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THE DECISION TO TEACH IN AN ERA OF DECLINING ENROLLMENTS IN TEACHER PREPARATION PROGRAMS

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF INSTRUCTIONAL LEADERSHIP AND
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This work is dedicated to students I have taught. Through your eyes and expectations, I have learned to define myself. I am a better person knowing that I meant something to you.

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Table of Contents

Acknowledgements…. v

Abstract…. xi

Chapter 1—Introduction. 1

Background 1

Relationships matter 5

The Motivation to Teach…. 6

Statement of the Problem 8

Research Question 8

Significance of the Study 8

Chapter 2—The Literature 10

Search description 10

Conceptual Framework. 10

Altruism Wanted 12

The Current Context: How Contemporary K-12 Public Education Has Evolved.… 15

Reforms and testing 15

Accountability 18

Pathways to teaching 21

Role Models 25

In Summary..... 27
Chapter 3—Methodology 29
Introduction….....29
Research design 30
Research question 30
Participants..... 30
Sampling 31
Data Collection … 33
Data Analysis….. 34
Reliability and Validity..... 37
Conclusion… 38
Chapter 4—Findings. 39
Theme One—Traits of Good Teachers…..... 39
Comfortable 39
Caring..... 43
Good Teacher Adjective Comparison…..... 49
Theme Two—Traits of Good Teaching.....50
Good Teaching Adjective Comparison…..... 55
Theme Three—Bad Teachers and Intrepid Altruism….....56

Bad teachers… 57

Altruism 61

Conclusion… 68

Chapter 5—Discussion 70

Introduction… 70

Summary of Findings… 71

Limitations… 76

Future Research… 77

Conclusion… 78

References… 79

Appendix A… 91

Code Book—English Education Interviews… 91

Code Book—Social Studies Education Interviews 93

Code Book—Math Education Interviews 95

Appendix B 97

Emergent Categories and Themes Across Disciplines 97

Appendix C 99

List of Figures

Figure 1: Color Coded and Cut Up Into Bits of Data With Highlights and Notes 36

List of Tables

Table 1: Participants 33

Table 2: Good Teacher Adjectives.....50

Table 3: Good Teaching Adjectives 56

Table 4: Bad Teacher Adjectives..... 61

Abstract

In America, declining enrollments in teacher education programs pose a problem for the future of education. Some studies (Barry & Shields, 2017; Westervelt, 2015) suggest high-stakes testing and top-down education reforms are making the profession less attractive. Studies examining teacher shortages (Oklahoma teacher shortage task force, 2018) typically focus on teacher pay or working conditions but do not attempt direct correlations to declining teacher preparation enrollments. The literature repeatedly suggests that teachers entering the profession do so for altruistic reasons. In this grounded theory study, interviews were conducted to examine relationships between teachers and students, and to address questions of altruism and external factors that may have motivated pre-service teachers to enter the profession. Discussions with pre-service teachers from three different content disciplines provide insights into the importance of their past experiences with K-12 teachers in seeking to become teachers. This study presents an updated view of influences guiding students into teaching, including altruism. A new theory, intrepid altruism, attempts to capture the highly-nuanced reasons that future teachers in this study chose to enter the profession.

Keywords: Altruism; Intrepid Altruism; Teacher Traits; Pre-service Teachers; Teacher Preparation; Declining Enrollments; High-stakes Testing

Chapter 1: Introduction

Trust, trust in the world, because this human being exists—that is the most inward achievement of the relation in education. Because this human being exists, meaninglessness, however hard pressed you are by it, cannot be the real truth. (Buber, 1965, p. 98)

Background

I have been an educator for twenty-three years. As a classroom teacher, I have established relationships with thousands of individuals over the years, and I am currently still in contact with about a thousand former students through email, social media, and the occasional phone call. I even adopted a student from my first year as a teacher. Teaching for me has been more about human connections than about standards or curriculum. For some students I even have served as a kind of father figure in the classroom. Students have often called me "Dad" unintentionally.

While there might be giggles and some embarrassment in these moments, I always considered it an indication of respect. Teaching is a significant responsibility. Simply identifying teaching as a significant responsibility, though, doesn't really explain the "why," and it does not tell the whole story.

I entered the profession at a much later age than many students. I had served with distinction in the Navy, fought forest fires with the Hot Shots in the Las Padres National Forest, worked as a ranch hand herding cattle in Santa Ynez, fixed fences and stacked hay in Los Alamos, swung a hammer all day as a carpenter for a truss yard in Orcutt, worked a

metal lathe on a production line in Santa Maria, stood for long hours day after day as a bank teller in Santa Barbara, waited tables by day and worked nights as a bouncer in Orlando, and I've sold cars in Tallahassee. That is where Sister Catherine, a former teacher of mine, becomes relevant to the "why," why I care about the declining enrollments in teacher preparation programs.

I was a not a good student. After a troubled junior high school experience, my mother insisted on putting me in a Catholic high school. There, I was more interested in surfing and parties than school. I had been tracked in the "special" classes based on an entrance exam that I left mostly blank. In my sophomore year I was on academic probation, and on my way to being kicked out of school. It was then that Sister Catherine, who had sat in on one of my many parent/principal meetings, moved me into her honors English class. I thought this was her way of hurrying the process of getting me out. I would surely flunk and have to leave.

That's not what happened, though. My first week in Sister's class I didn't do my reading response homework, which I'd never done for anyone. Sister Catherine came into my last class of the day and pulled me out. She took me to her classroom and made me do the homework I hadn't done. She called my mom and told her to pick me up later, and then she made me do my homework for the next day as well. I remember wanting to just leave, but I suspected that was what she was hoping for, and I didn't want to get kicked out like that.

For the next couple months, that was the routine. Sister would be waiting for me after class, and I'd do my homework for the next day. In class, she made me present and share my work, and then one day she stunned the class by asking me to help tutor one of the other students who was struggling with the owl metaphor in Elizabeth Kubler-Ross's, *I Heard the Owl Call My Name.*

I did not become a model student then, nor did I start doing my homework in my

other classes. Indeed, I was certain that Sister Catherine was simply punishing me and expecting me to fail. Fast forward to my senior year, and me sitting in front of the Principal, the Dean of Students, my mom who was crying, my dad whose stare told me how bad it would be at home, and Sister Catherine who was sitting prim and proper. I had done some stupid stuff again, and this would be the end of my Catholic high school career. With four months to go, I was being kicked out of school. I had not had Sister Catherine since that Sophomore year, but she had always checked in on me, making me nervous when she did. I resented her for being nosey.

Father Charles said, "There's not much we can do at this point. It is possible he can graduate at an alternative public school." I remember Sister Catherine, sitting like she had a board stapled to her back, rising from her chair, walking past me, then turning and putting her hands on my shoulders. To me, this was the moment she had been waiting for. But instead of criticizing me, she said something that has stayed with me to this day and has guided me during dark moments.

"This one will make us proud someday. He'll be fine, and he needs to graduate from here." My mom sobbed, Father Charles lowered his head, I was sent back to class, and that was that--I graduated, joined the Navy, and didn't think much about it at that time, aside from being confused as to why Sister Catherine had helped me.

I think of how different my life might have been had I not had such a teacher take an interest. Many teachers had been either dismissive of me, or rude to the point of being mean. I was a problem student whom they did not wish to deal with. Countless teachers would have preferred not to have me in their classes, but one teacher made a remarkable difference. Sister Catherine was aware that I viewed her as malevolent, yet she didn't give up on me. As time went on I came to understand what had taken place, and to feel a sense of obligation that I

would make her, and the school proud. When I finally decided to pursue a career in teaching, it was with Sister Catherine in mind.

I was the sales manager for a car dealership in Tallahassee and I remember an older man came to purchase his first new car ever. He'd retired after years working as a janitor for a local high school, and he wanted a new truck. We sold him a nice truck and at the closing I chose not to upsell him on the pointless paint protection and interior insurance. The owner of the dealership came into my office after the closing and was furious that I hadn't taken advantage of man. The man was what we in the car business called a "laydown," and he would have bought whatever I suggested.

That was a moment of clarity for me and I remember not feeling proud about anything to do with selling cars. I left the car business that day, drove to the local community college, and I enrolled in 18 hours for the summer term. Within a year, I transferred to Florida State University and began to pursue a career as an English Teacher. I hadn't thought of Sister Catherine in some time, but on that last day in the car business, I did.

Some of the best relationships I have had with students are with students who did not enjoy my class. This is the lesson Sister Catherine gave to me. Not all students will enjoy a class, but if a teacher can care enough to make students believe in themselves, they might eventually come to understand and appreciate that someone cares. At a minimum, they might remember a teacher for believing in them.

When debating topics for a dissertation, I thought about what mattered most about schooling when I was a student. I thought about what mattered most about schooling when I was on the other side of the desk as a teacher. For me, what has mattered most always has been the quality of the teacher-student relationship. Sister Catherine was a profound influence on my motivations to become a teacher. I began to wonder if students going into teaching today also

had been inspired by a relationship with a former teacher.

Relationships Matter

Fryer (2018) uses a production line analogy to examine the specialization of elementary teachers into single task teachers, much like secondary schools. Using Henry Ford's theory that "specializing in the production of a subset of the tasks necessary to produce final output allows workers to gain efficiency in that task" (p. 617), Fryer studied 46 elementary schools in Houston. In the study, half remained traditional single teacher elementary classrooms and the other half went to single subject teachers that rotated. What he found was that, after each of the two years, students who had been taught by several teachers had considerably lower test scores across the board. Even more troubling was the increased rates of suspensions and absences for students who had multiple teachers.

In addition, special needs students within the single subject schools scored three times lower than peers who had a single teacher. Ultimately Fryer (2018) suggests that, for elementary students in their formative years, "teacher specialization, if anything, decreases student achievement, decreases student attendance, and increases student behavioral problems" (p. 655). Fryer contends that the turn to a focus on curriculum often comes at a cost to the quality of teacher-student relationships.

In another study that sought to examine the importance of a teacher's relationship with students regarding academic success, Hill and Jones (2018) examined the concept of looping, where students are assigned a specific teacher for two or more years consecutively. In this study, Hill and Jones used 15 years of data from North Carolina public schools to assess and compare students who had been "looped" to those who had not. Ultimately, Hill and Jones found that the relationship established with the teachers and students who had been looped

together for sequential years was a significant contributing factor to higher levels of student success, during and after their time together. They write,

> These results shed light on the importance of student-teacher relationships. . . We use repeat student-teacher matches as a window into the importance of teacher familiarity with students, but there are, of course, many other ways that teachers may have more established relationships or greater familiarity with certain students. (p. 9)

These studies provide evidence to substantiate the importance of relationships established between student and teacher. Wentzel (2009) found that "interactions with the teacher provide students with greater knowledge about themselves and what is needed to effectively function in the classroom" (p. 307). Fryer (2018) found that in schools where absences where high, personal relationships between teacher and student tended to be poor.

Hill & Jones (2018) found the increased time a teacher spent in developing personal relationships with students led to increased performance and higher engagement. A teacher's impact on a student's development, identity, and academic performance is important, but much of the research on student/teacher relationships examines relationships through lenses of authority, power, and hierarchy (Robinson, 2014). I have often wondered about the influence of K-12 student/teacher relationships on the motivation to teach.

The Motivation to Teach

There is a considerable body of research on the reasons that students decide to become teachers (Barry & Shields, 2017; Chong & Low, 2013). Apparently, students enter the profession for altruistic reasons, come into pre-service programs with preconceived ideas of teaching, and somewhere along the way, develop vague images of themselves as teachers (Flannery, 2016; Hine, 2015).

Several recent studies confirm that pre-service teachers decide to enter the profession for altruistic reasons (Barry & Shields, 2017; Chong & Low, 2013; Flannery, 2016; Hine, 2015). Historically-speaking, however, pre-service teachers have always said that they are drawn to the profession for altruistic reasons (Allison, 1983; Hine, 2015; Low, Ng, Hui, & Cai, 2017; Lortie, 1975). According to Thomson, Turner, and Nietfeld (2012), little about the motivations for entering the teaching profession has changed. Teachers "expressed altruistic, intrinsic and extrinsic reasons [in that order] for teaching at some level" (p. 326).

While the intrinsic pull of altruism has remained as a primary motivator, the broader, external educational landscape has changed dramatically since the flurry of studies on the motivation to teach in the mid-20th century (discussed in detail in chapter 2). While education is a profession that has a history of reforms and battling ideologies, in recent years, testing and "accountability" have definitely won over more progressive possibilities (Flinders & Thornton, 2017; Kim, 2018).

According to Noddings (2012), schools today are in danger of losing the personal touch that a responsive teacher can provide. In a culture of testing and test preparation, Noddings suggests that some teachers have lost the larger "aim" of education to foster a culture of care and to help students discover who they might become. Noddings writes,

> Standardization requires the same curriculum for all regardless of interests or aptitudes, with achievement measured quantitatively by test scores. Teacher quality, in turn, is judged by student test scores. Almost explicitly, the aim of education is to gain high test scores. What has happened to the idea that education should help people to find out what they are good at, what they would like to do in life, and how they might live their lives as individuals, friends, parents and citizens? (p. 777)

The obligations of a teacher to "find out what students are good at" and "what they

would like to do in life" seem predicated upon the quality of the student-teacher relationship. I have a genuine desire to bring to life the voices and stories of pre-service teachers regarding the relationships they established with their K-12 teachers. As stated by Edmundson (2013), "The student and teacher need to create a bond of good feeling, where they are free to speak openly with each other. They need to connect not just through cold print, but through gestures, intonations, jokes. The student needs to discover what the teacher knows and what she exemplifies about how to live" (p. 46).

Statement of the Problem

Much of the research literature on the motivations to teach in the mid- to late-twentieth century included consideration of the role of former K-12 teachers on the decision to enter the teaching profession (Roberson, Keith, & Page, 1983). However, in recent years, studies of new teachers have tended to focus more on retention and attrition (Ingersoll, 2018). Contemporary research on the influence of former K-12 teachers on the decision to teach is not abundant.

Research Question

What effect, if any, do students' perceptions of their previous relationships with K-12 teachers have on the decision to become a teacher?

Significance of the Study

Consider the results of a recent *Phi Delta Kappan* poll on teaching as a profession (2018).

> Two-thirds of Americans say teachers are underpaid, and an overwhelming 78% of public school parents say they would support teachers in their community if they went

> on strike for more pay, according to the *2018 PDK Poll of the Public's Attitudes Toward the Public Schools*. Even as most Americans continue to say they have high trust and confidence in teachers, a majority also say they don't want their own children to become teachers, most often citing poor pay and benefits as the primary reason for their reluctance.

Obviously, the stature of the teaching profession has changed over time (*Phi Delta Kappan*, 2018). While it may be impossible to quantify with precision the extent to which a previous relationship with a teacher might affect the decision to teach, it would be useful to at least learn more about its influence, especially in the current context of education. Understanding the influence of student-teacher relationships on the decision to teach could have relevance for the preparation of pre-service teachers as well as teacher recruitment.

Chapter 2—The Literature

What lies behind us and what lies before us are tiny matters compared to what lies within us. (Ralph Waldo Emerson)

Search description

A rich history exists of studies that have investigated motivations for becoming a teacher (Cremin, 1961; Kearney, 2013). In particular, I sought out studies that mentioned the student-teacher relationship as a factor in motivating individuals to teach.

However, the motivation to teach does not exist as a self-evident, tangible object in a timeless space. In order to understand the motivation to become a teacher today, one needs to understand the current context of teaching. Many of the studies that included consideration of student-teacher relationships are decades old and the context of K-12 education has changed dramatically since those studies were conducted. The context of teaching today includes consideration of testing, accountability, standards, alternative certification, and teacher shortages.

Conceptual Framework

From an epistemological perspective, I am a constructionist. According to Crotty (2015) knowledge and meaning construction is contingent upon humans interacting within their world where knowledge and meaning is "transmitted within an essentially social context" (p. 42). In my experience as an educator I have come to believe that the social context between students and teachers has as much to do with their construction of knowledge as does the methods a teacher uses to enable students to construct meaning. In

education, the primary setting for meaning construction is the classroom (Dewey, 1916; Wadsworth, 1996).

While the classroom is a space where meaning is intended to be constructed, my own experience has been that it is also an environment that is created through pedagogy, personality, creativity, and social interactions. The environment has a significant role in a student's ability to construct meaning and knowledge. This is an ontological view that places a large degree of importance on teachers who approach learning through a constructivist lens. Creswell and Poth (2013) note that, regarding ontology, "different researchers embrace different realities" (p. 20). This study assumes that teachers are able to establish relationships with students through pedagogy and personality.

For over twenty years I have worked with students and it is this experience that shapes my conception of the teacher and student relationship. According to Crotty (2015), the pragmatist seeks to understand the meaning of experience on a deep and cultural level (p. 74). My research is grounded primarily in pragmatist theory, but also pulls from the Blumer's (1969) theories of symbolic interactionism. Of specific interest regarding Blumer's theories are three core principles:

1) meaning

2) language

3) thought

These core principles lead to conclusions about the creation of a person's self and socialization into a larger community (Griffin, 1997). Using an inductive analysis, these core principals are foundational for coding various phenomena. The purpose of this study is to gain insight into the significance of a pre-service teacher's previous relationships with their own teachers and the extent to which that relationship had any influence on the decision to

teach.

The term *relationship* for this study is described as *remembered interactions and rapport as perceived by participants* (Noddings, 2012). If relationships are important enough to inspire an individual to seek a career as a teacher, then it needs to be included in conversations of declining enrollments within preparation programs (Ayers, 2009, Burns, 2012, Olivant, 2015).

Altruism Wanted

To understand motivations for becoming a teacher in 2019, one needs to understand what motivated individuals to choose teaching as a career in previous decades, as well as the current context of teaching. Until 1960, many studies on students' motivations to teach cited former teachers as primary influences (Fielstra, 1955).

Richards (1960) conducted a study where she asked over 500 education "oriented" students 50 true/false questions regarding their motivations to teach. Overwhelmingly, former teachers as influential and a desire to work with children, were primary motivations (p. 375).

Woods (1978) examined the surplus of teachers in the 1970s in the context of the teacher shortage of the 1960s and found that a desire to work with children and a wish to be helpful were the primary reasons for students wishing to teach in both the 1960s and 1970s (p. 49).

According to Roberson, Keith, and Page (1983), "Most such studies of the motivations for teaching have simply tallied responses to questions concerning why the respondents entered teaching" (p. 14). In the 1970s, when a major concern was a surplus of teachers, Musemeche and Adams (1978) reported**:**

There is no doubt of the fact of oversupply in many teaching fields. A majority of our

> respondents who had kept complete records reported an increase in the number of teacher education graduates who never teach. Some institutions reported that as few as one-third of their qualified graduates actually entered the profession. The most commonly cited reason was simply that candidates failed to find jobs. (p. 691)

Unlike the 1970s, today there is a shortage of teachers. In fact, the enrollments in traditional teacher preparation programs have never been lower (Sutcher, Darling-Hammond, & Carver-Thomas 2016; Walsh & Jacobs, 2007). Given the surplus of teachers in the 1970s and the current shortages in the profession, understanding differences in motivations guiding students into the profession could be useful.

In a study that examined more than "tallied responses" during the 1970s, Lortie (1975) identified five specific attractors that drew individuals to the teaching profession. The first and largest attractor that Lortie identified was what he named, *The Interpersonal Theme*. According to Lortie (1975), "Desire to work with young people led the selections of NEA respondents. . . It appealed equally to men and women in the total sample. . ." (p. 27).

Lortie's second attractor was *The Service Theme*, and respondents in his study chose the "opportunity for rendering important service" as the second most frequent response (p. 28). Lortie's other three attractors were: *The Continuation Theme* (opportunities to be involved in school activities and sports); *Material Benefits* (salary and social prestige); and *The Theme of Time Compatibility* (work schedules and time off).

Lortie's sociological study (1975) that identified "attractors" guiding students into the teaching profession is significant because the first two attractors—"the desire to work with young people" and the "opportunity for rendering important service" are what the current research points to as relevant regarding identified motivations for becoming a teacher today (Westervelt & Lonsdorf, 2016).

Since the publication of Lortie's sociological study (1975), other studies have sought to understand why students seek teaching as a career. Allison (1982) noted, "The opportunity work with children continues to be one of the major attractions of teaching for pre-service students" (p. 10). Allison found 1) working with children, 2) teaching subject matter, and 3) being creative as the top three attractors. The fourth and fifth attractors identified by Allison were 4) "material benefits," and 5) "prestige" (p. 6). However, in light of the *2018 Phi Delta Kappan Poll* and other reports (National Education Association, 2018), some of Allison's findings may no longer serve as attractors, although they are sometimes reasons given for leaving the profession (National Education Association, 2018).

Most individuals who decide to teach cite the same reasons for entering the profession as individuals who decided to teach in years past. One of the largest studies exploring teacher motivations for entering the profession spanned 30 years (Brookhart & Freeman, 1992). This study, conducted between 1960 and 1990, suggested that "altruistic, service-oriented goals and other intrinsic sources of motivations are the primary reasons entering teacher candidates report why they chose careers in teaching" (p. 46).

In a follow up study, Lortie (2002) reported that the most important attraction to teaching was still a "desire to work with young people" which he categorized as a "service theme" (pp. 27- 28). According to Hines (2015), "the importance of intrinsic and altruistic factors as influences on students' choice of teaching as a career has been confirmed in a number of studies" (p. 262).

Over sixty years of research on an individual's decision to become a teacher confirm that students today are becoming teachers for the same reasons they did years ago (Hines, 2015). However, students once discussed teaching as a career of prestige, and to a smaller degree, a career for a decent salary. Those "attractors" are now absent for most

teachers (National Education Association, 2018).

Friedman (2016) suggested reclassifying Lortie's (1975) and Allison's (1982) attractors as "extrinsic factors [that relate] to material benefits and job security" (p. 627). Friedman (2016) makes note that extrinsic factors are more commonly considered regarding salary, benefits, compatibility with family demands, and are more often cited as reasons for not teaching, or for leaving the profession.

According to Passy (2018), "while low salaries do play a role [for leaving], teachers are generally more frustrated with the lack of say they have in schools' decisions and curriculum." For those currently entering the profession, altruism, or "a liking for, and a desire to work with children, 'giving of yourself,' imparting knowledge, and a wish to serve society," are the most common reasons cited for entering the profession (Friedman, 2016, p. 626).

The Current Context: How Contemporary K-12 Public Education Has Evolved

Reforms and testing. The 1980s began a cycle of testing and accountability reforms that have had a tremendous impact on public education (*A Nation at Risk*, 1983). "In a major departure from precedents, increasingly the federal government would champion reforms that, in all but name, specified the content schools should teach" (Flinders & Thornton, 2017, p. 161).

The response to *A Nation at Risk* set in motion an education reform movement on a national scale that had not been previously seen. "No education report in U.S. history has galvanized national attention like *A Nation at Risk* did when banner headlines in newspapers across the country declared that a rising tide of mediocrity threatened not only U.S. schools, but also its democratic institutions" (Traiman, 1994, p. 1).

Following the *A Nation at Risk* report, it was the National Education Association (NEA) that further opened the door to reform by advocating for a more standardized approach to education. In 1990, the NEA wrote a report recommending the reshaping of education for America (NEA, 1990). NEA advocated that “unnecessary waste in the elementary school curriculum should be eliminated by effectively improving pedagogy and setting the minimum standards that must be reached through the school curriculum” (Kim, 2018, p. 82).

While various political agendas (Moffett, 1968) and camps of curriculum theory (Dewey, 1938; Montesorri,1949; Hirsch, 1987) had been competing and leapfrogging each other for over a century, the NEA report helped give legitimacy to the standards and testing movement and the possibility of a national, standardized curriculum (Kim, 2018). Curriculum choice gave way to a standards-based movement, and though there was no real improvements in test scores, the 1990s became known as the decade when “moves to standardize the curriculum nationally gained sure traction” (Kim, 2018, p. 162).

A Nation at Risk (1983) and the NEA (1990) report implied that students were not being taught well, and it “set the stage for policymakers to focus on what they now call ‘teacher accountability,’ and has clearly laid blame on teachers for students' low achievements” (Taylor, 2008, p. 2). With the implementation of *No Child Left Behind* (NCLB) in 2002, increased testing, and new demands for "teacher competence" were required. Under NCLB mandates, states, districts, and schools that failed to meet the program's goals became eligible for a complete takeover and were often restructured and reopened as charter schools under private control (MacGillivray, Ardell, & Curwen, 2004). NCLB marks a moment in history where the federal government established an unprecedented amount of authority over public education across America (Sunderman &

Orfield, 2007).

According to Noddings (2009), the word *accountability* has been taken from business and "tends to distort the project of the educators; . . . it points upward in the chain of power, and it encourages compliance or the appearance of compliance. . . There is some evidence that emphasis on accountability may even invite corruption" (p. 17).

To understand the tremendous influence the principles of business have on education, it is instructive to examine some historical context. Taylor (1911), is credited with the current model efficiency and accountability that is still prevalent within business, and in the current model for education. Taylorism, as it was first labeled, gave priority to training workers to be task oriented. According to Taylor:

> Perhaps the most prominent single element in modern scientific management is the task idea. The work of every workman is fully planned out by the management at least one day in advance, and each man receives in most cases complete written instructions, describing in detail the task which he is to accomplish, as well as the means to be used in doing the work. … This task specifies not only what is to be done but how it is to be done and the exact time allowed for doing it. (p. 29)

During Taylor's time, schools were growing at unprecedented rates and facing increased financial and administrative difficulties. Taylor's (1911) model for change led to an increased demand for accountability and, "as in the industrial sector, social efficiency educators sought to identify factors that hampered the efficiency of education at schools" (Kim, 2018, p. 81).

Franklin Bobbitt (1912) in his book titled *The Elimination of Waste in Education* wrote what was to become a prelude to the social efficiency model for teaching and schools. Indeed, the social efficiency movement lead to a scientific design for school curriculum that

became complete with Bobbitt's (1918) *The Curriculum*. This early twentieth-century treatise on curriculum also marked the beginning of curriculum studies as an academic field. The overall result of the social efficiency movement was the inclusion of "external experts" placed in charge of schools to "manage and control the schools scientifically, . . . monitoring, testing, and comparing school performance" so statistics could be used to show productivity and improvement within schools (Kim, 2018, p. 82).

Over the last 100 years there has been an abundance of push-back against the social efficiency model and Bobbitt's conception of curriculum, but with each push back social efficiency has resurfaced consistently. Classroom education, cognitive learning theory, and pedagogical research have progressed, diverted, collaborated, innovated, identified, and imagined countless approaches to teaching and learning. Foundational ideas such as Dewey's progressivism (1902), Skinner's behaviorist theory (1938), Bloom's taxonomy (1956), Piaget's constructivism and schema theories (1963), Gagne's instructional events (1965), Vygotsky's zone of proximal development (1978), Keller's motivational ARCS (1987), Gardner's multiple intelligence theory (1993), all seem to exist within a miasma of continual "education reform." Despite decades of innovative theory and promising research grounded in student-centered learning, an emphasis on social efficiency continues to drive many aspects of education (Kim, 2018).

Accountability. Understanding accountability as it applies to education today is critical to understanding the "real world" that every future teacher will face as they enter their new profession (Noddings, 2012). In examining the declining enrollments in traditional teacher preparation programs, it would be easy to point to the current status of public schools and make assumptions that the cause is simple—fewer students want to become teachers because, for many, teaching looks more like a task-oriented, test-preparation-centered role

rather than an inspiring career choice, with fewer of the attractors articulated by Lortie (1975) and Allison (1982). However, little empirical data can be found to support a direct correlation between teacher shortages and test-based, teacher accountability (Westervelt & Lonsdorf, 2016). Nevertheless, Kozol (2008) contends that, in fact, the turn to testing has driven prospective teachers from the profession. According to Kozol (2007), "The real effect of *No Child Left Behind* is to drive away the tens of thousands of exciting and high-spirited, superbly educated teachers whom our urban districts struggle to attract into these schools."

According to Kim (2018), testing in public schools has been in existence since the nineteenth century, though not in the overwhelming quantity common in today's schools. Along with increased frequency of testing, there has come a ramped-up intensity of zero-tolerance "accountability." The language of education reform is explicit and certain. Terms and phrases such as *accountability* and *high-stakes testing* have become watchwords for education reform.

Indeed, "accountability" in the current context has meant taking the power over the curriculum, testing, and evaluation, out of the hands of the teacher and into the hands of external parties (Gatto, 2002). Stickney (2006) notes that accountability often comes with an implicit message of distrust. Stickney writes, "What has to change, fundamentally and in practice, is the captivating and pervasive mindset of 'accountability' that transforms our administrative practices into costly 'rituals of verification' and our citizens into an increasingly distrustful *Audit Society"* (2006, p. 359).

While standards existed before NCLB (2003) and *Race to the Top* (2009), what is different in K-12 schools today is the inescapable mandate that students will be tested and that teachers will be evaluated on the basis of their students' performance on those tests (Gatto, 2002). According to Noddings (2009), while testing has increased in frequency and

severity, the autonomy of teachers has been in continual decline.

Of course, not all teachers accept reforms without question. Not all teachers abandon methods that engage students so that they can discuss test-taking strategies, but teachers who reject a focus on the test are endangered in many schools (Stickney, 2006). Obviously, the current testing culture has had an impact on the job of teacher and on the nature of teacher/student relationships. According to Olivant (2015), "High-stakes testing, with its emphasis on drill-and-kill skills, limits teachers' flexibility and inhibits the creativity of teachers and students by detracting from opportunities to explore and discover, develop critical thinking, and further personal growth" (p. 116).

Research that addresses the dark side of the high-stakes testing reforms is massive (Ayers, 2009, 2010; Kozol, 2009; Noddings, 2009; Olivant, 2015; Stickney, 2006). Studies of current reforms often invoke the foundational principles of task-based performance and measurement articulated by Bobbitt and Taylor, though they usually do not mention them by name. For example, Ayres (2009) writes, "In the contested space of schools and education reform. . . students are the raw materials moving dumbly down the assembly line. . . The school-as-factory metaphor is more than an offensive image; worse, it is a model that betrays the demands of democracy" (pp. 389-390). Burns insists that the advent of high-stakes tests can have de-humanizing effects on teachers and deleterious consequences for the profession. "When fast capitalism manifests in education, as it has now. . ., it is not only likely but almost inevitable that professionals become disenfranchised. Fast-capitalist policymaking standardizes educational systems and positions people who work in them as commodities to be capitalized for profit" (Burns, 2012, p. 94).

Kim (2018) actually attributes much of the reason for America's teacher shortage to the release of *A Nation at Risk*, the subsequent standards-based movement, and the lessening

of teacher autonomy. Barry and Shields (2017) suggested that the decline in enrollments in teacher preparation programs has come as a direct consequence of the changing classroom, and the changing teacher-student dynamic. In an environment that focuses on testing and fosters a testing culture, student-teacher relationships become secondary (Barry & Shields, 2017). In a study of teacher use of time, Herman and Golan (1991) found that, as a result of state-mandated tests, "Teachers devote substantial student time to test preparation activities, including worksheets that review test content, test-wiseness instruction, and practice tests" (pp. 59-60).

A consensus of scholars agree that testing and accountability have changed teaching and thereby, may have had an impact on student-teacher relationships. Thomson, Turner, and Nietfeld (2012) noted that interns and pre-service teachers cannot help but be influenced by the predominance of testing. "These already established schemas with embedded personal experiences and value systems can act as filters through which PTs [pre-service teachers] understand and interpret their future teaching roles and practices" (Thomson, Turner, & Nietfeld, 2012, p. 326). Understanding the relationships that pre-service teachers have had with their K-12 teachers is important, particularly in regard to how those relationships might have influenced their initial decision to consider teaching as a career.

Pathways to teaching. Currently, data shows new teacher preparation enrollments are down; they are down everywhere, even in alternative certification programs (Barry & Shields, 2017). At the teacher preparation program at the University of Oklahoma, enrollment for secondary Language Arts per-service teachers has gone from 133 students in 2007 to 72 students in the 2017—a 45% drop in enrollment.

Widespread speculation concerning the decline in enrollments in teacher preparation programs inevitably focuses on issues of salary and respect (NEA survey, 2018). In a recent

interview with NPR's Eric Westervelt, Benjamin Riley, head of the group of Deans for Impact, a new consortium of 18 reform-minded deans of colleges of education, was asked why he thinks there are fewer students wishing to become teachers. "The honest answer is: We don't know. There is nothing that has been done rigorously, in a way that's empirically defensible saying, 'We know this is why the number has dropped'" (Westervelt, 2015, para. 9-10).

While many states continue to issue reports on teacher shortages, few states fund reports investigating why so few students are choosing not to enter the profession in the first place (Oklahoma Teacher Shortage Task Force, 2018; Walsh & Jacobs, 2007). Barry and Shields (2017) have contended that "the declining interest in teaching likely has much to do with subtle shifts in the nature of the profession. As top-down school reform increased under No Child Left Behind (NCLB, 2002), teaching became less attractive to young people" (Barry & Shields, 2017, p. 11).

In response to teacher shortages, most states have developed a litany of non-traditional paths to certification (Baines, 2010). In 2018-2019, in Oklahoma, for example, emergency certifications were handed out to over 3,000 teachers, while only about 150 teachers graduated from The University of Oklahoma (Oklahoma Teacher Shortage Task Force, 2018, U.S. Department of Education, 2019). Some Oklahoma City Schools have entire departments of emergency-certified teachers without a single, traditionally-certified teacher on site (Baines and Machell, 2019). Certainly, the context of education today must include consideration of alternative pathways to certification.

According to Walsh and Jacobs (2007) "In 1983, New Jersey created the first alternate route to the classroom. It expedited the entry of well-educated individuals into public schools by hiring them as teachers straight-away, reducing or eliminating "theory" courses from their

training" (p. 8).

According to Kumashiro (2012), some critics have long felt that traditional teacher preparation programs have had too much influence. "In the 1980s, critics argued that universities were a 'monopoly,' and were the only ones preparing teachers. . . So we needed to infuse it with options, and thus began the rapidly increasing funding for alternative options" (p. 9). Alternative pathways to teacher certification have emerged from almost every state department of education in the nation.

The idea was to offer a pathway for qualified professionals, such as lawyers and engineers, to become teachers. But, in practice, few of those professionals took advantage of the new, alternative pathway, supposedly designed especially for them (Heineke, Mazza & Tichnor-Wagner, 2014). Teacher attrition gave increasing momentum for the growth of these programs (Humphrey, Wechsler, & Hough, 2008; Ingersoll, Merrill, & May, 2014; Mitchell, & Romero, 2010; Sutcher, Darling- Hammond, & Carver-Thomas 2016; Walsh & Jacobs, 2007).

Alternative certification programs have negatively affected traditional teacher preparation enrollments (Kamentetz, 2014; Walsh & Jacobs, 2007). Students who enter alternative certification programs may be older, may not be able to afford the time or money for full-time study, or may just want a quicker or easier route to a full-time teaching job (Heineke, Mazza, & Tichnor-Wagner, 2014). "Alternative programs do not necessarily increase teacher retention rates; in fact, they may even propel the cycle of high teacher turnover rates" (p. 753).

According to Kamentetz (2014) and Mitchell and Romero (2010), in some states as many as 30% of new teachers entering the classroom are alternatively certified. The exact number of alternatively-certified teachers can be difficult to track because, in essence, any

college that offers bachelor's degree programs may be participating in helping teachers become "alternatively certified." For example, a student who obtains a bachelor's degree at an accredited institution and then takes a series of online courses through a business to add certification must use both pieces to satisfy requirements for alternative certification (Baines, 2010). According to Weiner (2007), when faced with programs that allow teacher candidates to bypass traditional preparation, there is a "gaping hole in the analysis of challenges facing university-based teacher education" (p. 278).

Of the alternative certification programs, Teach for America (TFA) is one of the largest. In place of the two to four year traditional program of study, TFA provides a "streamlined preparation . . . that places them [teachers] in the classroom as the teacher of record more quickly" (Humphrey, Wechsler, & Hough, 2008, p. 2). TFA's "streamlined" preparation consists of a five-week teaching "bootcamp" with an emphasis on test preparation and lesson plans, with little to no focus on complexities of human relationships or classroom management (Hagopian, 2010).

Of the TFA members that enter the classroom, on average of 85% of them leave teaching within a year after their two-year commitment has been satisfied (Heineke, Mazza, & Tichnor-Wagner, 2014) Heineke, Mazza, and Tichnor-Wagner (2014) noted that TFA "members stated that they never had the intention of teaching beyond 2 years, many having deferred entrance to programs spanning the fields of law, medicine, business, and the humanities" (p. 761). Of the 15% of TFA members who remain in the classroom beyond three years, only around 8% of all TFA teachers return to "to further their education" in a more traditional teacher preparation program (p. 761). The teachers TFA produces are mostly individuals who don't intend to become career teachers.

While the attrition rates of TFA and other alternative programs do not reveal why

traditional college prep programs are in such decline, they do add to the conversation on the extent to which states are promoting career teachers through these programs, or just temporarily filling needed spots within the classrooms. A recent study "documented that more than 42% of new teachers leave teaching within 5 years of entry and, moreover, we have also discovered a steady increase in beginning teacher attrition over the past two decades" (Ingersoll, Merrill, & May, 2014, p. 5). According to Uriegas, Kupczynski, and Mundy (2014) alternatively certified teachers leave teaching in greater numbers than traditionally certified teachers because they are significantly "outperformed" by traditionally certified teachers regarding student achievement and classroom management (p. 3).

Certainly, the rise of alternative certification and the dramatic rates of new teacher turnover through retirement and quitting have hurt the profession's reputation (Ingersoll, Merrill, & May, 2014). "The teaching workforce continues to be a leaky bucket, losing hundreds of thousands of teachers each year—the majority of them before retirement age" (Sutcher, Darling-Hammond, & Carver-Thomas, 2016, p. 2). The incredible churn of teachers into and out of the profession is a distinctive characteristic of the modern K-12 school. An individual who is considering teaching as a career is certainly well aware of the innumerable alternative routes to certification, the presence of TFA, and how working with a group of inexperienced and untrained fellow teachers might affect their overall experience as a first-year-teacher (Heineke, Mazza, & Tichnor-Wagner, 2014).

Role Models

The significance of a teacher to a student's development, identity, and career choices seems worth examining. How pre-service teachers imagine themselves as real teachers within the profession is important (Noddings, 2009). In working with pre-service teachers, Olsen

(2008) noted, “I noticed that participants often talked about teaching and themselves as teachers in terms of career expectations and conceptions about—or images of—teaching they seemed to have long possessed” (p. 26).

Indeed, much of the research on why students enter the field has found a clear connection between a pre-service teacher’s experiences in their K-12 classes and their views of what it will be like for them once they enter the classrooms. As far back as the 1950s, research has identified teachers as the primary influence in how future teachers will view themselves within the profession (Fielstra, 1955). According to Chong and Low (2018), “Pre-service perceptions are formed by their own prior experiences as pupils and exposure to teachers who taught them” (p. 61). The way pre-service teachers view themselves as future teachers has everything to do with their experiences as students.

In the research on how previous teachers have influenced a decision to enter the profession, there is often a positive or inspiring aspect to the relationship. “Positive moment-to- moment interactions with students (e.g., students sharing their problems and their positive experiences with the teacher) can be a driving force behind (preservice) teachers’ commitment to the teaching profession” (Claessens et al., 2017, p. 479).

In a study that examined pre-service teachers and their professional goals, candidates first commented that family and previous teachers were not influential, but that “exceptional former teachers instilled in her a passion for teaching. . . I feel when I was growing up I had really good teachers, and I felt like, that really helped me as a person” (Thomson & Palermo, 2014, p. 62).

In seeking pre-service teachers’ reasons for entering the profession, Thomason, Turner and Nietfeld (2012) focused on the consistency of altruistic reasoning. Participants in their study repeatedly mentioned being inspired by previous teachers, and how interactions with

previous teachers served as models for their eventual decision to become a teacher. One participant explained, “I had awesome teachers all throughout school. I want to make a difference in someone’s life as they made in mine, because I remember all of them” (p. 330).

According to Mattis et al. (2009), “The social-cognitive pathways via which models influence altruism have not been delineated fully, however, there is some evidence that people may mimic the altruism of models to whom they are securely attached and toward whom they feel positively” (p. 72). In other words, the student-teacher relationships in an individual’s past is important when the individual begins to consider teaching as a career.

In Summary

There is no single answer that addresses the declining enrollments in the traditional university teacher preparation programs. The problem is complicated. The lack of qualified teachers filling classrooms has created quick fixes. “The U.S. Secretary of Education’s Third Annual Report on Teacher Quality (U.S. Department of Education, 2004) promoted alternative certification, and the federal *No Child Left Behind Act* included participants in alternative certification programs in its definition of ‘highly qualified’ teachers” (Humphrey, Wechsler, & Hough, 2008, p. 3). The result has been an educational system in which well-trained teachers intermingle with alternatively- and emergency-certified teachers.

Mitchell and Romero (2010) pointed out how difficult it is for “preservice training providers (primarily public and private colleges and universities) to attract and prepare teachers in sufficient quantity and with the appropriate mix of skills to serve the needs of the public- school system” (p. 364). Short-term solutions provide warm bodies for the empty classrooms, curbing immediate fears, but, Sutcher, Darling-Hammond, and Carver-Thomas

(2016) have warned of the dangers of inadequate preparation to students. "If teachers are hired without having been fully prepared, the much higher turnover rates that result are costly in terms of both dollars spent on the replacement process and decreases in student achievement" (p. 4).

Regardless of pressures created by high-stakes testing, some students are still motivated by altruistic ideals to become teachers (Passy, 2018). Lortie's (1975) first two attractors are still often cited reasons for entering the profession (Lortie, 2002; Friedman, 2016)). What has changed is the prestige that comes with being a teacher, and the notion of a stable salary, what Friedman (2016) called extrinsic factors.

Understandably, positive relationships have a role in an individual's development of a sense of altruism (Mattis et al. (2009). Students' memories of teachers and their views on what it will be like to become a teacher are influenced by the teachers they've had. Tomson, Turner, and Nietfeld (2012) examined positive relationships with teachers but offered limited insight as to the extent to which students were genuinely influenced to become teachers by previous student-teacher relationships.

Chapter 3—Methodology

No amount of evidence can prove me right, and any amount of evidence can prove me wrong. (Albert Einstein)

Introduction

In the spirit of what Creswell and Poth (2013) call the pragmatist researcher, this is a qualitative study within a historical context with a "look to the 'what' and 'how' of [the] research based on its intended consequences" (p. 27). The intended "consequences" include discussions that might lead to insights about teaching as a profession. I seek to understand the significance of the teacher-student relationship on the decision to teach. The idea of "relationships" is viewed and identified as memories and interactions, both personal and professional, that made teachers memorable. Any relationships that are identified are viewed through a pragmatist lens, specifically with a focus on what it is about the reality presented that is useful and practical (Creswell & Poth, 2013, p. 35). Also, within this view is an examination that seeks to identify elements of constructionism that have contributed to the social environment, and subsequently, any relationships that may have been established as a result.

The literature repeatedly suggests that teachers entering the profession do so for altruistic reasons (Allison, 1982; Brookhart & Freeman, 1992; Lortie, 1975). Interviews were designed to examine relationships and to address questions of altruism and external factors that may have motivated pre-service teachers to enter the profession.

Research Design

The research design I have conducted is a qualitative grounded theory study with an emphasis on Corbin and Strauss's (2015) approach to "systematically develop a theory that explains process, action, or interaction on a topic" (p. 84). Since this research seeks to understand the significance of a shared "process" (the K-12 experience), the Corbin and Strauss (2015) model for grounded theory research design fits well (p. 82).

While the systematic approach of Corbin and Strauss is a useful tool for analysis, the constructivist grounded theory model of Charmaz (2006, 2014) is also represented by narrative analysis of data. Where Corbin and Strauss (2015) offer focus on a shared process, Charmaz (2006, 2014) emphasizes diversity, "multiple realities, and the complexities of particular worlds, views, and actions" (Creswell & Poth, 2013, p. 86).

Research Question

The research question for this study was, "What effect, if any, do students' perceptions of previous relationships with K-12 teachers have on the decision to become a teacher?"

Participants

The participants for this study have a shared process in K-12 schooling, and their decisions to become teachers, but they also have multiple realities, and this is critical to analysis. Participants offer an opportunity for insight into the process and perceptions of how their K-12 teachers might have shaped their views of the teaching profession.

The reality of the teacher's ability to engage students on a personal and social level within the classroom is also important. While much has a constructivist focus on the individual, the transmission of meaning that takes place within social interactions between

teacher and student lends itself to a pragmatist view that meaning has a reference, and the "world is a world to be explored and made the most of" (Crotty, 2015, p. 74).

Sampling

This study uses a criterion sampling method, as well as snowball, or chain, sampling (Creswell & Poth, 2013). For chain sampling, faculty from the College of Education helped to recruit participants that they knew could add "information-rich" data to the study (p. 159). Twelve participants were recruited and interviewed for this study. In determining sample size, availability and accessibility to participants was a limiting factor. The research on an adequate sample size for grounded theory is varied. Early studies (Glaser and Strauss, 1967) recommend 20 to 30 participants (p. 64). In a more recent study that sought to determine proper sample sizes for grounded theory, Guest, Bunce, and Johnson (2006) suggest themes and interpretations can be obtained with as few as six participants:

> Our analysis shows that the codebook we created was fairly complete and stable after only twelve interviews and remained so even after incorporating data from a second country. If we were more interested in high-level, overarching themes, our experiment suggests that a sample of six interviews may have been sufficient to enable development of meaningful themes and useful interpretations. (p. 78)

According to Glaser and Straus (1967), "The adequate theoretical sample is judged on the basis of how widely and diversely the analyst chose his groups for saturating categories according to the type of theory he wished to develop" (p. 63). Morse (1995) states that "there are no published guidelines or tests of adequacy for estimating the sample size required to reach saturation" (p. 147). Strauss and Corbin (1998) suggest saturation is a matter of degree, and that as data is analyzed there will always be potential for "the new to emerge" (p. 136).

They conclude saturation should be about the point where nothing new is emerging.

Kuzel (1992) recommends “six to eight interviews for a homogeneous sample” (p. 41). Guest, Bunce, and Johnson (2006) note that for most studies “in which the aim is to understand common perceptions and experiences among a group of relatively homogeneous individuals, twelve interviews should suffice” (p. 79). Participants were selected based on certain criteria aligned with the scope of the study. The criterion for participants includes:

1. Students who have been accepted to an accredited teacher preparation program.
2. Students who have not begun student teaching.
3. Students who specifically mentioned a K-12 teacher in their College of Education application letter.

Participants are listed in Table 1 below.

Table 1—Participants: **(Note: All participants have been given pseudonyms and are identified by gender and content area)**		
English Education	*Math Education*	*Social Studies Education*
Sandy Caucasian 19 yr-old Female Public K-12 student 1st year English Ed student	Angie Caucasian 21 yr-old Female Public K-12 student 2nd year Math Ed student	Tasha Caucasian 21 yr-old Female Public K-12 student 3rd year SS Ed student
Cam Caucasian 21 yr-old Male Public K-12 student 2nd year English Ed student	Ren Caucasian 21 yr-old Female Public K-12 student 2nd year Math Ed student	Meg Caucasian 21 yr-old Female Private K-12 student 3rd year-SS Ed student
Hellen Caucasian 20 yr-old Female Public K-12 student 2nd year English Ed student	Tonya Caucasian 20 yr-old Female Public K-12 student 2nd year Math Ed student	Kyle Caucasian 20 yr-old Male Public K-12 student 1st year SS Ed student
Lana Caucasian 19 yr-old Female Private K-12 student 1st year English Ed student	Tom Pacific Islander 20 yr-old Male Public K-12 student 1st year Math Ed student	Lou Caucasian 21 yr-old Female Public K-12 student 3rd year SS Ed student

Data Collection

Participants were selected from three content areas in secondary education: English Education, Social Studies Education, and Math Education. Semi-structured interviews were recorded using an IRB approved protocol. All interviews were conducted on the University of Oklahoma campus. I had a set of core questions, but tried to allow interviews to play out naturally so that students were comfortable sharing thoughts and experiences. The shortest interview lasted 21 minutes and 18 seconds and the longest interview lasted 45 minutes and 34 seconds. Some of the core questions are as follows.

- Tell me about some of your favorite teachers from either elementary school,

middle school, and/or high school?

- What, in your opinion, does a negative student / teacher relationship look like?

- How would you describe the personalities of the teachers whose classes you found engaging?
- How would you describe the difference between a k-12 teacher who made the class interesting and a teacher who did not?

Within the interview process, Charmaz's (2006, 2014) concepts of multiple realities and multiple worlds were considered, particularly with regard to possible contradictions and deviations. I also listened for descriptions that resonated with the research on altruism and reasons for becoming a teacher. Notes were taken during interviews. I also recorded extensive reflections after each interview.

Data Analysis

Using a grounded theory approach (Charmaz, 2014; Corbin & Strauss 2015; Grbich, 2007; Shank, 2002,) and analytical induction (Lecompte & Preissle, 2003) to examine data from participants, patterns and relationships were categorized into codes, then segments, and finally into themes and interpretations. The systematic analysis relied heavily on the work of both Shank (2002) and Lecompte and Preissle (2003). Shank (2002), offered three directions to qualitative data analysis:

(1) thematic analysis,

(2) meaning generations and confirmation; and

(3) synthesis and illumination. (p. 128)

Shank's (2002) descriptions of the *incident comparison,* comparative method was

relevant to the data from interviews. According to Shank (2005) the "process of comparison allows for the comparison of incidents to each other. This process of incident comparison allows later incidents to serve as feedback for categories and conclusions" (p. 131). Shank's process of comparison became critical to the analysis of data within and across disciplines.

During the induction process (Lecompte & Preissle, 2003), a constant focus for comparisons of incidents guided the analysis of similarities and differences that emerged across all disciplines as well as in comparison of disciplines to each other. I examined incidents for similarities, using repetition to refine the coding process and the establishment of categories. Using Lecompte and Preissle's (2003) process of comparing, contrasting, aggregating, and ordering, in combination with Shank's (2002) method of incident comparison, I aggregated codes and formed categories, and then establish themes around teacher/student relationships.

Within the process of synthesizing data, I printed each participant's interview on different colored paper, and then sought segments that could be cut up into "bits of data" (Lecompte and Preissle, 2003, p. 237). I began the process of line-by-line coding and categorizing the data. Given my need to view things visually, I used an open coding method by labeling participants' responses directly on the printed "bits" of data (figure 1).

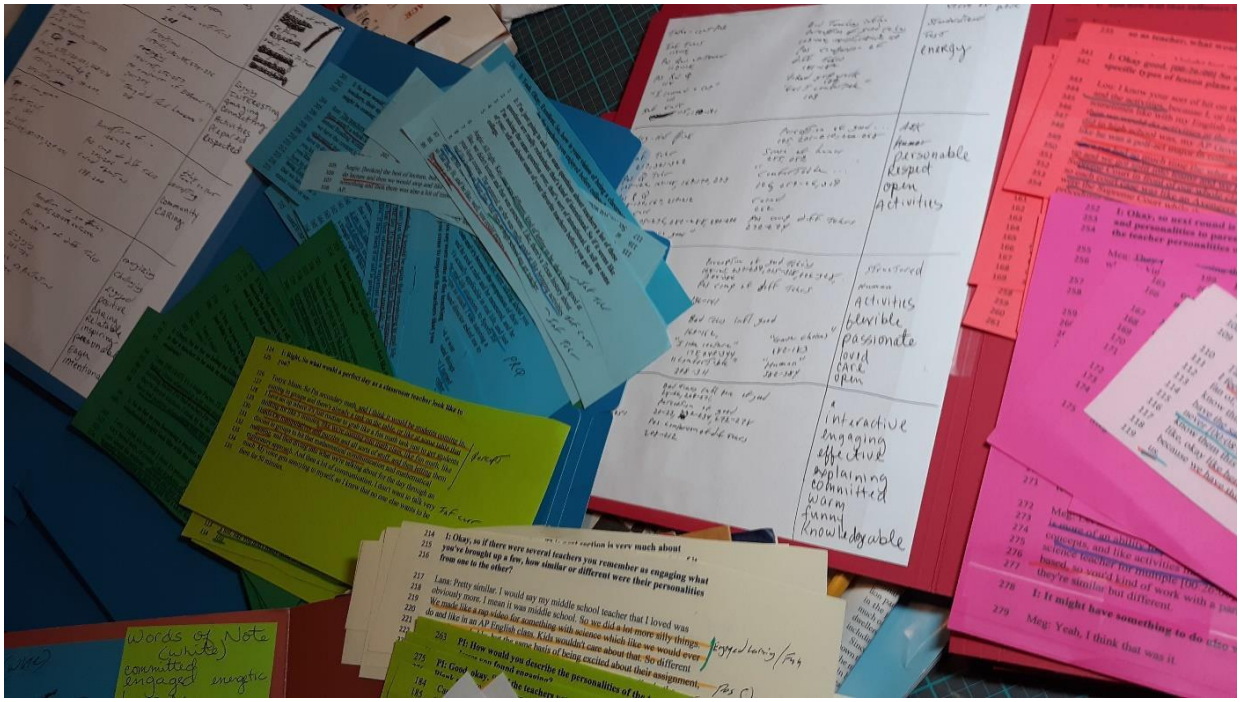


Figure 1: Color coded and cut up into bits of data with highlights and notes

According to Charmaz (1995), this is "the process of defining what the data are all about" (p. 37). This was done by highlighting and writing labels and memos on identified codes. According to Shank (2002), "As you look at more and more data, you start seeing the same old patterns over and over" (p. 132). The ultimate goal of the coding is to achieve a level of saturation, so throughout the process I sought emerging patterns or themes that were consistent and repetitive. Coding began with English Education participant data, using the codes developed and identified through frequency (the number of participants responding similarly) as codes for comparison with other content area participants. All codes, comparative or unique, were recorded and ordered according to frequency and intensity (the amount of times a single participant responded positive to a specific code). Each content area was recorded separately for a cross disciplinary analysis of similarities and differences in responses within and between disciplines (see code books in Appendix A).

Once coding was complete, I used frequencies and intensities to establish categories. For this, I followed consistent and logical chains of evidence (Shank, 2002), and I began the intensive process of comparing, contrasting, aggregating, and ordering (Lecompte & Preissle, 2003) categories into themes. The final step was to write up the research, presenting data as it was revealed through the open-coding process, and making note of any findings.

Reliability and Validity

In considering methods for validation, Wolcott (1994) and Angen (2000) provided useful guidelines. According to Wolcott, the goal of qualitative research should be to identify critical elements within the data and to determine "plausible interpretations" (p. 146). Wolcott believes that understanding suits the goal of "validation." According to Angen (2002), based on the dialogue between researcher and participant, interpretations are relevant to the time and context of the research topic, and therefore is open to later reinterpretation. Angen also contends that qualitative research that seeks to interpret meaning should have a "generative promise" (p. 389) that offers possibilities for future dialogue.

To help with validity and reliability, Creswell and Miller (2000) recommend triangulation as a "step taken by researchers employing only the researcher's lens, and it is a systematic process of sorting through the data to find common themes or categories by eliminating overlapping areas" (p. 128). For this, I examined emergent themes across the three disciplines represented; English Education, Social Studies Education, and Mathematics Education. There is no discernable difference within participants across disciplines aside from an interest to teach different content disciplines.

The first step was to analyze emergent themes for perceptions and relationships having to do with their K-12 teachers. For consistency, I included a vocabulary analysis of

specific adjectives that are repeated among multiple participants, as well as adjectives that were unique. According to Kennedy (2008), "adjectives are characterized as expressions 'that alter, clarify, or adjust the meaning contributions of nouns', in order to allow for the expression of finer gradations of meaning" (p. 1). Using a table, a cross curricular analysis examining adjectives as expressions that are descriptive of teachers were used to determine consistencies and differences as they related to emergent themes. For cross curricular analysis, frequency and intensity of synonymous adjectives was considered significant.

Conclusion

I have a depth and diversity of experience as a classroom teacher. Also, I have a genuine desire to be included in conversations regarding the future of teaching. I wish to bring to life stories that students (past and present) and teachers have about the relationships they have had, and the importance of those relationships. This is also a weakness, as I am biased regarding the impact a teacher can have on a student's life. My extensive firsthand experience may have the potential to blind me to certain outcomes.

I completed an IRB-approved pilot study that allowed me to interview three pre-service teachers. In this study, I initially sought to find out if students seeking to enter the teacher profession did so in part because of an inspiring teacher. The results suggested that the reasons were more complicated. I am genuinely curious about the experiences of prospective teachers. In this study I hoped for findings that would be interesting and enlightening.

Chapter 4—Findings

It is easier to find a score of men wise enough to discover the truth than to find one intrepid enough, in the face of opposition, to stand up for it. (A.A. Hodge)

For this study I conducted over 20 hours of interviews and reflections, produced 133 pages of text, and wrote over 4,500 lines of transcription. I spent approximately 200 hours coding and analyzing data. In hoping to understand the perceptions of pre-service teachers regarding their relationships with their K-12 teachers and their decisions to teach, I began each interview by asking participants to tell me stories about their favorite teachers. Throughout the interviews, I collected descriptions of the relationships between participants and the teachers they remembered, good and bad.

Theme One—Traits of Good Teachers

Comfortable. The word *comfortable,* as well as synonymous terms, was mentioned repeatedly as participants across the three disciplines described their relationships with their "good teachers" in terms of feeling comfortable, seeking them out, or being able to go to them for help and guidance.

In English Education, Sandy, began her description of an English teacher she described as "strict" (line 5), and then described her relationship: "I really loved her just because she was really nice and, um, very helpful—open for all students" (lines 17-18). When asked to talk further about her relationships with her favorite teachers, Sandy said:

> I always felt comfortable going to them with questions. I even emailed my junior year English teacher when I was trying to figure out how to polish things. Should I do this or

should I do that? So, I felt comfortable going to them with things like that and looking for guidance from them. (Lines 37-41)

Sandy repeated this sentiment twice more over the course of her interview (lines 147-148, 290-291). The notion that good teachers represented someone a student could "go to" was repeated with 100% of participants.

When asked to describe her personal relationship with her "good teachers," Helen responded:

> I felt comfortable, like if I had an issue in my life I would feel comfortable going and talking with them. They were always open to having students come in during their lunch period and talk with them if needed. (Lines 61-64)

As with other participants, Helen described a relationship that was more than purely academic.

Cam, a male English Education participant, was asked about his personal relationship with a teacher. He remembered: "He kind of saw us as humans. . . With Mr. D, the other students, along with me, could feel more, um, we could like talk to him about anything" (lines 94-99). Like other participants, Cam associates the word *human* with someone he felt comfortable going to.

The fourth participant from English Education was Lana. When describing her positive relationships with her "good teachers," she replied: "I feel like I can come to them anytime for help or something. . . I could always come to them after school without feeling weird. . . I can still go back and talk to any of them" (lines 72-82). Lana, like the others, is specific in identifying the trait of being comfortable with the teacher.

Among Social Studies Education, the descriptions were similar. Tasha, who was approaching her final semester, described the teachers she remembered most:

> They were just those teachers that built those relationships, and that, like, care to ask

how we were doing. . . that I got comfortable with and was able to just, like, talk to and stuff like that. (lines 17-19)

Tasha used the word *comfortable* several more times within her interview (lines 47-48, 53, 88).

Meg, who was also approaching her final semester, described her relationship with a teacher she remembered: "She went out of her way to make sure I understood the notes in class, and I would come in early or at lunch if needed" (lines 19-20). Meg also generalized her experience with her "good teachers." "I always loved going to class where the teacher took time to get to know the students. . . I could go to them for extra help" (lines 333-335).

Lou also described her good teachers in terms of feeling comfortable going to them: "I would get to school really early and go hang out in the art room, or I would go hang out with my AP Bio teacher just to hang out" (lines 49-50). When describing another teacher, Lou reflected, "Like, you can come after school. . . you can always, like, go talk to him" (lines 34-39).

Kyle, a male Social Studies Education student, had responses that were not as specific to feeling comfortable but described his good teachers in ways that indicated a level of accessibility and helpfulness: "I felt like they truly cared about helping their students out and this wasn't a job for them. . . they wanted to help their students develop. That was, you know, it was warm because it helped" (lines 41-44). Kyle later describes his good teachers in terms that fit with the other participant descriptions of comfortable: "Helping people understand, I mean, that makes the teacher more human. . . and just more relatable" (lines 99-100). Kyle's use of the word *human* is also a word choice used several times by other participants. It is diction that implies a level comfort and accessibility.

In Math Education, Angie, a second-year education student, described some of her good teachers: "Like, you could go talk to him about teaching because I realized I wanted to

be a teacher. . . and with my middle school art teacher, as a teacher she's also really cool" (lines 22- 24). Angie's description of being able to go to her teacher is similar to phrasing used by most participants. The phrase "could go to" ultimately became an *invivo code* because of its repetition within all descriptions of "good teachers."

Ren also had specific responses regarding her own experience with her good teachers: "I think a positive student-teacher relationship is one. . . that if a student is struggling, they know they can go to that teacher for help. . . that the student enjoys going to that teacher" (lines 129- 133). Ren is specific in identifying being "comfortable going to" as a teacher trait important to a relationship.

Tonya was also specific on the importance of being able to go to her teacher: "He was someone I would always go to. . . Like, if I had issues going on in other classes, he would be like 'okay, let's calm down, let's figure this out.' Very positive" (lines 22-25). Similar to others in her discipline, Tonya's phrasing is specific regarding this trait to define a good teacher. For Tonya, the relationship between her and the teacher she described is one of accessibility, where she felt comfortable going to that teacher for help.

Tom, who was new to the teacher preparation program, remembered his good teachers as positive relationships extending beyond the classroom. One significant memory he described involved his need to seek advice:

> He was like an emotional support when I was in high school. I remember going to his room crying one time. I had no idea what to do about this thing. . . and I would keep going to him and be like, 'what do I do?'. . . and he would give me life advice, and he would help me. (Lines 84-89)

Tom, like Tonya and others, discussed a remembered teacher as someone they could go to, but they also provided a rich description of how that defining trait transcended academics

and was more personal.

Within all three disciplines, descriptions of feeling comfortable were some of the dominant responses regarding good teachers. Descriptions specific to feeling comfortable going to teachers were frequent and specific. Many participants responded several times regarding "going to" their good teachers.

According to Glaser and Straus (1967), saturation happens when "no additional data are being found whereby the sociologist can develop properties of the category" (p. 61). Given the frequency and intensity of participant responses regarding being "comfortable going to" the teachers, comfortable is supported as an important personality trait that is influential in a teacher establishing a relationship with students.

Given the descriptions and consistency, a teacher's accessibility to be there for students appears significant to the development of a positive teacher-student relationship. According to Korte, Lavin, and Davies (2013), "approachability" is identified as one of the three most important traits students cite when describing good teachers (147). The importance of definable traits that emerge regarding good teachers within these relationships begins to offer a narrative that adds to the understanding of student teacher relationships. According to Thomson, Turner, and Nietfeld (2012), schema that will define how a pre-service teacher views themselves as a teacher is "embedded" through such interactions with teachers.

Caring. Another positive personality trait that emerged and was consistent throughout interviews was a perception that a teacher *cared*. All participants in this study identified remembered moments where they felt cared about. *Care* is a trait that becomes an altruistic image all participants described when envisioning their own interactions with their future students. All participants had a moment where they described wanting to *care* about students

when they become teachers. *Caring* is a quality that participants found important, in their relationships with teachers, and to the relationships they anticipated having with their own future students.

When Sandy (English Education) was asked about the importance of a teacher's ability to establish a relationship with a student, she replied, "You could define positive in a few different ways, um, just caring for your students, wanting to help them. . . she told me that she really cared about who we were, what interests we had as people" (Lines 71-72, 118-120).

Helen described one of her teachers as, "Very loving, very nurturing, and she made it personal" (line 25-26). When talking about effective teachers, she explained: "Yeah, obviously it was that they cared, and they tried to make every day like one hundred and ten percent, even when it didn't go as planned" (lines 238-240).

When asked for stories about teachers he remembered, Cam said:

> It's, um, hard to explain I guess but they cared to an extent where they were somewhat jaded. They gave you a little bit of loving bullying because they cared about you and knew you could handle it, and that you'd find it funny. (Lines 34-37)

Cam also described how he felt about the teachers he liked: "The main reason they're there is because they care about a certain subject and they want to, they want to work with the kids and see them make the connections" (lines 338-340).

Lana was less specific about *caring* but gave a description of moments that were significant in feeling *cared* about: "Kind of like, there were teachers that would come to our sports games or make us little goodie bags before games" (lines 135-137). Further in the interview Lana said:

> When you realize that they're, they're really trying their best to make things fun for you. . . They're trying to make it engaging. They're trying to be creative and do

> something that you'll enjoy. . . I remember the enthusiasm and I think that was something really important. (Lines 263-268)

All English Education participants provided rich descriptions of teachers, and "cared about me" was a response code that became frequent.

In Social Studies Education, the descriptions of "feeling cared about" were similar. Tasha discussed teachers she felt cared about her several times during her interview: "They were those teachers that, like, built those relationships and cared how we were doing. . . like took on that role in like asking how I was doing, or checking in on me, making sure I was okay" (lines 16- 27). Tasha repeated this sentiment a couple more times throughout her interview (lines 86-88 & 137-140). For Tasha, her descriptions were rich in detail and non-academic.

Meg's descriptions of caring teachers were very similar to descriptions from other participants:

> She really took the time to make sure I understood. . . She kind of always had an open ear. I could talk to her about anything and always expect good advice. . . They were just able to relate to the students and they could understand if we were upset, or something like that. (lines 18-39).

Meg, at one point, began describing just how important she felt *caring* is for a teacher: "I think it's important to get to know students for who they are and where they come from. . .Just, I want the student to know that I care about them. . . I care about them as a human being" (lines 108- 114). Like other participants, Meg was altruistic in her wish to care about future students.

Lou remembered her biology teacher and talked about how helpful he was:

> Okay, so he's just like a really, really good teacher. Like, if you want to learn you can

> come in after school and he'll teach you things you don't have time for in class, and he'd always have a drawer of snacks. (lines 35-38)

Again, Lou mentioned him again as caring*: "*He's like, 'I want you to learn, I'll make time.' Very open with us as students. . . like, 'I care about your lives,' like things like that" (lines 309- 314).

Kyle, whose focus on good teachers was often regarding their ability to deliver curriculum in ways that were enjoyable and efficient, felt it was important that teachers cared about their students:

> My relationship with the teachers I enjoyed was, 'he's a teacher, I'm a student.' But, I mean, I felt like they truly cared about helping their students out, and this wasn't a job for them. Well, it was a job, but I mean it wasn't just that. It was kind of a calling for them and you could just tell by the way they took their course seriously and wanted to help their students, develop. They wanted us to succeed. (lines 41-46)

Kyle also said, "I mean, there's no one defining personality characteristic that makes a good teacher besides a big concern for the welfare of their students" (lines 198-200).

In Math Education the responses were similar to the other disciplines. While some participants in Math Education spoke directly of the importance of feeling cared about, the conversations on *care* were often more about the significance of the moments they were remembering. Angie's response specific to caring was the briefest: "They were passionate about teaching. . . but they were very open with us as students. . . They were more like, 'we're not friends, but I care about your lives.' Things like that" (lines 181-184). When asked about the difference between a teacher who made class interesting and one who did not, Angie discussed the personal qualities she found important: "Probably like being a person. Like being able to be a person and be a teacher at the same time, and a level of trust" (lines

222-223).

Ren was less specific regarding feeling cared about, but did describe a moment beyond academics that was important to feeling cared about: “Just that they kind of made us understand that, you know, ‘this is something we have to do. . . It’s not something to stress about, right, and you know not to be worried if you get a bad grade’. . . and they would bring food for us and help us relax” (lines 209-212).

Tonya was more specific in her responses concerning feeling cared about. When asked what made a teacher memorable she responded, “Well, he knew all the students on a personal level, rather than just cared about their education. He knew you as a person outside of his class, which I think is important” (lines 17-19). Tonya also felt altruism regarding her future students: “One of my main philosophies in education is to care about your students on a personal level” (lines 71-72). In discussing similarities and differences in teachers she found engaging, Tonya remembered an English teacher: “She, like, took people aside and cared for them as individuals. She knew who was going through what” (lines 198-199).

Tom was the most specific of the Math Education participants regarding feeling cared about. When asked about what made the good teachers memorable, Tom replied:

> With all my favorite teachers, they truly cared about how I was doing, and how I succeed. The really important thing was that they called me out whenever I was being particularly lazy and I felt like they cared about me. And I’m not sure if that is particularly true for all teachers that I know. (Lines 19-23)

Tom repeated “feeling cared for” several times, and in describing its importance, said: “The fact that they care about me as a person really meant a lot” (lines 37-38). Tom thought caring was necessary to a good teacher-student relationship: “Like showing that you actually care about the students’ education, and their learning, and creating a positive environment for

them" (lines 102- 103).

The narrative that emerged through interviews was about wanting to *feel noticed, comfortable,* and *cared* about. Helen, when asked about why she remembered a teacher, said: "She made students feel important and intelligent" (lines 54-55).

Cameron, when asked the same question said: "He genuinely seemed interested in us. Even if he was faking it, he seemed like he was interested in any small aspect of our lives" (lines 86-88).

Ren responded that students, "feel like they are learning in that they're being bettered in that class by that teacher" (lines 134-135).

Tonya stated plainly: "They actually cared about me" (line 58).

Tasha talked about the classroom as an environment: "They always just created that environment where I felt comfortable and welcomed. . . where I could grow and stuff like that" (lines 225-227).

Meg responded: "I know I always loved going to class where the teacher took time to get to know us, to establish a relationship" (lines 333-334).

Lou talked about being noticed: "Just like them knowing that they see us is really important because a lot of [students] feel like they're invisible" (lines 105-106).

Interviews revealed traits that were consistent when pre-service teachers described the personalities of the teachers they remembered as good teachers. People who are accessible, emotionally and physically, people able to demonstrate caring and nurturing are remembered as good teachers. This is supported by Noddings (1984), who suggests that caring should be at the heart of education. According to Hayes, Ryan, and Zseller (1994), the two aspects that are necessary components of caring in a teacher-student relationship are "the trustful acceptance of

the receiver of caring by the sender of caring and the necessity of action that demonstrates caring. . . therefore, the receiver of caring is the student and the sender of caring is the teacher" (p. 3). Based on the participant response, *caring*, as well as descriptions that contribute to feeling *cared for*, is well supported as an identifiable trait for a good teacher.

Good Teacher Adjective Comparison

Table 2 below shows specific adjectives used to describe good teachers. Adjectives with one asterisk are words that occurred more than once and in more than one discipline. Adjectives with two asterisks are words that were found multiple times among all disciplines. As a tool for comparison, the adjectives show a consistency among descriptions, and supports identified themes.

Across disciplines, adjectives align with the categories of *caring* and *comfortable* as traits unique to the emergent theme of "good teachers." Among the adjectives that were used across the three disciplines, *human* was the most frequently used word. *Caring* was also used across disciplines. In addition, *care* was used repeatedly (though it was not counted in the table below because it is a verb).

Table 2 **Good Teacher Adjectives**		
English Education	Social Studies Education	Math Education
Committed	Warm	Human**
Happy	Bubbly	Passionate
Connected	Open	Cool
Helpful	Welcoming	Professional
Outgoing	Human**	Caring**
Prepared*	Engaging	Engaging
Humorous*	Caring**	Personable
Genuine	Helpful	Accepting
Excited*	Outgoing	Energizing
Human**	Humorous*	Positive*
Positive*	Positive*	Prepared*
Available	Encouraging*	Encouraging*
Funny	Fair	Interesting
Caring**	Inviting	
	Relatable	

Theme Two—Traits of Good Teaching

Another theme that emerged from the data was the importance of good teaching. The focus of this theme is specific to participant responses about the curriculum they remembered, but it is more relevant to the pedagogical approaches of remembered teachers. The theme of "good teaching" is relevant to the curriculum-focused questions on the interview protocol. The original intent of these questions was to understand the role a teacher's curriculum played in the establishment of a teacher-student relationship.

Like the theme of "good teachers," participant responses were consistent, but as is expected within a grounded theory study (Glaser and Straus, 1967), the original focus intended to examine the importance of curriculum for building relationships evolved to become more about pedagogy and less about content. Like the first theme of "good teachers," "good teaching" contributes to the narrative that addresses the primary research question how they believe their relationships with previous teachers may have shaped their desire to

become a teacher.

Of the most frequent qualities the participants used to describe their perceptions of good teaching was a teacher's ability to actually teach, as well as their ability to make learning fun and/or engaging. According to Korte, Lavin, and Davies (2013), among the "traits rated as most important factors in good teaching," knowing subject matter, enthusiasm, and a sense of humor were listed in the top five (p. 145).

Among the participants of this study, variations of the phrase "I learned a lot" was repeated throughout the interviews, and all participants discussed a level of engagement from their teachers that was specific to them feeling like they were learning. The descriptions of engagement and learning add a depth to the classroom experience and the image of positive relationships between students and teachers.

When asked about why she remembered one teacher more than others, Sandy said: "I think usually it had to do with the amount of stuff I learned" (lines 30-31). When asked about types of lesson plans she liked, she discussed an English teacher's ability engage her: "I respected her because of the amount she was able to teach us in a short amount of time. . . It wasn't necessarily the type of lessons, it was just sort of the environment and the amount I was able to grow within that class" (lines 347-351). Sandy also talked about her image of good teaching and remembers a specific teacher: "It was always easier when we enjoyed what we were learning, when it was fun and we were engaged" (lines 176-177).

Helen is specific in how the curriculum was influential in establishing a relationship and described her favorite activities in terms of engagement: "If you had a lesson I was really into, like, Brownie points. Our relationship was so much better. You can tell when you have a good teacher when you feel like each class is fun and you gain knowledge" (lines 399- 402).

When asked what it was about these teachers that made them so memorable, Helen said: "All of them played music in their classrooms and it really calmed me down. In 7th grade Mrs. H, she was a lovely woman, she had all these fun projects for us which I just loved" (lines 48-50).

Cam discussed his history teacher, describing an inspiring moment: "We talked over topics as part of the history class, and to suddenly understand, it was really moments where he got very emotional and very inspiring" (lines 136-138). Cam identified good teaching in terms of things he found engaging: "I liked Mr. B, and the things he was excited about were things I would get excited about. The little interesting history tidbits or weird facts that you wouldn't find in the teaching book or preparing for standardized tests" (lines 271-274).

Lana mentioned several teachers in her discussion on how the better teachers made learning enjoyable: "We did silly things. We made rap videos for science. . . So different approaches but [teachers were] excited about their assignments" (lines 218-221). At one point she became more specific: "They're [teachers] really trying their best to make things fun for you and not just printing off worksheets. . . they're trying to make it engaging, they're trying to be creative. . . and it works" (lines 263-267).

In Social Studies Education, Tasha talked about good teaching in terms of learning as opposed to doing test prep: "I feel like they were never the teachers that pushed the standardized test. I feel like [with them] I learned a lot. . . They never, like, pushed the standardized testing on us" (lines 110-118). Like in other participants, Tasha identified good teaching as learning as opposed to doing worksheets: "Those teachers, like I said, that opened things up for discussion and not just worksheets. . . Even day-to-day things could be pretty different, but they have the same energy throughout their lessons" (lines 138-139 & 181-182).

Meg described good teaching as personal to learning: "They were all open and would

always make sure [we] understood the material" (lines 267-268). She also described good teaching as engaging: "I'm super competitive so the games were always good. . . I also liked when we could go ask questions, and if a lot of people had the same questions, we would discuss it as a class" (lines 289-293).

Lou was specific to good teaching being fun: "She was really good at like, helping us be creative and giving us different projects. . .like bringing in activities and letting us have fun" (lines 6-12). When speaking specifically about one teacher she said: "She would let us be creative with it, and be like, 'you could explore this, or do this'" (lines 142-144).

Kyle placed an emphasis on good teaching being enjoyable, but also on wanting to learn: "He was very knowledgeable about the subject but also fun and enjoyable. And engaging. He helped us develop writing skills. . . he prepared me" (lines 17-21). Within the interview, Kyle identified his perception of good teaching: "They were actually knowledgeable in their subject and had the ability to help other people obtain knowledge of the subject" (lines 213-214). Like many other participants, Kyle sometimes compared good teaching with what he perceived as bad teaching: "I like face to face teaching, as opposed to teaching from the textbook, and then pretty much having teachers assign busy work" (lines 282-283).

Among Math Education participants, descriptions of good teaching were consistent with English Education and Social Studies Education. Angie described one of her favorite teachers in terms of the quality of instruction and having fun: "She's really good, we didn't lecture and that was awesome. So, she was really good at, like, bringing activities and letting us have fun" (lines 6-9). Also, like many other participants, Angie mentioned that good teaching was often at odds with test prep: "They taught us the material. They didn't just teach to the test" (lines 112-113).

Ren also mentioned good teaching as having learned something: "[Students] feel like they are learning something in that they're being bettered by that class and that teacher" (lines 134-135). A bit later she described good teaching as, "It would be that connecting to real life, that showing [students] that this isn't just mindless facts that they have to memorize. . . you know, it they learn it's going to make a difference" (lines 196-200).

Tonya described good teaching as inspiring: "So, it kind of empowered me to be like, okay, I don't have to trust all these old dead people from a long time ago. Like, I can do this, and I think that really inspired our whole class to just explore more" (lines 82-85). Tonya also mentioned a teacher's ability to create a community: "Since it was group work, it was like, it made the class community more together than a lecture-based class. . . you know, the whole class is going to be together" (lines 221-223).

Tom discussed good teaching in terms of teachers actually teaching: "All of the teachers that were particularly memorable to me were human. They weren't just behind the desk, or at the lecture board talking stuff" (lines 14-16). Tom also talked about the importance of expectations and engagement: "They saw that I finished something very quickly, so they would give me some other way to think about the problem or to approach it differently. . . I was always moving, and I was always invested" (lines 194-199).

The common thread in all these discussions was a level of intellectual engagement where participants felt they were being taught and were learning. Engagement was a quality described by all participants. In these descriptions, 'fun' was equated with engagement and learning.

Participants exhibited a consistency in descriptions of what was perceived as good teaching. Other qualities identified and mentioned by participants, were coded as "they were

prepared," "they told stories," "they created an environment I liked," "they were helpful," and "they had high expectations." The narrative that emerges is one of common, identifiable qualities of good teaching that contributed to established relationships.

Regarding "curriculum," the discussions were occasionally about specific curriculum or types of curriculum (such as games and activities), however, comments were more often about pedagogy—the curriculum and how it was presented. According to Heath and Heath (2018), what participants are describing are "memorable peak moments [that] fall under the umbrella of "deeper learning," a term that encompasses project-based learning, portfolios, and student exhibitions" (para. 3). The emergent theme of "good teaching" suggests pedagogy is important when considering curriculum and instruction in the context of student-teacher relationships. The responses from participants were relevant to how pre-service teachers viewed themselves as future teachers.

Good Teaching Adjective Comparison

Table 3 (below) is the adjective comparison for descriptions of good teaching across disciplines. As with the vocabulary comparison for good teachers, there are consistencies among the three disciplines. Where some "good teacher" adjectives may have been mostly synonymous, the diction used among participants to describe what they remembered as good teaching is less synonymous and more identical. For this comparison, the words, *inspired* (or *inspiring*), *fun*, *effective* and *engaging* were used multiple times within all disciplines.

The nouns *projects* and *activities* were the most frequent words that were used in describing the teaching and curriculum they remember (but are not included as they are not adjectives). These nouns were specific to curriculum, whereas the adjectives were more related to the pedagogy of the teacher being remembered.

Table 3 **Good Teaching Adjectives**		
English Education	Social Studies Education	Math Education
Inspiring/inspired** Creative* Challenging* Fun** Effective** Engaging** Interactive* Energetic Enjoyable* Prepared*	Inspired** Creative* Fun** Effective** Engaging** Interactive* Enjoyable* Passionate Structured Committed Funny	Inspired** Fun** Effective** Engaging** Challenging* Interesting Intentional Prepared* Amazing Energizing

Theme Three—Bad Teachers and Intrepid Altruism

The theme of "bad teachers and intrepid altruism" is the most significant theme that emerged from the series of interviews. It is specific to the research question that guided this study on the significance of teacher-student relationships and the decision to become a teacher. It is also the foundation for an emergent theory that addresses a specific difference taking place regarding what has been described through the research as altruistic reasons for wishing to become teachers (Allison, 1982; Brookhart & Freeman, 1992; Lortie, 1975; Thomson, Turner, & Nietfeld, 2012).

What becomes apparent within the data is that participants had preconceived ideas of what being a good teacher and good teaching looks like. This is consistent with Decker and Rimm-Kaufman's (2008) belief that students come to the profession with pre-existing schema (p. 46). Within the data, all participants at one point or another began generalizing about their perceptions of what teaching should look like. When probing question were asked, the responses were as much influenced by their experiences with "bad" teachers as

they were with "good teachers." The responses regarding bad teachers were as frequent as the responses specific to good teachers. Often, the descriptions of bad teachers were provided even when the question was actually asking for stories about good teachers and effective teaching.

Bad teachers. The consistent descriptions of bad teachers helped generate an unexpected theme regarding teacher-student relationships. Across disciplines, the narratives that described bad teachers were illuminating and sometimes offered with great emotion.

For Sandy in English Education, she remembered her bad teachers as "not putting any effort in to the class" (line 61). Further she described, "When I didn't like the teachers, it caused so many more troubles or issues. . . it's out of the students' hands because there's nothing we could do to make it a good experience for ourselves" (lines 186-189).

Helen remembered her bad teachers: "I feel like none of them wanted to deal with me or help me. Like, I was frustrated, and she would just ignore me" (lines 86-90). Helen later gave a specific description: "Very disengaged. Monotone. Didn't share stories or make it personal. Just like, 'here's this information, write it down.' Just textbook kind of teachers" (lines 385-388).

Cam had similar descriptions: "They would just, like, read a little spiel for five minutes, then 'read the book, look for these questions, and these are what will be on the standardized test.'" (lines 259-261). Later he continues: "They didn't seem like they necessarily wanted to be there for the most part" (lines 294-295).

Lana's descriptions were also similar: "I mean she was there to clock in and clock out" (line 65). When describing the teaching, she remembered: "I watched more *Magic School Bus* then I've ever watched in my life in that class. I mean, that's all we ever did. . . She didn't talk to us, did not even try to appear like she cared about us" (lines 47-50).

In Social Studies Education the responses were the same. Tasha, when asked for anecdotes on teachers that were not good, responded: “It was just ‘here’s your worksheet, do it.’ This is what you’re doing every day. . . it was come in, sit down, here’s your worksheet, do it, you’re going to be tested” (lines 94-98). Like others, Tasha described these teachers as, “this is what you’re doing. I’m here to be your overseer and that’s it” (lines 31-32).

Meg described a bad teacher she remembered as not being confident (line 79), and described the teaching: “I mean it just seems like we would do a worksheet from our textbook and that’s it. He would kind of get agitated if we asked a lot of questions” (lines 325-327).

Kyle’s anecdote about an uninspired moment was specific: “I had one teacher who spent, like, the first quarter of class just checking Facebook. That really perturbed me, because it was wasting our time” (lines 133-135). Kyle also remembered teachers who were consistent with other descriptions of apathy and disconnect: “[Teachers] would pretty much briefly explain, then expect you to do busy work. . . then the teacher merely took attendance and did test things” (lines 239-243).

In Math Education the descriptions were just as consistent. Angie remembered one teacher as, “It was a lot of doing homework and the we get to class and do nothing. It was a waste of my time, like, why would I come?” (lines 41-43). In another class she remembered: “You’d take notes on certain chapters of the textbook, take notes and then when it was videos, we had, like, a worksheet” (lines 127-128).

Ren gave a lucid and clear example of what was typical among the descriptions of bad teachers:

> It was, read out of a book. We did worksheets. We did quizzes. We took tests, and it was the same thing over and over and over again. And the teacher didn’t even lecture.

> He just, 'okay, read your book, complete this worksheet, when you're done with that, we'll have a quiz.' At the end of every chapter, we'd have a test. (lines 60-64)

Ren went on to say: "There was no way for me to be challenged with those classes. There was no desire for the teacher to go above what the state required them to do" (lines 82-84).

Tonya described her bad teachers as making her feel ignored: "They didn't care. . . but would just walk right past you and not really say anything" (lines 38-41). She also described bad teaching as focused on worksheets: "In those bad experiences it was lecture and then worksheet. . . If I was bored I could tell the teacher was bored. Worksheets, boring worksheets" (lines 150- 154).

Kyle remembered a specific moment with a teacher he did not enjoy:

> He would go out of class when we had our textbooks. . . while we were doing, like, a worksheet, and then he would come at the end of class, collect the worksheets and have us go. That whole structure was just demoralizing. (Lines 162-167)

These descriptions provide a quality of disinterest and apathy that is distinctive. This study began with a focus on the influence of teacher-student relationships in motivating students to become teachers. Data indicated that relationships were nuanced between good relationships and bad. As grounded theory, it could be argued that bad teaching was as much the absence of a positive relationship as good teaching was the establishment of a positive relationship. Montada (1992) suggests that altruism can be the result of moral outrage. Based on participant responses, moral outrage is a likely explanation for why some students wish to become teachers.

In response to questions involving remembered moments about teachers they did not enjoy, participants offered remarkably similar descriptions. In one study seeking to determine characteristics of good and bad teachers, Strikwerda-Brown, Hodgson, Palmer,

and Watts, (2008) noted that, “Generally the views about poor teaching were quite consistent and demonstrated the considerable impact that teacher/student relationships, and also teacher behavior, have on learner perceptions” (p. 36). Among their descriptions for bad teachers, the authors cited *inconsistency* and *disconnect* as the most frequent. Strikwerda-Brown, Hodgson, Palmer, and Watts also described responses where students felt teachers were being mean and disrespectful. Within the data for this study there were also descriptions of moments where individual participants felt teachers were angry, mean, and/or disrespectful, but the descriptions of apathy and detachment were consistent among participants. When participants were asked why they wanted to become teachers, the descriptions of bad teachers often were mentioned as a kind of justification, without prompting.

The adjective comparison in table 4 is focused on adjectives used by the participants when describing their bad teachers. All participants across all disciplines had specific images of the teachers they either wanted to *offset* or of bad teachers who influenced them to want to become teachers. The adjectives are mostly synonymous to each other, with variations of *rude*, *apathetic*, *disengaged*, *rigid*, and *uncaring*, among other words.

The diction used by the participants is individual and personal, which supports their desire to teach with an intention to affect their future students positively. What is also significant is the frequency and intensity of the word *worksheets* within descriptions of bad teachers. *Worksheets* and *standardized test preparation* were significant topics in interviews, and given the literature presented, suggests a connection to a teacher’s relative emphasis on high-stakes testing. The disdain for worksheets would support that the high-stakes testing environment may be affecting the perception of teaching as a profession, as well the image of what it means to be a teacher for those seeking to enter the profession (Flinders & Thornton, 2017; Kim, 2018; Kozol, 2007).

Table 4

Bad Teacher Adjectives

English Education	Social Studies Education	Math Education
Mean*	Mean*	Boring**
Apathetic	Boring**	Unprepared
Boring**	Assertive	Authoritative
Disrespectful*	Confrontational	Antagonistic
Disengaged	Rude	Dehumanizing
Impersonal	Disrespectful*	Demoralized
Unemotional	Inefficient	Disengaged
Uncaring	Harsh	Unengaging
Uncharismatic	Standoffish	Unapproachable
Lazy	Crappy	Uncaring
Uninteresting	Closed-off	Rude
Horrible**	Contentious	Polarizing
Unwelcoming	Agitated	Regimented
Afraid	Argumentative	Forgettable
Monotone	Repetitive	Nightmare
Disconnected	Ineffective	Saltine
Cold	Disengaging	Sexist
Mechanical	Dismissive	Derogatory
Distrustful	Uncaring	Grimy
Negative**	Unintelligible	Demeaning
Uncomfortable	Distracting	Horrible**
Rigid	Horrible**	Rigid
Unkind	Negative**	Uninvolved
Insulting		Negative**
Miserable		Uncomfortable
Authoritarian		
Spineless		

Altruism. At some point during the interviews, each participant discussed teaching as something altruistic. In English Education, Sandy, when asked about what influenced her decision to become a teacher revealed her altruistic leanings:

> I just want to be one of the teachers that helps their students learn, and they're having fun, and they're excited, and they care about your kids. And so through the years I just realized that teaching, I mean it's good, it's a good thing to do. You're

helping students hopefully. (Lines 202-206)

Later in the interview, Sandy was asked how a teacher she didn't enjoy might have influenced her decision to become a teacher, she mentioned that, "she had more bad teachers than good" (lines 193). Later, her reply was very specific:

> I think their (bad) lessons influenced me a lot. Generally, especially for the apathetic teachers, the lack of interesting lesson plans that we know that they didn't put very much effort into it. . . those teachers would just tell us to read the book and then class would let out. (Lines 358-362)

For Sandy, her image of the exciting class, where the kids were smiling and having fun, was opposite to the "apathetic" class she describes, but this apathetic class was also specific in detail, and it was described in answer to her influences to become a teacher. Sandy's image of the perfect class was strongly influenced by her memory of a negative experience as a K-12 student.

Helen was asked about what 'things' influenced her decision to become a teacher, also became altruistic:

> Just humanity, honestly. I know it's kind of weird, and like a complex word, but really, like, oh gosh, teaching is so important. Bringing up our next generation is like, literally, like teaching hundreds of students a year, things you've been taught, and just those human connections. (Lines 298-302)

Helen was also asked about the influence of teachers she didn't enjoy, and her description was detailed:

> They were very disengaged, monotone voice, didn't share stories, or make it personal. Just really, like, 'okay, here's this information, write it down, that's all you need.' Unemotional really, just textbook and note kind of teachers. (Lines 385-388)

Where Helen had images of making human connections and the importance of teaching, she described in detail the disengaged teacher who did not make it personal.

Cam, in his interview had a clear vision of what a perfect day teaching would look like, and when asked he described: "Everyone comes in, we do our lecture, maybe get some laughs at some jokes. Yeah, a happy environment, but at the end of the day they still learn something and there's like a connection made" (lines 179-181). When asked directly how much he felt the teachers he didn't enjoy influenced his image of this perfect day, he replied: "Ah, probably a lot" (line 202). Cam explained:

> Whenever the worksheets were brought out it was like, 'alright class, let's go over this sentence structure worksheet,' and the teacher passes it out, and you do it in five minutes, and a they didn't have to do anything but give me a worksheet. (Lines 322-325)

Cam, like others, described an experience where they were given work with no instruction and 'told to do it.' The repeated image of "bad teaching" is provocative. With Cam, his image of the perfect day included lecture, joking, fun, and learning. That image was influenced by his memories that were opposite to his enjoyable K-12 experiences.

Lana, like the other participants was altruistic regarding wanting to teach, but also gave a contrasting view of teaching that figured in her decision to become a teacher:

> I kind of see teaching as a service, like, it's something that I'm excited to do and that I think will be really fun. But it's also something, I mean, you're educating the next generation. You have to have a passion for doing that. You have to realize the important of it, and I think a lot of teachers were just there because it was a job. . . and that's not enough to be a good teacher. (Lines 282-288)

When asked how bad teachers might have influenced her decision to pursue a career as a

teacher her response was equally as focused:

> When I think about the type of teacher that I actually want to become, I then find myself thinking about my bad teachers. In this way, although they did not spark my interest in teaching, I believe they are also important to the process of my becoming a teacher because they have shown me what I need to avoid when I actually enter a classroom. (Lines 291-296)

While Lana credited her good teachers as influential to her decision to teach, it is notable that her decision is contextualized by her bad teachers and her wish to "avoid" teaching like them.

Among the Social Studies Education participants, the responses were equally as compelling. When asked about how her good teachers influenced her decision to become a teacher, Tasha replied: "Oh, they influenced me very much. . . They have done so much for me that if I can do equally what they did for me, for like one other student, then that's why I'm here and what I want to do" (lines 160-162). When asked how she felt her bad teachers influenced her decision to become a teacher, Tasha responded: "About the same [as good teachers] . . . I want to make sure that other students don't have to keep having that experience" (lines 166-170).

Meg is one of the few participants that did not speak plainly about altruistic reasons for wanting to become a teacher, but she did mention her wish to "go the extra mile" for her students when she becomes a teacher (line 246). Meg's responses to her influences for wanting to be a teacher were specific. When asked how influential her bad teachers were, she responded: "So much. So there would be [fewer] bad teachers. Yeah, we need that" (line 251). Within Meg's descriptions of her bad teachers there was a repeated description of worksheets and what she perceived as apathy towards teaching and the students.

Lou described wanting to be a teacher from the time she was very little, and when asked

how her good teachers influenced that decision, responded: “It solidified it” (line 282). When asked specifically about how her bad teachers influenced this same decision, her response was specific: “If anything, they made me want to do it so that people like them didn’t. . . And so, knowing that, like, at some point someone could have a teacher that actually likes history, and would make it good for them” (lines 298-299). Lou described the bad teachers she remembered in terms of apathy, but she also discussed her memories of these teachers as having issues with classroom management as well.

Kyle was more specific regarding altruistic reasons for wishing to teach. There were several instances where Kyle discussed wanting to teach because “it’s important” and wanting to “help people” have a better life (lines 415-421). Kyle’s altruism, though, became very influenced by his comparison of good and bad teachers:

> Honestly, like, you don’t notice how good a teacher is unless you compare them to how bad a bad teacher can get. Like, my view of the perfect day teaching is kind of influenced by what I did not enjoy by the bad teachers. I want to avoid the pitfalls that they had. (Lines 147-151)

Kyle said, “So I pretty much want to be a competent history teacher and try to offset the neglect that the field has in high school, middle school. Pretty much the education system” (lines 424-426). Kyle’s discussions of bad teachers were specific to what he perceived as apathy towards teaching and students.

In Math Education, Angie discussed wanting to be a teacher from the time she was very little (line 161). When asked if bad teachers had any influence on her decision to teach, her reply was telling: “It made me want to do it so people like them didn’t” (line 170). Angie demonstrated an intrepid quality to her altruism, fearless, undaunted, and defining in her image of herself as a teacher.

Ren mentioned teaching as a career that had always been on her "radar" (line 285) and was altruistic in her reasons: "I wanted to, you know, have that opportunity to be that someone for somebody else" (lines 41-42). She repeated this sentiment a couple times, and when asked how her bad teachers influenced her decision to teach, she was specific:

> I think they had a really big influence on [my decision], because I wanted to not necessarily replace them, but be that good teacher that can maybe balance out the ones that students maybe don't like so much and be able to kind of change their attitudes a little bit. Show them that even if they had 'bad math teachers' before, that doesn't mean that math is bad. (Lines 289-294)

Ren was altruistic in her concern and wish to be helpful but was also focused on what she perceived as bad teachers and her desire to "offset" that negative experience for others. Like others, Ren's discussion on her bad teachers was consistent and repetitive concerning teachers who were apathetic and lazy in their approach to teaching and their students.

Tonya was altruistic in wanting to become a teacher, but when asked about influences that guided her into the profession, she gave a different description:

> It's making sure that kids don't have some of the same bad experiences I had in school. . . I want kids to want to come to my class and I want kids to know, like, there is a lot of kids out there that don't have the support at home that's needed. I want to be that support. . . I want to have that relationship with all my students. (Lines 158-163)

When asked how these bad teachers influenced her decision to become a teacher, Tonya replied: "Actually, even more. Like I said, I don't want to be that teacher, so it's kind of learning what not to do" (lines 183-184). Tonya's descriptions of her bad teachers were similar and consistent with the other participants, but also characterized these teachers on a

more personal level. Where her responses were coded as "apathy" several times, for Tonya, apathy transcends into descriptions of feeling ignored (lines 40-41).

Tom also used altruistic descriptions when discussing his reasons for wanting to teach but also gave credit to his good teachers: "If it weren't for my good teachers, teaching would not even be a consideration of mine" (lines 286-287). When asked about the influence his bad teachers might have had on his decision to become a teacher, Tom became intrepid about the profession:

> It is definitely a driving factor that I want education to not look like this anymore, and I want to be part of the change that I wish to see in the world. . . I want to raise up a group of people who will education the future generations in a way that's better than the teachers that I had, because I just think that there's some really bad teachers and I'm sick of this stigma that people have towards teachers. . . I find education can be such an incredibly important part of society, and I think a lot of people recognize that, but because of how blatantly bad some teachers are, it's not. That overshadows the dignity of teaching. (Lines 295-306)

Tom's descriptions of bad teachers were mostly descriptions that were coded as apathetic or lazy, but he, like others, also described not feeling cared about and/or ignored.

The consistent descriptions from participants suggested that the theme of good teaching is incomplete unless considered simultaneously with its opposite—bad teaching. In short, all the participants found it difficult to describe what they felt teachers should be like—who they called *good* teachers-- without discussing memories of teachers they would never want to be like—who they called *bad* teachers.

Almost all participants were specific that their bad teachers were equally, if not more, influential in their decisions to pursue a career in teaching than their good teachers. After

poring over the data, I realized that the altruism with which students were acting was somewhat different than the altruism as characterized by Lortie and others (Allison, 1982; Brookhart & Freeman, 1992; Lortie, 1975; Thomson, Turner, & Nietfeld, 2012). This form of altruism was not just a desire to do good in the world, but to actively work to prevent the bad.

The word *intrepid* is most often "characterized by resolute fearlessness, fortitude, and endurance," but the origins of the word are from the Latin, *intrepidus* from *trepidus,* which means "alarmed" (www.merriam-webster.com/dictionary/intrepid). Participants consistently expressed a wish to teach for altruistic reasons, the same kind of altruistic reasons that have motivated individuals to teach for generations (Brookhart & Freeman, 1992). However, participants also consistently expressed a desire to teach in response to what was perceived as alarmingly negative experiences with bad teachers. The moral outrage that students felt about their experiences with bad teachers motivated them to become teachers so that they could bring to their future students the comfort, care, and expertise that they had been denied.

Considered in this light, it can be said that participants were motivated to become teachers at least as much through a sense of *intrepid altruism,* an impulse to actively work to prevent the bad, as the "desire to do good in the world."

Conclusion

The theme of "bad teachers and intrepid altruism" is significant regarding the original research question, *What effect, if any, do students' perceptions of their previous relationships with K-12 teachers have on the decision to become a teacher?* The data suggests that the perceived relationships pre-service teachers have had with their K-12 teachers had been influential in their decisions to become teachers.

The influence is nuanced, though. All participants felt that they had been influenced by a good teacher at one point and felt that much of their perception of teaching was largely related to their experience with these teachers. But, participants felt just as strongly, sometimes more so, that they had been influenced to teach in response to bad teachers. Many of the participants were specific in hoping to teach so future students wouldn't have bad teachers like the ones they had. This is the emergent theory of "intrepid altruism" that is not well represented in the research literature as to why students choose to become teachers.

Chapter 5—Discussion

[Kids] don't remember what you try to teach them. They remember what you are. (Jim Henson)

Introduction

This study hoped to gain a better understanding about pre-service teachers, and the extent to which the decision to teach may have been influenced by perceptions of the relationships pre-service teachers had with former teachers. To do this, I consulted historic and contemporary research on student motivations for becoming a teacher. Over sixty years of research identifies altruism as a fundamental reason students seek to enter the teaching profession (Allison, 1982; Freeman, 1992; Lortie, 1975; Musemech and Adams, 1978). It turns out that students are entering the teaching profession today for many of the same reasons that they entered the teaching profession in the 1950s (Fielstra, 1955; Thomson, Turner, & Nietfeld, 2012).

While studies from 50 or more years ago typically included considerations of previous student-teacher relationships, fewer recent studies have examined the influence of student-teacher relationships on the decision to become a teacher (Allison, 1982; Brookhart & Freeman, 1992; Thomson, Turner, & Nietfeld, 2012).

Of course, much has changed with regard to K-12 public education over the past half century. Because motivation is contingent upon context (McCaslin & Lavigne, 2010), I highlighted distinctive features of the current context of education, including a historical glimpse at competing theories and priorities. I also investigated the enduring impact of concepts, such as task-based efficiency and measurement of tangible outcomes, promulgated

by Bobbitt and Taylor more than one hundred years ago.

Chapter two included a discussion of the impact of major policy shifts, such as the stringent, federal mandates contained in the *No Child Left Behind* legislation (2001). The literature review also included discussion of distinctively 21st century features of public education, such as reforms and testing, accountability, and expanded pathways for prospective teachers. The literature review ended with a discussion of the influence of role models on a student's motivation to become a teacher.

Summary of findings

The original research question that guided this study was, "What effect, if any, do students' perceptions of their previous relationships with K-12 teachers have on the decision to become a teacher?"

It would be insufficient to note that findings substantiate that pre-service teachers were influenced by altruism and inspired by great teachers. Results were much more complicated than that.

According to Mills, Birks, and Hoare (2014), in grounded theory, the initial research question begins the process of discovery, but "as the research progresses, the researcher is able to focus the research question more narrowly" (p. 72). The data from this study suggested that the perceived relationships with K-12 teachers had been influential in the decision to pursue a career in teaching. However, the data also suggests that a student was as motivated (perhaps more motivated) to become a teacher by bad teachers as they were by good teachers.

The category of *bad teachers* is based on the characterizations offered by participants and was solidified by an analysis of the adjectives that were used. The

most prevalent descriptions for bad teachers were variations on the term *apathetic*. The data suggests a perceived sense of detachment and a lack of enthusiasm among bad teachers. *Bad teaching* and *bad teachers* were associated with high levels of disdain from participants, both in terms of word choice and emotional tone during the interviews. Often a level an animation would accompany participant descriptions, suggesting that there were "peak moments" that were significant enough to be remembered (Heath & Heath, 2018, para. 2). Thomson, Turner, and Nietfeld, (2012) suggest that such moments create and "embed schema" in pre-service teachers, guiding perceptions of how they imagine themselves as future teachers (p. 326). Participants identified intentionality as key to instructional and curricular choices.

When discussing bad teachers, *worksheet(s*) was used repeatedly by all participants. The descriptions often included mention of testing and test preparation. Overwhelmingly, the responses from participants offered an extremely negative view of teachers whose curriculum and pedagogy revolved around testing or test preparation. Of course, not every teacher who participates in preparation for tests and not every teacher who hands out worksheets is a bad teacher. Yet, descriptions given of teachers perceived as bad usually involved scenarios in which these teachers leaned heavily on a battery of worksheets and testing.

Often, bad teachers were perceived as *uninvolved*, *disconnected*, and described as showing *little engagement*. While participants considered these individuals to be bad teachers, these teachers may have been simply following guidelines mandated by their schools.

Regarding the data identifying good teachers and good teaching, results from this study offers a deeper, more nuanced understanding of the characteristics that students

perceive as essential for the development of a positive relationship. Curriculum is significant, but the data showed that students were really more concerned with *pedagogy*—how teachers taught--than curriculum—what was taught.

Altruism remains the primary reason participants seek to enter the profession. This concurs with decades of research (Allison, 1982; Brookhart & Freeman, 1992; Lortie, 1975; Thomson, Turner, & Nietfeld, 2012). While teachers are still entering the profession for the same reasons that they have been for the last sixty years, they are also entering a profession with beliefs about good and bad teachers. Participants in this study viewed bad teachers as a kind of dissonance and they want to challenge the dissonance. The impulse to challenge dissonance is a sort of altruism that, to my knowledge, has not appeared in the literature to date.

Lortie (1975) identified (and labeled) attractors that traditionally guide college students into teaching. Lortie's first three attractors are altruistic. The first attractor, *The Interpersonal Theme*, which is a desire to work with young people, is supported in the data from this study. The second attractor, *The Service Theme*, which is to do something significant and important, is also supported by the participants in this study. Lortie's third attractor, *The Continuation Theme*, opportunities to be involved in school activities and sports, is supported by the participants of this study, but similar to Brookhart and Freeman's (1992) study, it is much less significant than the first two attractors.

The last two of Lortie's attractors, *material benefits* and *the theme of time compatibility* (p. 29), are not represented in this study to any extent. What's more, *time* and *material* themes as attractors for entering the profession are not only absent from this study, and from recent studies, but the lack of these attractors are among the reasons being cited for teachers leaving (Westervelt & Lonsdorf, 2016).

While all participants expressed feelings of altruism, they also overwhelmingly expressed a strong sense of *intrepid altruism*. Participants were facing challenges within the profession that they found alarming. Their view of teaching was equally influenced by their memories of bad teachers as it was by good teachers. Their desire to teach to "offset" the bad teachers is significant and possibly distinctive to the current context of K-12 public education. Participants were confident that they knew what bad teaching looked like. In relation to *bad teaching*, the word *worksheet(s)* was used 36 times.

Although an inspiring relationship with a former teacher is important, a lack of a relationship with a former teacher may be just as important. A relationship with a good teacher helps a student define what they perceive as a bad teacher. Participants for this study bounded their comments on teaching by using two boundary marks: what they hoped teaching would be like, and what they did not want teaching to be like.

This is a distinctive shift from the research that is most commonly focused on the traditional ideas of altruism that guides students into the profession. According to Mattis et al (2009), altruism can be developed through relationships: "Some individuals engage in altruistic action as a result of having established positive relationships with particular individuals or members of particular social identity groups" (p. 72).

According to Oliner (2002), altruistic people who care for others in selfless ways come to define themselves by taking personal responsibility for those in their care (p. 127). According to Mattis et al (2009) "Altruism has been theorized to be a distinctive personality style" (p. 74). The suggestion of a teacher's personality as relevant to establishing relationships is supported by the findings of this study, as well as studies by Mattis et al, (2009), Montada (1992), and Oliner (2002).

Montada (1992), though, points out that altruism may also have roots in moral

outrage. All participants interviewed displayed what could be considered different levels of moral outrage, ranging from disdain to disgust, when describing bad teachers. It takes an intrepid sense of altruism to enter the teaching profession, despite an extended, intolerable run of bad teachers.

All the participants remembered some teachers vividly, but in establishing relationships, there was a good deal of remembered 'teaching' as something professional that included high expectations. Interviews with these pre-service teachers suggest there is some credence to the notion that a teacher can establish positive relationships with students through pedagogy.

Sheridan (2016) equates teachers' beliefs with pedagogical beliefs which "are the very complex views of teachers' knowledge, skills and abilities, used in the reasoning, managing and ways of responding to the interactions of teaching and learning" (p. 2). White and Chant (2014) state that teacher knowledge is different than teacher beliefs, which are "about curriculum, pedagogy, their students, and the greater goals of education itself" (p. 74).

Results suggest that good teachers and good teaching are predicated on a teacher's ability to establish positive relationships with their students. Dadvand (2015) posits that "beliefs are considered to be an inseparable constituent of a [teacher's] knowledge base that define[s] their professional identity" (p. 78). A good teacher must be someone with whom a student can feel *comfortable*, someone who *cares*, someone "*who is there for me*."

Barry & Shields (2017) warn that top down reforms have made teaching a less attractive profession to the younger generation. Nel Noddings (2012) contends that, if schools lose the personal touch of a teacher, that the larger aim of education to help students care about life and learning is in danger. Fully 100% of participants in this study had a teacher, or teachers, who inspired them. They also all spoke, in varying degrees, about wishing to teach

in retaliation for all of the teachers they perceived as detrimental and even, harmful.

Limitations

One limitation of this study is the geographical homogeneity of the participants. All of the participants in this study come from the same teacher preparation program, with many of them having gone to schools in similar districts. This means that testing and test preparation for these participants would have the potential to be similar. Since this research used grounded theory, the emergent theory is specific to participants within a single program.

According to Kuzel (1992), "To sample heterogeneity and research objectives, six to eight interviews [are recommended] for a homogeneous sample" (p. 41). To increase potential for saturation, specific focus of semi-structured interview questions become somewhat repetitive with slightly oblique angles to the questions. This provides an increase of discussion on singular topics and offers a focus for coding that contributes to achieving significant levels of saturation in responses.

Another limitation for this study is that the data provided from the interviews is the only source of data. To address this limitation, the data was looked at through three specific lenses:

1. Emergent themes from pre-service teachers,
2. A cross discipline comparison of data,
3. A descriptive adjective analysis.

Kennedy (2018) suggests adjectives help identify and clarify nouns. The adjective analysis provided a focused view for comparison of terms. As a tool for reliability, adjective analysis proved useful in comparing the words that describe teachers, curriculum, and pedagogy.

Shank's (2002) discussion on finding repetitive patterns was useful for this analysis.

Another limitation on this study began as my bias that a teacher is a significant influence in a student's wish to pursue a career as a teacher. As the interviews progressed, though, I found myself having to adjust my own bias, as participant after participant sought to discuss the teachers they didn't enjoy as often, or more often, than the teachers they did. Where I felt correct in my assumptions that there were teachers who were important to the participants, the data that emerged told a different narrative than what I had originally assumed. Or, at least, the data provided another dimension to what I anticipated.

Future Research

Given that the participants for this study came from the same program, a larger study might interview more pre-service teachers from other geographic areas. Perhaps participants from other areas of the country might use similar descriptions of good and bad teachers, and might note the influence of test preparation in their descriptions of teachers. What if descriptions were radically different?

Other possibilities for future research include quantitative studies that would mine for causational relationships among good teachers and their students and bad teachers and their students. Establishing causational relationships would certainly help inform the preparation of future teachers.

Qualitative studies that seek to understand how current teachers perceive the importance of their relationships with their students would also add a new dimension to this discussion. In other words, it might be interesting to explore teacher perceptions of good students/bad students and compare them against student perceptions of good teachers/bad teachers.

Investigating the rationales and motivations of teachers who focus on worksheets and test preparation would also be interesting. To what extent do they consider student interests vs. predetermined test outcomes? To what extent do they feel they are justified in their curricular and instructional decisions? How do they feel about student-centered teachers who make the effort to teach holistically?

An interesting study would be to interview the participants of this study after a few years of teaching to examine how their perceptions of teaching might have changed. An accepted trope in teacher preparation programs is that, despite intensive interventions, new teachers inevitably wind up teaching as they have been taught. What might that mean for prospective teachers who only encountered bad teachers?

Overwhelmingly the participants of this study had negative views of testing and test preparation. What assessments do students find useful? How does a teacher's assessments affect a student's personal relationship with a teacher?

Conclusion

In trying to understand the significance of teacher-student relationships in the decision to become a teacher, the evidence is clear—relationships matter. While good teachers were identified as important, the concept of "making up" for bad teachers was found to be just as important for prospective teachers. This new generation of aspiring teachers seems well aware of the current context of reforms and testing, accountability, and expanded pathways for prospective teachers. As a result, they possess a palpable sense of moral outrage about bad teachers. In response, they have developed a sense of intrepid altruism to rationalize their decisions to become a teacher.

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Appendix A

Code Book—English Education Interviews

Segments & Codes: Coding frequency and intensity follows each code. Common comparison codes that appear in multiple segments are bolded.

Research Questions:	**Segments**:	**Descriptive Codes:** (frequency) [intensity per interviewee—Sandy, Helen, Cam, Lana]	**Value Codes:** (frequency) [intensity per interviewee—Sandy, Helen, Cam, Lana]	**In Vivo Codes:** (frequency) [intensity per interviewee—Sandy, Helen, Cam, Lana]
What effect, if any, do students' perceptions of previous relationships with K-12 teachers have on the decision to become a teacher?	1-Specific to remembered teachers—positive	-**Influential teachers** (4)[2,3,4,4] -**Positive qualities of teachers** (3)[6,6,0,5] -Higher expectations (1)[3,0,0,0] -Helpful/Nice (2)[1,0,0,1] -Personality was important (1)[1,0,0,0] -Committed to students (2)[1,0,0,1] -Made learning enjoyable & engaging (2)[1,0,0,1] -They cared (2)[0,1,0,1] -Influenced my image of a perfect day teaching (1)[0,1,0,0] -Outgoing/Positive (1)[0,1,0,0] -Prepared (1)[0,1,0,0]	-**Perceptions of good teaching** (3)[1,4,1,0]	-**"I learned a lot"** (3)[4,1,1,0] -"Think on their feet" (1)[0,1,0,0] -"They told stories" (1)[0,1,0,0]
	2-Specific to remembered teachers—negative	-**Angry/mean teachers** (3)[3,1,0,1] -**Apathetic or Lazy teaching** (3)[4,1,0,3] -Playing Favorites (1)[1,0,0,0] -Felt disrespected (1)[1,0,0,0] -Disconnected from the learning process (1)[1,0,0,0] -More bad than good teachers (1)[1,0,0,0] -Teacher doesn't care about them (1)[0,2,0,0] -Different than 'good' teachers (1)[0,0,2,0]	-**Bad teaching influencing perspective of good teaching** (2)[1,0,1,0]	-"Classroom Management" (1)[1,0,0,0] -"Not comfortable going to them" (1)[0,1,0,0] -"Uncharismatic" (1)[0,1,0,0] -"Felt ignored" (1)[0,2,0,0]
	3-Interactions and relationships with teachers—positive	-**Influential teachers** (4)[3,2,2,1] -**Positive qualities of teachers** (4)[2,2,1,1] -**Positive relationship qualities** (4)[5,5,4,4] -Able to mentor students (1)[1,0,0,0] -Being there for students (2)[1,1,0,0]	-**Perceptions of good teaching** (4)[4,5,2,3]	-**"I learned a lot"** (1)[3,0,0] -**"I felt comfortable going to them"** (3)[2,2,0,2]

		-Made me want to be a good teacher (1)[1,0,0,0] -Made learning fun (2)[0,1,0,1] -They created an environment I liked (2)[1,1,0,0] -Influenced me to want to be a teacher (1)[0,1,0,0] -Important that they could develop a relationship with their students (1)[0,0,1,0] -Showed and interest in me (1)[0,0,1,0]		
	4-Interactions and relationships with teachers—negative	**-Angry/mean teachers** (2)[2,0,0,1] **-Apathetic or Lazy teaching** (3)[1,2,1,0] **-Doesn't care about them** (4)[1,1,1,1] -No connection (2)[0,1,0,2] -Playing favorites (1)[1,0,0,0] -Felt disrespected (1)[1,0,0,0] -Lack of trust (1)[0,0,1,0] -Not interested in student opinions (1)[0,1,0,0] -Uncomfortable (1)[0,0,0,1]	**-Bad teaching influencing perspective of good teaching** (1)[0,0,1,0]	-"Not comfortable going to them" (1)[3,0,0,0] -"Would ignore me" (1)[0,1,0,0] "Cold and mechanical" (1)[0,0,2,0]
	5-Specific to how a teacher approached teaching—positive	**-Influential teachers** (4)[2,3,2,2] **-Influential curriculum** (4)[2,2,2,5] **-Positive qualities of teachers** (4)[2,5,1,3] **-Positive relationship** (3)[1,1,2,0] -Positive comparisons of different teachers (2)[3,0,1] -Liked lectures (1)[0,0,2] -Liked discussions (2)[3,0,0,1] -Creative projects were fun (2)[1,1,0,0] -They told stories (1)[1,0,0,0] -They played music in class (1)[0,2,0,0] -Made students feel important (1)[0,1,0,0] -They were effective (1)[0,1,0,0] -They were rule breakers (1)[0,0,3,0] -Outgoing, honest & knowledgeable (1)[0,1,0,0] -Saw us as human (1)[0,0,2,0]	**-Perceptions of good teaching** (4)[2,5,2,3]	**-"I learned a lot"** (2)[1,0,0,1] **-"I felt comfortable going to them"** (3)[2,1,1,0] -"They did their homework" (1)[0,1,0,0] -"Fun" (1)[0,0,0,3]
	6-Specific to how a teacher approached teaching—negative	**-Angry/mean teachers** (1)[2,0,0] **-Apathetic or Lazy teaching** (4[2,2,1,3] -Structure is rigid and unkind (1)[1,0,0,0] -Felt disrespected (1)[0,0,1,0]	**-Bad teaching influencing perspective of good teaching** (3)[1,0,2,3]	-"Classroom management" (1)[0,2,0,0] -"Insults us" (1)[1,0,0,0]

		-Weird & confusing lessons (2)[5,0,0,2]		
	7-Contributing influences to wanting to become a teacher	**-Influential teachers** (2)[0,0,3,2] **-Positive relationship qualities** (1)[0,3,0,0] **Positive Teacher Qualities** (1)[0,0,0,2] -Help students learn (1)[2,0,0,0] -Schools need teachers (1)[1,0,0,0] -Want to give back (1)[0,1,0,0] -Teaching is important (2)[0,2,0,1]	**-Perceptions of good teaching** (3)[2,1,0,0] -Altruistic reasons (4)[3,2,1,1]	-"I want to be a teacher" (3)[5,2,1,0]

Code book—Social Studies Education Interviews

Segments & Codes: Coding frequency and intensity follows each code. Common comparison codes that appear in multiple segments are bolded.

Research Questions:	**Segments**:	**Descriptive Codes:** (frequency) [intensity per interviewee—Tasha, Meg, Lou, & Kyle]	**Value Codes:** (frequency) [intensity per interviewee—Tasha, Meg, Lou, & Kyle]	**In Vivo Codes:** (frequency) [intensity per interviewee—Tasha, Meg, Lou, & Kyle]
What effect, if any, do students' perceptions of previous relationships with K-12 teachers have on the decision to become a teacher?	1-Specific to remembered teachers—positive	**-Influential teachers** (4)[3,3,3,2] **-Positive qualities of teachers** (4)[2,3,4,3] **-Helpful/Nice** (4)[2,1,1,4] **-Engaging/fun** (3)[0, 1,2,3] -They cared (2)[1,0,0,1] -Inspired me to teach (1)[0,0,0,1]	**-Bad teaching influencing perception of good teaching**(3)[0,1,1,1] **-Perceptions of good teaching** (3)[1,4,1,0]	**-"Could talk to them"** (4)[3,3,1,1] -"Prepared me" (1)[0,0,0,1]
	2-Specific to remembered teachers—negative	**-Unmotivated/uninspiring** (4)[2,3,1,2] **-Apathetic or Lazy teaching** (3)[2,0,1,1] **-Angry/mean teachers** (3)[3,1,3,0] -Not helpful (1)[0,0,0,1]	**-Bad teaching influencing perception of good teaching** (2)[0,0,1,4]	-"Classroom Management" (2)[0,2,0,1]
	3-Interactions and relationships with teachers—positive	**-Influential teachers** (4)[2,1,2,1] **-Positive qualities of teachers** (4)[2,1,1,1] **-Positive relationship qualities** (3)[2,2,1,0] -Cared about me (3)[2,2,0,1) -Helpful/nice (2)[0,2,0,1] -Positive environment (1)[1,0,0,0] -Knew us (1)[0,1,0,0]	**-Perceptions of good teaching** (4)[3,1,1,3] **-Bad teaching influencing perception of good teaching** (3)[1,0,1,1]	**-"I felt comfortable going to them"** (3)[0,1,1,2]
	4-Interactions and relationships with	**-No connection** (3)[4,4,2,0] -Apathetic or Lazy teaching (2)[1,0,2,0] -Angry/mean(2)[0,1,3,0]	**-Bad teaching influencing perception of good teaching** (3)[1,1,1,0]	-"Cold and mechanical" (1)[2,0,0,0]

	teachers—negative			-"Classroom management" (1)[0,1,0,0]
	5-Specific to how a teacher approached teaching—positive	-**Influential teachers** (4)[1,2,3,1] -**Influential curriculum** (4)[2,3,4,3] -**Positive qualities of teachers** (4)[1,4,4,5] -**Positive comparisons of different teachers** (4)[1,1,1,1] -**Positive relationship** (3)[1,3,3,0] -Cared about us (2)[0,1,1,0] -Liked lectures (1)[0,0,2,0] -Liked games (1)[0,0,1,0] -Liked group work (1)[1,0,0,0] - -Saw us as human (1)[0,0,1,0]	-**Perceptions of good teaching** (3)[0,3,5,3] -**Bad teaching influencing perception of good teaching** (3)[4,0,1,2]	-**"I felt comfortable going to them"** (3)[1,3,1,0] -"I learned a lot" (1)[1,0,0,0] -"Gave choices" (1)[0,0,1,0] -"Sense of humor" (1)[0,2,0,0]
	6-Specific to how a teacher approached teaching—negative	-**Apathetic or Lazy teaching** (4[3,1,2,4] -**Structure is rigid and unkind** (3)[2,1,3,0] - Angry/mean teachers (2)[0,2,0,2] -Didn't listen to us (1)[0,0,1,0] -Not efficient (1)[0,0,0,2]	-**Bad teaching influencing perception of good teaching** (4)[1,3,2,2]	-"Classroom management" (2)[0,0,2,1] -"No connection" (2)[0,1,2,0] -"Test-based" (1)[1,0,0,0]
	7-Contributing influences to wanting to become a teacher	-**Influential teachers** (3)[2,0,1,1] -**Positive relationship qualities** (3)[1,1,0,1] **Positive Teacher Qualities** (1)[0,0,0,2] -Help students learn (1)[2,0,0,0] -Schools need teachers (1)[1,0,0,0] -Want to give back (1)[0,1,0,0] -Teaching is important (2)[0,2,0,1]	-**Altruistic reasons** (4)[1,1,2,5] -**Perceptions of good teaching** (2)[1,1,0,0] -**Bad teaching influencing perception of good teaching** (2)[1,1,0,0]	-"I want to be a teacher" (2)[0,0,1,1]

Code book—Math Education Interviews

Segments & Codes: Coding frequency and intensity follows each code. Common comparison codes that appear in multiple segments are bolded.

Research Questions:	**Segments**:	**Descriptive Codes:** (frequency) [intensity per interviewee—Angie, Ren, Tonya, & Tom]	**Value Codes:** (frequency) [intensity per interviewee—Angie, Ren, Tonya, & Tom]	**In Vivo Codes:** (frequency) [intensity per interviewee—Angie, Ren, Tonya, & Tom]
What effect, if any, do students' perceptions of previous relationships with K-12 teachers have on the decision to become a teacher?	1-Specific to remembered teachers—positive	-**Influential teachers** (4)[1,3,1,3] -**Positive qualities of teachers** (4)[1,4,3,1] -**Helpful/Nice** (4)[1,1,1,1] -**Cared about us** (3)[1,0,2,4] -Made learning enjoyable & engaging (1)[0,0,1,0] -High expectations (1)[0,0,0,1]	-**Perceptions of good teaching** (4)[1,2,1,2]	-"Empowered me" (1)[0,0,1,0] -"Human" (1)[0,0,0,1]
	2-Specific to remembered teachers—negative	-**Angry/mean teachers** (4)[2,1,1,3] -**Apathetic or Lazy teaching** (4)[1,1,3,4] -**Felt disrespected** (3)[2,0,1,1] - Felt uninspired (2)[0,0,1,1] -No connection (1)[0,0,0,2] -More bad than good teachers (1)[0,0,1,0] -Doesn't care about us (1)[0,0,1,0] -Blame students (1)[0,0,1,0] -Inconsistent (1)[0,1,0,0]	-**Bad teaching influencing perception of good teaching** (3)[2,1,0,1]	-"Sexist" (1)[0,0,0,1] -"Felt ignored" (1)[0,0,1,0] -"Not challenged" (1)[0,1,0,0] -"Classroom Management" (1)[1,0,0,0]
	3-Interactions and relationships with teachers—positive	-**Influential teachers** (4)[3,1,2,2] - **Positive relationship qualities** (4)[2,1,3,2] -**Positive qualities of teachers** (3)[1,1,0,1] -Influenced me to want to be a teacher (1)[0,0,1,0] -High expectations (1)[0,0,0,1]	-**Perceptions of good teaching** (4)[2,2,2,3]	-**"I felt comfortable going to them"** (3)[1,1,0,1]
	4-Interactions and relationships with teachers—negative	-**Apathetic or Lazy teaching** (3)[0,1,1,1] -**Angry/mean teachers** (2)[1,0,1,0] -No connection (2)[0,2,1,0] -Doesn't care about us (1)[0,0,1,0]	-**Bad teaching influencing perspective of good teaching** (4)[1,3,1,1]	-"Not comfortable going to them" (1)[0,0,1,0]
	5-Specific to how a teacher approached teaching—positive	-**Influential teachers** (4)[2,2,1,3] -**Influential curriculum** (4)[2,3,3,1] -**Positive qualities of teachers** (4)[3,4,1,2] -**Positive relationship** (3)[0,4,1,3] -**Positive comparisons of different teachers** (3)[0,1,1,1] -Cared about us (1)[0,0,1,0] -Liked lectures (1)[1,0,0,0]	-**Perceptions of good teaching** (4)[2,5,2,3]	-"Engaging" (2)[0,2,0,1]

		-Liked activities (1)[1,0,0,0]]		
	6-Specific to how a teacher approached teaching—negative	-**Apathetic or Lazy teaching** (4[3,3,2,5] -**Felt disrespected** (4)[1,1,2,2] -**Angry/mean teachers** (1)[2,0,0] -No connection (2)[0,0,1,3] -Structure is rigid and unkind (1)[0,0,0,1] -Played favorites (2)[0,1,0,1] -Watched movies often (1)[1,0,0,0]	-**Bad teaching influencing perspective of good teaching** (4)[2,1,3,1]	-"Teaches to the test" (2)[0,0,2,1]
	7-Contributing influences to wanting to become a teacher	-**Influential teachers** (4)[1,2,2,1] -**Positive relationship qualities** (1)[0,0,1,0] -Help students learn (1)[2,0,0,0] -Schools need teachers (1)[1,0,0,0] -Want to give back (1)[0,1,0,0] -Teaching is important (2)[0,2,0,1]	-**Perceptions of good teaching** (4)[1,2,2,3] -**Altruistic reasons** (4)[2,3,1,2] -**Bad teaching influencing perspective of good teaching** (4)[1,1,2,4]	-"I want to be a teacher" (4)[1,1,1,1]

Appendix B

Emergent Categories and Themes Across Disciplines

Categories	**Codes** * = 12 out of 12 frequency response	**Emergent Themes as they relate to the research questions** (*defining categories bulleted below themes)*
Positive personal qualities of K-12 teachers	-Influential teachers* -Positive qualities* -Positive relationship* -"I felt comfortable going to them"* -Personality was important -Outgoing/positive -Being there for students -Influenced me to become a teacher -They were rule breakers -Honest, outgoing, & knowledgeable -They cared -Prepared me -Inspired me to teach -Knew us -Sense of humor	Good teachers • Positive personal qualities • Positive professional qualities • Caring as a quality that contributed to a positive relationship Good teaching • Positive professional qualities • Curriculum that contributed to a positive relationship • Good teaching is. . . Bad teachers and intrepid altruism • Qualities of bad teachers • Good teaching is. . . • Caring as a quality that contributed to a positive relationship
Positive professional qualities of K-12 teachers	- Made learning fun -Made learning engaging -High expectations "I learned a lot" -Able to mentor students "Think on their feet" "They told stories" -Created a likeable environment -Prepared -"They did their homework" -Created positive environment -Gave choices	
Curriculum that contributed to a positive relationship with K-12 teachers	-Lessons were important to relationship* -Comparison of teachers' curriculum--positive -liked lectures -liked discussions -Creative projects were fun -Told stories while teaching -Played music in class -They were effective	
Good teaching is. . . (personal perception)	-Perception of good teaching* -Bad teaching influencing perception of good teaching* -Made me want to be a good teacher -Important to be able to establish a relationship with students -Teaching is important -Wanting to give back -Helping students learn	

	-Schools need teachers -"I want to be a teacher"	
Caring as a quality that contributed to a positive relationship	-Helpful/nice -Committed to students -They cared* -Showed an interest in me -Made students feel important -Knew us	
Qualities of 'bad' teachers	-Apathetic/lazy teachers* -Doesn't care about students* -Playing favorites -Felt disrespected -Lack of trust -No connection -Didn't listen to us -Rigid and unkind -Angry/mean teachers -Not interested in student opinions -"Not comfortable going to them" -"Would ignore me" -"Cold and mechanical" -Disconnected from the learning process -Different than 'good' teachers -"Classroom management issues" -"Uncharasimatic" -Structure is rigid and unkind -Confusing lessons -"Insults us" -Not efficient	

Appendix C

IRB Interview Protocol

Teachers' influence on career choice.

- Tell me about some of your favorite teachers from either elementary school, middle school, and/or high school?
    a. What do think it was about them that made them so memorable?
    b. How would you describe your relationship with the teachers you mentioned?
- Tell me about some of the more memorable teachers you either didn't like or enjoy.
    a. What was it about them that made them so memorable?
    b. How would you describe your relationship with any of these teachers you described?
- As far as being an effective teacher, how valuable do you think it is for a teacher to be able to establish a positive relationship with their students?
    a. (if positive ask:) If you feel a positive relationship is important, can you explain what you think that relationship might look like?
    b. (if not ask:) If you don't feel it's that important, explain why?
- What, in your opinion, does a negative student / teacher relationship look like?
- How has your vision of being a classroom teacher been influenced by the teachers you enjoyed before college?
    a. Do you have any anecdotes about classroom moments where you felt inspired, or motivated, by what a teacher said or did?
    b. Do you have any anecdotes about classroom moments where you felt the opposite of inspired or motivated by what a teacher said or did?

- What would you say were some of the teaching approaches, or methods, that helped you come to respect the k-12 teachers that you respected?
    a. How would you describe this, or these, teachers' approach to preparing you for any standardized tests within their field?
- What would you say were some of the teaching approaches, or methods, that stood out in the teachers you felt you didn't enjoy or respect?
    a. How would you describe this, or these, teachers' approach to preparing you for any standardized tests within their field?
- What would a perfect day as a classroom teacher look like to you?
    a. How much of the perfect day is influenced by the 'good' teachers of your own k-12 classroom experience and can you explain?
    b. How much of the perfect day is influenced by the 'bad' teachers of your k-12 experience and can you explain?
- What kinds of factors have influenced your decision to become a teacher?
    a. How does your family influence your decision to become a teacher?
    b. How do your friends influence your decision to become a teacher?
    c. How do former 'good' teachers influence your decision to become a teacher?
    d. How do former 'bad' teachers influence your decision to become a teacher?

Teacher's curriculum and personalities as an influence.

- How would you describe the personalities of the teachers whose classes you found engaging?
    a. If there were several teachers you remember as engaging, how similar or different were the personalities from one teacher to the other?

b. How similar of different were the approaches to teaching and lesson plans?

- How would you describe the personalities of the teachers whose classes you found uninspiring, or not ‘bad’?
- Of the teachers you remember, can you describe any specific types of lessons plans or activities you enjoyed?
    a. Can you describe the types of lesson plans you did not enjoy?
- How do you think the lesson plans and activities of your favorite k-12 teachers may have influenced personal relationship with them?
- How much do you feel the lesson plans of the teachers you did not enjoy influenced your relationship, or lack of a relationship, with them?
- How would you describe the difference between a k-12 teacher who made the class interesting and a teacher who did not?