both family experiences and K-12

experiences. Eight participants reported constructive feedback, allowing them to learn from their mistakes. Seven teachers felt supported by their mentor teachers or their university teacher program. Four participants reported being allowed to be in control of their student teaching experience. Three participants stated their student teaching experience was positive. One teacher had a negative experience with a controlling mentor teacher she described as verbally abusive to the students in the classroom.

Finally, work experiences for teachers at Community Elementary were examined. Six participants reported a work environment with high expectations in place. Three participants felt their environment was supportive. Two participants reported the receiving of verbal praise and constructive feedback from the administrator along with the freedom to learn from their mistakes. (See Appendix F)

CHAPTER VI

ANALYSIS AND INTERPRETATION OF DATA

General Comments

The fundamental questions of this study were focused on the patterns of experiences in childhood, school, student teaching, and classroom teaching for teachers who had high teach efficacy with either high intrinsic motivation or extrinsic motivation with identification regulation. The goal of this researcher was to discover patterns of experiences that may be replicated by administrators and teacher leaders to enhance the work environment for the classroom teachers in order to shape and maintain high teacher efficacy along with encouraging intrinsic or extrinsic motivation with identification regulation.

Data reporting and analysis was completed with several goals in mind: (a) determining participants' type of motivation for completing certain work tasks, (b) determining participants' levels of teacher efficacy (c) coding interview data, (d) identifying patterns of experiences among participants, and (e) determining which experiences maybe replicated by administrators and teacher leaders.

Analysis of the data was performed in the subsequent ways. First, motivation for the various work tasks was reviewed to determine patterns of motivational types with each task for all the participants. Then, three types of teacher efficacy were evaluated to establish the levels of teacher efficacy for the entire group. Finally, each participant's interview responses and survey outcomes were analyzed to account for types of

motivation and levels of teacher efficacy. The results of this analysis should answer the research questions:

1. What causes the difference between teachers who appear to be intrinsically motivated or extrinsically motivated with identification regulation versus teachers who are extrinsically motivated with self-introjection or external pressure regulation or amotivated?
2. What is the relationship between teacher efficacy and motivation?
3. Are there patterns of experiences regarding family, neighborhood, school, and early teaching among teachers with high self-efficacy and intrinsic motivation or extrinsic motivation with identification regulation versus those with low-self efficacy and extrinsic motivation or amotivation?

There were limitations based on the size of the population participating in the analysis. While patterns of experience were noted from this research, they will give only a small view when compared to the population. A larger, future study may yield results that can be generalized to the larger population. The results from the study can be used within the context of Community Elementary. A final limitation of the study was the researcher's own knowledge and relationship with those who participated in the study.

Motivation for Types of Work Tasks.

According to Self-Determination theory, the level of control and freedom of choice that an individual has over his/her environment, such as teacher work tasks, impacts the level of intrinsic motivation or extrinsic motivation with identification regulation (Deci & Ryan, 1985, 2000). In other words, when a teacher feels he/she has

the freedom to choose or control how to perform a task versus others dictating how to perform the task, the teacher's intrinsic or extrinsic motivation with identification regulation motivation will increase toward a specific work task. This motivation will increase a teacher's sense of efficacy in the classroom, and in turn, student learning is more positively impacted when a teacher's performance in the classroom is the result of intrinsic motivation or extrinsic motivation with identification regulation (Anderson, Green, & Loewen, 1988; Armor et al., 1976; Ashton & Webb, 1986; Bandura, 1977; Deci & Ryan, 1985; Moore & Esselman, 1992; Ross 1992; Woolfolk Hoy & Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2001).

The WTMST defines each type of work task that teachers perform in their jobs (Fernet et al., 2008). Task A Class Preparation measured teachers' motivation with regard to choosing which standards to teach, how to teach the standards, and types of instructional materials to use when teaching (Fernet et al., 2008). Task B Teaching measured motivation for listening to students' needs, answering students' questions, and presenting instructional materials in class (Fernet et al., 2008). Task C Evaluation of Students measured teachers' motivation toward grading work, tracking student progress, creating assessments, and communicating student progress with parents (Fernet et al., 2008). Task D Classroom Management measured teachers' motivation toward applying class rules, dealing with student discipline, refereeing students' conflicts, and managing students' interruptions (Fernet et al., 2008). Task E Administrative Tasks measured teachers' motivation toward keeping attendance records and disciplinary files, and attending faculty meetings, meetings with administration, and school assemblies (Fernet et al., 2008). Finally, Task F Complementary Tasks measured teachers' motivation

toward extracurricular activities, professional development, special non-academic duties (like bus duty), and committee assignments (Fernet et al., 2008). Results for teachers' motivation with regard to each task can be found in Appendix E.

Further, these tasks can be categorized into two categories for classroom teachers. Class preparation, teaching, evaluation of students, and classroom management are the first category of tasks that teachers at Community Elementary control on a day-to-day basis. Administration tasks and complementary tasks are the second category of tasks and are dictated by the administration and local school district.

As predicted by SDT, teachers as a whole indicated the highest level of intrinsic motivation and extrinsic motivation with identification regulation for the four tasks in which teachers perceive the most level of control: class preparation, teaching, evaluation of students, and classroom management. On the other hand, the lowest scores for intrinsic motivation and extrinsic motivation with identification regulation occurred for the administration tasks and complementary tasks, which are dictated by the school administration and the local school district (Deci & Ryan, 1985, 2000).

Teacher Efficacy.

Teacher efficacy is the belief in one's teaching ability to positively impact learning and achievement among all students found in one's classroom (Armor et al., 1976; Bandura, 1977; Woolfolk Hoy & Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2001). The TSES measured three types of teacher efficacy: student engagement, instructional strategies, and classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). These teacher efficacy measurements can also be categorized as areas of teacher

control such as instructional strategies and classroom management, and areas less controlled by teachers such as student engagement.

When one analyzes the total means for the three measures of teacher efficacy, a pattern emerges. Teacher efficacy for classroom management (7.23) and instructional strategies (7.32) are higher than teacher efficacy for student engagement (6.94). The teacher work task measures for class preparation, teaching, and classroom work showed higher levels of intrinsic motivation and extrinsic motivation with identification regulation. These scores correlate with higher teacher efficacy in classroom management and instructional strategies. These results answer the second research question: What is the relationship between teacher efficacy and motivation? The results indicate interdependency between teacher efficacy and motivation. Further, one can conclude that motivation and teacher efficacy can be predicted based on teachers' perception of control over work tasks.

Individual Teacher Discussion

Teacher One.

Teacher one's interview revealed a childhood in which she had very little control over her own life until age 16 when she could drive and she bought her own car. Her biological father and stepfather were alcoholics. She grew up being forced to visit her biological father in his hotel room where he stayed drunk and in bars. At home, she completed her homework while her stepfather consumed alcohol. At the age of 12, her mother had a stroke that made her a quadriplegic and teacher one became her mother's primary caregiver. Throughout the interview, it became apparent that the need to be in control over her own life was paramount for this individual. All of her academic

accomplishments and three degrees in the area of education came without parental or teacher support, expectations, verbal praise, or acknowledgment.

Participant one spent her formative years surviving the dictates of others; to this end, the lack of control and the need to follow others' choices for her in order to function formed her motivation for teaching tasks.

Teacher one had three areas on the WTMST in which she scored seven for motivation type extrinsic motivation with identification regulation, self-introjection regulation, and external pressure regulation for the task of classroom management and class preparation. Her formative years explain why she would have similar scores with these types of motivation. With the exception of the work task of teaching, those work tasks that have the largest sense of control such as class preparation, teaching, evaluation of students, and classroom management by a teacher showed that teacher one is motivated through extrinsic motivation with identification regulation. Teacher one's motivation score on the task of teaching indicated a motivation type of extrinsic motivation with external pressure regulation but only by three hundredths of a point higher than her extrinsic motivation with identification regulation score. It is evident that where teacher one senses little control in work tasks, administration tasks, and complementary tasks, her motivation for performing these tasks falls into the categories of extrinsic motivation with external pressure regulation. She completes these tasks because she is required to do so by individuals in authority.

When one reviews her teacher efficacy scores, one can see correlation with a level of efficacy in the areas of instructional strategies and classroom management and

extrinsic motivation by identification regulation. Once again, where this participant feels the area of most control, she has a higher level of teacher efficacy.

Teacher Two.

Teacher two grew up in a loving and supportive home. Her parents had high expectations for academic success and in other areas outside of school. Her experience in K-12 school was both positive and negative. In elementary school, she endured several years of weak teachers who impacted her academic success in math. In fact, she noted she was never confident in math until she started teaching Common Core in which she learned the “why” behind the algorithms in math. Once in high school, she experienced both academic and social success. Teacher two experienced a supportive student teacher experience in which she was provided feedback that was constructive and focused on behavior. Currently, teacher two feels control has been taken away from teachers in making classroom and instructional decisions.

Teacher two’s childhood of support and high expectations has developed her sense of motivation toward teacher work tasks. Her scores on the WTMST indicate she is extrinsically motivated with identification regulation for the work tasks of class preparation, teaching, evaluation of students, and classroom management. Once again, these are the areas that teachers have the most control over when it comes to decision-making and application. Teacher two was found to be extrinsically motivated with external pressure regulation for the work of administration tasks and complementary tasks.

Teacher two's highest score for teacher efficacy was in the category of instructional strategies. She was also high in the areas of student engagement and classroom management. Teacher two is an interventionist at Community School and works with students using research based programs. This may explain why she scores so high, 8.38 out of 9, in the category of instructional strategies.

Teacher Three.

Teacher three grew up in a very loving home, one with high expectations not only from her parents, but also from herself. She indicated few punishments growing up because failing to meet parental expectations devastated her. Her parents talked about her failures and she was allowed to learn from them. The feedback was specific, and not evaluative. Verbal praise was used to increase positive behavior. Teacher three's K-12 experiences mimicked her home life. She experienced love, support, corrective feedback, and verbal praise. Student teaching for teacher three was not the typical experience because she worked as special education behavior teacher while getting her masters in special education. However, her experience with administration during this time was positive with her administration confident with her abilities in the classroom. Throughout the interview, teacher three referred to her own current high expectations for herself in childhood, school, student teaching, and teaching.

Teacher three's personal high expectations and expectations of others explain her type of motivation with regard to the tasks on the WTMST. She scored a perfect seven on class preparation, teaching, and evaluation of students in the motivation types of intrinsic motivation, extrinsic motivation with identification regulation, external pressure

regulation, and self-introjection regulation. On the work task of classroom management, she scored a perfect seven in four areas of motivation: intrinsic motivation, extrinsic motivation with identification regulation, extrinsic motivation with self-introjection motivation, and extrinsic motivation with external pressure regulation. With regard to her motivation for administration task, she scored a perfect seven in three categories of motivation: extrinsic motivation with identification regulation, extrinsic motivation with self-introjection regulation, and extrinsic motivation with external pressure regulation. Finally, she only scored a five in complementary tasks in three categories of motivation: intrinsic motivation, extrinsic motivation with identification regulation, and extrinsic motivation with self-introjection. The fact that teacher three has so many of the same scores across several types of motivation causes a pause for consideration. First, she may have answered in a way that she perceived would make her look good, or in a way she thought the researcher expected. Since she is sensitive to the expectations of others and her own expectations, her responses may truly reflect her level of motivation. Finally, her role as a behavior special education teacher may be the overarching influence on her type of motivation. This would be an area for further interviews to drill down further into her experiences to develop a more precise theory at a future date.

Classroom management is teacher three's high area of teacher efficacy with a perfect score of nine. Being an effective behavior special education teacher requires one to have a high sense of efficacy in the area of classroom management. Teacher three still scored above average on teacher efficacy in the areas of student engagement and instructional strategies.

Even though teacher three had such high scores, her scores have followed the trend of areas in which more control is perceived by the teacher are her areas of highest intrinsic motivation and higher sense of teacher efficacy.

Teacher Four.

Teacher four used one word to describe her childhood and it was “idyllic.” She came from a loving and supportive home with high expectations. Verbal praise was given often and freely to her. She indicated that the highest form of praise was when her parents would tell aunts and uncles about her successes. Failures were not emphasized, but instead used as opportunities to learn from mistakes. Teacher four’s K-12 experience and student-teaching experiences mirrored her home life. However, in the classroom, she experienced some administrators who have been negative and unsupportive and others who are supportive, give verbal praise, and allow her to learn from her mistakes.

Teacher four’s scores on the WTMST indicated that all work tasks are approached through extrinsic motivation with identification regulation. Of note, this teacher had low scores for extrinsic motivation with self-introjection regulation, extrinsic motivation with external pressure regulation, and amotivation with regard to the six work tasks. For the two tasks that teachers have the least amount of control - administration tasks and complementary tasks, her highest values were still only 2.67 out of 7.00. Clearly, her “idyllic” childhood, school experiences, student teaching experiences, and teaching experiences have created a highly motivated teacher.

Teacher four’s level of motivation also correlates to her teacher efficacy. While her highest level of teacher efficacy is in the category of instructional practices, she still

maintained above average efficacy scores for student engagement and classroom management. On a side note, this teacher has consistently had the highest teacher effect scores from the state testing on student growth since that data has been recorded.

Teacher Five.

Teacher five's parents divorced when she was young. She still described her childhood with both parents equally involved in her life. Her parents provided a home life that was non-controlling, supportive, and encouraging. Failures were seen as an opportunity to learn from mistakes. Her parents did not respond with anger, but with a "what can we do to support you" attitude. Teacher five described her K-12 experience as neutral, but she did mention that her high school teachers responded to her failures as her parents did. Student teaching was a time of huge support given to teacher five. She noted that feedback was specific to work completed and she had a supportive mentor teacher. In her first year of teaching, she now feels isolated, and comparing herself to more experienced teachers has caused her to place high expectations on herself.

Teacher five approaches five of six work tasks in the WTMST with extrinsic motivation with identification regulation. She approaches the task of student evaluations with extrinsic motivation with external pressure regulation. While her experiences would have predicted a different form of motivation, being a first year teacher in the midst of the current accountability movement might be less of a reflection on her motivation type, and more of a reflection on her experience with evaluating students.

Efficacy scores for teacher five correlate with her motivation scores. She feels the most confident in her ability to engage students. Classroom management is also an area

of high efficacy. Instructional strategies are slightly above average and again, this could be more of a reflection of experience versus motivation.

Teacher Six.

Teacher six's childhood experiences were negative. Her father was abusive with unreasonable expectations. One example she gave was if you left mayonnaise on the top of the mayonnaise jar and her father got mayonnaise on his hands, you would receive corporal punishment. Teacher six indicated that her mother was passive and she never felt she had someone to stand up and protect her in her childhood. Teacher six experienced a childhood without parental support, realistic expectations, verbal praise, and inclusion. She further reports no happy memories from childhood. In fact, when discussing her childhood, teacher six began to softly cry.

School for teacher six was a safe place where she could relax. She did avoid controlling individuals and tended to stay to herself. She was a cheerleader in high school, but she indicated that she did not often socialize with others. In fact, most of her school career can be summed up with "I would just do what I was supposed to do."

Student teaching was a positive experience for teacher six with her feeling supported, competent, and in control of her life. During her student teaching, teacher six began to see that her childhood was abusive and she began to wrestle with those issues.

Currently, teacher six looks past her own hurts to what is best for her students. She desires to make her classroom a place where students want to come each day. However, she contradicted herself when she felt that her students did not succeed

academically. Student failure was not her fault, but an indication that the student did not care about their work.

Teacher six's scores on the WTMST indicate that she is extrinsically motivated with identification regulation for the work tasks of class preparation, student evaluations, classroom management, and administrative tasks. Of note, while she is extrinsically motivated with identification regulation with regard to administrative tasks, her score was only a 3.67, which was the highest score for any category. Administrative tasks are dictated to teachers, and this low score could indicate a lifetime of being compliant in order to avoid retribution. Teacher six is intrinsically motivated for complementary tasks. Complementary tasks are those done in isolation and do not require collaboration among teammates. Complementary tasks may be relaxing to teacher six because she can avoid colleagues and work alone as she did in her K-12 experience. Finally, she scored identically with regard to the work tasks of teaching in which she earned a 6.67 for being both intrinsically motivated and extrinsically motivated with identification regulation. In fact, 6.67 is her highest numerical score on any task. Teaching is the one area she has felt supported, competent, and in control of her life. One would expect this high score with her experiences.

Teacher six's highest level of efficacy is in the area of instructional strategies. The 7.00 out of a possible 9.00 score correlates to the task of teacher preparation and teaching. Student engagement was her next highest score and correlates to her desire to create a classroom where students want to come to school each day. Finally, her score for efficacy with classroom management was above the average of 5.00 with a score of 6.38. Classroom management may be harder for teacher six as a result of her childhood abuse.

She may struggle with how to create an orderly environment without that environment being abusive.

Teacher Seven.

Teacher seven grew up in a structured environment where she received emotional support. She grew with high expectations from both her parents and herself. Home was also a place where you could learn and grow from your mistakes. While her parents were married from her birth to age 14, her father was on the road as a truck driver and she saw him for only about 24 hours a week. It was clear that their relationship is not as close as compared to her relationship with her mother.

The K-12 experience for teacher seven was positive. She experienced verbal praise and support from her teachers. She also indicated that teachers provided feedback focused on behavior versus evaluative feedback that allowed her to learn from her mistakes.

Student teaching on the other hand was negative. In her placement, the mentor teacher and the administration were controlling and unsupportive. Her teacher preparation program was unsupportive, and teacher seven indicated that the program placed her inappropriately with a first year teacher who also happened to be pregnant. Her second placement, however, was positive. The mentor teacher was supportive and had high expectations. Teacher seven felt that she was in a placement where she could learn from her mistakes.

This is teacher seven's first year of teaching. She feels that she is in a positive and supportive work situation. She feels support from both her administrator and her co-workers. Feedback has been positive and constructive, and she has felt a sense of

guidance from her administrator and other teachers. Because of her own high expectations, she has felt frustrated at times, but she relies on the techniques her parents taught her to handle her frustration.

Teacher seven's scores on the WTMST indicate that she extrinsically motivated with identification regulation for the tasks of class preparation, classroom management, student evaluation, and complementary tasks. She is intrinsically motivated for teaching and extrinsically motivated with external regulation for administrative tasks. Teacher seven is a special education teacher, and as result of that field, she has procedures and dictates from the federal level, the state level, and the local level that she must comply with regularly. This may explain why she is extrinsically motivated with external regulation since she is meeting three different levels of expectations and she has no control over any of the procedures or dictates.

Teacher seven's highest level of teacher efficacy is in the area of instructional strategies with a 7.00 out of possible 9.00. Her role and training as a special education teacher would prepare her to meet the challenges of instruction for students with special needs. Student engagement is her lowest sense of efficacy with a score of 6.63, which more than likely reflects her lack of experience in the classroom. Teacher seven is a strong teacher and with more experience, she will continue to grow in her level of efficacy.

Teacher Eight.

Teacher eight grew up in a home where her parents were in a constant state of conflict. Her father disciplined physically and her mother disciplined through emotional

control. There were high expectations in the home, but teacher eight did not feel that she grew up in a home where there was both physical and emotional support. In fact, her parents were controlling and did not provide verbal praise for success.

The K-12 experience was neither positive nor negative according to teacher eight. She struggled with spelling and her mother would work with her each week on her spelling words. Teacher eight had higher expectations for herself than many of her teachers. In fact, one teacher told her she was not a strong enough student to take Advance Placement English but that made teacher eight work harder in that subject. Teacher eight said, “I like to prove people wrong about me.”

Teacher eight started her student teaching after she had already become a mother. Student teaching for her was a positive experience in which she was given freedom from both her mentor teacher and administration to teach. She felt supported and in control of her own learning.

At Community Elementary, teacher eight maintains high expectations for herself. Her levels of expectations leave her feeling frustrated, worried, and stressed. “No matter how hard you work, you are never finished and you have to take work home.” Her job has become as controlling as her mother in her childhood. While her job has become more difficult, the students have not. “I love the kids. You go in there and bond with them, and it’s magical.”

Teacher eight’s scores reflect the current state of pressure she places on herself. Last year she had high student achievement and student growth scores, which she is trying to replicate this year with a different group of students. Therefore, she is extrinsically motivated with external regulation for the work tasks of student evaluations,

administrative tasks, and complementary tasks. In the tasks she senses she is in control of such as classroom preparation, teaching, and classroom management, her scores indicate she is extrinsically motivated with identification regulation.

Teacher eight has an overall teacher efficacy score of 7.25, which indicates high efficacy. Her highest level of efficacy is in the area of instructional strategies, which correlates with her motivation scores for class preparation and teaching. Teacher eight's desire to prove others wrong about her abilities gives her a higher sense of confidence in her abilities. She is strong in her convictions about who she is and what she can achieve with her hard work.

Teacher Nine.

Teacher nine grew up in home with two parents actively involved in her life. Her parents divorced when she was two, but remarried to one another when she was ten. Her parents were always clear about behavioral expectations and they were specific when giving any type of feedback. Teacher nine's parents had high expectations and provided verbal praise when expectations were met. As a result, teacher nine attributes all success or failure to the amount of work she puts into a task.

Teacher nine started school in a Catholic school and moved to public school in the third grade. Once in public school, she remembers experiencing feedback from teachers. Teachers in the public schools were supportive and had high expectations. Teacher nine was given control over the products she produced in the gifted program where she felt appropriately challenged academically. Teacher nine believes her academic success was tied to the effort she put into her work.

Student teaching was a positive experience where teacher nine felt supported by her mentor teacher. She was given specific feedback when needed and she given the freedom to learn from her mistakes. Teacher nine experienced a lot of control over her environment and believed she was in control of her success or failure in the classroom. Today, teacher nine is still teaching in the school where she completed her student teaching. She describes her current experiences at Community Elementary as being the same as they were during her student teaching days.

Teacher nine's motivation to complete all tasks from the WTMST fall into the extrinsic motivation with identification regulation. Her scores range from a 5.00 to a 6.00 with a mode of 5.33. Her highest level of motivation (6.00) toward a task was in the area of teaching. Her childhood experience of consistency, high expectations, support, verbal praise, and control developed an individual willing to do the work required to achieve her goals.

Teacher nine had an overall teacher efficacy of 7.83 on the TSES. Her highest level of efficacy is in the category of student engagement with an 8.25 and her lowest level of efficacy was in the area of instructional strategies. These results may be a reflection of teaching in kindergarten where student engagement is a necessity to make little ones want to come to school and begin their educational journey.

Teacher Ten.

Teacher ten grew up in a structured home with high parental expectations for behavior and academic success. Love and discipline went hand in hand in her home along with the freedom to learn from mistakes. Not only did teacher ten have a two-parent

home, but also extended family lived on the same street she did. Consistent, reliable, and safe are three words that describe her childhood.

The K-8 experiences for this teacher were different due to the nature of her school. She attended a small rural school in the same building where her mother was employed. There was even a Bible teacher in this public school. Teachers had high expectations of those who they thought would make something of their lives and low expectations for those who came from difficult situations. For teacher ten, she was fortunate to have teachers who believed in her, had high expectations, and provided the necessary support to meet those expectations. Once in high school, the high expectations continued along with same support system provided for students who teachers believed could achieve. Teacher ten did feel that in all of her school settings, she was given the opportunity to learn from her mistakes and was given verbal praise for successes.

Teacher ten had two placements for student teaching, second grade and kindergarten. Both experiences provided support, verbal praise, and the opportunity to learn from her mistakes. However, teacher ten felt more successful and comfortable in the kindergarten setting versus the second grade setting.

Despite her student teaching experience, teacher ten is currently teaching second grade. Teacher ten describes her environment as a place of high personal expectations. She indicated that while she does not need verbal praise, she is motivated to work even harder when she receives verbal praise. Teacher ten also indicated that when she feels like giving up, a lifetime of high expectations from her parents, teachers, and now herself keep her motivated and moving forward.

Teacher ten scored a perfect score of 7.00 for extrinsically motivated with identification regulation on all working tasks from the WTMST with the exception of one. For the task of class preparation, she scored a perfect seven for being both intrinsically motivated and extrinsically motivated with identification regulation. Her level of motivation can be contributed to her childhood experiences of high expectations, support, verbal praise, and freedom to learn from mistakes.

Teacher ten's total teacher efficacy is a 7.48, which is above the mean (7.1) reported by Tschannen-Moran and Woolfolk Hoy (2001). Teacher ten demonstrates the most teacher efficacy in the category of instructional strategies with a 7.75 is above the mean of 7.3 found in the initial study done by Tschannen-Moran and Woolfolk Hoy (2001). Here scores for both classroom management and student engagement were also above the means in Tschannen-Moran and Woolfolk Hoy's (2001) initial study.

CHAPTER VII

DISCUSSION AND CONCLUSION

Discussion

The objective of this study was to determine patterns of experiences for teachers who exhibit high teacher efficacy and are intrinsically motivated; extrinsically motivated with identification regulation, self-introjection regulation, or external pressure regulation; or amotivation. The researcher's hypothesis is that teachers who have high self-efficacy and are either intrinsically motivated or extrinsically motivated with identification regulation will have shared experiences in the area of socio-economic status, childhood experiences, and educational experiences. Therefore, three questions were asked during this research:

1. What causes the differences between teachers who appear to be intrinsically motivated or extrinsically motivated with identification regulation versus teachers who are extrinsically motivated with self-introjection and external pressure regulation or amotivated?
2. What is the relationship between teacher efficacy and motivation?
3. Are there patterns of experiences regarding family, neighborhood, school, and early teaching among teachers with high self-efficacy and intrinsic motivation or extrinsically motivated with identification regulation versus those with low self-efficacy and extrinsic motivation or amotivated?

Question one was not clearly answered. The teachers in this study were overall motivated to complete their work tasks through extrinsic motivation with identification regulation. Although teachers had high means in either extrinsic motivation with self-introjection regulation or external pressure regulation, the researcher compared teacher interviews and could not find any significant differences. This would indicate that further studies are necessary to clearly answer question one. However, teacher one was equally motivated through extrinsic motivation with identification regulation and through extrinsic motivation with self-introjected regulation. When her experiences are compared to other teachers, she lacks an emotional support network, verbal praise, high expectations, or control in her early childhood. It was not until she began to drive at age sixteen that she began to feel a sense of control over her life.

Question two was to be answered through comparing results from the WTMST and the TSES. However, without statistical proof, the researcher can only conclude that there appears to be a positive relationship between motivation scores and teacher efficacy scores, especially when related to instructional strategies and classroom management. The higher the level of intrinsic motivation or extrinsic motivation with identification regulation, the higher level of teacher efficacy.

Finally, question three was answered clearly with regard to childhood and family experiences. Teachers in the study who reported feeling support from parents, control, freedom to learn from mistakes, and high expectations for behavior and academics were motivated toward work tasks either intrinsically or extrinsically with identification regulation. The impact of socio-economic statuses could not be determined because all participants report being in middle class homes. One pattern that did emerge, but was not

seen in the literature, was each participant reported being a compliant child who required little discipline or correction in childhood. A future study would be interesting to determine if intrinsic motivation or extrinsic motivation with identification regulation can be predicted based on childhood levels of compliance to authority figures. Question three was not answered clearly with regard to participants' neighborhood, school, or early teaching. It did appear that teacher ten who had positive school and student teaching experiences scored a perfect seven on all tasks for extrinsic motivation with identification regulation.

Only part of the researcher's hypothesis was clearly answered in this study. In the area of childhood experiences, there were patterns that occurred among the participants in this study. Teachers in the study who reported feelings of support from parents, feelings of control, feelings they were free to learn from mistakes, and feelings of high expectations for behavior and academics were motivated toward work tasks either intrinsically or extrinsically with identification regulation.

Conclusion

Administrators and teacher leaders can impact teachers' intrinsic motivation or extrinsic motivation with identification regulation and teacher efficacy through several ways. First, teachers need to be given a sense of control over the tasks they are required to perform in the classroom. Next, verbal praise that is specific to the task performed and focused on behavior will increase intrinsic motivation and extrinsic motivation with identification regulation. Finally, the freedom to fail and learn from those failures with support from leaders along with high expectations will increase intrinsic motivation and

extrinsic motivation with identification regulation. Increasing the level of intrinsic motivation or extrinsic motivation with identification regulation and teacher efficacy will increase student learning (Anderson, Green, & Loewen, 1988; Armor et al., 1976; Ashton & Webb, 1986; Bandura, 1977; Deci & Ryan, 1985; Moore & Esselman, 1992; Ross 1992; Woolfolk Hoy & Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2001).

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APPENDICES

APPENDIX A: THE WORK TASKS MOTIVATION SCALE FOR TEACHERS (WTMST)

The Work Tasks Motivation Scale for Teachers (WTMST)

Fernet, C., Senécal, C., Guay, F., Marsh, H., & Dowson, M. (2008). The Work Tasks Motivation Scale for Teachers (WTMST). *Journal of Career Assessment*, 16, 256-279.

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Different reasons may explain why teachers engage in their work tasks. The following statements represent some of these reasons. Using the scale below, please indicate for each statement to what degree they correspond to one of the reasons for which you are doing the following work tasks.

Why are you doing this work task?

CLASS PREPARATION

(e.g., deciding on instruction topics and material, determining the presentation forms and sequences, and establishing the work procedure)

	Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
	1	2	3	4	5	6	7
1.	Because it is pleasant to carry out this task.					1 2 3 4 5 6 7	
2.	I don't know, I don't always see the relevance of carrying out this task.					1 2 3 4 5 6 7	
3.	Because I like doing this task.					1 2 3 4 5 6 7	
4.	Because my work demands it.					1 2 3 4 5 6 7	
5.	Because I find this task important for the academic success of my students.					1 2 3 4 5 6 7	
6.	Because the school obliges me to do it.					1 2 3 4 5 6 7	
7.	I used to know why I was doing this task, but I don't see the reason anymore.					1 2 3 4 5 6 7	
8.	Because it is important for me to carry out this task.					1 2 3 4 5 6 7	
9.	Because I find this task interesting to do.					1 2 3 4 5 6 7	
10.	I don't know, sometimes I don't see its purpose.					1 2 3 4 5 6 7	
11.	Because I would feel guilty not doing it.					1 2 3 4 5 6 7	
12.	Because if I don't carry out this task, I will feel bad.					1 2 3 4 5 6 7	
13.	Because this task allows me to attain work objectives that I consider important.					1 2 3 4 5 6 7	
14.	Because I'm paid to do it.					1 2 3 4 5 6 7	
15.	To not feel bad if I don't do it.					1 2 3 4 5 6 7	

Why are you doing this work task?

TEACHING

(e.g., presenting instruction, answering questions, and listening to the students' needs)

	Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
	1	2	3	4	5	6	7
1.	Because the school obliges me to do it.					1 2 3 4 5 6 7	
2.	Because if I don't carry out this task, I will feel bad.					1 2 3 4 5 6 7	
3.	Because it is important for me to carry out this task.					1 2 3 4 5 6 7	
4.	Because I find this task interesting to do.					1 2 3 4 5 6 7	
5.	I don't know, sometimes I don't see its purpose.					1 2 3 4 5 6 7	
6.	Because it is pleasant to carry out this task.					1 2 3 4 5 6 7	
7.	To not feel bad if I don't do it.					1 2 3 4 5 6 7	
8.	Because my work demands it.					1 2 3 4 5 6 7	
9.	Because I would feel guilty not doing it.					1 2 3 4 5 6 7	
10.	Because I find this task important for the academic success of my students.					1 2 3 4 5 6 7	
11.	Because I like doing this task.					1 2 3 4 5 6 7	
12.	I used to know why I was doing this task, but I don't see the reason anymore.					1 2 3 4 5 6 7	
13.	I don't know, I don't always see the relevance of carrying out this task.					1 2 3 4 5 6 7	
14.	Because I'm paid to do it.					1 2 3 4 5 6 7	
15.	Because this task allows me to attain work objectives that I consider important.					1 2 3 4 5 6 7	

Why are you doing this work task?

EVALUATION OF STUDENTS

(e.g., constructing assessments and exams, correcting, entering marks, giving remarks to the parents)

	Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
	1	2	3	4	5	6	7
1. Because I'm paid to do it.						1 2 3 4 5 6 7	
2. Because I find this task interesting to do.						1 2 3 4 5 6 7	
3. I don't know, sometimes I don't see its purpose.						1 2 3 4 5 6 7	
4. Because it is pleasant to carry out this task.						1 2 3 4 5 6 7	
5. Because I would feel guilty not doing it.						1 2 3 4 5 6 7	
6. Because the school obliges me to do it.						1 2 3 4 5 6 7	
7. Because I like doing this task.						1 2 3 4 5 6 7	
8. To not feel bad if I don't do it.						1 2 3 4 5 6 7	
9. I used to know why I was doing this task, but I don't see the reason anymore.						1 2 3 4 5 6 7	
10. Because I find this task important for the academic success of my students.						1 2 3 4 5 6 7	
11. Because if I don't carry out this task, I will feel bad.						1 2 3 4 5 6 7	
12. Because this task allows me to attain work objectives that I consider important.						1 2 3 4 5 6 7	
13. I don't know, I don't always see the relevance of carrying out this task.						1 2 3 4 5 6 7	
14. Because my work demands it.						1 2 3 4 5 6 7	
15. Because it is important for me to carry out this task.						1 2 3 4 5 6 7	

Why are you doing this work task?

CLASSROOM MANAGEMENT

(e.g., handling discipline, applying the rules, and managing students' interruptions and conflicts)

	Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
	1	2	3	4	5	6	7
1.	Because I would feel guilty not doing it.					1 2 3 4 5 6 7	
2.	Because this task allows me to attain work objectives that I consider important.					1 2 3 4 5 6 7	
3.	Because it is important for me to carry out this task.					1 2 3 4 5 6 7	
4.	Because if I don't carry out this task, I will feel bad.					1 2 3 4 5 6 7	
5.	I don't know, sometimes I don't see its purpose.					1 2 3 4 5 6 7	
6.	Because the school obliges me to do it.					1 2 3 4 5 6 7	
7.	Because it is pleasant to carry out this task.					1 2 3 4 5 6 7	
8.	To not feel bad if I don't do it.					1 2 3 4 5 6 7	
9.	Because I find this task interesting to do.					1 2 3 4 5 6 7	
10.	I used to know why I was doing this task, but I don't see the reason anymore.					1 2 3 4 5 6 7	
11.	Because I like doing this task.					1 2 3 4 5 6 7	
12.	Because I'm paid to do it.					1 2 3 4 5 6 7	
13.	Because I find this task important for the academic success of my students.					1 2 3 4 5 6 7	
14.	Because my work demands it.					1 2 3 4 5 6 7	
15.	I don't know, I don't always see the relevance of carrying out this task.					1 2 3 4 5 6 7	

Why are you doing this work task?

ADMINISTRATIVE TASKS

(e.g., recording and transmitting absences, building disciplinary files, and participating in meetings with the parents and principals to study disciplinary cases, meetings with teachers, meetings with the administration, meetings with the union, and school assemblies)

	Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
	1	2	3	4	5	6	7
1.	Because my work demands it.					1 2 3 4 5 6 7	
2.	I don't know, sometimes I don't see its purpose.					1 2 3 4 5 6 7	
3.	Because if I don't carry out this task, I will feel bad.					1 2 3 4 5 6 7	
4.	Because I like doing this task.					1 2 3 4 5 6 7	
5.	Because I find this task important for the academic success of my students.					1 2 3 4 5 6 7	
6.	I used to know why I was doing this task, but I don't see the reason anymore.					1 2 3 4 5 6 7	
7.	Because it is important for me to carry out this task.					1 2 3 4 5 6 7	
8.	Because I would feel guilty not doing it.					1 2 3 4 5 6 7	
9.	Because the school obliges me to do it.					1 2 3 4 5 6 7	
10.	Because I'm paid to do it.					1 2 3 4 5 6 7	
11.	Because I find this task interesting to do.					1 2 3 4 5 6 7	
12.	To not feel bad if I don't do it.					1 2 3 4 5 6 7	
13.	Because this task allows me to attain work objectives that I consider important.					1 2 3 4 5 6 7	
14.	I don't know, I don't always see the relevance of carrying out this task.					1 2 3 4 5 6 7	
15.	Because it is pleasant to carry out this task.					1 2 3 4 5 6 7	

Why are you doing this work task?

COMPLEMENTARY TASKS

(e.g., tutorial guidance, involvement in committees, extracurricular activities, continuous improvement training, and extraclass monitoring)

	Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
	1	2	3	4	5	6	7
1.	Because it is important for me to carry out this task.					1 2 3 4 5 6 7	
2.	Because I find this task important for the academic success of my students.					1 2 3 4 5 6 7	
3.	I don't know, sometimes I don't see its purpose.					1 2 3 4 5 6 7	
4.	Because if I don't carry out this task, I will feel bad.					1 2 3 4 5 6 7	
5.	I used to know why I was doing this task, but I don't see the reason anymore.					1 2 3 4 5 6 7	
6.	Because the school obliges me to do it.					1 2 3 4 5 6 7	
7.	Because I like doing this task.					1 2 3 4 5 6 7	
8.	Because I'm paid to do it.					1 2 3 4 5 6 7	
9.	To not feel bad if I don't do it.					1 2 3 4 5 6 7	
10.	Because this task allows me to attain work objectives that I consider important.					1 2 3 4 5 6 7	
11.	Because I would feel guilty not doing it.					1 2 3 4 5 6 7	
12.	I don't know, I don't always see the relevance of carrying out this task.					1 2 3 4 5 6 7	
13.	Because my work demands it.					1 2 3 4 5 6 7	
14.	Because I find this task interesting to do.					1 2 3 4 5 6 7	
15.	Because it is pleasant to carry out this task.					1 2 3 4 5 6 7	

APPENDIX

The 15 Items Assessing the Motivational Constructs for Each Task

Intrinsic Motivation

- Because it is pleasant to carry out this task.
- Because I find this task interesting to do.
- Because I like doing this task.

Identified Regulation

- Because it is important for me to carry out this task.
- Because this task allows me to attain work objectives that I consider important.
- Because I find this task important for the academic success of my students.

Introjected Regulation

- Because if I don't carry out this task, I will feel bad.
- Because I would feel guilty not doing it.
- To not feel bad if I don't do it.

External Regulation

- Because my work demands it.
- Because the school obliges me to do it.
- Because I'm paid to do it.

Amotivation

- I don't know, I don't always see the relevance of carrying out this task.
- I used to know why I was doing this task, but I don't see the reason anymore.
- I don't know, sometimes I don't see its purpose.

Note. For the purpose of this article, we followed the back-translation procedure described by Vallerand and Halliwell (1983) to translate the original French Canadian items into English.

APPENDIX B: TEACHERS' SENSE OF EFFICACY SCALE

Teachers' Sense of Efficacy Scale¹ (long form)

Teacher Beliefs		How much can you do?										
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		Not at all	1	2	3	4	5	6	7	8	9	10
1.	How much can you do to get through to the most difficult students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
2.	How much can you do to help your students think critically?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
3.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
4.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
5.	To what extent can you make your expectations clear about student behavior?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
6.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
7.	How well can you respond to difficult questions from your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
8.	How well can you establish routines to keep activities running smoothly?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
9.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
10.	How much can you gauge student comprehension of what you have taught?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
11.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
12.	How much can you do to foster student creativity?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
13.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
14.	How much can you do to improve the understanding of a student who is failing?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
15.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
16.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
17.	How much can you do to adjust your lessons to the proper level for individual students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
18.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
19.	How well can you keep a few problem students from ruining an entire lesson?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
20.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
21.	How well can you respond to defiant students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
22.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
23.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		
24.	How well can you provide appropriate challenges for very capable students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)		

APPENDIX C: INTERVIEW QUESTIONS

- 1. Describe your childhood family and your parents' style of discipline.**
 - a. What is/was your parents' level of education?**
 - b. What kind of neighborhood did you live in as a child?**
 - c. How would you describe your family's income?**
- 2. Describe how your parents reacted toward you when you experienced success, failures, and struggles.**
- 3. Describe your K-12 experience and your experiences with success and failure in school.**
- 4. Describe your student teacher experience and your experience with success and failure.**
- 5. Describe your teaching experience and your experience with success and failure.**

APPENDIX D: TEACHER SELF-EFFICACY SCORES

Teacher # 1

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 6.67	5.875	7.00	7.125

Teacher # 2

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 7.71	7.38	8.38	7.38

Teacher # 3

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 8.08	7.375	7.875	9.00

Teacher # 4

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 6.79	6.375	7.125	6.875

Teacher # 5

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 6.33	6.75	5.75	6.5

Teacher # 6

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 6.625	6.50	7.0	6.375

Teacher # 7

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 6.875	6.625	7.25	6.75

Teacher # 8

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 7.25	7.125	7.625	7.00

Teacher # 9

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 7.833	8.25	7.5	7.75

Teacher # 10

Efficacy Type	Student Engagement	Instructional Strategies	Classroom Management
Question #	1,2,4,6,9,12,14,22	7,10,11,17,18,20,23,24	3,5,8,13,15,16,19,21
Score 7.458	7.125	7.75	7.5

APPENDIX E: THE WORK MOTIVATION SCALE FOR TEACHERS' SCORES

Class Preparation

Teacher # 1

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self- introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	4.67	7.0	7.0	7.0	1.0

Teacher # 2

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self- introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	5.0	7.0	2.0	6.33	2.0

Teacher # 3

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self- introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	7.0	7.0	7.0	4.67	1.0

Teacher # 4

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self- introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	4.0	6.83	1.67	2.0	1.0

Teacher # 5

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self-introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	5.33	6.0	4.0	3.67	1.67

Teacher # 6

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self-introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	3.67	6.33	1.0	3.0	1.33

Teacher # 7

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self-introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	3.33	6.67	1.67	2.67	1.0

Teacher # 8

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self-introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	3.0	4.67	4.33	4.0	2.0

Teacher # 9

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self-introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	4.33	2.67	4.67	4.67	5.0

Teacher # 10

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self-introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	4.0	7.0	1.0	3.0	1.0

Teaching

Teacher # 1

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	5.67	6.67	7.0	5.0	1.0

Teacher # 2

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	5.0	7.0	3.0	6.33	2.0

Teacher # 3

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	7.0	7.0	7.0	2.0	1.0

Teacher # 4

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	6.0	6.67	1.0	1.0	1.0

Teacher # 5

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	6.67	6.33	4.33	4.33	1.33

Teacher # 6

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	6.67	6.67	2.0	1.67	1.0

Teacher # 7

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	5.67	5.0	1.67	4.0	1.0

Teacher # 8

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	5.67	6.67	5.0	3.0	1.0

Teacher # 9

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	5.67	6.0	4.67	3.33	1.67

Teacher # 10

Motivation Type Question #	Intrinsic 4,6,11	Extrinsic with Identification Regulation 3,10,15	Extrinsic with Self-introjection Regulation 2,7,9	Extrinsic with External Pressure Regulation 1,8,14	Amotivation 5,12,13
Score	7.0	7.0	1.0	3.0	1.0

Classroom Management

Teacher # 1

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	5.67	7.0	7.0	7.0	1.0

Teacher # 2

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	1.0	6.0	1.33	3.33	1.0

Teacher # 3

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	7.0	7.0	7.0	7.0	1.0

Teacher # 4

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	1.0	6.67	1.0	1.0	1.0

Teacher # 5

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	3.0	6.0	1.33	3.67	1.0

Teacher # 6

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	3.33	5.67	1.0	1.0	1.0

Teacher # 7

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	3.0	7.0	2.0	4.33	1.0

Teacher # 8

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	2.67	7.0	2.67	3.0	1.0

Teacher # 9

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	4.67	5.33	1.67	3.67	1.67

Teacher # 10

Motivation Type Question #	Intrinsic 7,9,11	Extrinsic with Identification Regulation 2,3,13	Extrinsic with Self-introjection Regulation 1,4,8	Extrinsic with External Pressure Regulation 6,12,14	Amotivation 5,10,15
Score	3.67	7.0	1.0	2.67	1.0

Evaluation of Students

Teacher # 1

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	3.0	6.67	4.67	6.33	1.0

Teacher # 2

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	5.0	7.0	2.0	6.33	2.0

Teacher # 3

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	7.0	7.0	7.0	5.0	1.0

Teacher # 4

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	3.0	7.0	1.33	1.0	1.0

Teacher # 5

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	3.33	5.33	4.67	5.67	3.67

Teacher # 6

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	2.67	4.33	1.0	3.67	3.0

Teacher # 7

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	3.33	6.33	2.0	3.67	1.33

Teacher # 8

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	3.33	4.0	3.67	4.67	1.0

Teacher # 9

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	3.33	5.0	3.0	3.67	2.0

Teacher # 10

Motivation Type Question #	Intrinsic 2,4,7	Extrinsic with Identification Regulation 10,12,15	Extrinsic with Self-introjection Regulation 5,8,11	Extrinsic with External Pressure Regulation 1,6,14	Amotivation 3,9,13
Score	3.33	7.0	1.0	3.0	1.0

Administration Tasks

Teacher # 1

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	3.0	4.67	5.0	7.0	2.0

Teacher # 2

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	4.67	5.0	1.33	5.67	1.67

Teacher # 3

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	6.0	7.0	7.0	7.0	1.0

Teacher # 4

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	1.0	6.67	2.13	2.67	1.0

Teacher # 5

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	3.67	5.33	4.67	5.0	2.33

Teacher # 6

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	1.0	3.67	1.0	2.0	2.0

Teacher # 7

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	2.33	5.0	2.0	5.67	1.33

Teacher # 8

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	2.33	2.33	3.0	4.0	1.67

Teacher # 9

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	2.0	5.0	2.67	4.33	3.33

Teacher # 10

Motivation Type Question #	Intrinsic 4,11,15	Extrinsic with Identification Regulation 5,7,13	Extrinsic with Self-introjection Regulation 3,8,12	Extrinsic with External Pressure Regulation 1,9,10	Amotivation 2,6,14
Score	3.0	7.0	1.0	4.67	1.33

Complementary Tasks

Teacher # 1

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	1.0	2.0	4.67	6.0	3.53

Teacher # 2

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	4.0	4.0	2.0	5.33	3.0

Teacher # 3

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	5.0	5.0	5.0	2.0	1.33

Teacher # 4

Motivation Type Question #	Intrinsic 1,3,9	Extrinsic with Identification Regulation 5,8,13	Extrinsic with Self-introjection Regulation 11,12,15	Extrinsic with External Pressure Regulation 4,6,14	Amotivation 2,7,10
Score	2.33	5.33	1.0	2.67	1.67

Teacher # 5

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	5.67	6.0	4.0	4.67	2.33

Teacher # 6

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	5.0	4.67	1.0	1.0	1.0

Teacher # 7

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	3.67	4.0	2.67	4.0	1.33

Teacher # 8

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	3.0	3.0	3.67	4.0	1.67

Teacher # 9

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	5.0	5.33	3.0	3.33	2.0

Teacher # 10

Motivation Type Question #	Intrinsic 7,14,15	Extrinsic with Identification Regulation 1,2,10	Extrinsic with Self-introjection Regulation 4,9,11	Extrinsic with External Pressure Regulation 6,8,13	Amotivation 3,5,12
Score	5.33	7.0	2.33	3.0	1.0

APPENDIX F: TEACHER INTERVIEWS

Teacher 1

Age: 47

Years of experience: 17

Education: EdS

Question and Response	Cycle 1	Cycle 2	Cycle 3
1. Parents divorced at 4 yrs. old lived with my mother; father had visitation rights at his hotel. I begged not to go because he was drunk the whole time with whisky or beer with whatever he could find. Mom felt sympathy for him she did not have to take us over there but she did because she felt sympathy for him. He became violent with my brother sometimes. She was very passive and let me do whatever I wanted and eat what I wanted. Very passive parenting she did this because she was raised very strictly; the pendulum swung the other way. She indulged me with motor cycles, go carts Everything I wanted within budget. She did until her stroke. She remarried when I	<p>Parents divorced and lived with the mother</p> <p>Father had visitation rights at his hotel. I begged to not go because he was drunk the whole time—</p> <p>She was very passive and let me do whatever I wanted and eat what I wanted----</p> <p>She did until her stroke---</p> <p>He drank heavily, he was not a parent figure but he had to become one---</p> <p>...he did not want to parent so he spent the</p>	<p>Feelings of being trapped</p> <p>She had control over her choices- given control by mother</p> <p>Major life change that took everything away</p> <p>No support and no one who wanted to care for her</p> <p>Feelings of being trapped</p>	<p>No control when around her father</p> <p>Mother passive and abdicated control</p> <p>All support and control taken away with mother's stroke</p> <p>No support and no one who wanted to care for her</p> <p>Trapped and controlled by step-father</p>

<p>was 5 and he was an absentee step- father. He drank heavily, he was not a parent figure but he had to become one to a very distributive brother. I was a pretty straightforward play by the rules at school, he did not want to parent so he spent the nights at the bar. I was trapped and had to do my homework at the bar until I was 16. Then I could leave when I wanted to, go to band practice do what I needed to do. Basically, distance myself. My mom lived with us and we all had to take care of her. He did not want to be there so he was at his bar. If I was not at home she was wet and hungry. This put a hinge on dating because luckily, Keith, who is my husband and a wonderful person would come home and wait for step father to come to go out, if there was time. So if I was not at school or working I was at home making sure she was not wet or hungry. We got married at 21</p>	<p>nights at the bar. I was trapped and had to do my homework at the bar until I was 16-----</p> <p>Then I could leave when I wanted to, go to band practice do what I needed to do. Basically, distance myself---</p> <p>He did not want to be there so he was at his bar. If I was not at home she was wet and hungry—</p> <p>So if I was not at school or working I was at home making sure she was not wet or hungry—</p> <p>We got married at 21 and she went to a nursing home—</p> <p>I was on my own pretty much. I raised myself. I got myself to school I paid for everything I needed including the senior stuff all the junk I paid for everything</p>	<p>She had control over her choices</p> <p>Feelings of being trapped</p> <p>Feelings of being trapped</p> <p>She now had control over her life and freedom from caring for her mother</p> <p>Adult responsibilities at a young age, alone without guidance</p> <p>First generation college educated</p>	<p>Gained control when 16-self-supporting since 12</p> <p>Trapped, controlled by mother's disability</p> <p>Trapped, controlled by mother's disability</p> <p>Gained control by leaving situation and getting married</p> <p>Adult responsibilities at a young age without support or guidance.</p> <p>Childhood did what had to be done to survive</p>
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<p>and she went to a nursing home. From 16-21 someone had to care for her, which was usually me. Even though he did pay the bills he kept a roof over our head he did not want to be at the house if he could help. I was on my own pretty much. I raised myself. I got myself to school I paid for everything I needed including the senior stuff all the junk I paid for everything with my part-time job.</p> <p>Mother, dropped out in 10th grade, my father too, I think no high school diploma, stepfather educated in Germany. So not sure, He made it through</p> <p>Lived Riverview a nice neighborhood until 10, then moved to where I am now the Walter Hill area when it was all country.</p> <p>Family income married to step father upper middle from my perspective. Before lived in a duplex for 1. They could not make the</p>	<p>with my part-time job.</p> <p>Mother, dropped out in 10th grade, my father too, I think no high school diploma,</p> <p>Dirt poor, single mother poor then married someone with money</p>	<p>Low income to middle class, insecure to secure</p>	<p>No high school diploma for either parent</p> <p>Lower economic status, middle class with step father, finically responsible for self at 16.</p>
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bills because he spent all his money on alcohol, which is one reason why she divorced him. Dirt poor, single mother poor then married someone with money.			
2. No reaction to success, stepfather did buy a camera for my high school graduation. That was some kind of acknowledgement. They came to my graduation. I never failed in some big, did not start a company and fail. No big major failure. I've just had a normal life; I have had a normal life.	<p>No reaction to success, stepfather did buy a camera for my high school graduation. That was some kind of acknowledgement. They came to my graduation----</p> <p>I have had a normal life.</p>	<p>Nominal parental support---self driven</p> <p>Emphasis on what she has created for herself</p>	<p>Nominal parental support---self driven</p> <p>Emphasis on what she has created for herself</p>
3. The only success I liked was in band when we won competitions. I mean I was inducted in the National Honor society, Beta Club, Beta Epsilon I remember those times but I did not think much about them. Teachers I do not remember any interaction with them. They were distance with no personal interaction. I never failed a test,	<p>The only success I liked was in band when we won competitions.</p> <p>I mean I was inducted in the National Honor society, Beta Club, Beta Epsilon I remember those times but I did not think much about them.</p> <p>Teachers I do not remember any interaction with them. They were</p>	<p>Success found in a group not alone</p> <p>Personal achievement not validated when alone</p> <p>Isolated and alone no support from teacher</p>	<p>Success from achievement in group situations</p> <p>Success not validated or acknowledge by family or teachers</p> <p>Isolated, alone no support from teachers</p>

all As and Bs. No discipline record.	distance with no personal interaction		
<p>4. Student teaching was a horrible experience. First, the teacher should never have been a teacher. She was horrible and mean to the children. She was nice to the blond rich children but mean to the poor and African American children. I hated going to work. She did not nurture, mentor, or guide me. One time she pulled up a little black girl and spank her in front of the class and put in a corner for marking on her desk. That's wrong but she jerked her up and later she became a principal at a local elementary school. She was horrible. I could not stay anything to my advisor because they were friends and there was nothing I could do but get through it.</p> <p>That is why I do not mind having a student teacher because I do not want them to have that experience. Getting my 5th student teacher</p>	<p>. Student teaching was a horrible experience. First, the teacher should never have been a teacher. She was horrible and mean to the children. She was nice to the blond rich children but mean to the poor and African American children. I hated going to work. She did not nurture, mentor, or guide me.</p> <p>One time she pulled up a little black girl and spank her in front of the class and put in a corner for marking on her desk. That's wrong but she jerked her up</p> <p>She was horrible. I could not stay anything to my advisor because they were friends and there was nothing I could do but get through it.</p> <p>That is why I do not mind having a student teacher because I do not want them to have that experience.</p>	<p>Angry over the treatment of others</p> <p>Angry over the treatment of others</p> <p>Angry over treatment by mentor teacher</p> <p>Angry over the treatment of others</p> <p>Feelings of being trapped</p> <p>Wants to make it better for other teachers</p> <p>Self-reliant, goal oriented, self-aware, optimistic about ability to achieve goals</p>	<p>Negative, unsupportive</p> <p>Mentor teacher controlling</p> <p>Mentor teacher controlling and abusive</p> <p>Student teaching experience mirrored feelings from step-father and childhood</p> <p>Wants to give back so others can avoid the same situation.</p> <p>Self-reliant, goal oriented, self-aware, optimistic about ability to achieve</p>

because I do not want them to have that experience. It was AWFUL. I was not a teacher that born with natural instinct for teaching. I had to earn everything to be successful. I was one that could work hard and get it I had to work to get it.	I was not a teacher that born with natural instinct for teaching. I had to earn everything to be successful. I was one that could work hard and get it I had to work to get it.		
5. Successful with writing scores, TVAAS, TCAP what is used to decided I am successful in my classroom environment that is one of my goal is to want to get the kids to want to come to school and I think I have been successful with that. It's my own judgment but there are no numbers. With numbers writing and science I am successful. It is hard work but we can do it. To make it fun. Success not recognized not blatant I know is leadership team she thanks us for staying late and working hard. However, I don't need her recognition to feel good even though she says one thing and you can feel bad.	<p>I am successful in my classroom environment that is one of my goal is to want to get the kids to want to come to school and I think I have been successful with that.</p> <p>It's my own judgment but there are no numbers.</p> <p>Success not recognized not blatant I know is leadership team she thanks us for staying late and working hard. However, I don't need her recognition to feel good even though she says one thing and you can feel bad.</p>	<p>Wants students' experiences to be different from her own. to give to her students what she did not get from her teachers</p> <p>Self-reliant and self-aware</p> <p>Does not internalize praise from others but will internalize criticism. trust issues??</p> <p>Confused and surprised-doesn't understand how hard work did not work in this case</p>	<p>Uses experience to control for her own painful experience by giving to students what she felt lacking in her own experience.</p> <p>Self-reliant and self-aware</p> <p>Does internalize praise from others. Does not know how to experience verbal praise. Criticism and the negatives of life she can function and preserve. She does not know how to deal with positive support for herself</p>

<p>Failure, recently we failed in our scope and sequence. She says one thing is I have let her down, how did I miss the boat so far when we are working so hard and it is misguided in her eyes.</p> <p>Her response she is fair and shows compassion the way you want to be treated when you need to be redirected. She does it in the best way. Luckily, I don't skirt the issue with the rules, being insubordinate so I don't have that experience I don't know how she would treat. Being redirected she treated me with respect and compassion no sarcasm. Treated as a professional and she will follow up to make sure it is done. I feel that when I need to be redirected she does it the best way.</p>	<p>Failure, recently we failed in our scope and sequence. She says one thing is I have let her down, how did I miss the boat so far when we are working so hard and it is misguided in her eyes.</p> <p>Her response she is fair and shows compassion the way you want to be treated when you need to be redirected. She does it in the best way.</p> <p>Being redirected she treated me with respect and compassion no sarcasm. Treated as a professional and she will follow up to make sure it is done. I feel that when I need to be redirected she does it the best way.</p>	<p>Respects principal</p> <p>Respects principal and appreciates how she is treated by principal</p>	<p>but can give it to others.</p> <p>Not supportive administration when meet with failure. Feels like a failure and hard work did not make a difference.</p>
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Teacher 2

Age: 43

Years of experience: 18

Education: M.Ed

Question and Response	Cycle 1	Cycle 2	Cycle 3
<p>1. Very loving home, parents style of discipline... I know I got spanked but I do not remember getting spanked. Very few and far between, sent to my room for discipline, we were rule followers. The only disciplined we needed was for fighting. 2 parent home, somewhat affluent.</p> <p>Parents both have BA. Neighborhood affluent</p>	<p>Very loving home...2 parent home, somewhat affluent</p> <p>Parents both have BA</p>	<p>Secure, stable,</p> <p>Parents both have college degrees</p> <p>Affluent</p>	<p>Secure, stable,</p> <p>Parents both have college degrees</p> <p>Affluent</p>
<p>2. Very supportive, but success was expected. They had high expectations. Failure, my mom would work with me one on one, and call the school if need be. She was one of those parents.</p>	<p>Very supportive, but success was expected. They had high expectations</p> <p>My mom would work with me</p> <p>She was one of those parents</p>	<p>Expectations, comfortable with it</p> <p>Supportive, helpful., success important to the family</p> <p>Assertive parenting</p>	<p>Supportive</p> <p>High expectations</p> <p>Success important valued</p>
<p>3. Probably the most success I had at school was in high school. I made honor roll every time. I was</p>	<p>I was successful academically and very successful in extracurricular activities</p>	<p>Positive experience in high school</p>	<p>Positive experience in high school</p>

<p>successful academically and very successful in extracurricular activities.</p> <p>Failure in school. I had series of what I feel like were poor teachers. Starting in 2nd grade my teacher went on an extended maternity leave, third grade had a very weak teacher, 5th & 6th grade I had very weak teachers as well. So, I had to take summer school classes before seventh grade. I was not made to do this but a group of parents who came together who said we needed tutoring. I did tutoring in math.</p> <p>I had a complex about it because I did not understand the teacher part so I felt like I was not as smart. I never felt good in math, like I had ever caught up in math until I taught Common Core. Then it started making sense (laugh).</p>	<p>I had very weak teachers as well. So, I had to take summer school classes before seventh grade. I was not made to do this but a group of parents who came together who said we needed tutoring. I did tutoring in math.</p> <p>I had a complex about it because I did not understand the teacher part so I felt like I was not as smart. I never felt good in math, like I had ever caught up in math until I taught Common Core. Then it started making sense</p>	<p>Weak teachers that created sense of failure</p> <p>Weak teachers created since of incompetence</p> <p>Overcame incompetence through teaching</p>	<p>Weak teachers that created sense of failure</p> <p>Weak teachers created since of incompetence</p> <p>Overcame incompetence through teaching</p>
<p>4. My experience with success hum, that was a long time ago. I cannot</p>	<p>Positive experience both times</p>	<p>Positive but did not make a big impression</p>	<p>Positive</p>

<p>remember anything negative about it except one of the teachers was kind of did not want to let her class go. It was a positive experience both times. Both schools affluent, parents were very involved. Homeward and Hoover</p> <p>Mentor teacher on a successful day 1st grade teacher did not say one-way or the other. She was just there.</p> <p>The 4th grade teacher, we talked back and forth. I got most of my feedback from my professor when she came and observed. I got feedback from the teacher too, but I got more from my professor.</p> <p>Failure-the failure, I remember a lesson where they had to write a summary and they didn't do well on it and so the mentor and I talked about it and tried to fix that, but it wasn't devastating just need some adjustments.</p>	<p>Both schools affluent</p> <p>Mentor teacher on a successful day 1st grade teacher did not say one-way or the other. She was just there</p> <p>The 4th grade teacher, we talked back and forth.</p> <p>I got most of my feedback from my professor when she came and observed. I got feedback from the teacher too, but I got more from my professor.</p> <p>I remember a lesson where they had to write a summary and they didn't do well on it and so the mentor and I talked about it and tried to fix that, but it wasn't devastating just need some adjustments.</p>	<p>Easy work situation</p> <p>Neutral- neither supportive nor unsupportive</p> <p>Provided feedback as needed</p> <p>Feedback about performance</p> <p>Constructive feedback that promoted growth.</p>	<p>Easy work situation</p> <p>Neutral- neither supportive nor unsupportive</p> <p>Provided feedback as needed</p> <p>Feedback about performance</p> <p>Constructive feedback that promoted growth.</p>
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<p>5. That encompasses a lot. I think it is easier to success that prior to all this data you saw success in a different way and now more black and white. You see numbers, graphs, and line plots. I see working with intervention kids and working with AIMS it easier to see success. Easier to see little bits or big jumps of success. Failure, that goes along with data too and where you something for so long and you give an assessment and your students were not successful on it and you tried every way you know how to teach it. I see that now with intervention too where you have taught something over and over again and they still struggle.</p>	<p>That encompasses a lot. I think it is easier to success that prior to all this data you saw success in a different way and</p> <p>now more black and white. You see numbers, graphs, and line plots. I see working with intervention kids and working with AIMS it easier to see success. Easier to see little bits or big jumps of success</p> <p>I see that now with intervention too where you have taught something over and over again and they still struggle.</p>	<p>Before data you defined success now that control has been taken away.</p> <p>Success has been redefined by the system not the teacher</p> <p>Failure associated with students not learning</p>	<p>Control has been taken away from teachers</p> <p>Control over how success is define taken from teacher and now the system controls the definition of success</p> <p>Lack of self-efficacy come from failure of students to learn despite all the work done for them</p>
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Teacher 3

Age: 57

Years of experience: 16

Education: M.Ed

Question and Response	Cycle 1	Cycle 2	Cycle 3
1. My parents remained married their whole lives and I am the youngest of 3. I had a very loving family that I call extremely normal, which I do not see in my line of work. My oldest sister is 10 yrs. older than me and my middle sister 6 yrs. older than me. My parents form of discipline was limited because I was a pleaser and I did not get into a whole lot of trouble as a child. My dad had to spank me once, over something small, and it was devastating because he had never had to do that with me. I would have to tell you about my mom, she was very abused growing up and from a large family. If I smarted off to her as a teenager she would slap me on the arm.	<p>I had a very loving family that I call extremely normal, which I do not see in my line of work.</p> <p>. My oldest sister is 10 yrs. older than me and my middle sister 6 yrs. older than me</p> <p>My parents form of discipline was limited because I was a pleaser and I did not get into a whole lot of trouble as a child.</p> <p>My dad had to spank me once, over something small, and it was devastating because he had never had to do that with me</p> <p>If I smarted off to her as a teenager</p>	<p>Love, uses that to help in job</p> <p>Youngest child</p> <p>Disciplined little because she wanted to avoid trouble</p> <p>Being punished devastated her heart</p> <p>Discipline was and warranted Structured home</p>	<p>Supportive/loving</p> <p>Youngest child</p> <p>Important to meet parent expectations</p> <p>Structured home with high expectations that were in enforced.</p>

<p>She left a whelp one time, but she was not abusive and it was not something that happened on a regular basis. It was just when I really got out of control with my mouth. Then in high school because I was the youngest and my mom was going through the change of life and I was a teenager spreading my wings she did smack on the arm once as an adult (16 or 17) because I said something ugly to her. She had enough, that all I remember, once as a child and once as an adult. That's it that's all I remember I was physically disciplined in my whole childhood.</p> <p>Education- Dad GED in the navy and my mom maybe 6th or 8th grade. She was raised in the slums of NY with 10 brothers and sisters. My neighborhood was middle class and all Jewish. I thought I was</p>	<p>she would slap me on the arm. She left a whelp one time, but she was not abusive and it was not something that happened on a regular basis. It was just when I really got out of control with my mouth. Then in high school because I was the youngest and my mom was going through the change of life and I was a teenager spreading my wings she did smack on the arm once as an adult (16 or 17) because I said something ugly to her.</p> <p>Education- Dad GED in the navy and my mom maybe 6th or 8th grade. She was raised in the slums of NY with 10 brothers and sisters.</p> <p>Income-family middle class, I had all I needed and a</p>	<p>Not educated</p> <p>Middle class, needs were met</p>	<p>Father GED Mom 6th grade</p> <p>Middle class needs met and many wants included</p>
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<p>Jewish and started studying for my Bat mitzvah and my mother asked what I was doing and I said my Bat mitzvah was coming up and she no its not you are not Jewish. We lived in Miami with all Jewish neighbors. Income-family middle class, I had all I needed and a lot of what I wanted. I did not do without. My dad was a good provider and my mom stayed at home.</p>	<p>lot of what I wanted. I did not do without. My dad was a good provider and my mom stayed at home.</p>		
<p>2. Success, very supportive and happy about it. Always made a big deal out of it. Failure, my dad did not get involved because my mother was very good at expressing when I did something she did not approve of and she would use the silent treatment on me and rarely got, we did not talk a lot about it. She would tell me what she thought I was doing wrong and why. But they gave me room to fix it</p>	<p>Success, very supportive and happy about it. Always made a big deal out of it. Failure, my dad did not get involved because my mother was very good at expressing when I did something she did not approve of and she would use the silent on me</p> <p>She would tell me what she thought I was doing wrong and why. But they gave me room to fix it and I usually</p>	<p>Supportive</p> <p>One parent charge of discipline.</p> <p>Feedback that was direct not negative and the opportunity to learn from it.</p>	<p>Supportive and verbal praise used to reinforce behavior</p> <p>One parent charge of discipline</p> <p>Feedback that was direct not negative and the opportunity to learn from it.</p>

and I usually did because I have a big conscience.	did because I have a big conscience.		
<p>3. Kindergarten was awesome; I rode on a bus it seemed liked for an hour to get to school. I can remember learning things like my primary colors and counting. It was positive, I had a really sweet bus driver, I was the last one to get off of the bus.</p> <p>Elementary school I loved all of my teachers I am 57 so you can do the math. I was born in 58, my first grade teacher was also my middle sister's teacher and she awesome and very loving. My third grade teacher was my first African-American teacher and I was fascinated with her hair. I live in an all Jewish neighbor and there were no African-American students in my school. I was fascinated with her hair and at break time she would comb her hair and it would stay and I</p>	<p>. Kindergarten was awesome;</p> <p>It was positive, I had a really sweet bus driver,</p> <p>Elementary school I loved all of my teachers I am 57 so you can do the math. I was born in 58, my first grade teacher was also my middle sister's teacher and she awesome and very loving.</p> <p>My third grade teacher was my first African-American teacher and I was fascinated with her hair. I live in an all Jewish neighbor and there were no African-American students in my school. I was fascinated with her hair and at break time she would comb her hair and it would stay and I was towheaded and her hair fascinated me. She was sweet and loving.</p>	<p>Joy</p> <p>Positive and encouraging</p> <p>Mutual love between student and teacher- John Hattie- student teacher relationship</p> <p>Curious, wondering, engaged Loving environment</p> <p>First experience with a mean teacher-fearful</p>	<p>School was supportive, encouraging place with high expectations</p> <p>Curious, wondering, engaged Loving environment</p> <p>First experience with a mean teacher-fearful</p>

<p>was towheaded and her hair fascinated me. She was sweet and loving. Sixth grade teacher was a massive Jewish woman with short, short red hair wore these thick therapeutic white shoes and she was mean. I was so little in elementary school they had to have a special desk for me because my legs would fall asleep if they dangled. She had us sit from smallest to tallest and my memory that lasted a life time for me was a student did not turn in her homework and the teacher went to the back of the classroom and got her by the ear and her pulled up to the front of the classroom and berated her for not doing her homework during the first week of school and I was so traumatized by that I would go home, even though my masters, and do my homework first before playing. I need to know that I</p>	<p>Sixth grade teacher was a massive Jewish woman with short, short red hair wore these thick therapeutic white shoes and she was mean.</p> <p>She had us sit from smallest to tallest and my memory that lasted a life time for me was a student did not turn in her homework and the teacher went to the back of the classroom and got her by the ear and her pulled up to the front of the classroom and berated her for not doing her homework during the first week of school and I was so traumatized by that I would go home, even though my masters, and do my homework first before playing. I need to know that I had my homework done so no teacher would do that to me for not having my homework</p>	<p>Traumatized, enduring fear that influenced school experiences even into adulthood.</p> <p>Fear from not completing work</p> <p>Crushed from disappointing teacher, made restitution by learning part, teacher allowed her to learn from</p>	<p>Traumatized, enduring fear that influenced school experiences even into adulthood.</p> <p>Fear from not completing work</p> <p>High teacher expectations and when she failed to meet those she worked hard to make restitution and learn from mistake.</p>
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<p>had my homework done so no teacher would do that to me for not having my homework. In middle school I had a lot of funny teachers. One in particular, going back to 6th grade teacher, he gave a homework assignment that we had to memorize a part of a poem and I can't tell you why I didn't do it, but I remember going to bed that night worried because it was the first time I had not done my homework. He was calling on a group of us and I played the roulette that he would not call on me and he picked me I didn't know it and he was disappointment in me and that crushed me. I went home the next night and I think I asked for extra time to do it and he allowed and I went home and memorized it and to this day when study that part of the poem I can remember it. High school had really cool history</p>	<p>6th grade teacher, he gave a homework assignment that we had to memorize a part of a poem and I can't tell you why I didn't do it, but I remember going to bed that night worried because it was the first time I had not done my homework</p> <p>He was calling on a group of us and I played the roulette that he would not call on me and he picked me I didn't know it and he was disappointment in me and that crushed me. I went home the next night and I think I asked for extra time to do it and he allowed and I went home and memorized it and to this day when study that part of the poem I can remember it.</p> <p>High school had really cool history teacher who I became close with and I would have donuts with him in the morning. He</p>	<p>her mistake (like her parents)- allowed to learn from failures- failures not used to destroy her.</p> <p>Close relationship that transcends the classroom and maintained for a lifetime. Teacher giving of more than classroom knowledge. Relationship apart of the learning process.</p>	<p>Supportive relationship that has lasted into adulthood</p>
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<p>teacher who I became close with and I would have donuts with him in the morning. He became a 2nd dad to me. He taught how to water ski, shoot rifles, rifle team with him. Visited his house with his wife and I still keep in touch with him today. Those are the people who stuck out to me in college I struggled.</p>	<p>became a 2nd dad to me. He taught how to water ski, shoot rifles, rifle team with him. Visited his house with his wife and I still keep in touch with him today.</p>		
<p>4. I fell into it accidentally, I was subbing a lot and in England, I was asked to sub in special ed. for a week and it freaked me out. I said I would do it only if I could try it for a day and quit if I didn't like it. I did not want to commit for the whole week. I knew there were special things going on with those kids and I wanted to do them justice and she I think you will be really great for the job and I said but I get to bag out the first day if I don't like it and she said okay. I fell in love with special ed. kids, I had a kid</p>	<p>I fell into it accidentally, I was subbing a lot and in England, I was asked to sub in special ed. for a week and it freaked me out.</p> <p>I knew there were special things going on with those kids and I want to do them justice.</p> <p>She (principal) I think you will be really great for the job</p> <p>I fell in love with special ed. kids, I had a kid pull a knife on me the first day, which was interesting and</p>	<p>Unexpected career choice, non-traditional path</p> <p>High self-expectations</p> <p>Support and belief in her ability from the principal</p> <p>Experienced the love for the students she was working with like the love she found from her teachers and it drew her in to the profession.</p>	<p>High self-expectations</p> <p>Support and belief in her ability from the principal</p> <p>Reminded of her experiences of support with teachers and desire to replicate that for special education students</p>

<p>pull a knife on me the first day, which was interesting and I was able to diffuse it just wanting to protect the other kids in the classroom. I did not care about me getting hurt I remember thinking all I wanted to do was get the knife out of his hand and he did not hurt anybody. Then I got a reputation for doing a really good job with special ed. so I became the special ed. sub overseas and then we moved state side I started in subbing again and I let the office know I specialized in special ed. so they put me in there and I was offered a long term sub job and I accepted it mostly because of the pay and I was astonished that they let me have the responsibility of writing IEPs. Now I was smart enough to know this was a legal document to go to the other special ed. teacher watching over me she became a good</p>	<p>I was able to diffuse it just wanting to protect the other kids in the classroom. I did not care about me getting hurt I remember thinking all I wanted to do was get the knife out of his hand and he did not hurt anybody.</p> <p>Then I got a reputation for doing a really good job with special ed. so I became the special ed. sub overseas and then we moved state side I started in subbing again and I let the office know I specialized in special ed. so they put me in there and I was offered a long term sub job</p> <p>I accepted it mostly because of the pay and I was astonished that they let me have the responsibility of writing IEPs.</p> <p>Now I was smart enough to know this was a legal document to go to the other special ed. teacher watching</p>	<p>Fascination with the unknown like with her first African-American teacher, curious</p> <p>Self-confident, leads to success and job offer</p> <p>Trusted and empowered</p> <p>Self- confident, problem solver, critical thinker</p> <p>Hard working; willing to further education to improve skills</p>	<p>High teacher efficacy Self-confident, leads to success and job offer</p> <p>Trusted and empowered</p> <p>Self- confident, problem solver, critical thinker</p> <p>Hard working; willing to further education to improve skills</p>
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<p>friend of mine and she helped write the IEP. I did that then I talked with my husband that if I was going to keep doing this special ed. thing I need to go back and I went back to school and got a masters. They let you work on your masters while teaching. I have a masters in special education not a teaching license</p>	<p>over me she became a good friend of mine and she helped write the IEP.</p> <p>I did that then I talked with my husband that if I was going to keep doing this special ed. thing I need to go back and I went back to school and got a masters.</p>		
<p>5. This where I struggle and I told, principal, this I am an A type personality. My failures I see as when I do something wrong paper work wise or I get frustrated with a peer or a parent. Disappointed when I screw up. In my phone interview with, principal, I said to her obviously I am not perfect and when I screw up you will be the first person to know it. I will confess that to you because I won't be able to go forward and fix it. If anyone has to tell me that I have mess up and I didn't know it, it</p>	<p>This where I struggle and I told, principal, this I am an A type personality.</p> <p>My failures I see as when I do something wrong paper work wise or I get frustrated with a peer or a parent. Disappointed when I screw up.</p> <p>I said to her obviously I am not perfect and when I screw up you will be the first person to know it.</p> <p>I will confess that to you because I</p>	<p>Type A, perfectionist</p> <p>High standards, how you do the job matters</p> <p>While she knows she cannot be perfect, the need to be perfect is there. The pressure is self-imposed.</p> <p>Needs to be in relationship with authority</p>	<p>Type A, perfectionist</p> <p>High standards, how you do the job matters</p> <p>Has high expectations for self</p> <p>Needs to be in relationship with authority</p> <p>Success defined by her not the people around her</p>

<p>crushes me and my stomach hurts. Then I have to get all the components together and then go back to that person and fix it or do the best I can to amend it.</p> <p>My successes I have always been given the worst of the worst cases with the worst parents because I cross my Ts and dot my I's because I am very protective of my school and my county that I am doing everything legally, and correctly so that they don't have issue so they do not get into trouble because I am not doing what I am supposed to be doing. I have completely changed the behavior program and we have really gotten good results and they have gone back to their home school and been successful without behavior intervention but special education intervention. Which is what they needed</p>	<p>won't be able to go forward and fix it.</p> <p>My successes I have always been given the worst of the worst cases with the worst parents because I cross my Ts and dot my I's because I am very protective of my school and my county that I am doing everything legally, and correctly so that they don't have issue so they do not get into trouble because I am not doing what I am supposed to be doing.</p> <p>I have completely changed the behavior program</p>	<p>She defines what is success not those around her and she works hard to meet her own expectations.</p> <p>Self-confident, knows how she wanted to do things</p>	<p>Self-confident-control over thing to be changed</p>
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<p>to begin with. I have had 11 since I have been here 7 have gone back to their schools. One is now being home schooled and I have 2 new ones. I see my success in the job as when they go back because they come here because they cannot be successful in their home school and I give them tools to be successful. If they can go back and be successful than I get a check mark. That is how I am grading me. How the kids feel about you is a success mark, and then how your peers feel about you. I am unsuccessful with those who do not want to do their jobs.</p>			
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Teacher 4
 Age: 52
 Years of experience: 21
 Education: M.Ed

Questions and Response	Cycle 1	Cycle 2	Cycle 3
<p>1. Childhood was utopia, youngest of 4 my oldest brother 18 years older than me. We lived a very scheduled life. Dinner at 6 on weekdays. Sunday roast at 1:00. Parents very involved in my life. Disciplined by being grounded, spanked, clean stalls. Discipline was always equal to the crime.</p> <p>Daddy had his Ph.D. and mother had some college. WWII interrupted her college degree and that was always a disappointment to her. It was very important to her that her children have their college degrees.</p> <p>Neighborhood-majority of the neighborhood were employees of the college. The neighborhood was</p>	<p>Childhood was utopia,</p> <p>youngest of 4</p> <p>We lived a very scheduled life. Dinner at 6 on weekdays. Sunday roast at 1:00.</p> <p>Parents very involved in my life.</p> <p>Disciplined by being grounded, spanked, clean stalls. Discipline was always equal to the crime</p> <p>Daddy had his Ph.D. and mother had some college. WWII interrupted her college degree and that was always a disappointment to her. It was very important to her that her children have their college degrees.</p> <p>Neighborhood-majority of the</p>	<p>Positive, perfect childhood</p> <p>Youngest</p> <p>Structured and predictable</p> <p>Supported, nurtured</p> <p>Clear boundaries with clear consequences</p> <p>Educated and children expected to be educated Mother some college</p> <p>Background where everyone had similar economic /educational background</p>	<p>Positive, perfect childhood</p> <p>Youngest</p> <p>Structured and predictable</p> <p>Supported, nurtured</p> <p>Clear boundaries with clear consequences</p> <p>Educated and children expected to be educated Mother some college High expectations</p> <p>Supportive community and</p>

<p>by the college. It was quiet; we had a baseball field where we would all go to play. We played 4-square in the cul-de-sac.</p> <p>Growing up I always thought we were poor. Parents grew up in the Depression and WWII so my parents did not squander money nothing flashy. WE did not go without anything we need.</p>	<p>neighborhood were employees of the college.</p> <p>It was quiet; we had a baseball field where we would all go to play. We played 4-square in the cul-de-sac.</p> <p>Growing up I always thought we were poor. Parents grew up in the Depression and WWII so my parents did not squander money nothing flashy. WE did not go without anything we need.</p>	<p>Community involvement with other children</p> <p>Parents of the depression; did not go without but not extravagant</p>	<p>needs (physical and emotional) always met by the family.</p>
<p>2. Success were celebrated, lots of praise. Success was shared with the family, which was always a big deal. Praise was the biggest thing, Not new toy just words of praise. Success was expected. High expectations were in place at home.</p> <p>Failure, they never let me know if I was a failure. I might not have known it. I did not get a blue ribbon with horses until I was 17 years old but it was never a failure. The</p>	<p>Success were celebrated, lots of praise. Success was shared with the family, which was always a big deal. Praise was the biggest thing, Not new toy just words of praise. Success was expected. High expectations were in place at home.</p> <p>Failure, they never let me know if I was a failure. I might not have known it. The question was always, "Did you do</p>	<p>Celebrated and shared with the extended family</p> <p>Praise most valued, not rewarded with things</p> <p>High expectations, and belief that they were achievable</p> <p>Failure not the end, but a point of learning</p> <p>Continuous hard work considered success, try and not succeeding was</p>	<p>Verbal praise of success</p> <p>Praise most valued, not rewarded with things</p> <p>High expectations, and belief that they were achievable</p> <p>Failure not the end, but a point of learning</p> <p>Feedback on work not personhood Expected to try and learn from failure with feedback specific and meaningful</p>

question was always, "Did you do your best?" If you did your best than you were considered a success. No matter the ribbon or the grade. If you did your best, you were a success.	your best?" If you did your best than you were considered a success. No matter the ribbon or the grade. If you did your best, you were a success.	considered a success	
3. In elementary nothing really stood out as far as success or failure. We were all professors' kids with heavy parent involvement. I never thought of myself as smart until middle school. I was in Beta Club in middle school. Behavior grade was just as important if not more as the academic grade. Expected to behave and to do your homework. I had a librarian who asked me to write book reviews for new books in the library and that made me feel special. I failed science in high school because I didn't do the work and I had to go to summer school. That was a big disappointment to my parents, no screaming or	<p>We were all professors' kids with heavy parent involvement.</p> <p>Behavior grade was just as important if not more as the academic grade. Expected to behave and to do your homework.</p> <p>I had a librarian who asked me to write book reviews for new books in the library and that made me feel special.</p> <p>I failed science in high school because I didn't do the work and I had to go to summer school. That was a big disappointment to my parents, no</p>	<p>High expectations because of parents' roles in the community. Parents came along side child.</p> <p>Character as important and as academic success</p> <p>Had a person in authority believe in her ability and support that belief beyond words, but with a task that helped her</p> <p>Failure a result of work ethic not anything inherently wrong with her intelligence</p> <p>Disappointing authority considered a failure</p>	<p>High expectations because of parents' roles in the community. Parents came along side child.</p> <p>Character as important and as academic success</p> <p>Had a person in authority believe in her ability and support that belief beyond words, but with a task that helped her</p> <p>Failure a result of work ethic not anything inherently wrong with her intelligence</p> <p>Disappointing authority considered a failure-high</p>

yelling, just disappointment which was the ultimate failure for me. In algebra I always needed a tutor.	screaming or yelling, just disappointment which was the ultimate failure for me.		expectations not met
4. I student taught when there was only one placement. My child was a guinea pig for my teaching. Student teaching did not prepare me for the classroom. In my placement I was left alone with no feedback. The classroom teacher handled the behavior problems and I did the rest. No one told me if I failed or was successful. Minimum feedback.	My child was a guinea pig for my teaching. Student teaching did not prepare me for the classroom. In my placement I was left alone with no feedback. No one told me if I failed or was successful. Minimum feedback.	Self-learner Neutral impact- no feedback provided Neutral impact- little meaningful feedback	Self-learner Neutral impact- no feedback provided Neutral impact- little meaningful feedback
5. My daddy helped me get my first job by sending out my resume to every principal in the county. I was hired after the beginning of the school year in a growth position. I got to shadow a 6 th grade teacher for one day. Had it not been for the other 5 th grade teachers I would have been lost and not made it. I felt like a failure at the time but I had	My daddy helped me get my first job by sending out my resume to every principal in the county. I got to shadow a 6 th grade teacher for one day. Had it not been for the other 5 th grade teachers I would have been lost and not made it. I felt like a failure at the time but I had	Father used his professional connects for finding a job-huge parental support No administrative support but support from peers Peers provided support	Parental support in finding first only teaching position First administrator- No administrative support but support from peers Peers provided support

<p>good people to help me. I found out that my first principal had my back when a parent conference but would privately correct me.</p> <p>When my second principal came I am not sure when she first came here, if she would have hired me but by the time she left I think she would have. She made me move my move my cheese, out of my comfort zone. I did get comfortable in the years before she came and my thinking has changed. My strategies have changed. I had not really been part of a team until my second year in third grade. And I have been fortunate enough with third principal to continue on that path at least in my point of view. I interpret failure as related to my failure to properly educate the students in my class. Some years I have had low-test scores and I'm not sure what happened.</p>	<p>good people to help me.</p> <p>When my second principal came I am not sure when she first came here, if she would have hired me but by the time she left I think she would have. She made me move my move my cheese, out of my comfort zone.</p> <p>I did get comfortable in the years before she came and my thinking has changed. My strategies have changed.</p> <p>And I have been fortunate enough with third principal to continue on that path at least in my point of view.</p> <p>I interpret failure as related to my failure to properly educate the students in my class.</p> <p>Some years I have had low-test scores and I'm not sure what happened. Probably I became comfortable and did</p>	<p>High expectations and she worked to meet them and felt good about the change and meeting expectations</p> <p>High expectations sharpened her and made her a better teacher, more reflective</p> <p>Peer support</p> <p>Personally high expectations for job performance</p> <p>Self-aware and willingness to take ownership of behavior</p> <p>Open to what needs to change in order to be a better teacher, not closed off</p>	<p>Second administrator had high expectations that participant worked hard to meet.</p> <p>High expectations sharpened her and made her a better teacher, more reflective</p> <p>Peer support</p> <p>Personally high expectations for job performance</p> <p>Self-aware and willingness to take ownership of behavior</p> <p>Open to what needs to change in order to be a better teacher, not closed off</p>
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<p>Probably I became comfortable and did not push. I tried to stay under the radar. That has changed and throughout the whole building it has changed in the past 10 years. I would like to think I am a better teacher because of it and not just because of test scores. Society has changed one thing with failure is deflating but it also helps try harder. If is something I wanted to do, I will try harder in order to do a better the next time. There again I am lucky enough to be surround by people who encourage me and do not try and bring me down, by people I consider successful.</p>	<p>not push. I tried to stay under the radar.</p> <p>That has changed and throughout the whole building it has changed in the past 10 years. I would like to think I am a better teacher because of it and not just because of test scores.</p> <p>Society has changed one thing with failure is deflating but it also helps try harder. If it is something I want to do, I will try harder in order to do a better the next time.</p> <p>There again I am lucky enough to be surround by people who encourage me and do not try and bring me down, by people I consider successful</p>	<p>Learns from failure and failure becomes a launching point for change-an overcomer</p> <p>Feels supported by peers</p>	<p>Learns from failure and failure becomes a launching point for change-an overcomer</p> <p>Feels supported by peers</p>
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Teacher 5

Age: 22

Years of experience: first year

Education: BA

Questions and Responses	Cycle 1	Cycle 2	Cycle 3
<p>1. Older brother and sister, youngest of 3. We grew up in an old mining house with lots of creaks, and things that made it fun. Lots of snow so we played outside a lot. My dad was the disciplinarian my mom was more like go ask your dad. Then my parents divorced when I was young. Then my mom became the disciplinarian and we would go see my dad and see what kind of fun we could have. It was good. Both of them have college degrees. Both went to Michigan State College town with lots of families and then on the other side college kids. Big old houses. Income- my mom also a teacher made about \$40,000 when I was growing up. My dad was an</p>	<p>Older brother and sister, youngest of 3.</p> <p>My dad was the disciplinarian my mom was more like go ask your dad. Then my parents divorced when I was young. Then my mom became the disciplinarian and we would go see my dad and see what kind of fun we could have. It was good.</p> <p>Both of them have college degrees. Both went to Michigan State</p> <p>College town with lots of families and then on the other side college kids.</p> <p>my mom also a teacher made about \$40,000 when I was growing up. My dad paid child support.</p>	<p>Youngest child</p> <p>Disciplinarian roles changed when parents divorced</p> <p>Participant not negatively impacted by divorce</p> <p>College educated</p> <p>Lots of interaction within the community</p> <p>Lower middle income</p> <p>Dad financially responsible and part of participant's life</p>	<p>Youngest child</p> <p>Non-controlling parenting style</p> <p>College educated</p> <p>Had experiences because of college town- income did not impact experiences</p> <p>Lower middle class income</p> <p>Both parents involved with participant's life</p>

accountant, but when they divorced my dad got a new job that fell through so we basically grew up on what my mom made. My dad paid child support.			
2. Success- mom always really happy for me, she would hug me. She wears her heart on her sleeve so she cannot hide her emotions. Put pictures up, help me let me know she was proud. My dad would always text me or calls me to tell me how proud he was of me. Both very supportive, I never had to guess if they were happy with me. Failure- disappointment was the big one. Neither got angry, both were like now what can we do.	<p>mom always really happy for me, she would hug me. She wears her heart on her sleeve so she cannot hide her emotions. Put pictures up, help me let me know she was proud</p> <p>My dad would always text me or calls me to tell me how proud he was of me.</p> <p>Both very supportive, I never had to guess if they were happy with me.</p> <p>Failure- disappointment was the big one. Neither got angry, both were like now what can we do.</p>	<p>Mother Supportive and encouraging</p> <p>Father supportive and encouraging</p> <p>Supportive</p> <p>In the midst of disappointment parents supportive and learn from failures</p>	<p>Mother Supportive and encouraging</p> <p>Father supportive and encouraging</p> <p>Supportive</p> <p>In the midst of disappointment parents supportive and learn from failures</p>
3. Success-certain teachers would hang up your work in the hallway or you got out of work. I remember	Success-certain teachers would hang up your work in the hallway or you got out of work. I remember	Neutral in impact with the exception of getting out of work	Teachers neither supportive or unsupportive

<p>we had a spelling test about the months of the year and I was the only one to get them right so the next time they took it I did not have to take it again was cool. High school no celebration of success. You got a good grade because of it. No one really displayed student work. Success as more personal, like yeah I did a good job. Failure-I always tried really hard in school so when it happened it was a conversation with the teacher about what happened. If I swore in class, it was a conversation about what is going on, this is not like you. It was more like, like with my parents, what can you do next time to make it better.</p>	<p>we had a spelling test about the months of the year and I was the only one to get them right so the next time they took it I did not have to take it again was cool. High school no celebration of success. You got a good grade because of it. No one really displayed student work. Success as more personal, like yeah I did a good job. Failure-I always tried really hard in school so when it happened it was a conversation with the teacher about what happened. If I swore in class, it was a conversation about what is going on, this is not like you. It was more like, like with my parents, what can you do next time to make it better.</p>	<p>Self-directed, teachers were of neutral impact</p> <p>Supportive like parents in that failure did not define you but was a starting for point for improvement</p>	<p>No verbal praise of success in high school; teachers expected success</p> <p>Feedback for failures focused and specific on behavior and not the personhood.</p>
<p>4. Success- I had a lot people I had to report to during student teaching. I had a mentor teacher, liaison between the school</p>	<p>I had a lot people I had to report to during student teaching. I had a mentor teacher, liaison between the school and</p>	<p>Large support network</p>	<p>Large support network</p>

<p>and university and then all of my professors. They were a lot of people for me to report too. My mentor teacher was always happy for me but she was encouraging and helped me through the hard times. That liaison person she was already really positive, great feedback, and always an area I needed to work on. The professors at school were more like get your work done. Just turn it. A lot of time it was like we know what we are doing in class does not match what you are doing in your school so make up. Only for a few of them like science because I was not doing science in my school. Failure-My mentor teacher was really hard on me when things did not go well. She would always say this is what you did wrong and this what you could have done. She was not good at constructive criticism, just hey</p>	<p>university and then all of my professors.</p> <p>My mentor teacher was always happy for me but she was encouraging and helped me through the hard times.</p> <p>That liaison person she was already really positive, great feedback, and always an area I needed to work on.</p> <p>My mentor teacher was really hard on me when things did not go well. She would always say this is what you did wrong and this what you could have done. She was not good at constructive criticism, just hey you aren't going to be good all of the time so that is just that.</p>	<p>Supportive mentor teacher</p> <p>Feedback specific to work completed</p> <p>Did not provide feedback in a meaningful way. Just gave correction.</p> <p>Liaison person meaningful feedback that look to build on mistakes and move forward.</p>	<p>Supportive mentor teacher</p> <p>Feedback specific to work completed</p> <p>Did not provide feedback in a meaningful way. Just gave correction.</p>
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<p>you aren't going to be good all of the time so that is just that.</p> <p>Liaison person would always encourage me to think about and to think where it went wrong. Think exactly where you think you failed and think what you could have done. More supportive. Professors where just there turn in your work.</p>	<p>Liaison person would always encourage me to think about and to think where it went wrong. Think exactly where you think you failed and think what you could have done.</p>		
<p>5. I think I have pretty successful is getting to know the students well. They can come to me and be honest with me. I think for the most part they are learning from. I think it is a success when they say, "that was really fun." I really liked doing that. If they think math is fun than I am on the right track. You know I think just kind of diving into teaching and try not to get to frustrated. Failure-I guess comparing myself with other teachers I feel like a failure. When I compare myself to those who</p>	<p>I think I have pretty successful is getting to know the students well. They can come to me and be honest with me. I think for the most part they are learning from. I think it is a success when they say, "that was really fun." I really liked doing that. If they think math is fun than I am on the right track. You know I think just kind of diving into teaching and try not to get to frustrated. Failure-I guess comparing myself with other teachers I feel like a failure. When I compare</p>	<p>Isolated and unsure at this moment, building relationship with students important.</p> <p>Unsure, doubts, comparisons to other teachers and expects she will be like them. High expectations of self.</p>	<p>Isolated and unsure at this moment, building relationship with students important.</p> <p>High expectations of self</p>

know what they are doing. They can think on how to make this fun. I don't know I just have to think how to get through this.	myself to those who know what they are doing. They can think on how to make this fun. I don't know I just have to think how to get through this.		
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Teacher 6

Age: 56

Years of experience: 13

Education: BA

Questions and Response	Cycle 1	Cycle 2	Cycle 3
1. My parents' style of discipline, my father was very strict. Everything had its place if you did not do everything the way you were taught you got into big trouble, you got big whippings and my mother was very passive. I don't remember taking part in anything in my childhood actually. My father was ridiculously dominant. If you got mayonnaise on top of the knife you got a whipping. One of those Lifetime movie types of situations. Education: father attended one year of college, both high school graduates. Married when she was 17 Neighborhood: Until HS lived in my grandfather's rental, not really a neighborhood, middle class	<p>my father was very strict. Everything had its place if you did not do everything the way you were taught you got into big trouble, you got big whippings</p> <p>my mother was very passive. I don't remember taking part in anything in my childhood actually.</p> <p>My father was ridiculously dominant. If you got mayonnaise on top of the knife you got a whipping.</p> <p>One of those Lifetime movie types of situations</p> <p>father attended one year of college, both high school graduates. Married when she was 17</p> <p>Middle class but my father did not</p>	<p>Fearful, dominating, no control</p> <p>Sad, no support, no happy memories, no one to stand up for her</p> <p>Controlling, demanding, abusive</p> <p>Tears, matter of fact, dysfunctional</p> <p>Father some education, mother high school, married young</p> <p>insecure</p>	<p>Oldest child Controlling parenting style</p> <p>No support, no happy memories, no one to stand up for her-vulnerable</p> <p>Controlling, demanding, abusive (Demanding equal to negative high expectations)</p> <p>Father some education, mother high school, married young</p> <p>Insecure-vulnerable Inconsistent structure</p>

In HS we built a house in new neighborhood that was middle class. Income: Middle class but my father did not manage money well, bill collectors called, middle class income but upper class spending.	manage money well, bill collectors called, middle class income but upper class spending.		
2. My father, looking back in my childhood. I do not think I experienced success at all. I feel like I was always climbing a ladder and trying not to fall down. Growing up I do not feel like I experienced success, more worried about doing the right thing or appearing to do the right thing. I really can't remember winning awards or athletic.	<p>I do not think I experienced success at all. I feel like I was always climbing a ladder and trying not to fall down.</p> <p>Growing up I do not feel like I experienced success, more worried about doing the right thing or appearing to do the right thing.</p>	<p>Controlled by other's demands</p> <p>Sadness, nothing of her own, always living up to other's expectations</p>	<p>No verbal praise or appropriate feedback</p> <p>controlled</p>
3. I liked school and going to school. School was normal I didn't have to try in school I was able to float through I was a strong B student. Never really studied or applied myself. I was more so a loner I would not call myself a teacher pleaser. I would just do what I was supposed to do. In	<p>I liked school and going to school. School was normal I didn't have to try in school I was able to float through I was a strong B student.</p> <p>Never really studied or applied myself. I was more so a loner I would not call myself a teacher pleaser</p>	<p>Safe place a place where she could relax and just be herself</p> <p>Stayed away from authority, safe place is being alone</p>	<p>School positive and safe place</p> <p>Avoid controlling people</p> <p>Actions dictated by others expectations</p>

<p>HS I guess I was pretty popular, I was a cheerleader. I was a loner; most of my friends were boys. On the weekends I would do things by myself. I don't remember anything with my teachers. I don't remember successes and I don't remember any failures. I loved my first grade teacher because we shared a birthday. She kept in touch with me through my twenties with birthday cards. Nothing stands out.</p>	<p>I would just do what I was supposed to do.</p> <p>I guess I was pretty popular. I was a cheerleader. I was a loner; most of my friends were boys. On the weekends I would do things by myself.</p> <p>I don't remember anything with my teachers. I don't remember successes and I don't remember any failures.</p> <p>I loved my first grade teacher because we shared a birthday. She kept in touch with me through my twenties with birthday cards. Nothing stands out.</p>	<p>Meeting other's expectations</p> <p>No self-awareness, not comfortable around females, could read males, Being alone equal to control</p> <p>Isolated</p> <p>One positive connection, however can see her own self-worth, cannot see when people care</p>	<p>She was in control when she was alone and sought it out</p> <p>Isolated but in control</p> <p>Supportive first grade teacher, does not depend on others for her value</p>
<p>4. I was already married and divorced with 2 children when I went back to college. I went back to college I was already a grown up and I did not have a traditional college experience. When I did my student teaching where I went to elementary school. I had a great</p>	<p>I was already married and divorced with 2 children when I went back to college. I went back to college I was already a grown up and I did not have a traditional college experience</p>	<p>Bouncing back and taking control of her life</p> <p>Supportive teacher</p>	<p>Took control of her own life</p> <p>Supportive mentor teacher</p>

<p>mentor teacher. She was young, very upbeat, and outgoing. The students I remembered them really well. The students reminded me of myself and it was the first time that I looked at my upbringing and I wondered if the teachers looked at me and wondered about me and looked at me the way I looked at these children. I could almost describe what was going in their homes without knowing and I remember thinking wow I wonder if my teachers were thinking about me like that. I was in first grade and there were kids in situations like mine. But, as a child I did not know, you were just like hanging on, floating along. It hit me for the first time ever if those teachers were looking at me and wondering and worrying about me.</p> <p>My second part was in middle school 6th</p>	<p>I had a great mentor teacher</p> <p>When I did my student teaching where I went to elementary school. I had a great mentor teacher. She was young, very upbeat, and outgoing. The students I remembered them really well.</p> <p>The students reminded me of myself and it was the first time that I looked at my upbringing and I wondered if the teachers looked at me and wondered about me and looked at me the way I looked at these children. I could almost describe what was going in their homes without knowing and I remember thinking wow I wonder if my teachers were</p>	<p>First time Teacher 6 taking a look at her own life and becoming reflective over her own experiences</p> <p>Recognition of abuse and heavy with regret that no one stepped to help.</p> <p>Empathy for her students, loneliness and isolation</p> <p>Desperate, alone, no one to stand up for her</p>	<p>Reflection and understanding of abuse created a sense of self-control over her life.</p> <p>Felt competent and in control</p>
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<p>grade science I believe. I as split between 2 teachers I was with language arts part of the time and social studies/science the other part. It was all positive. I felt I did a good job. I felt 1st grade was all cutesy and this was the beginning of the year and it was fall and we made applesauce it was less academic requiring of me when. When I was at the middle school setting it was a lot more like I felt I was teaching not playing. I know that all that is important in the lower grades but I felt better more accomplished. And then the last 2 or 3 weeks of my student teaching he, one of my teachers was a man and one a female. He got a pinched nerve so I got to finish out his class until Christmas. I got to be like the teacher. It was fun and I even got paid I think. So it was little different. I had been in education as an assistant in the</p>	<p>thinking about me like that.</p> <p>But, as a child I did not know, you were just like hanging on, floating along. It hit me for the first time ever if those teachers were looking at me and wondering and worrying about me.</p> <p>My second part was in middle school 6th grade science I believe. I as split between 2 teachers I was with language arts part of the time and social studies/science the other part. It was all-positive</p> <p>I felt 1st grade was all cutesy and this was the beginning of the year and it was fall and we made applesauce it was less academic requiring of me</p> <p>When I was at the middle school setting it was a lot more like I felt I was teaching not playing.</p> <p>I know that all that is</p>	<p>Found her place where she fit, competent</p> <p>Not demanding mentally but emotionally</p> <p>Secure in doing</p> <p>Recognizes value but finds contentment with older students</p> <p>In charge and in control</p>	<p>Not demanding mentally but emotionally</p> <p>Secure in doing</p> <p>Recognizes value but finds contentment with older students</p> <p>In charge and in control</p>
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<p>gifted program for 11 years so I had been around schools. So it was not all new just different.</p>	<p>Important in the lower grades but I felt better more accomplished.</p> <p>And then the last 2 or 3 weeks of my student teaching he, one of my teachers was a man and one a female. He got a pinched nerve so I got to finish out his class until Christmas. I got to be like the teacher. It was fun and I even got paid I think.</p>		
<p>5. Now my biggest success in my mind is making connections with kids. I know it is supposed to be all academic and test scores. I think that just happens, you teach, they learn. I think you have to work to make those connections it takes yourself, not just a robot. The work you do to be prepared, grading, and all that and actually teaching groups. I feel best about making those kids want to come to school every day. That is how I have</p>	<p>Now my biggest success in my mind is making connections with kids. I know it is supposed to be all academic and test scores. I think that just happens, you teach, they learn. I think you have to work to make those connections it takes yourself, not just a robot.</p> <p>The work you do to be prepared, grading, and all that and actually teaching groups. I feel best about making those kids</p>	<p>Capable of taking her own experiences and making it better for her students. Meeting the emotional needs in her students that were not met for her.</p> <p>Focusing on making students happy like her father? Or focused on meeting the emotional needs of students.</p>	<p>She is an overcomer who looks past her own hurts to what is best for children.</p> <p>Focusing on making students happy like her father? Or focused on meeting the emotional needs of students.</p>

<p>always been, if they don't want to come to school every day, it's not all about me, I just feel like you try and make them comfortable and feel like a family so if I can do that and feel it, that is an accomplishment a success.</p> <p>Failure, when I feel like I have taught something, they know it, they have shown in the classroom that they know it then assessed and then did not do well I know they know it, maybe they just didn't care. I know that is the wrong way to look at it. I do have confidence they learn and most of the time when assessed, but when you see it go south on an assessment it is a failure. Either I did not bring out the want to get right from them or that a lot of them don't care. I guess it goes back to convincing them there is a reason for them to be here not just to spend the day hanging out doing fun school stuff. I</p>	<p>want to come to school every day.</p> <p>That is how I have always been, if they don't want to come to school every day, it's not all about me, I just feel like you try and make them comfortable and feel like a family so if I can do that and feel it, that is an accomplishment a success.</p> <p>Failure, when I feel like I have taught something, they know it, they have shown in the classroom that they know it then assessed and then did not do well I know they know it, maybe they just didn't care.</p> <p>I know that is the wrong way to look at it.</p> <p>I do have confidence they learn and most of the time when assessed, but when you see it go south on an assessment it is a failure.</p>	<p>Contradictory, it's about controlling the environment, like trying to control her father in childhood. His actions were not about her and she has transferred those to her students.</p> <p>Looking outward for blame</p> <p>Condemning</p> <p>Contradictory, she does not believe what she is saying</p> <p>Self-blaming then blaming students</p> <p>Denial</p>	<p>Contradictory, it's about controlling the environment, like trying to control her father in childhood. His actions were not about her and she has transferred those to her students.</p> <p>Looking outward for blame</p> <p>Condemning</p> <p>Contradictory, she does not believe what she is saying</p> <p>Self-blaming then blaming students</p> <p>Denial and expectation that it's her job to make</p>
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do not spend a lot of time thinking about my successes and failures. You just do it for the kids to be happy while learning.	<p>Either I did not bring out the want to get right from them or that a lot of them don't care. I guess it goes back to convincing them there is a reason for them to be here not just to spend the day hanging out doing fun school stuff.</p> <p>I do not spend a lot of time thinking about my successes and failures. You just do it for the kids to be happy while learning.</p>	Making others happy	others happy, like her father
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Teacher 7

Age: 22

Years of experience: 1st year

Education: BA

Questions and Response	Cycle 1	Cycle 2	Cycle 3
1. My childhood family is just me and my sister. She is 9 years older than me. Always a big age gap so we were never close. As far as discipline my dad was always a truck driver when I was growing up. So I would see him basically for 24 hours on Saturdays. He would be gone for the rest of the time. Then when I was 14 he came off the road. He still drove a truck and is a pastor so I could see him more. But just to formalize my mother was always the disciplinarian if you want to call her that. She was kind of in charge, but she did not need to be strict for my sister and I. I was always terrible a kid, but when I got old enough to understand my actions she did not need to crack the whip. We were rule	<p>My childhood family is just me and my sister. She is 9 years older than me. Always a big age gap so we were never close.</p> <p>As far as discipline my dad was always a truck driver when I was growing up. So I would see him basically for 24 hours on Saturdays.</p> <p>But just to formalize my mother was always the disciplinarian if you want to call her that. She was kind of in charge, but she did not need to be strict for my sister and I.</p> <p>I was always terrible a kid, but when I got old enough to understand my actions she did not need to crack the whip.</p> <p>We were rule followers by nature.</p>	<p>Youngest child</p> <p>Father did not provide much guidance when younger</p> <p>Structure when necessary</p> <p>Structure provided when needed than removed</p> <p>Compliant</p> <p>Resentment, bitterness</p>	<p>Structure provided</p> <p>Non-controlling home environment</p> <p>Not close to father</p> <p>College for mother Father some college</p>

<p>followers by nature. He wanted to step into that role when he came off the road but by that point if I am going to ask somebody for something it is going to be mom. He hadn't been here for the past 14 years.</p> <p>Education: Dad started college but did not finish because he stopped so my mom could finish. She completed college and close to getting her masters, I don't know if she will ever get it. She has been teaching for 21 years. My dad did not finish, he was supposed to drive a truck for 1 year and 20 years later he is still driving a truck.</p> <p>Neighborhood: We live in a subdivision in a rural area. A lot of houses around but not kids my age so I didn't have that experience of going outside and playing in the cul-de-sac with the kids. It was more like my friends would come over to my house.</p>	<p>He wanted to step into that role when he came off the road but by that point if I am going to ask somebody for something it is going to be mom. He hadn't been here for the past 14 years</p> <p>Dad started college but did not finish because he stopped so my mom could finish.</p> <p>She completed college and close to getting her masters, I don't know if she will ever get it. She has been teaching for 21 years.</p> <p>My dad did not finish, he was supposed to drive a truck for 1 year and 20 years later he is still driving a truck.</p> <p>A lot of houses around but not kids my age so I didn't have that experience of going outside and playing in the cul-de-sac with the kids. It was more like my friends would come over to my house.</p>	<p>Some school, sacrificed dreamed for wife</p> <p>Mother educated with post-graduate work</p> <p>Some school, sacrificed dreamed for wife</p> <p>Isolating</p> <p>Middle class-secure</p>	<p>Alone</p> <p>Middle class</p>
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Income: definitely middle class, the reason he did not quit being a truck driver was because you could not find a job without an education that paid as much as truck driving. Mid to upper middle class.	definitely middle class		
2. They were always really positive they didn't feel a need...I always pushed myself. Failures they did not make a big deal out of it but that did not happen often because I was a perfectionist at heart. So it would be more of them making sure I did not cap out my frustration level. You know what I mean...it was more like them talking me down if I thought I was going to have a failure. Then when I didn't have the failure but success they would say, "See we told you, you could do this algebra or college."	<p>They were always really positive they didn't feel a need...I always pushed myself.</p> <p>Failures they did not make a big deal out of it but that did not happen often because I was a perfectionist at heart. So it would be more of them making sure I did not cap out my frustration level.</p> <p>You know what I mean...it was more like them talking me down if I thought I was going to have a failure. Then when I didn't have the failure but success they would say, "See we told you, you could do this algebra or college."</p>	<p>Supportive, self-motivated</p> <p>Monitored emotional needs, supportive</p> <p>High standards for self</p> <p>Strong emotional support, learn from your situation attitude</p>	<p>Supportive</p> <p>Self-motivated</p> <p>Supportive emotionally</p> <p>High standard from self</p> <p>Emotional support, learn from situations</p>
3. Reading was always strength for me. I liked to read,	Reading was always strength for me. I liked to read,	Self-aware and confident, perspective	Confident/high efficacy

<p>I always spent a lot to time doing that. Math I felt like was hard for me but in comparison to other people it is a relative weakness. Read, language and the arts were always my success stories. Then math, science, and social studies were not my favorite. Teachers positive with success. I have always been a sensitive person I like constructive criticism and I like when people give me something to work on. I take it to heart and it upsets me before I can process it. To understand that they are saying that to help me get better. So my teachers understood that and recognized that in me so when I was successful they praised me and let me know they were proud of me which is important to me. It goes back to motivation. Failure- I think I can't remember any experience when someone belittled me or made me feel</p>	<p>I always spent a lot to time doing that. Math I felt like was hard for me but in comparison to other people it is a relative weakness</p> <p>Teachers positive with success.</p> <p>I have always been a sensitive person I like constructive criticism and I like when people give me something to work on. I take it to heart and it upsets me before I can process it. To understand that they are saying that to help me get better. So my teachers understood that and recognized that in me so when I was successful they praised me and let me know they were proud of me which is important to me. It goes back to motivation.</p> <p>think I can't remember any experience when someone belittled</p>	<p>Positive teacher experience</p> <p>Teachers aware of emotional needs and willing to me those needs.</p> <p>Teacher praise for a good job important and motivating</p> <p>Supportive, learn from mistakes and move forward</p>	<p>Verbal praise</p> <p>Supportive</p> <p>Verbal praise</p> <p>Specific feedback with space to learn from mistakes</p>
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inadequate from teachers. It was more like let me sit down with you and show you your mistakes and then you can do it again and feel more successful.	me or made me feel inadequate from teachers. It was more like let me sit down with you and show you your mistakes and then you can do it again and feel more successful.		
4. My first a placement, with a first year teacher. I kind of walked in and she felt threatened. I did not understand that at the time but now I do having someone there and constantly around during your first year when you are trying to learn. So she as a mentor did not have a lot of positive things to say she was very critical because she wanted me to teach exactly the way she taught. But she was also pregnant and went on maternity leave for 6 weeks during the time. So while she was gone there was not interim so I basically took over it was the EA and the other sped teacher that were very supportive and they gave me a lot of helpful tips. I am	My first a placement, with a first year teacher. I kind of walked in and she felt threatened. I did not understand that at the time but now I do having someone there and constantly around during your first year when you are trying to learn. So she as a mentor did not have a lot of positive things to say she was very critical because she wanted me to teach exactly the way she taught. But she was also pregnant and went on maternity leave for 6 weeks during the time. So while she was gone there was not interim so I basically took over it was the EA and the other sped teacher that were very supportive and	Threatening and not positive, put into a bad situation by university and school administration Controlling and resistance NO support from administration, but support from staff- put into an inappropriate student teaching situation Others provided support and place to learn from mistakes	Non-supportive in situation and from teacher prep program Controlling Unsupportive administration but support from other teachers Felt like she was put in an inappropriate placement Support from other staff

<p>a talker I need talk it out, so if I was having a discipline problem I would go to them to talk it out. So they were very proactive in talking with me about things so when I was successful with implementing those things they would let me know that was a good practice. You should keep doing that or hey maybe you try this instead. They helped to fill that role that she was not able to fill. In second place I was in middle school. I thought I was going to hate it, but I did not. My mentor teacher was the exact opposite. She has been teaching for 12 years she has her doctorate she was very knowledgeable about special ed. law. She taught me a lot about how to help kids along with myself. She responded to me, her expectation was success. Fortunately, I was able to meet that. She responded to</p>	<p>they gave me a lot of helpful tips.</p> <p>So they were very proactive in talking with me about things so when I was successful with implementing those things they would let me know that was a good practice. You should keep doing that or hey maybe you try this instead.</p>	<p>Positive learning and supportive placement</p>	<p>2nd placement supportive</p>
<p>My mentor teacher was the exact opposite. She has been teaching for 12 years she has her doctorate she was very knowledgeable about special ed. law. She taught me a lot about how to help kids along with myself.</p> <p>She responded to me, her expectation was success. Fortunately, I was able to meet that. She responded to me with success as yes you met the bar keep going, but that</p>	<p>High expectations</p>	<p>Learn from mistakes</p>	<p>High expectations</p> <p>Learn from mistakes</p>

<p>me with success as yes you met the bar keep going, but that was good and what I needed at that time. When there was a failure she was very understanding, and you are still learning and you will have time to finesse this. It was a very supportive environment.</p>	<p>was good and what I needed at that time.</p> <p>When there was a failure she was very understanding, and you are still learning and you will have time to finesse this. It was a very supportive environment.</p>		
<p>5. Success for me has been for me building relationships with kids. Umm, I feel successful when a kid talks to me about what they don't understand in school or what's going on at home. That is what validates me. Umm, and I just had my first post conference and that went really well. I can look at myself reflections notes, and see that I was being harder on myself than she was. That's good, that is how I want it to stay, but it was also a huge relief to see her feedback and to see that yes, you are on target for what I need you</p>	<p>Success for me has been for me building relationships with kids. Umm, I feel successful when a kid talks to me about what they don't understand in school or what's going on at home.</p> <p>I just had my first post conference and that went really well. I can look at myself reflections notes, and see that I was being harder on myself than she was.</p> <p>it was also a huge relief to see her feedback and to see that yes, you are on target for what I</p>	<p>Creating positive learning relationship for students</p> <p>High expectations on self</p> <p>supportive administrator</p> <p>supportive work situation</p>	<p>High expectations of self (carried on from childhood)</p> <p>Supportive administrator</p> <p>Supportive work situation</p>

<p>to be doing. And other teachers have been good about giving me feedback too. If I'm not sure what to do with a kid or not sure with the paperwork they have helped me find success with that too.</p> <p>Failure- Umm, I have defiantly felt failure. Failure for me is when I am working with students and I can see them getting to their frustration level or I can see that it is not clicking with them with what I am trying to teach them. Umm, and that feels like a failure when I cannot get through to them, but then I try and remind myself that tomorrow is another day, they might be having a bad day. I might be having a bad day. Someone else might be able to come in another student or teacher and say can you rephrase this of can you help me get into their head a little bit. So there</p>	<p>need you to be doing.</p> <p>And other teachers have been good about giving me feedback too.</p> <p>Failure for me is when I am working with students and I can see them getting to their frustration level or I can see that it is not clicking with them with what I am trying to teach them. Umm, and that feels like a failure when I cannot get through to them, but then I try and remind myself that tomorrow is another day, they might be having a bad day. I might be having a bad day.</p> <p>So there are days I look back and evaluate my day and say what did I do today. Did kids walk out of my room today knowing something they didn't know when they came in and most of the</p>	<p>Positive self-talk during frustrating times, practicing what her parents did for her in childhood</p> <p>Reflective, positive self-talk</p>	<p>Positive self-talk and employing practices from parents to stay calm</p> <p>Reflective, positive self-talk</p>
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are days I look back and evaluate my day and say what did I do today. Did kids walk out of my room today knowing something they didn't know when they came in and most of the time, even when I feel like a failure, they did. So you have to reality check yourself I am not perfect nor will ever be perfect, but I feel like I'm improving.	time, even when I feel like a failure, they did. So you have to reality check yourself I am not perfect nor will ever be perfect, but I feel like I'm improving.		
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Teacher 8

Age: 33

Years of experience: 2 years

Education: M.Ed

Questions and Response	Cycle 1	Cycle 2	Cycle 3
1. My childhood family. I guess we were close but my parents argued a ton. I did not have the best because they continued to argue. My dad was harder on me than my mom. I did get spanked but they didn't really have to, I was not a hard child. I didn't do anything they needed to worry about. They were harder on me than my brother. My brother is younger. My dad was harder disciplinarian physically than my mom she was harder emotionally. Does that make sense? Education- My dad HS. Mom HS she went to college for a semester or two. Neighborhood- It wasn't a neighborhood we lived out in the county.	<p>My childhood family. I guess we were close but my parents argued a ton. I did not have the best because they continued to argue.</p> <p>My dad was harder on me than my mom. I did get spanked but they didn't really have to, I was not a hard child. I didn't do anything they needed to worry about.</p> <p>They were harder on me than my brother. My brother is younger. My dad was harder disciplinarian physically than my mom she was harder emotionally.</p> <p>My dad HS. Mom HS she went to college for a semester or two.</p>	<p>Conflict within the family</p> <p>Rule follower, compliant</p> <p>Oldest child, high parental expectations, mother emotional manipulation</p> <p>Mother some college</p> <p>Mother hard worker, focused and driven- unavailable emotionally and</p>	<p>Lack of support</p> <p>Controlled by parents</p> <p>Controlling mother</p> <p>High expectations</p> <p>High school for dad Some college for mom</p> <p>Mother hard worker and driven</p> <p>Mother not emotionally/physically supportive</p>

Income- good, my mom didn't go to college but she worked her way up and now only works one day a week. She makes more than I do going to work for one day. My mom did really well, but she was always at work. You know one of those business people that are always working she was one of those.	Income- good, my mom didn't go to college but she worked her way up and now only works one day a week. She makes more than I do going to work for one day. My mom did really well, but she was always at work. You know one of those business people that are always working she was one of those.	physically for her children	
2. My mom tends to get jealous. She has gotten better over the years, but when something good happens to me like I got she something new. Then she tends to go buy too. She sees that happiness and wants it for herself. Whenever we bought our first house and then sold it and bought our next house she was like did you do that? She was not happy for us, but now she is happier for us. He	My mom tends to get jealous. She has gotten better over the years, but when something good happens to me like I got she something new. Then she tends to go buy too. She sees that happiness and wants it for herself. She was not happy for us, but now she is happier for us. He	Manipulative mother, daughter has to be self-sufficient emotionally Jealous and lacks contentment, unwilling or unable to enjoy child's successes Mother cold, father passive about successes	Controlling mother Emotionally self-supporting No verbal praise for success Controlling mother

<p>is more laid back he is happy for us I guess.</p> <p>Failure- My mom would be more disappointed than my dad. I didn't really have tons of failures; you know what I mean? I tend to do things backwards like I had my kids before I had my career, but I have always tended to do that. I never did drugs or anything like that. You know what I mean, they did not have to worry about that. I'm one of those people who do not have to test the limit. You tell me something is wrong and I will say, "okay I'm not going to bother that."</p>	<p>is more laid back he is happy for us I guess.</p> <p>My mom would be more disappointed than my dad.</p> <p>I tend to do things backwards like I had my kids before I had my career, but I have always tended to do that.</p> <p>I'm one of those people who do not have to test the limit. You tell me something is wrong and I will say, "okay I'm not going to bother that."</p>	<p>Mother dominate through emotional manipulation</p> <p>Does not look to the world for contentment but to herself, knows her own mind and works for what is important to her</p> <p>Practical and compliant</p>	<p>Self-reliant</p>
<p>3. Success- Like the teachers and their attitudes? I don't think they really cared. In HS you are just one of a bunch of kids, you know what I mean. In elementary they care more, you know, but it wasn't like show or you know what I mean. They did have all</p>	<p>Like the teachers and their attitudes? I don't think they really cared.</p> <p>It was just something I expected myself to do.</p>	<p>Not a supportive or encouraging educational experience</p> <p>Driven, motivated from self not by the outside world, high expectation on self</p>	<p>Neutral school experience with support</p> <p>High self-expectations</p> <p>Mother supportive with academic struggles</p>

<p>the awards they we do now. It was just something I expected myself to do. It wasn't you know.</p> <p>Failure-the only thing I struggled with was spelling and my mom would help me.</p> <p>She would give me a word over and over. I was pretty much a well-rounded student. You know what I mean? I always made A's and B's. My brother on the other hand was another story. I was scared of English because grammar was not my forte. I had a teacher who like had the red pen and use it all over the paper. I was scared to death and I took Honors English so I was even more scarred. I will never forget in elementary school that spelling and grammar were not my forte, anyway I went back to elementary school and I told one of my teachers that I was going to take AP English</p>	<p>Failure-the only thing I struggled with was spelling and my mom would help me.</p> <p>I was scared of English because grammar was not my forte. I had a teacher who like had the red pen and use it all over the paper.</p> <p>I was scared to death and I took Honors English so I was even more scarred. I will never forget in elementary school that spelling and grammar were not my forte, anyway I went back to elementary school and I told one of my teachers that I was going to take AP English because my grades were good</p>	<p>Mother willing to help in areas of struggle</p> <p>Teacher's methods created fear</p> <p>Fear does not control her, she will pursue her goal</p> <p>Determined to set her goals and pursue them until she meets them. Others do not control her.</p>	<p>Teachers unsupportive</p> <p>Self-reliant- in control of her success for failure</p> <p>Self-reliant-in control of meeting goals</p> <p>In control of her own destiny</p>
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<p>because my grades were good enough and they told me I shouldn't. I took it and my grades were B's and A's. I do remember that. “What do you do it if they told you not to?” I like to prove people wrong. I like to take very big goals and prove people wrong who say you can't do it or not possible. Do you know how many people told me you couldn't go back to school because you have kids or this and that? I heard it all the time.</p>	<p>enough and they told me I shouldn't</p> <p>“What do you do it if they told you not to?” I like to prove people wrong. I like to take very big goals and prove people wrong who say you can't do it or not possible.</p> <p>Do you know how many people told me you couldn't go back to school because you have kids or this and that? I heard it all the time.</p>	<p>Determined and overcomer</p>	
<p>4. I was very successful with kindergarten readiness, but she (the mentor teacher) held the reins a little more than the 2nd one. Now my second placement after day 2 or 3 they were getting ready for their Fall Festival and she was in charge of it and I am going to go work on this for a little bit and I want you to teach</p>	<p>Now my second placement after day 2 or 3 they were getting ready for their Fall Festival and she was in charge of it and I am going to go work on this for a little bit and I want you to teach the class and I was like “WHooo.” I was ready because I had done all these practicums and stuff undergrad.</p>	<p>Confident that she had prepared for her role as a classroom teacher.</p> <p>Supportive and encouraging, mentor teacher allowed her freedom to learn</p>	<p>Control of her own learning</p> <p>Supportive mentor teacher- freedom to learn-</p>

<p>the class and I was like “WHooo.” I was ready because I had done all these practicums and stuff undergrad. She watch me a couple of times and she said, “you are so good, you are so amazing” that I got to teach all the time. The principal would come in and watch me. I loved that. We were close and she would help me, but she would allow to experience. Where the other one held the reins a little more. Not like the one, a teacher from our school had, who would not let her do anything. The first placement we had the same school. My teacher would let me teach here or there and hers wouldn’t. The second I loved it. I was like an actual teacher.</p> <p>Failure- there wasn’t any failure really. I think that because I had all those practicums and 2 children that it helped. So there wasn’t any failure.</p>	<p>She watch me a couple of times and she said, “you are so good, you are so amazing” that I got to teach all the time.</p> <p>The principal would come in and watch me. I loved that. We were close and she would help me, but she would allow to experience.</p> <p>Failure- there wasn’t any failure really. I think that because I had all those practicums and 2 children that it helped.</p> <p>I am a perfectionist and had to have all my stuff lined up.</p>	<p>Positive and supportive administrator in 2nd placement</p> <p>Built on experience as a mother to help her in the classroom.</p> <p>High expectations on self</p> <p>Organized, planner</p>	<p>High expectation of self</p>
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<p>I would say the college expected all this stuff in their program and we were the pilot of that stuff. They had told us about all this documentation like 30 pages and I am a perfectionist and had to have all my stuff lined up. I had to make 15-page lesson plans so they told us we only had to do that once and when we went back half way they changed their minds and we had to do for the second placement as well. Here I am with 2 kids and it felt so overwhelming. I thought I could check it off my list, I am one of those check off people who want to hurry up and get it done. Get it done correctly, but get it done so I don't have worry about it. That was traumatic.</p>	<p>I am one of those check off people who want to hurry up and get it done. Get it done correctly, but get it done so I don't have worry about it.</p>		
<p>5. Success is short lived; you are never good enough. I feel like we are the only job in the world where</p>	<p>Success is short lived; you are never good enough.</p>	<p>Hard on herself, cannot enjoy the fruits of her labor</p>	<p>High expectations of self</p>

<p>you can have success, but there is more you have to do or there is tomorrow and tomorrow is completely different day. You kids can do good one day and then the next day they completely change. They are human beings. There is always something added to our plate so we are never finished. No matter how hard you work you are never finished and you have to take the work home. Last night I was dreaming about my team and how we could make it better. What we need to talk about and what we need to do. Then I look at my husband who goes to work and makes more money than me and when he comes home he is done, but I love the kids and you go in there and you bond with them and its magical. They are learning, if you could get rid of all</p>	<p>I feel like we are the only job in the world where you can have success, but there is more you have to do or there is tomorrow and tomorrow is completely different day.</p> <p>No matter how hard you work you are never finished and you have to take the work home.</p> <p>Last night I was dreaming about my team and how we could make it better. What we need to talk about and what we need to do.</p> <p>I love the kids and you go in there and you bond with them and its magical.</p> <p>Failure-Horrible, I let it get to me I guess. I don't like to fail and I am hard on myself.</p> <p>What did I do wrong, what can I better? But, I am</p>	<p>Frustration, and tired</p> <p>Frustrated, but also pushes herself</p> <p>Worrier, under a lot of stress</p> <p>Passionate and not controlled by the stress or worry</p> <p>High expectations for self</p> <p>Reflective</p> <p>Adaptable and positive self-talk</p>	<p>The job has become controlling like her mother</p>
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<p>the other junk it would be good. Failure-Horrible, I let it get to me I guess. I don't like to fail and I am hard on myself. What did I do wrong, what can I better? But, I am getting better I am learning this will happen. When you are up there remembering it will not always be this way and when you are down at the bottom it won't always stay this way.</p>	<p>getting better I am learning this will happen.</p> <p>When you are up there remembering it will not always be this way and when you are down at the bottom it won't always stay this way.</p>		
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Teacher 9

Age: 35

Years of experience: 12

Education: BA

Questions and Response	Cycle 1	Cycle 2	Cycle 3
1. My childhood family. I have a brother who is 13 months older than me. My parents were divorced from the time I was one until I was ten. They got remarried to each other, but during that time my dad was always around for our weekend visits. It was natural progression. I never felt like one of those kids who did not have a dad. My mom is the disciplinarian and my dad is the soft one. If you wanted something you always asked dad for it. So is kind of them in a nutshell.	I have a brother who is 13 months older than me. My parents were divorced from the time I was one until I was ten. They got remarried to each other, but during that time my dad was always around for our weekend visits. It was natural progression. I never felt like one of those kids who did not have a dad. My mom is the disciplinarian and my dad is the soft one. If you wanted something you always asked dad for it. So is kind of them in a nutshell. Education- both HS Neighborhood-average, single-family home, tons of kids so we had free rein to run around the neighborhood.	Youngest child Father involved despite divorce, Balanced Knew where to go for what she "wanted" Minimum education Middle class, freedom to explore Hard working self-starters	Youngest child Both parents involved Clear expectations No college Middle class Non-controlling Hardworking
Education- both HS Neighborhood-average, single-			

<p>family home, tons of kids so we had free rein to run around the neighborhood.</p> <p>Income- middle class, both my parents had good jobs. My mom was VP of operations of a big corporation when she retired. My dad always owned small businesses. We were not rich but what we were not poor. Similar to where my family is now.</p>	<p>Income- middle class, both my parents had good jobs. My mom was VP of operations of a big corporation when she retired. My dad always owned small businesses. We were not rich but what we were not poor. Similar to where my family is now.</p>		
<p>2. Success- they celebrated those successes but not in a huge way. My brother and I were polar opposites when it came to school. He struggled it was the 80s, if he were he now he would be ADHD and probably on medication. So I was in gifted program and it all came easier for me. So I never felt that I wasn't celebrated but I understood why but I understood why "you made</p>	<p>Success- they celebrated those successes but not in a huge way. My brother and I were polar opposites when it came to school.</p> <p>So I was in gifted program and it all came easier for me. So I never felt that I wasn't celebrated but I understood why but I understood why "you made honor roll" it was it not a great big party but awesome job. We celebrated but rub into his face.</p>	<p>Acknowledged but not overboard, parent's sensitive to both children, worked to not make anyone feel left out</p> <p>Did not have to work hard at school. May have felt a little cheated as a child, but understands as an adult.</p>	<p>Verbal praise for success</p> <p>High expectations and feedback was specific with regard to effort.</p>

<p>honor roll” it was it not a great big party but awesome job. We celebrated but rub into his face.</p> <p>Failure-Oh, I heard about that. It was disappointment because when I had failure it was because I didn’t try or didn’t want to not because I couldn’t. I could go in and do pretty well on the test just from absorbing what went on in class. So when I failed there was a reason. I completely blew something off. So then it was a lecture about responsibility and hard work ethic and all those things.</p>	<p>Failure-Oh, I heard about that. It was disappointment because when I had failure it was because I didn’t try or didn’t.</p> <p>I could go in and do pretty well on the test just from absorbing what went on in class. So when I failed there was a reason.</p> <p>So then it was a lecture about responsibility and hard work ethic and all those things.</p>	<p>Taught that outcomes a result of work ethic, parents expected her to achieve at her ability level.</p> <p>Owens success or failure</p> <p>Expectation to work hard and to full potential all the time</p>	<p>Attributes success and failure to effort.</p> <p>High expectations</p>
<p>3. Success- K-3 I went to Catholic school. Since I was so young I never felt successful there. It was not until my mom took us out of Catholic school, because my brother needed speech</p>	<p>K-3 I went to Catholic school. Since I was so young I never felt successful there.</p> <p>That is when I was put into the gifted program. When I started going into that program I thought oh I can do this.</p>	<p>Neutral impact</p> <p>Encouragement and recognition for talent built confidence at school work</p> <p>No affirmation</p>	

<p>services and instead of driving him to the public school 3 times a week she put us into public school. That is when I was put into the gifted program. When I started going into that program I thought oh I can do this. Maybe it was being taught by Catholic schoolteachers I don't remember being told "Oh, good job on XYZ." It wasn't until older from 4th grade to HS I was in that gifted program. We had our own thing and I felt successful there because we had our own little projects. I'm sure like the gifted teacher at our school. We were built up and I am still close to my elementary gifted teacher today. Failure- I didn't really have a whole lot of failure in my younger years. It was not until HS I decided it was</p>	<p>Maybe it was being taught by Catholic schoolteachers I don't remember being told "Oh, good job on XYZ."</p> <p>It wasn't until older from 4th grade to HS I was in that gifted program. We had our own thing and I felt successful there because we had our own little projects.</p> <p>We were built up and I am still close to my elementary gifted teacher today.</p> <p>It was not until HS I decided it was more fun to go out with my friends than do my homework. That is where I would have those lessons from my parents about work ethic and responsibility.</p> <p>It is a big deal, huge deal to my mother and I would get it from my teachers too.</p> <p>It was not that I couldn't do the work it was that I was</p>	<p>Working hard and being challenged created sense of achievement and confidence in her ability</p> <p>Positive relationship with teacher</p> <p>Failure a direct result of her level of work in her mind. She was in control of her success or failure.</p> <p>Parents and teachers held her accountable</p> <p>Control of own success and failure</p>	<p>Efficacy high due to be appropriately challenged</p> <p>Positive relationship with teacher=supportive</p> <p>Control over product</p> <p>High expectations</p> <p>control</p>
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<p>more fun to go out with my friends than do my homework. That is where I would have those lessons from my parents about work ethic and responsibility. It is a big deal, huge deal to my mother and I would get it from my teachers too. Now as a teacher I think back and I would want to smack me too. I remember my calculus teacher would be like “why did you turn in your homework. Well I was at the football game.” It was not that I couldn’t do the work it was that I was choosing not to do the work.</p>	<p>choosing not to do the work.</p>		
<p>4. Successful- I feel like most of that success came from like the full on observations. I did not necessarily feel that the end of the day they were like “Whoohoo” you did a good job or you rocked out today. I</p>	<p>I feel like most of that success came from like the full on observations.</p> <p>I would get my observations back and it would have positive</p>	<p>Positive if not constant</p> <p>Positive yet left alone to be in</p>	<p>Positive/supportive</p> <p>Control-freedom</p>

<p>would get my observations back and it would have positive things to say. Although when I student taught is different than today. I observed for a few weeks then and then the teachers were gone to do my thing. That was kind of par back then for the course. I felt comfortable with at the time, but I did not get a lot of feedback necessary other than the required observations they had to do.</p> <p>Failure- I think that when there was failure as a student teacher it was internal. I could tell this is not at the same time I was in the alone in the room with those kids and it was not working. So that was a lesson I learned early on that it was okay to stop and re-think. There were times when I did go to the supervising</p>	<p>things to say. Although when I student taught is different than today. I observed for a few weeks then and then the teachers were gone to do my thing.</p> <p>That was kind of par back then for the course. I felt comfortable with at the time, but I did not get a lot of feedback necessary other than the required observations they had to do.</p> <p>I think that when there was failure as a student teacher it was internal.</p> <p>At the same time, I was in the alone in the room with those kids and it was not working. So that was a lesson I learned early on that it was okay to stop and re-think.</p> <p>There were times when I did go to the supervising teacher with, "okay they didn't get it or I am not teaching it right." In the older grades but I always felt support not the pressure to get right because testing was coming up any of those things. It was here this is what I</p>	<p>control of the classroom.</p> <p>While positive little feedback</p> <p>Control over success or failure</p> <p>Control over success or failure</p> <p>Support during times of failure and allowed to learn from mistakes</p>	<p>Feedback was specific</p> <p>Control</p> <p>Control</p> <p>supportive and learn from mistakes</p>
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<p>teacher with, “okay they didn’t get it or I am not teaching it right.”</p> <p>In the older grades but I always felt support not the pressure to get right because testing was coming up any of those things. It was here this is what I would do so try it again. I was off to try again.</p>	<p>would do so try it again. I was off to try again.</p>		
<p>5. Success-I feel like for me personally, my successes in education have been recognized. That I have been supported. There has been this shift in administration that they are really working toward recognizing success, and when there is failure I feel supported. My first principal when you failed he said to come to my office and I would shake in my boots until it was time to go the office to</p>	<p>Success-I feel like for me personally, my successes in education have been recognized. That I have been supported.</p> <p>There has been this shift in administration that they are really working toward recognizing success, and when there is failure I feel supported.</p> <p>My first principal when you failed he said to come to my office and I would shake in my boots until it was time to go the office to figure out what I had screwed up. But with the second and current principal you are supported.</p>	<p>Success acknowledge and supported</p> <p>Allowed to learn from failure along with being celebrated for success</p> <p>There has been a shift from fear to empowerment to be both successful and to fail. Again control over having successes or failures.</p>	<p>Verbal praise Supported</p> <p>Learn from mistakes Verbal praise</p> <p>Control</p> <p>Moved from no support to supportive administration.</p> <p>Constructive feedback</p>

<p>figure out what I had screwed up. But with the second and current principal you are supported. This is what happened, this is what went wrong, how can we fix this. I have only worked on one school so I don't if that is how it is like, but we have had a switch in our administrators and how they support us and treat us like we treat our students so they know they can do the hard things.</p>	<p>This is what happened, this is what went wrong, how can we fix this. I have only worked on one school so I don't if that is how it is like, but we have had a switch in our administrators and how they support us and treat us like we treat our students so they know they can do the hard things.</p>		
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Teacher 10
 Age: 28
 Years of experience: 6
 Education: BA

Questions and Response	Cycle 1	Cycle 2	Cycle 3
<p>1. My parents were older when they had me. I have a brother who is 18 years older than me and a sister who is 12 years older than me. My mother wanted to try the “let’s let her make her own choices” kind of thing and I was a terrible child. So my dad spanked me one night and everything was turned around. I grew up in a very traditional household.</p> <p>Education: mom some college, dad just HS</p> <p>Neighborhood-small town with only a blinking light one road. My uncle lived on one side and my grandmother on the other.</p> <p>Income-they both worked full time I would say \$60,000 or less a year. We lived in the same house. They always</p>	<p>My parents were older when they had me. I have a brother who is 18 years older than me and a sister who is 12 years older than me.</p> <p>My mother wanted to try the “let’s let her make her own choices” kind of thing and I was a terrible child. So my dad spanked me one night and everything was turned around. I grew up in a very traditional household.</p> <p>Education: mom some college, dad just HS</p> <p>small town with only a blinking light one road. My uncle lived on one side and my grandmother on the other.</p>	<p>Youngest and older parents</p> <p>No structure than structure introduced and she thrived</p> <p>Education: mom some college, dad just HS</p> <p>Close family ties to extended family</p> <p>Consistent, reliable, safe</p>	<p>Structure with parental expectations for behavior.</p> <p>Two parent home.</p> <p>Education: mom some college, dad just HS</p> <p>Family support system</p> <p>Both parents worked</p> <p>Consistent, reliable, safe</p>

bought cars with cash. We never wanted for anything. We were middle class because they managed money well.	they both worked full time I would say \$60,000 or less a year. We lived in the same house. They always bought cars with cash. We never wanted for anything. We were middle class because they managed money well.		
<p>2. Success- always it was never a question that we were all going to go to college. You will do well in school. School was your job. They never made us, well me, work. School was always your job and you were expected to do well at it. It was not a question if you will succeed or not you were going to.</p> <p>Failure- I remember 7th grade was the first time I got a B. My mom said I don't know what you are doing but you are going to fix it. It was love and discipline when you failed.</p>	<p>Success- always it was never a question that we were all going to go to college. You will do well in school. School was your job.</p> <p>School was always your job and you were expected to do well at it. It was not a question if you will succeed or not you were going to.</p> <p>I remember 7th grade was the first time I got a B. My mom said I don't know what you are doing but you are going to fix it. It was love and discipline when you failed.</p>	<p>High expectations from parents for success and achievement.</p> <p>High expectations from parents for success and achievement</p> <p>Love and discipline, love but expected to learn from and fix failures</p>	<p>High parental expectations</p> <p>Love and discipline, learn from mistakes</p>

<p>3. Success- My school was k-8 and it was very small and related to most of the teachers there. I don't remember be shown with success the way I show my students. It was "good job" things were not celebrated. My mom worked there and you were expected to do well. When there were other children who they knew were not going to amount to anything. You know what I am saying that there was already an expectation set there that you were either going to do well or you were going to be like your mother or brother and not do well. In HS it was more of the same. Here were the kids who are going to do well and are in the clubs and given more responsibility and the other kids that you know where going to end up in alternative school. Failure- In elementary school because mom worked there, we are going to tell your</p>	<p>My school was k-8 and it was very small and related to most of the teachers there.</p> <p>It was "good job" things were not celebrated. My mom worked there and you were expected to do well.</p> <p>When there were other children who they knew were not going to amount to anything. You know what I am saying that there was already an expectation set there that you were either going to do well or you were going to be like your mother or brother and not do well.</p> <p>In HS it was more of the same. Here were the kids who are going to do well and are in the clubs and given more responsibility and the other kids that you know where going to end up in alternative school.</p>	<p>Supportive and nurturing environment.</p> <p>Success acknowledge but not celebrated High expectations</p> <p>Teacher expectations of your performance influenced your treatment in the school.</p> <p>Teacher expectations of your performance influenced your treatment in the school.</p> <p>Teacher expectations impacted your education and support.</p> <p>Emotional manipulation, controlling environment</p>	<p>Supportive</p> <p>Verbal praise</p> <p>High expectations</p> <p>High expectations equaled level of support from teacher</p> <p>Failure- Emotional manipulation, controlling environment</p> <p>Supportive, learn from mistakes</p>
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<p>mom, we are disappointed. A lot of God sill brought into it, we still had a Bible teacher. In HS I remember it was more sit down and work with you. What can we do to get you back on track?</p>	<p>Failure- In elementary school because mom worked there, we are going to tell your mom, we are disappointed. A lot of God sill brought into it, we still had a Bible teacher. In HS I remember it was more sit down and work with you. What can we do to get you back on track?</p>	<p>Supportive, learn from mistakes</p>	
<p>4. My first placement was 2nd grade and my second on was kindergarten. I remember feeling like I was drowning in 2nd grade. I didn't know what to I felt like I was failing, but people kept pushing me telling me I fine and I could do it. Then I went to kindergarten and I flourished. It was my thing. Even my advisor said this is where you are meant to be. When I felt I was struggling I felt like I was stuck. Then when I got that pat on the back and told I was doing well in kindergarten that is when I took off worked and did so much more than.</p>	<p>My first placement was 2nd grade and my second on was kindergarten. I remember feeling like I was drowning in 2nd grade. I didn't know what to I felt like I was failing, but people kept pushing me telling me I fine and I could do it.</p> <p>Then I went to kindergarten and I flourished. It was my thing. Even my advisor said this is where you are meant to be.</p> <p>Then when I got that pat on the back and told I was doing well in kindergarten that is when I took off</p>	<p>In failure had a positive support network that came alongside her and walk with her through it.</p> <p>Aware of talents and recognized for her talents.</p> <p>Recognition motivated to work harder</p>	<p>Supportive and allowed to learn from mistakes</p> <p>Verbal praise for success</p> <p>Verbal praise increased desire to work harder</p>

	worked and did so much more than.		
<p>5. Success- I would have said that when I am successful and doing my job. I am more adept to stay and work harder. When I do get those pats, not that I need one, but when I personally feel successful you know I feel like I am on top of my game I feel like I'm a better teacher and not drowning.</p> <p>Failure-I almost to a point want to give up. I can't but I feel like I am drowning and it would be easier to give up, move on, quit, or put it to the wayside.</p>	<p>I would have said that when I am successful and doing my job. I am more adept to stay and work harder.</p> <p>When I do get those pats, not that I need one, but when I personally feel successful you know I feel like I am on top of my game I feel like I'm a better teacher and not drowning.</p> <p>Failure-I almost to a point want to give up. I can't but I feel like I am drowning and it would be easier to give up, move on, quit, or put it to the wayside.</p>	<p>Feelings of success motivate her to work harder.</p> <p>Says she does not need a pat on the back but those pats help her feel she is on top of her game which motivates her to be better</p> <p>Failure produces desire to give up, but a life of high expectations keeps her moving forward—success is expected</p>	<p>Feeling successful motivates to work harder</p> <p>Verbal praise increases motivation</p> <p>An environment of high expectations gets her through the failures</p>

APPENDIX G: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

IRB
INSTITUTIONAL REVIEW BOARD
 Office of Research Compliance,
 010A Sam Ingram Building,
 2269 Middle Tennessee Blvd
 Murfreesboro, TN 37129



EXEMPT APPROVAL NOTICE

8/20/2015

Investigator(s): Leila Hinkle
 Department: Educational Leadership
 Investigator(s) Email: lh4e@mtmail.mtsu.edu
 Protocol Title: "What are the patterns of experience for teachers who are intrinsically motivated or identity regulated, and have high teacher self-efficacy? "
 Protocol ID: 16-1001

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above and this study has been designated to be EXEMPT. The exemption is pursuant to 45 CFR 46.101(b) (2) **Educational Tests, Surveys, Interviews, or Observations**

The following changes to this protocol must be reported prior to implementation:

- Addition of new subject population or exclusion of currently approved demographics
- Addition/removal of investigators
- Addition of new procedures
- Other changes that may make this study to be no longer be considered exempt

The following changes do not have to be reported:

- Editorial/administrative revisions to the consent of other study documents
- Changes to the number of subjects from the original proposal

All research materials must be retained by the PI or the faculty advisor (if the PI is a student) for at least three (3) years after study completion. Subsequently, the researcher may destroy the data in a manner that maintains confidentiality and anonymity. IRB reserves the right to modify, change or cancel the terms of this letter without prior notice. Be advised that IRB also reserves the right to inspect or audit your records if needed.

Sincerely,

Institutional Review Board
 Middle Tennessee State University

NOTE: All necessary forms can be obtained from www.mtsu.edu/irb.