

**TEACHER MOTIVATION TO TEACH AND TO REMAIN TEACHING
CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS**

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DEDICATION

*This dissertation is dedicated to Jesus, my Lord, who made all of this possible.
And also to my husband, Armand J. Claeys, to my daughter Victoria Elizabeth and to my son
Armand Jan Verlinden for their unconditional love and endless patience.*

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by

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The purpose of this study is to identify teachers' initial motivation to select teaching as a profession and to explore the factors that contribute to their desire to remain teaching. Specifically identified are factors that influence the intent to continue teaching culturally and linguistically diverse (CLD) students in high-need schools. A mixed methods approach was used to explore teachers' motives and the supportive factors that influenced their entry and commitment to remain in the teaching profession. An integrated sociocultural and phenomenological framework was used (Creswell, 2007; Maustaskas, 1994; Seidman, 2006). A quantitative descriptive investigation designed as an exploratory, cross-sectional survey study was conducted and a correlation coefficient analysis was used to examine the hypotheses of the study in addition to a qualitative study with the intent to provide empirical data documenting motivations to teach and the desire to continue working with CLD student populations in high-need schools. The qualitative approach used open-ended in-depth interviewing informed by phenomenological assumptions (Muastaskas, 1994; Seidman, 2006). A total of 175 compatible novice teachers with five or less than five years of teaching experience responded to the Motivation Orientation Teacher Survey (MOTS) of these 10 teachers were interviewed. All teacher participants in this study were selected from a convenience sample. The research study

explored the constructs of (1) personal motivation, (2) administrative support, and (3) induction support to capture novice teachers' realities regarding the impact of their sociocultural context (school environment) on their decisions to remain teaching. Investigative results add to a better understanding of novice teachers' initial reasons for selecting teaching as a profession and their intent to remain teaching. This study revealed three factors that influenced novice teachers' motivation to teach culturally and linguistically diverse (CLD) students: intrinsic, extrinsic and altruistic. Across five thematic clusters emerged from the in-depth three series interviews, the capacity to capture minority teachers' motives for teaching and remaining in high-need schools with culturally and linguistically diverse students, where they believe they can give back to the community, was unique to this study. In general novice teachers attributed their motivation to enter and to remain teaching culturally and linguistically diverse students to: (1) to their commitment to help CLD students realize and achieve their own potential, (2) to give back to the community, and (3) to promote the love for content (e.g. mathematics and science). Also, findings indicated that novice teachers place value and perceive administrative and induction support as important. Novice teacher' perceptions, regarding the importance of informal and formal mentoring/collegiality and campus level principals are regarded as important and very positive within the schools' sociocultural context.

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CHAPTER I: INTRODUCTION

“...teachers are known as ‘nation builders’” (Obama, 2011).

President Barack Obama in his 2011 State of the Union Address emphasized the importance of teachers’ roles in our nation. He also mentioned that the educational system in the United States (US) is in a crisis; underachievement primarily in mathematics and science is pervasive, and keeping effective teachers in high-need schools is a big challenge. Why would a young college student or a mid-career individual consider teaching as a career when the media persistently reports that teachers are responsible for the poor state of education and increases in students’ failure? On September 26, 2010, NBC News reported that “National statistics show that 68 percent of 8th-graders in the United States cannot read at their grade level, and students in the United States (US) rank 25th in mathematics and 21st in science compared to 30 other industrialized countries.” This finding offers no surprise. In fact, Hayes (1990) addressed these challenges and issues over 20 years ago when she listed “bad press, low salaries, scarce funding, and a dubious sense of public and parental support” as the norm in the educational system. History shows that education has been in a state of flux since the 1950s with a resurgence and greater involvement of the federal government in education and a stronger emphasis on educational research. Changing educational practices to meet today’s challenges tends to be slow. In order to significantly improve the US educational system, a great deal of work must be done, and it is incumbent upon us to approach this task collectively and collaboratively. Schools must take the initiative to bring together stakeholders, teachers, parents, school administrators, and the community at large, to work collaboratively so that together they can better build an educational system that prepares students for the global community of the 21st century. A poll, recently conducted in 2010 to obtain the public’s opinion on issues that matter in education,

however, reveals that seventy-five percent of the respondents indicated that the recruitment and retention of better teachers is the best way to improve the educational system (NBC News—Wall Street Journal Poll, 2010).

Background of the Problem

The effort to retain teachers has experienced limited success as noted by Ingersoll and Smith (2003) who report a recurring attrition cycle of 40% to 50 % of novice teachers, specifically those with five or less than five years of teaching experience are departing from the profession. Recently, the National Commission on Teaching and America's Future (NCTAF) stated that “[o]ur inability to support high-quality teaching is driven not by too few coming-in, but by too many going out, that is, by staggering rates of teacher turnover” (2003, p. 3). This compelling fact of teacher attrition is supported by more recent data from the National Center for Education Statistics (NCES) as reported by the American Association of School Administrators (AASA, 2010), which indicates that 33% of all new teachers leave by the third year of teaching. A review of the most recent literature indicates that novice teachers are leaving the profession after three years at an alarming rate of 33%, and the attrition rate increases to 50% for those teachers who stay five years. Attrition rates are even higher in high-need schools that serve low income and minority populations (Saas, Claeys, & Flores, in review). These alarming attrition rates have become a wakeup call for policy makers and educators.

Even though recruitment and retention efforts have traditionally focused on addressing teachers' professional needs, many factors contribute to a teacher's decision to leave the teaching profession. The predisposition of teacher candidates has a bearing on their motivation to teach, their future as effective teachers, and their decisions to remain in the profession. This factor should play an important role in the identification of prospective teacher candidates and novice

teachers. Many new teachers claim that teacher certification programs did not prepare them for the challenges of a classroom (Talbert-Johnson, 2006). Rarely do retention efforts focus on the quality of the teacher preparation program to produce teachers with persistence and commitment to confront the challenges of a new teacher. Retention efforts that include personal and emotional support for new teachers appear to help them better adjust and handle the ever-changing challenges of today's diverse classrooms. Specifically, novice teachers welcome any professional and personal support to help them be successful, which in turn has a positive impact on their decision to make teaching a long-term career. A teacher's personal life history often influences a decision to enter and stay in the profession (Dixson & Dingus, 2008). Often, these life histories include divergent academic and cultural traditions as well as social and personal engagement with emotional, family, health, psychosocial, religious and ethnic identity issues. Moreover, prior personal experiences and/or their own schooling may have an impact in their professional motivation and commitment to teach (Dixson & Dingus, 2008; Eick, 2002; Smulyan, 2004). Despite the fact that we are not able to fully describe the complexity of how these histories and experiences influence a decision to stay, we are able to define the basic underpinnings that impact novice teachers' motivation to teach and desire to remain in the profession. Motivation constructs, such as commitment and teacher efficacy along with theories of attrition and retention, may help us explain some of the reasons why novice teachers remain in or abandon the profession. Inasmuch as it is not easy to undertake the task of retaining beginning teachers, we must understand their initial motives for pursuing and staying in the teaching profession. Teachers' motivation to teach is often deeply rooted in their personal histories and prior educational experiences (Dixson & Dingus, 2008; Eick, 2002; Smulyan, 2004); therefore, in order to explain what motivates individuals to teach, we must consider the

broader sociocultural environment of the novice teachers. Likewise, the sociocultural environment must be considered in understanding teachers' decisions to remain or leave the profession. Moreover, we cannot ignore the sociocultural context in trying to explain the issues of attrition and retention.

Early Teacher Attrition

Just as teachers choose teaching as a career for various reasons, their reasons for staying or leaving the classroom or the field of education all together vary (Ingersoll & Smith, 2003), and may possibly be linked to their reason for getting into the profession. In general, some motives behind teachers selecting teaching as a profession include (a) altruism—a love for and desire to work with children and/or young persons, and an inclination to serve society; (b) extrinsic motivators—concerning material benefits and job security; and/or (c) intrinsic motivators—internal desire for personal and professional development and working in educational settings (Moran et al, 2001; Young, 1995). Nonetheless, research reveals that about 40% of new teachers from all grade levels decide to leave the profession soon after embarking on their educational career (Darling-Hammond, 2001; Darling-Hammond & Sclan, 1996; Ingersoll, 2001; Ingersoll & Smith, 2003). For example, individuals who get into teaching just because they need a job may end up leaving their position upon finding a more preferable one. Unfortunately, the number of highly qualified, culturally efficacious teachers fails to match the increasing diversity of the US student population. An assumption can be made that the increasing number of high-need schools, particularly in urban school districts, and the lack of highly qualified culturally efficacious teachers are undoubtedly contributing to a rapidly increasing teacher-student demographic gap that is primarily responsible for a pervasive student achievement gap in this country.

Teacher-Student Demographic Gap

According to the (2011) Census 2010 report, the Latino population has significantly grown within the last decade. In comparison to all ethnically diverse groups in the US, the Latino population is by far the largest. Moreover, it is projected that by the year 2035, the United States will become a non-White majority nation (Talbert-Johnson, 2006). Specifically, Latinos, who are currently the fastest growing minority group, will make-up the largest student population enrolling in public schools. Presently, the National Center for Education Statistics' (NCES) Condition of Education 2008 report indicates that culturally and linguistically diverse students in US public schools count for a little less than half of the entire student population (21.7% Hispanic, 15.5% Black, 3.7% Asian/Pacific Islander, 0.9% American Indian/Alaskan Native, and 2.6% "other"). If this trend continues, students of color will represent a majority of the student population in the near future. On the other hand, NCES reports that the teaching force comprises of 84% White, 8% African-American, 5.5% Hispanic, 1.5 Asian/Pacific Islander, and 1% American Indian/Alaskan Native (NCES, 2003). Sleeter and Thao (2007) considered this teacher-student demographic gap as a historically rooted condition created by society, and asserted that the preparation and production of new teachers continues to reflect a sustained "institutionalized White privilege" (2007, p. 4). Accordingly, due to this demographic gap, a majority of White educators teach large diverse student populations in urban settings where they often feel uncomfortable because as they are learning to teach, they are also having to learn cultural and linguistic norms that they have not experienced in the past (Sleeter & Thao). Furthermore, Sleeter and Thao stated that for the most part White teachers tend to leave high diverse classrooms seeking jobs at schools that resemble their own cultural and socioeconomic characteristics; thus, contributing to the teacher turnover dilemma in many high-need schools.

Unfortunately, the lack of highly qualified, culturally efficacious teachers and the high mobility of effective teachers in high-need schools results in a reduced pool of highly-qualified teachers for high poverty and diverse schools. Hence, low-income and diverse students are deprived of their right to an equal educational opportunity to learn.

Talbert-Johnson's (2006) assertion that teachers, in general, are ill prepared to work with English -language learners, students with disabilities, and in particular settings, such as urban areas, where the achievement gap is predominantly pronounced is an indictment of the failure of our teacher preparation programs to adjust and focus on the needs of a new profile of students in this country. School districts must invest on retaining competent and effective teachers (Ingersoll, 2001, 2002, 2003a, 2003b) and focus on the recruitment of culturally efficacious teachers. The increasing number of Latino and other culturally and linguistically diverse students at high poverty public schools, pose a challenge to teacher candidates and practicing teachers who already feel inadequately prepared to teach (Flores, Clark, Claeys, & Villarreal, 2007; Lewis et. al.1999). To further complicate the issue of a pool of well prepared teachers for this new profile of students, the high mobility of effective teachers in high-need schools is a primary dilemma that has generated a need for beginning teacher retention strategies that support, value, and incentivize teachers' success.

Need for Qualified Teachers

In an effort to alleviate teacher shortages in the United States, accelerated alternative routes to teacher preparation and certification are emerging throughout the nation (Eick, 2002). These accelerated alternative routes have provided an opportunity for some teacher preparation institutions to specifically focus on the needs of a new student profile. The United States Department of Education provides funding for state and local education agencies to implement

Transition to Teaching projects (United States Department of Education, 2010) to meet the teacher shortage needs and the teacher retention dilemma which are more prevalent in high-need schools. Usually these schools are located in low-income settings where the majority of students come from diverse ethnic and linguistic backgrounds. In addition to university sponsored accelerated alternative routes to teaching certification, the number of for-profit organizations issuing teaching certification to degreed individuals is also increasing rapidly nationwide (Darling-Hammond, 1999). In spite of these focused teacher preparation and retention efforts, the rapidly increasing rate of teacher attrition continues to be a major challenge all over the country. According to Darling-Hammond (1999):

...evaluations of truncated certification programs have found that about 60% of individuals who enter teaching through such programs leave the profession by their third year, as compared to about 30% of traditionally prepared teachers and only about 10-15% of teachers prepared in extended 5-year education programs (p. 14).

Finding solutions to the problem of teacher attrition has become a major issue with national consequences. Internationally, our students are not being competitive. Internally, we are not satisfied with the academic achievement of our students. We are experiencing high student dropout rates. Our educational system is in crisis. We must focus our attention on stopping this hemorrhaging of valuable teacher resources. We must seek solutions to this dilemma. Beginning teachers leave the teaching profession for several predictable reasons. The literature indicates that lack of administrative support, disillusionment, and maintaining a balance between career and personal time pushes many new teachers to leave the classroom (Fischman, Schutte, Solomon & Wu Lam, 2001). In other cases, teachers leave because of family or personal reasons. In such cases, they obtain other positions within the education field,

or secure higher paying jobs in the private sector. These teachers cite inadequate support from school administrators, challenging working conditions, and/or student discipline problems as reasons for leaving (Ingersoll & Smith, 2003; Texas Center for Education Research, 2000).

Correlated to the teacher attrition challenge is the selection of teacher candidates who demonstrate a disposition to the demands of teaching. Sinclair, Dowson, and McInerney (2006) assert that to attract new teacher candidates into the profession, there must be a need to identify the “right” candidates for teaching. In this study, the term “right” teacher candidate means an individual who has elected to become a career professional. Career professionals are defined as teachers who remain “teaching for five or more years after graduation and initial certification” (Eick, 2002, p. 355). In addition, juxtaposing this research with the work of Flores et al. (2007), one could extend the definition of the “right’ teacher candidates for a diverse school to mean those who aim to become culturally efficacious teachers—teachers who have both “sociocultural competence and a positive teaching efficacy” (p. 56). According to Flores et al., the qualities and attributes of culturally efficacious teachers reveal an ability to engage in a reflexive sense of culture for themselves and their students while informing their teaching practice. Table 1 displays behaviors of culturally efficacious teachers as described by Flores et al.

Table 1

Culturally Efficacious Teachers' Qualities and Attributes

Teachers' Culture	Students' Culture	Teaching Practice
<ul style="list-style-type: none"> • Understand own ethnicity and culture 	<ul style="list-style-type: none"> • Value, and respect students' culture 	<ul style="list-style-type: none"> • Integrate students' cultural knowledge in instruction
<ul style="list-style-type: none"> • Engage in reflective practices 	<ul style="list-style-type: none"> • Validate students' cultural and linguistic knowledge in instruction 	<ul style="list-style-type: none"> • Belief that all students can learn
<ul style="list-style-type: none"> • Validates own ethnic and cultural heritage 	<ul style="list-style-type: none"> • Recognize how teachers' ethnicity impacts student learning 	<ul style="list-style-type: none"> • Have confidence in ability to teach all students regardless of external factors • Impact all students achievement

Minority children fare better academically when taught by ethnic minority teachers (Brindley & Laframboise, 2002; Neuharth-Pritchett, Reiff & Pearson, 2000). Accordingly, research studies suggest that schools strive to increase a cultural and ethnic match between teachers and the students they teach. More recent research (Flores & Clark, 2004), however, reveals that not all minority teachers believe that they are able to teach all children. They assert that “teachers prepared for culturally diverse settings are more likely to be successful with all students, and, perhaps, are less likely to leave the profession” (p. 8, 2004). Perhaps, the solution rests on attracting and retaining novice teachers, regardless of ethnic or racial identification, who are willing to become culturally efficacious teachers prepared to address the needs of all

children, specifically, culturally and linguistically diverse (CLD) students in high-need schools and urban school districts. The challenge, nevertheless, for teacher educator programs and school districts is to attract, prepare, and retain the “right” teacher candidates.

This paper is, thus, compelled to investigate this threefold problem: (a) the initial motives of novice teachers to enter the teaching profession and how these motives link to later decision to stay or leave teaching, (b) whether novice teachers’ motivation to teach CLD students can be developed over time, and if so, how can that motivation be developed and (c) how novice teachers’ sociocultural context and school support efforts can have an impact on their desire to remain in teaching.

Significance of the Study

Teachers play an important role in the academic, citizenship, and personal development of students in our nation. Yet, issues of recruitment, attrition, and retention of novice teachers are a major concern nationally. This study adds to the growing body of research, with the focus of this study centered on novice teachers’ motives in becoming career professionals and experiences during their induction period, and their correlation to decisions to stay or leave the profession. It is imperative to gain an understanding about the formation of teachers’ commitment, and ultimately on what leads them to teach and to remain teaching in schools largely populated by culturally and linguistically diverse students in schools with low-income and minority students, specifically English language learners. This study’s primary aim is to identify factors that might contribute to teachers’ intent to leave or remain in the teaching profession through an analysis of their expressed motivation to teach.

While the demand for certified teachers increases annually in all content areas, the supply of teachers certified in the critical teaching areas of bilingual, mathematics, science, and special

education diminishes. Yet, the number of culturally and linguistically diverse students increases in schools where they are needed the most (Fuller, 2003). School districts with high-need schools are constantly struggling to employ and retain adequately prepared teachers for these critical teaching shortage areas. These schools are classified as high-need schools because of the large numbers of culturally and linguistically diverse students and their high poverty status.

The secondary purpose of this study is to explore both contextual and teacher factors as they relate to teachers' motivation to select teaching as a profession in schools with culturally and linguistically diverse students and to factors that contribute to teachers' desire to remain teaching. This study is important because similar to Kersaint's et al. (2007) study, it is not a retroactive descriptive investigation such as those reported in the teacher attrition literature that often present the reasons for leaving the classroom after teachers have departed the profession. Further, findings will have practitioner implications for school district administrators, teacher educators, and researchers in general. In addition, recommendations for the design and/or identification of proactive strategies will be provided to increase retention rates among novice teachers. The following questions have guided this study:

Research Questions

1. What are the initial reasons for selecting teaching as a profession?
2. How do novice teachers become interested in teaching in high-need schools with culturally and linguistically diverse (CLD) students?
3. What are novice teachers' perceptions of the sociocultural context—school support systems (administrators and/or mentors) in sustaining their motivation and commitment to teach?

4. Is there a relationship between novice teachers' initial motivation to teach and their perceptions of the sociocultural context— schools' support systems, which include administrative and induction support systems?

Limitations of the Study

The major limitations in this study include: (1) the population was comprised of a convenience sample of novice teachers who were currently teaching in selected San Antonio area school districts: (2) a random sample was not attainable for this study due lack of resources, and (3) the specificity of the mixed methods investigation and research. School districts' demographic data has been collected to minimize this limitation.

Delimitations of the Study

- The study was delimited to novice teachers employed in public school districts within a 75-mile radius of San Antonio, Texas, over an eight month period.
- This study was delimited to novice teachers who were employed in the teaching profession and did not include those who left the profession.
- This study was delimited to novice teachers who had five years or less than five years of teaching experience at the time of their participation in the study.

Definition of Terms

For the purpose of this study the following definitions are relevant:

Altruistic Motivation. A concern for a service orientation to help students and society in general (Moran et al., 2001; Muller, Alliaata, & Bennenhoff, 2009)

Career Teachers. Teachers with 5 or more than 5 years of teaching experience since graduation and initial teaching certification (Eick, 2002).

Culturally Efficacious Teachers. Refers to teachers who demonstrate confidence in their teaching by integrating, respecting, and valuing student's language and ethnic and cultural heritage Flores et al. (2007).

Culturally and Linguistically Diverse Students (CLD). Students from diverse ethnic minority communities, including students with special needs, and English or bilingual learners (Watson & Houtz, 2002).

English Learner. Student whose native language, personal experiences, and interactional patterns differ from English native speakers or the mainstream society; these students are also referred to as ESL students or English language learners (Gersten et al., 2007).

Extrinsic Motivation. Concerning to material benefits and job security. Expressed governing levels of investment benefit or value (Guerra, 2009; Ryan & Deci, 2000)

Intrinsic Motivation. Refers to the engagement or performance of a task or job completely volitionally because individuals enjoy it or find it interesting (Baucum, 2008; Gagne & Deci, 2005; Ryan & Deci, 2000).

Motivation. A process governing choices made by persons among alternative forms of voluntary activity. Motivated behavior is variable, constructive, and goal-directed (Vroom, 1982).

Novice Teachers. According to Inman and Marlow (2004), novice teachers are classified into two phases based on the number of years of experience: Phase I (0-3) beginning and Phase II (4-9) beginning experts.

*For the purpose of this study, *novice teachers* will be defined as those with five or less than five years of teaching experience.

CHAPTER II: REVIEW OF RELATED LITERATURE

The purpose of this chapter is to present a synthesis of the literature that supports the theoretical framework for this study and specifically focuses on teachers' motivation to teach and to remain in the teaching profession. The intent of the study is to determine novice teachers' initial motivation to teach and the role that these motivational factors have on their decision to stay in the profession. All participating teachers work with culturally and linguistically diverse (CLD) students, but not all work in a high-need school as defined by the federal government.

Sociocultural Theoretical Framework

Using a mixed method research approach, this study examines through a sociocultural lens teachers' motivation to teach CLD students and to stay teaching in high-need schools. This approach provides an opportunity to consider the social, cultural, and historical aspects and contexts that shape individuals' development (Kozulin, et al., 2003; Moustakas, 1994; Vygotsky, 1978) in interpreting teachers' decisions to select and stay in teaching. A sociocultural lens allows the researcher to examine significant or 'social' others—instructors, parents, peers, teachers and the community, and define the processes of personal development or learning that occur individually, mutually and collaboratively through the mediation of semiotic and psychological tools (Vygotsky, 1978; 1981a, 1981b, 1987; Wertsch, 1991,1998). The notion of psychological tools and human mediation within a phenomenological method, further explicates the process of learning and development within individual, social, and cultural dimensions. An important facet of this research method is the relationship that exists between individuals, experiences, and the tools provided in contextual settings in which they engage (Wertsch, 1998). The phenomenological research method was selected within a sociocultural framework because

the research topic required "explorations into the structure of the human life world, the lived world as experienced in everyday situations and relations" (van Manen, 1990, p. 101).

Academic Search Parameters and Criteria

Three questions set the parameters and guide the literature search for this study. These questions include: (1) What motivates individuals to become teachers in high-need schools with a diverse student population? (2) What contributes to novice teachers' decision to remain in high-need schools with a diverse student population? and (3) How severe is the problem of teacher retention in high-need schools with CLD students? How successful have school districts been in keeping effective teachers in high-need schools, particularly those with CLD students?

The initial literature review was limited to empirical studies of practicing novice teachers in the US, but due to the scarcity, the review was extended to include relevant research studies of pre-service/teacher candidates and practicing teachers abroad. In order to highlight the most recent trends, only studies conducted within the past ten years are included in this chapter. Electronic database searches of Education abstracts, ERIC, JSTOR, ProQuests, and education journals' table-of-contents were conducted. These searches resulted in studies as well as literature reviews addressing theories relevant to the proposed study of novice teachers' motivation to teach and their desire to remain teaching.

Initial motivation. Although studies on motivation for pursuing teaching as a profession have been carried out in various countries, Retelsdorf et al. (2010) asserted that the scarcity of convincing conceptual frameworks has contributed to the gap in the literature on teachers' motivation for teaching. In general, findings on related studies have demonstrated that motivation to teach has been clustered into the following three categories (Kyriacou & Coulthard, 2000; Moran et al., 2001; Muller, Alliata, & Bennenhoff, 2009):

- (a) altruistic— refers to internal factors such as love for and desire to work with children, and a tendency to serve society.
- (b) extrinsic— concerns with individuals’ external influences such as material benefits and job security.
- (c) intrinsic— refers to internal desires for personal growth, development and working in educational/school settings.

Moran et al. (2001), however, reiterated that not all three factors necessarily act in concert at any one time. Also, it was found in the responses of 482 teacher candidates in Northern Ireland that gender and age differences are factors that influence a decision to teach. Female teachers tend to be motivated by the relational and psychological aspects of the profession and also have a preference for teaching at the elementary level (Moran et al., 2001; Muller, Alliata, & Bennenhoff, 2009) Just like earlier research in the United States and the United Kingdom, these studies also demonstrated that, students’ reasons for selecting the teaching profession as a career had been predominantly for altruistic and intrinsic reasons (Chan, 2004; Chuan & Atputhasamy, 2001; Harms and Knoblock 2005, Sinclair, Dowson, & McInerney, 2006).

Idealized perception of teaching. Sion (2005) reflected on the essence of an “extraordinary career,” the essence of being and becoming a teacher. He expressed his wishes for teacher candidates to experience what he has experienced over the years—a very rewarding teaching experience. He shared, “I can state without qualifications that the journey has been amazing, for I know of no more noble profession that enriches and nurtures a person more than the one within which I am engaged” (p. 187). Younger et al. (2004) observed the idealistic views (Chuan & Atputhasamy, 2001; Sinclair et al., 2006) of post-graduate secondary level

teacher candidates in the early stages of their teacher preparation program in England. As these student teachers engaged in field placement experiences, a question was raised of whether the school context and the experienced teachers being observed would have an impact on these views and, moreover, could encourage these student teachers to succeed and foster positive learning environments. Younger et al. found that regardless of the influences of field placement experiences, eighty percent of the 36 teacher candidates maintained an intrinsic value particularly for their content area (English, mathematics, or science). Thus, teacher candidates sustained their motivation to share the ‘love of the subject,’ and maintained the emotional commitment to become teachers regardless of their field placement experiences.

The goal of the student teacher field experience was to promote a positive view of teaching, provide encouragement and support, and to offer teacher candidates a sense of accomplishment and success. Important to note are two major findings: (1) Goldstein’s observation that “Becoming a teacher is hard work”, and (2) feelings of disillusionment become evident during field placement experiences as student teachers encounter the reality of teaching and the school contexts, which often do not complement student teachers’ idealized teaching environments (2005, p.7). Unlike Younger et al.’s study, teacher candidates in Goldstein’s study who had expressed an intrinsic motivation and a moral vision for the teaching profession, fourteen White female teacher candidates in a large research institution in the Southwestern United States could not see the moral value nor equate the teaching profession to other professions such as doctors, lawyers, or engineers, which have been elevated to a higher level or status in society. Goldstein reiterated that friends and relatives’ negative opinions had influenced all teacher candidates, regarding the teaching profession. Therefore, it was difficult for these teacher candidates to see themselves in a righteous role of a teacher as they went through the

hero's journey metaphor activity during their field placement experience. Goldstein's attempt to use the hero's journey metaphor was for student teachers to focus on the journey and not necessarily on the concept of 'hero'. In both studies, the researchers concluded that teacher educators must factor into the preparation program teacher candidates' preconceived notions of teaching. Often times, teacher candidates' initially focus on an idealized identity of teachers and their perceived outstanding classroom environments, without understanding the reality and challenges of teaching and the school context. Once they experience this reality, this idealized perception of teaching may be shattered and negatively affect their motivation to teach (Goldstein).

Overall, in order to assist teacher candidates to actualize their internalized and articulated desires to become effective and 'quality teachers,' the researchers recommended that teacher educators provide opportunities for teacher candidates to engage in reflective activities to address their preconceived notions regarding teachers' roles, school environments, and their own learning process as teachers. These reflective activities allow beginning teachers to verify and acknowledge their notions of teaching as a moral and noble profession (Golstein, 2005; Younger et al. 2004).

Spiritual connections. In examining the connection between spirituality and desire to become a teacher, Marshall (2009) discovered that teacher candidates' reasons to teach are influenced by internal factors. According to Marshall, these internal factors—altruistic or intrinsic, are considered to be spiritual in nature since these relate to building relationships, identifying one's purpose, and finding meaning in the teaching profession. Even though teacher candidates in this study did not explicitly state that their reasons for selecting teaching as a profession were "spirituality driven", Marshall concluded from the interviews that a relationship

exists among spirituality and the internal reasons for teaching. Dixon and Dingus (2008) found that female Black teachers across two different studies related their entry into teaching as part of a spiritual mission. Teaching as a humanistic pedagogy was perceived as a moral, communal, and ethical effort. Dixon and Dingus, specifically, observed how race, gender, and social economic status played a role in the decisions of the five Black women to become teachers in K-12 environments. Consequently, two additional themes, intergenerational encouragement or influence of other significant female members and teaching as a community work emerged as reasons for Black teachers to choose teaching as the profession. The latter theme is based on the notion that teaching lets them stay connected to Black communities and students; thus, serving as cultural workers/brokers and community other mothers.

Altruistic and intrinsic motivation. Schutz, Crowder, and White (2001), found commonalities across eight teacher candidates' influences to become teachers in the US. Out of ten identified categories, altruistic motives were the most influential (20%). Similar to Muller's et al. (2009) findings, Schutz et al. (2001) reported prior experiences (19%), such as teaching Sunday school or taking care of young children, to be as influential. As teacher candidates shared their stories on what influenced their desire to become a teacher, it became evident that family, friends, and peers played a powerful influential role on their decision to pursue the teaching profession. Furthermore, Schutz et al. noted how emotional most teacher candidates became in recalling and sharing memories that contributed to their goal to become a teacher. Of the eight participants involved in the study, only one held a teaching position at the time of the follow-up interview three years later. The other seven participants had decided to pursue other goals due to disillusionment or possible ventures outside the teaching profession. A key feature

in this study is that goals are the result of an ongoing process, are fragile, and may change as a result of life's personal and contextual experiences.

Nevin, Bradshaw, Cardelle-Elawar, and Diaz-Greenburg (2009) found that teacher candidates and practicing teachers from three diverse settings, Brunei Darussalam, Arizona, and California, were intrinsically and altruistically motivated to choose teaching as a career. In an effort to assist participants with the development of their teacher identities and awareness of the self through a dialogic retrospective interview process, the research team investigated practicing teacher's primary motives to teach. Findings indicate that participants were motivated to teach because of their own students' success, an ethic of caring, and their own efforts to overcome challenges. The researchers discussed implications for teacher preparation programs to help teachers develop a more profound cultural and personal awareness of their identities, as they become teachers of culturally and linguistically diverse student populations. Comparably, Smulyan, (2004) noted that a group of women's choice to teach was influenced by their class or cultural backgrounds, which included first generation immigrants and the first ones to attend college. In general, it is important for teachers to increase an awareness and understanding not only of self, but also of their students' culture and prior life experiences and how these might impact students' motivation to excel academically.

Correspondingly, Flores, Ek, and Sánchez' (2011) examination of Latino bilingual teachers *aspirantes*' (candidates) motivation to pursue teaching revealed that reasons to teach were a primarily altruistic and intrinsic in nature. Hence, bilingual teacher *aspirantes* felt a personal calling to enter the teaching preparation program and give back to their communities ($M = 6.60, SD 0.76$). The following three themes were represented in the findings: (a) give back to the community, (b) influence of teacher role models and making a difference, and (c) support

from family for the chosen profession (p. 45). In addition, distinctive reasons for pursuing teaching as a career on the written self-report section of the Academic Self-Identity: Self Observation Yearly (ASI SOY) instrument were reported: (a) enjoyment or love for children; (b) a calling to the profession; and (c) desire to impact children, parents, and society. Especially relevant to the bilingual teacher *aspirantes* in this study is the role and positive impact that culture, literacy, and prior schooling experiences have in their motivation to become teachers.

Furthermore, Chan (2004) also reported intrinsic/altruistic motives as the primary reasons for in-service teachers in Hong Kong to choose the teaching profession. “Extrinsic/Job” conditions, followed by “Influence from others” were other important motives. Noteworthy is the fact that respondents to the survey indicated that they enjoy working with children and adolescents, in addition to wanting to help others. Of the 246 practicing teachers who responded to the survey, 4.7% had less than 1 year of teaching experience and most of them (61.3%) had a range of 1-5 years. Chan found that these teachers were confident, committed, and caring for their students’ learning. Especially valuable, these teachers’ commitment and care for students’ learning and development were displayed by their efforts by staying up-to-date, enhancing their teaching qualifications, and improving their efficacy in teaching practices.

A study conducted by Ball (2000) utilized a socioconstructivist approach building on the works of Vygotsky (1981), Leont’ev (1981), Bakhtin (1981), and Wertsch (1985) to learn how teachers develop a philosophy of literacy to teach more effectively. Of particular interest in this study, was how they considered the option to teach diverse students in high-need schools. Ball (2000) argued that due to the need for qualified and experienced teachers in these schools a critical need exists for improving teacher education programs to prepare teachers for diverse populations in high-need schools. Relative to addressing this challenge and impacting the

learning experiences of students attending these schools, Ball pointed out the need to investigate the process through which developing teachers come to a decision to consider teaching diverse students in high-need schools. This study provided an impetus for this researcher to begin the exploration of novice teachers' initial motivation to become teachers and the sociocultural factors that influence their desires to work with culturally and linguistically diverse students in high-need schools and to remain in the teaching profession.

Teachers' self-efficacy and motivational needs. Since practicing teachers arrive into the teaching profession for various reasons and with prior personal and schooling experiences, it is important to not only explore the initial motives that led them to select teaching as a profession, but to investigate the reasons and desires to remain teaching. Specifically, it is important to identify the reasons for selecting to work in high-need schools, where high numbers of culturally and linguistically diverse (CLD) student populations are found. The majority of CLD students in high-need schools are English learners, students with disabilities, and students who come from underrepresented and underserved ethnic and linguistic groups and low socio-economic backgrounds. Building on the findings of major theorists on motivation and outcome expectancy, Hoy and Miskel (2001) sought to identify the multifaceted roles of individuals as another variable within the school context that must be studied. They examined the "needs, goals, beliefs, and motivations" of students, teachers, and administrators as they coexisted in school settings (p. 126). Their findings indicated that Maslow's hierarchy (1954) of individual needs could be a pertinent construct to study the school environment. Hoy and Miskel (2001) concluded that an individual's motives that had to be met first within school settings and sociocultural contexts are consistent with lower order needs (e.g. physiology, safety, and belonging). Once these needs are satisfied, higher order needs such as knowledge to satisfy

curiosity, becoming everything a person is capable of becoming, self-esteem, and self-actualization could emerge as a result of cognitive learning activities. Bandura's self-efficacy theory and Maslow's hierarchy of needs are two complementary constructs that will be used to understand an individual's motivation to teach and to remain in the teaching profession.

Harms and Knobloch's (2005) research question asked whether teacher candidates' individual needs were correlated to intrinsic and extrinsic motives for selecting a career choice. They found that needs and self-efficacy were two motivational factors related to agriculture pre-service teachers' decision to select teaching as a career. Thus, Harms and Knobloch concluded that individuals' motivation to go into a career field or profession may increase if they have had prior self-actualizing experiences (2005). Harms and Knobloch, like Hoy and Miskel (2001), acknowledged the importance of Bandura's self-efficacy theory to better understand individuals' reasons in considering a career field. Bandura's theory recognizes motivation as a mediating process in the development of self-efficacy (1977), a critical factor in choosing a career. Self-efficacy relates to an individual's belief in their competency to carry out an occupational or professional role. Therefore, positive field and student/clinical teaching experiences prior to becoming teachers of record, strengthens teacher candidates' self-efficacy. Zientek (2006) asserted that teacher preparation has an impact on teacher effectiveness and that novice teachers need specialized instruction in order to feel prepared, to have high self-efficacy. The proposed specialized instruction includes research-based components such as "positive mentoring experiences, field based experiences, and curriculum based on child development, learning theory, cognition, motivation, and subject matter pedagogy" (p. 217). Thus, well-prepared efficacious teacher candidates and in-service teachers who desire to succeed are more likely to disregard more attractive or desirable careers (Bandura, 2002, Inman & Marlow, 2004).

Teacher motivation: efficacy and commitment. Fives and Alexander's (2004)

exploratory investigation contended that teacher motivation is comprised of two constructs: efficacy and commitment. According to Fives and Alexander, even though there is evidence of a well established path between teachers' motivation, self-efficacy, locus of control, goal orientation, autonomy and their performance and that of their students (Coldarci, 1992; Gibson & Dembo, 1984; Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998), there is minimal evidence of the impact schools as sociocultural contexts have on teachers' motivation and ultimately on their commitment to remain teaching. Table 2 shows the interdependent relationship between two categories of teacher motivation, teacher efficacy and commitment, as elaborated in Fives and Alexander's study. Commitment is described in terms of contextual factors that include school climate, administrator factors (roles or relations), collaboration, teachers' involvement in decision-making, and teachers' autonomy. Data was collected on fixed factors that embody general school demographic aspects, including students' demographics such as socioeconomic status and ethnicity, and teacher descriptive factors such as number of years teaching and grade level(s). Overall, Fives and Alexander concluded that there is a need for more empirical investigations that study the relationships between teacher motivation and the sociocultural context—school settings.

Table 2

Relation of Teacher's Efficacy and Commitment to School Context Emergent Patterns

Teachers' Efficacy	Teachers' Commitment
1. Teachers working in positive school contexts that focus on students' learning tend to have higher levels of efficacy.	1. Aspects of school climate or culture are correlated to teachers' sense of commitment
2. Teachers increase their levels of efficacy when they feel supported by administration with needed resources. Teacher Efficacy serves as a buffer to forces that constrain teachers' instructional flexibility and creativity.	2. The relationship between teachers and administrators is related to teachers' feelings of commitment to teaching.
3. Teachers given the opportunity and encouragement to work collaboratively seem to feel more efficacious.	3-4. Commitment is related to teachers' sense of autonomy and involvement in decision making.
4. There appears to be a positive relationship between teacher efficacy, decision making and autonomy.	
5. Teachers' sense of efficacy depends on teachers' perceptions and attitudes toward school student demographics, socioeconomic status, and school aspects such as grade level, school type, school organization, and resources available.	5. Level of teacher commitment varies depending on demographic school factors and student characteristics.

Given the dearth of research regarding the role of teacher motivation on continued commitment to the profession, Nevin's et al. (2009), cross-cultural study of teacher candidates and in-service teachers from the US and Brunei Darussalam revealed that independent of their respective unique cultures, teachers' commitment to their students' success, an ethic of caring, and personal efforts in overcoming problems were sources of motivation to choose teaching as a

profession. Nevin et al. asserted that teacher identity formation is derived from sources such as home, family, and views about the social and political situation. Teachers from Brunei said that they were influenced to become teachers because some of their family members used to be teachers, whereas US teachers talked more about social and political influences. Also, numerous Brunei teachers cited financial reasons as a main motive for entering the teaching profession. Nevi et al. also reported that in spite of challenges imposed by governmental mandates such as the No Child Left Behind (2001), and the increasingly significant numbers of culturally and linguistically diverse student populations, teacher candidates and practicing teachers in the US, as well as those in Brunei made a decision and commitment to enter and remain in the teaching profession.

Schepens et al. (2009) in Belgium determined that professional identity of teacher candidates is formed from two basic points of view: (1) from those who are naturally born to be teachers and (2) those who become teachers and concluded that teacher preparation plays a significant role in self-efficacy and commitment. However, teacher candidates' perception of preparedness to teach while in a teacher education program was the major predictor of self-efficacy and professional orientation. Important to note is that the findings affirmed the results of a study conducted in the US by Darling-Hammond, Chung, and Frelow (2002) who inferred that there was a significant correlation between the perception of teachers being prepared and a sense of self-efficacy, a sense of responsibility concerning student achievement, and a sense of commitment to continue teaching. Conversely, Darling-Hammond, et al. further asserted that student teachers' self-efficacy, commitment and professional orientation at graduation are influenced also by input variables, such as 'personality traits and student teachers' motives', and process variables identified as 'support' and 'sense of preparedness for the teaching profession'.

Teachers' motivation to remain in the profession. A major problem faced by urban and rural districts nationally is a lack of qualified teachers for high-need schools. Sinclair et al. (2006) concluded that understanding motivation to teach might have implications for the recruitment of qualified teacher candidates and retention of effective practicing teachers. In order to understand what influences a teacher's decision to remain in the teaching profession, Brown and Wynn (2009) conducted semi-structured interviews over a period of two years with 12 principals and 6 new teachers who work in schools in an urban school district where attrition rate tends to be higher (42%) than the national average (33%), especially among first-year teachers. In their findings, Brown and Wynn indicated that strong leadership and planned retention strategies implemented by these principals had a positive impact on the schools' ability to retain new teachers. They asserted that new teachers' efficacy and perception towards teaching is greatly influenced by the campus administrators' role in strengthening the "building-level factors". These sociocultural factors include: mentoring and induction support, collaborative working conditions, facilities and resources, shared decision-making and continuous learning opportunities.

In a conceptual analysis of beginning teachers' attitudes, Inman and Marlow (2004), identified working environment or situational factors, such as collegiality, working conditions, and job security as perceived positive aspects of teaching, which contributed to teachers' desire to remain in teaching. Important to note, salary was the only external factor contributing to teacher retention. In general, Inman and Marlow concluded that more experienced (more than 10 years experience) early childhood and elementary school female teachers tend to remain in the teaching profession. Forty percent of the 500 survey respondents were classified as beginning teachers. A majority of teachers in this study were female (89%) and White (76%), 13%

African-American, and 5% Hispanic/Latino. Inman and Marlow defined beginning teachers as those with less than 10 years of teaching experience. They further categorized beginning teaching into two phases based on years of teaching experience: Phase I teachers were labeled as “truly beginning” (0-3 years), and Phase II as “hopeful of making a change” (4-9 years). Unlike Phase II teachers who expressed feelings of collegial and professional ambiance, Inman and Marlow concluded that Phase I teachers, displayed a more idealistic view and felt more isolated. Phase I teachers’ isolation was attributed to teachers’ lack of awareness of their own teaching philosophy, and consequently, their inability to recognize and value the philosophy of others. In addition, even though most of the Phase I teachers perceived themselves as situated in positive working environments, many of these teachers were unable to describe a satisfactory working environment. In an effort to recommend solutions to a teacher retention problem, Inman and Marlow delineated implications for teacher educators, administrators, and the community in general to consider collaborative implementation of support systems to address beginning/novice teachers’ uncertainties.

In examining motivation to remain teaching, Eick (2002) identified three emerging themes across 19 autobiographical writings submitted by career science teachers. These teachers had written their first autobiography as teacher candidates during their teaching preparation years. Eick noted that an ethos of caring was evident among teachers who had expressed teaching satisfaction and had remained in the teaching profession. He also found gender differences. Muller et al. found that although female teachers expressed this care through affectionate terms or “the relational and psychological aspects of the teaching profession,” (p. 584) students’ self-improvement was the concern for male teachers. In general, Eick concluded

that additional research was needed regarding supportive schools and school contexts since these are imperative for beginning teachers' development, motivation, and retention.

Sinclair, Dowson, and McInerney (2006), measuring the psychometric properties of the Modified Orientations to Teach Survey (MOTS), which was designed to measure 98 Australian pre-service teachers motivation to become teachers, demonstrated that motivation changes over time in younger participants (>25 years of age, $n = 68$). The researchers speculated that younger teacher candidates initially had an idealized perception or “romantic view of teaching” (Chuan & Atputhasamy, 2001; Sinclair et al. (2006). However, once these teacher candidates engaged in field placement experiences or student teaching, they were influenced by the negative opinions they encountered from supervisors or the poor experiences in the school environment and classroom settings—sociocultural contexts (Schutz et al, 2001). Retelsdorf et al. (2010) also supported this finding by stating that Butler and Shibaz (2008) and Pelletier et al., (2002), have provided evidence that sociocultural contexts influence teachers' motivation, similar to students' motivation. Regardless of the field placement context, Sinclair et al. (2006) reported that more mature-aged teacher candidates sustained their motivation to teach over time. In general, similar to the studies discussed earlier, Sinclair's et al. study indicated that all teacher candidates' strong motivations to enter the teaching profession, regardless of age group, were altruistic and intrinsic in nature, namely, their initial motives were related to “*working with children, worth of teaching, intellectual stimulation, and helping others*” (p. 1149). A limitation to this study was the small number of participants and the time period between the one semester span from the pre and post administration of the survey. However, this study provides an empirical basis to explore how the reality of working with children and the sociocultural context—school settings may impact teachers' motivation to teach over time.

In general, Nevin et al (2009) emphasized that “Motivation can be characterized as the thread that unifies cultures or transcends cultural barriers (i.e., language, familial culture, socio-economic background, historical or political considerations), especially teacher candidates’ self-determination to become educators (independent of grade level and culture)” (p.26). Thus, the literature reveals that many of the teacher candidates and practicing teachers, irrespective of their cultural background or country of origin, attribute their motivation to select teaching and to remain in the teaching profession to intrinsic and altruistic reasons, such as a desire to work with children, to help students by making a positive difference in their lives, and to give back to the communities where teach. Conclusive findings across cultures and countries have demonstrated that teachers express an ethic of caring and some as in Smulyan’s study (2004) are driven by social justice as the primary reasons to enter and to remain teaching, followed by more extrinsic reasons such as external benefits which are compatible with personal or family needs (e.g. work schedule, holidays). Overall, motivation to teach appears to be sustained through mentoring and administrative support. However for the most part few studies include minority teachers working in critical shortage areas of bilingual, mathematics, science, and special education. So this study will amplify what we know about motivation to teach specifically for this population.

CHAPTER III: METHODOLOGY

This study has been guided by the epistemological beliefs and investigative techniques of two interpretive paradigms described by Thomas Kuhn in Hatch (2002) as post-positivist and constructivist. The epistemology for post-positivist is that the reality of novice teachers' experiences can only be approximated, while the constructivist teachers collaboratively develop subjective realities based on their own lived experiences (Seidman, 1998, 2006). A mixed methods approach was employed to collect and analyze both qualitative and quantitative data to explore and explain how, motives and experiences influence novice teachers' decisions to work and stay in schools teaching culturally and linguistically diverse students. As such, the initial intent of this study was to use phenomenological inquiry methods to capture novice teachers' realities regarding motivation to enter and remain in the teaching profession as perceived through a sociocultural perspective (Creswell, 2007; Moustakas, 1994; Seidman, 2006). Secondly, to use these data to support the quantitative findings in examining teachers' realities. Thirdly to examine these phenomena using descriptive and correlation analysis to examine novice teachers' motives as it is influenced by sociocultural contexts and personal and group worldviews. Novice teachers, who have been teaching for five or less than five years, were invited to participate in a series of three interviews.

Research Design

As aforementioned, a mixed methods design was employed for this study. This section includes a delineation of research questions, assumptions and research hypotheses that guided the study. It also includes a full description of the qualitative and quantitative methods used and a plan for data analysis and interpretation.

Research Questions

The research questions guiding the study were explored using investigative techniques designed to invite participants to reconstruct their lived experiences prior and during their teaching experience. These questions include:

Research Question I. What are the initial reasons for selecting teaching as a profession?

RQ1 Assumption: Novice teachers select teaching as a profession for altruistic/intrinsic reasons.

Research Question II. How do novice teachers become interested on teaching in high-need schools with cultural and linguistically diverse (CLD) students?

RQ2 Assumption: Novice teachers' familial culture and prior life experiences influence their motivation to teach in high-need schools with culturally and linguistically diverse (CLD) students.

Research Question III. What are novice teachers' perceptions of the sociocultural context— school support systems (administrators and/or mentors) in sustaining their motivation and commitment to teach?

RQ 3 Assumption: Novice teachers perceive the school's administrative and mentoring support systems as particularly important for their teaching motivation and commitment to teach.

Research Question IV. Is there a relationship between novice teachers' initial motivation to teach and their perceptions of the sociocultural context— schools' support systems (administrators and/or mentors) to remain teaching?

RQ 4 Null Hypothesis (H_{04}): There is no relationship between novice teachers' initial motivation to teach and stay and their perceptions of the sociocultural context including administrative leadership and teacher support systems in schools with CLD students.

RQ 4 Directional Hypothesis (H₄): There is a correlation between novice teachers' initial motivation to teach and stay and their perceptions of the sociocultural context including administrative leadership and teacher support systems in schools with CLD students.

A Qualitative Approach

When using a qualitative research approach to phenomenological inquiry, researchers have an ethical responsibility to remain sensitive to the participants under study (Creswell, 2007). The qualitative approach used in this study is defined in the following manner:

- allows for a complex and comprehensive understanding of a topic under investigation (Creswell, 2007);
- this research approach of interviewing is informed by phenomenological assumptions (Moustakas, 1994; Seidman, 2006);
- in-depth, phenomenological open-ended interviews as proposed by Seidman (2006) were employed in this study;
- phenomenological inquiry provides opportunities for the development of comprehensive descriptions through the exploration and sharing of an experience (Moustakas, 1994);
- reflective structural analyses that display the importance of an experience with the goal of describing the experience based on the meaning for those who lived the experience;
- instead of focusing on the researcher's interpretations of the data, this approach centers the researcher's attention on the description of the participants' experience (Creswell, 2007);
- assumptions are made by phenomenological researchers regarding the shared common attributes of human experiences (Patton, 2002); and

- rigorous analysis is used to find out the essential elements shared across experiences (Patton, 2002);

In the process of examining novice teachers' motivation to teach in schools with culturally and linguistically diverse (CLD) students, in-depth, phenomenological open-ended interviews as proposed by Seidman (2006) were employed in this study. Seidman suggests a three-interview series to help situate participants in the context of their lived experiences. Participants in this study were allowed to share their experiences through personal stories. In consequence, the interviews “empower[ed] individuals to share their stories, hear their voices, and minimize the power relationships that often exist between researchers and the participants of a study” (2007, p.41). Furthermore, by collaborating with participants, a power relationship was de-emphasized during the data collection and analysis phase.

Participants and Role of the Researcher

Purposeful Sampling

According to Patton (2002), “qualitative inquiry typically focuses in depth on relatively small samples, even single cases (N=1), selected purposefully” (p.230). Participants for this study were novice teachers teaching in San Antonio, Texas area school districts who are associated with programs at the Academy for Teacher Excellence (ATE) at the University of Texas at San Antonio. San Antonio is a large, metropolitan city located in south central Texas in the United States. ATE is committed to provide ongoing professional development and induction support to teacher candidates and novice teachers. The ATE offers an array of services from academic, personal, psychosocial services to professional mentoring and coaching support. I chose to recruit teachers from ATE because of its accessibility and reputation to recruit and prepare teachers for culturally and linguistically diverse populations. Another reason for

selecting participants through ATE is that ATE is one of the three collaborative partners that created the Texas Education Research Center through a grant from the Texas Higher Education Coordinating Board to investigate teacher retention issues in the state of Texas.

Selection Process. In order to elicit in-depth responses from ethnic minority teachers through the sharing of personal experiences, a purposive homogeneous sampling (Patton, 2002) of 10 ethnic minority teachers with five or less years of teaching experience was selected. I screened possible participants who met this criteria from an ATE list and contacting each by email and/or phone. (See Appendix A-Recruitment Materials). As suggested by Moustakas (1994), purposeful sampling served to identify participants eager to participate in a series of comprehensive and detailed interviews that required total concentration and in-depth engagement to generate “insights and in-depth understandings” (Patton, 2002, p. 230) of the topic in question.

Rationale for the number of participants. For phenomenological studies, Creswell (2007) citing Polkinghorne recommended 5 to 25 individuals as an appropriate number to interview. I decided to interview 10 teachers, five of which were representative of a traditional undergraduate or post baccalaureate teaching preparation program and five from an accelerated graduate teacher preparation program, entitled Accelerated Teacher Education Program, a program funded by a US Department of Education’s Transition to Teaching grant.

I followed federal, state, and institutional guidelines for human-subject research by obtaining IRB approval from the University of Texas at San Antonio. Prior to conducting the first interview, I spoke with each participant to explain the process. Participants read and signed an informed consent form (see Appendix B) and were provided with an opportunity to ask questions. I conducted three separate interviews with each participant, analyzed the data, and wrote the descriptions. I provided an opportunity for member checking by sharing with

participants the written descriptions following the data analysis. The format implemented for the Three-Interview Series follows in the subsequent section.

Research Assistant. A trained research assistant, who had no interaction with participants, transcribed the interviews. In order to protect the confidentiality and welfare of participants' human research, the research assistant completed and complied with the Institutional Review Board (IRB) training for compliance with federal, state, and institutional regulations.

Role of Researcher. The main instrument for data collection and analysis in qualitative research is the researcher. Therefore, it is important for the researcher to bracket or set aside personal biases, experiences, and perceived ideas in order to fully describe participants' insights of the phenomenon under investigation (Creswell, 2007; Moustakas, 1994). According to Moustakas, "In the Epoche, no position whatsoever is taken; every quality has equal value. Only what enters freshly into consciousness, only what appears as appearance, has any validity at all in contacting truth and reality. Nothing is determined in advance" (1994, p.87). Consequently, qualitative researchers are challenged to attain the Epoche, "the pure state of being required for fresh perceiving and experiencing" (1994, p.87). I personally attained the Epoche by trying to identify existing personal assumptions and biases on the topic under investigation and detached them from any conversations with the interviewee.

My interest for the topic stems from my work as director of three accelerated teacher preparation programs where motivation to teach became a critical determinant in the selection of prospective new teachers. Furthermore, my life experience as a bilingual learner and later an educator taught me much about an effective teacher in a classroom with diverse learners. Specifically, my interest is heightened by personal experiences as a bilingual learner in a high-

needs high school, as well as, my professional career as a public school English as a Second Language (ESL) middle level teacher who worked with recent immigrants at a newcomer program in a high poverty school. As a bilingual and dual language program coordinator, and presently as the executive director for the Academy for Teacher Excellence within a teacher preparation program in a Hispanic Serving Institution (HSI) working with beginning teachers, I feel personally connected with the topic. In my professional experience I have been fascinated with the use of data for decision making and program evaluation and know the value of bracketing, triangulating, member checking, and validating data. I have worked with an external auditor to assure objectivity and trustworthiness (Creswell, 2007; Moustakas, 1994; Patton, 2002).

My interest has been fulfilled. This experience allowed me to perceive and experience the phenomenon with a fresh state of mind. I “bracketed,” as much as possible, my personal experiences. I recognized existing biases and remained transparent as recommended by Patton (2002) and Creswell (2007). To validate and triangulate data, I used rigorous methods (Patton, 2002). I employed skilled observational methods to “see what is there to see and hear what there is to hear” (Patton, 2002, p.260). I also wrote descriptive notes and focused on emerging themes and reported personal strengths and limitations of my perspective, “which requires both self-knowledge and self-disclosure” (Patton, 2002, p. 261).

Data Collection Procedures

The primary source of data consisted of three open-ended in-depth interview series, each approximately 90 minutes in length, occurring within a three-week time frame as suggested by Seidman (2006). At participants’ request, interviews were conducted at either the participants’ school where they were currently teaching, in a conference room at the university, or in my

office. Each interview session was digitally recorded and transcribed. I completed each 90 minutes interview within a three-week span with three to four day intervals, with the exception of two interviews that had to be conducted at the same time because of participants' unexpected travel or personal/family reasons.

Interview Guide. I conducted three separate open-ended question interviews with each participant. Consistent with the goals of a phenomenological study, each participant reconstructed lived experiences related to their motivation to teach. See Appendix C for the interview protocol, developed to make the interviewing process more systematic and comprehensive (Patton, 2002). I referred to this guide as needed to elicit thorough descriptions and ensure consistency in the line of inquiry with each participant. I utilized a conversational style (Patton, 2002) and followed the conversation along its normal flow during each of the interview sessions.

The three-interview series

Interview one. During the first 90-minute interview session, which focused on each participant's life history, I established the rapport for participants to engage in meaningful dialogue that explored the meaning of their life experiences. Participants were asked to reconstruct their early life experiences by telling as much as possible about themselves and significant others (e.g. parents, relatives, former teachers, friends). The purpose of this interview was for participants to use contextual responses. Instead of asking them "Why did you become a teacher?" participants were asked "How did you become interested in considering teaching as a profession? A variety of important events in their families, in school, with friends, in their neighborhoods, and at work were reconstructed to place their motivation to teach within the context of their lives.

Interview two. The second 90-minute interview session focused on dialogues with concrete details of the teachers' present teaching experience and how it affected their motivation to teach in schools with CLD students. Specifically, participants were asked for stories or events that depicted their relationship with their campus administrators, their mentors, their students, other teachers, parents, and the community where the school is located. Accordingly, details were elicited through their shared experiences and stories.

Interview three. The third 90-minute interview focused on reflections of meaning. Participants were provided with an opportunity to reflect on the meaning of the experiences shared during earlier interviews. In this case, the focus was on the meaning or the essence of the intellectual and emotional connections between the teachers' life and work, instead of defining the experience satisfactory or unsatisfactory, rewarding or not rewarding (Seidman, 2006). Accordingly, Vygotsky (1987) suggested that giving meaning is a process that involves putting language into the experience. Vygotsky further asserted, "Thought is engendered by motivation, i.e. by our desires and needs, our interests and emotions. Behind every thought, there is an effective-volitional tendency, which holds the answer to the last 'why' in the analysis of thinking" (p. 252). Consequently, it is essential to acknowledge that the intellect and affect or thinking and the fullness of life experiences are interrelated described according to the needs and interest of the thinker (DiPardo & Potter, 2003).

Data Analysis Procedures

Organization, Coding, and Data Analysis

The organization and analysis of the interview transcripts were done utilizing a structured process described by Morrissette (1999) and suggested by Creswell (2007) and Seidman (2006). Also, as recommended by Strauss and Corbin (1998), the points of view and voices of the novice

teachers were included on this study. Following are the seven sequential steps employed for synthesizing logically participants' responses:

Step 1: The interview as a whole

Step 2: The interview as a text

Step 3: First order thematic extraction

Step 4: Second order thematic extraction

Step 5: Individual participant's protocol synthesis

Step 6: Overall synthesis of all participants' analysis

Step 7: Between persons analysis

Steps 1 and 2 required transcription of responses to the open-ended questions by a trained research transcriber. The accuracy of transcriptions was checked by listening to all the recordings and reviewing the transcribed text. Also, in order to capture the full meaning of the detailed participants' experiences, I concentrated on the tone of voice, meaningful descriptions, and recalled participant's body language during the interviews (Morrissette, 1999). Data was organized, managed, and analyzed using NVivo9[®] qualitative research software (2010). Significant statements and key words that described and defined the experience were highlighted or coded as free nodes as suggested by Creswell (2007) and Morrissette (1999). All relevant statements to the topic under investigation were considered equally valuable.

Step 3, thematic extraction and clustering, the identified significant statements were assigned to a theme. These statements were coded as free nodes and organized by themes in NVIVO. In step 4, **second order thematic cluster**, themes and statements were grouped into clusters of meaning or categories referred to as Nodes (Creswell, 2007; Morrissette, 1999; Moustakas, 1994). The identification of patterns and common themes was facilitated through the

visualized density of Strip color-coding. Several combinations of clusters were considered and discarded until the final categories were selected. During this process, I consulted with the co-chairs of my dissertation committee and wrote a general description for the final selection of the clustered themes. This information was useful for the creation of the individual participants' protocols and the group synthesis (Morrisette, 1999).

In step 5, **synthesis of participants' protocols**, each individual's experience was synthesized and described within the thematic clusters and sub-themes identified in step 4. In step 6, the **overall synthesis of the participants' protocols**, reflections on the identified themes and individual and group experiences were compared and described (Morrisette, 1999). To conclude, in step 7, **between persons analysis**, a table was prepared to display the identified themes of all participants, providing a visual reference for a between-persons analysis (Morrisette, 1999). Thus, inductively generated categories or patterns not labeled by the participants, prompted the creation of new terms. Ideas were tested all through the data analysis phase and emergent findings were confirmed and disconfirmed as new data and additional information was processed (Patton 2002).

Presentation of Findings

Clear descriptions that incorporated excerpts from the raw data were used to report and discuss the findings. Complete statements and vibrant descriptions were used to recognize the difference between observed and inferred behavior (Choudhuri et al., 2004). An adequate amount of information was provided to "accurately capture and reflect the experience of the participants" (Choudhuri et al., 2004, p. 445). Ultimately, the meaning of emerging patterns across all contexts was traced, including an argument in reference to the consistency of the selected meaning with the data (Choudhuri et al., 2004).

Methods of Verification

As recommended by Patton (2002), the active participation of the researcher was made explicit and transparent all the way through the information and data-analysis phases to increase trustworthiness. To a large extent, I bracketed out personal experiences, values, and beliefs to be able to entirely describe how participants perceived the phenomenon (Creswell, 2007). Multiple forms of information were used to triangulate the data. These included archival information from the participants' files in the Academy for Teacher Excellence archives, the interviews transcripts, and field notes. An external auditor assisted with the validation of data analysis by reviewing the findings. The participants also contributed to the validity of the data through member checking. Participants received copies of their individual analysis for review and feedback. Scholarly literature on qualitative research assisted with the design and analysis of this study. In order to establish a fair and concise relationship or generalization of the findings to other settings/situations, all elements under investigation were carefully aligned with each other so that none was greater or lesser than the other (Patton, 2002).

For this type of investigation, extraction of themes and patterns from the interview data and open-ended questions were the primary mode of analysis. Since the participants in this study were in their first to fifth years of active teaching, one assumption is that new teachers often enter the profession with optimism and as they develop and gain teaching experience, the sociocultural context, in this case, the school environment impacts their motivation and desire to continue working in high-need schools with culturally and linguistically diverse students. I explored this assumption using a mixed methods approach triangulating the qualitative and quantitative data collected.

Quantitative Approach. In addition to the qualitative study, a quantitative descriptive investigation designed as an exploratory, cross-sectional survey study was conducted and correlation analysis was used to examine the hypothesis of the study with the intent to provide empirical data documenting motivations to teach and the desire to remain working with CLD student populations in high-need schools. The following research question was explored:

Research Question IV. Is there a relationship between novice teachers' motivation to teach and their perceptions of the sociocultural context— schools' support systems, which include administrative and induction support systems?

In exploring this question, in addition to descriptive statistics, the product moment correlation coefficient, known as Pearson's r , was used to observe the covariance or correlations between two variables, which could vary positively or negatively based on the occurrence (e.g. high or low) of the magnitudes in one or both variables (George & Mallery, 2005; Rummel, 1976). Convenient groups of novice teachers—those with five or less years of teaching experience were invited to participate in the study and asked to complete an online survey through Survey Monkey[®] in the summer and early fall of 2010. This on-line survey was most appropriate to address the research questions because different groups of novice teachers working in various school contexts in a city with 17 school districts and over 30 charter schools were asked to complete the survey within a relatively small window of time.

According to Fink (2003) questions developed for online surveys follow similar writing guidelines as those developed for paper-pencil surveys. However, interactive online surveys require participants to respond to each question before they can continue with other questions. In order to prevent participants' frustration for not being able to move on to other questions before providing a response to each question, a "neither agree or disagree answer" instead of the "prefer

not to answer” or “don’t know” answer was provided as recommended by Fink. This will also help dismiss any concerns expressed by some surveyors about requiring participants to provide a response to every question (Fink, 2003).

Only one survey was administered to the convenience selected sample—a non-probability sample. There is a limitation of external validity because the sample was not randomly selected and there was not a control group. A generalization of the findings cannot be made since the sample population was drawn from a convenient sample. In order to minimize instrumentation as an internal threat, this study used a modified version of the standard psychometrically sound instrument Orientations to Teach Survey (OTS) developed by Ferrel and Daniel (1993). Since this is a cross-sectional survey design, respondents may have had different experiences depending on the numbers of years as teachers of record. Therefore, teachers’ maturation and history may affect the internal validity of the study. For example, teachers with 3 to 5 years of teaching experience may be more enthusiastic about their teaching assignments and their initial motives to select teaching as a profession might be articulated differently than for novice teachers who have one or two years of teaching experience. Because each year teachers grow more experienced working in a particular school context, a maturation threat may be present. In order to minimize maturation, history, and instrumentation threat, while a control group could be added to the research design to reduce internal threats, “the control group would experience all the same history and maturation threats, would have the same testing and instrumentation issues, and would have similar rates of mortality and regression to the mean” (Trochim, 2006). Thus, changing the study design would require addressing other internal validity threats such as multiple-group threats and the social threats.

Sample

The teacher participants in this study were selected from a convenience sample, using these criteria:

- (a) Novice teachers who graduated from a four-year undergraduate teacher preparation program;
- (b) Teacher interns seeking teacher certification through a post baccalaureate or masters degree teacher preparation program; and
- (c) Practicing teachers certified or working towards certification through alternate certification routes.

All San Antonio area districts teachers who were in their first through fifth year teaching were invited to participate in the study. In order to secure participants from the sampling frame, a list of names and contact information of recent graduates was requested from UTSA's College of Education and Human Development teacher preparation programs and from San Antonio area school administrators. Also, non-UTSA alumni teachers who participated in professional development sessions or events hosted at UTSA were invited to participate. After the requested list was acquired, prospect participants were contacted via e-mail and/or telephone. Appendix A presents the telephone and email invitation messages.

A total of 200 participants were anticipated to respond. Over the last five years, approximately 550 teachers graduate per year in the San Antonio area for an approximate total of 2500 certified teachers. Even though a sound survey guideline suggests collecting data from approximately 10-15 % from the total survey sample, the sample size has been determined using the rule of thumb of 5 participants per survey item (Fink, 2003; Mertens, 2010) The sample size was more than adequate to produce a high power and a medium effect.

The novice teachers were the primary unit of analysis for this study. Everything considered, using non-probability-sampling procedures, participants from a convenience sample were selected due to lack of resources and time. Hence, the limitations to internal and external validity are recognized. A total of 210 teachers responded to the invitation to participate on the study; however, only 175 met the selection criteria and participated in this study. Of these 175 teachers, 10 teachers participated in the qualitative phenomenological component. This convenience sample was secured from local school districts because of their (a) accessibility; (b) location (i.e. surrounding urban; rural; suburban districts); (c) size--total number of novice teachers from which the sample could be surveyed and interviewed (N= 2500); and (d) demographic characteristics of the districts' that employ novice teachers and their student populations. Using this procedure, 87.5% of the expected 200 participants responded to the survey.

Demographic information. Out of the 175 respondents, 83.4% ($n=146$) were female and 16.6% ($n=29$) were male. This disproportionate number of female to male teachers is consistent with the 76% ratio of female to male respondents in full time teaching positions across grade levels in the 2007-2008 study of the National Center for Education Statistics (NCES, 2009). Ethnic representation varied among the 175 participants. Primarily, the teachers in this study were 60.6% ($n=106$) Latino, 33.1% ($n=58$) European origin/White, followed by 5.1% ($n=9$) African-American, and 1.1% ($n=2$) Asian. This sample in terms of Latino representation is greater than the national statistics, which is less than 10% (NCES, 2009). Three age ranges represented the age group of the participants: 49.2% ($n=86$) were between 21 and 30, 30.3% ($n=53$) were between 31 and 40, 20.5% ($n=46$) were 41 and over. In this particular sample, the majority of teachers (49.4%) were between 21-30 years of age. Participants' age was also

consistent with the NCES study indicating that even though the majority of teachers in the United States are over 30 years of age, the number of younger teachers (<30) is increasing (2009). Elementary level teachers represented the largest group in this study ($n=93$), followed by secondary level teachers, ($n=43$), and the lowest group represented were middle level teachers ($n=39$). Also, 30.9% ($n=54$) of the participants were mid-career changers. Table 3 provides an overview for demographics of the sample.

Table 3

Novice Teachers Demographics (N=175)

Variables	Groups	N	%
Gender	Female	146	83.4
	Male	29	16.6
Ethnicity	Hispanic	106	60.6
	White	58	33.1
	African-American	9	5.1
	Asian	2	1.1
Age	Between 21-30	86	49.2
	Between 31-40	53	30.3
	Between 41-Over	36	20.5
Certification Route	Mid-career changer	54	30.9
	Traditional Teacher Candidate	121	69.1
School Location	Rural	6	3.4
	Suburb	54	30.9
	Urban	115	65.7
Type of School	Charter	16	9.1
	Public School	159	90.9
Teaching Assignment	Elementary	93	53.1
	Middle Level	39	22.2
	High School	43	24.6

Source: MOTS Part I: Demographics Section

Instrumentation

The selection and modification of the survey instrument for this study was done in a three-step process. First, after a thorough search in the literature, an instrument was identified

that had established a psychometric property in the measurement of motivation to teach. Second, the instrument was expanded to include nine items were developed to examine the novice teachers' perceived importance on administration and induction support, and the four open-ended questions. Third, a pilot study was conducted using the identified/adapted instrument. Fourth, based on the results of pilot study, the instrument was modified by reducing the number of items that measure the motivation construct and rewording some of the demographic items.

Instrumentation Selection. Initially, the Orientation to Teaching Survey (OTS) developed by Ferrell and Daniel (1993) was selected because no other instrument had demonstrated the psychometric properties in measuring the constructs for motivation to teach (Sinclair, Dowson, & McInerney, 2006). The OTS uses a five-point Likert-type scale, ranging from 'strongly agree' (5) to 'strongly disagree' (1). Daniel and Ferrell's findings from an exploratory factor analysis displayed high factor loadings and relative low cross-loadings for the OTS (1993). In fact, since the development of the OTS, only two studies, which were conducted outside the United States have demonstrated the establishment of validity and reliability of the OTS (Sinclair, Dowson, & McInerney, 2006; Moran et al., 2001,). In Moran et al.'s study (2001), six factors were identified from the participants' responses to the 58 items included in the OTS with Cronbach's alpha scores between 0.5 and 0.8. Sinclair et al (2006) reported that with some exceptions, 6 of the 10 scales (i.e., working with children, intellectual stimulation, ease of entry/work, dissatisfaction, helping others, and conditions of employment) demonstrated that the goodness of fit index (GFI) and the adjusted goodness of fit index (AGFI) were above .90, and the root mean square residual (RMSR) was below .05. Thus, all the factors identified in the OTS survey have demonstrated the desired validity and reliability in the previously cited studies.

Scale Development. In addition to the original OTS 58 items, using the work of Fives and Alexander (2004) 9 additional Likert-type items were developed. These items measure novice teachers’ perceptions about the role of the administrator and induction support mentor as a motivator to remain in the teaching profession. Peers examined clarity and relevancy of the items. Based on the feedback, 2-3 items were reworded.

Pilot Testing. A pilot study (n=44) was conducted to test the validity and reliability of the adapted OTS specifically with novice teachers in the San Antonio area school districts. Cronbach Alpha reliability was used to measure the internal consistency of the items and to help understand the relationship between items. Henson asserted, “Internal consistency estimates relate to item homogeneity, or the degree to which the items on a test jointly measure the same construct” (2001, p. 3).

When examining the reliability of all 67 variables, the Cronbach alpha was ($\alpha = .751$). In examining the item analysis results, four items were identified with a negative correlation with the other items, as shown in Table 4.

Table 4

Negative correlations of survey items

Item	Correlation
2. Teaching allows me to perform a valuable service of moral worth.	-.060
16. It is less expensive to prepare to teach than to prepare for many other fields.	-.289
23. Teaching was the best job among those readily available to me.	-.149
65. I have a district mentor/coach.	-.209

Consequently, a second reliability test was conducted omitting the three OTS negatively correlated items (#2, #16, and #23) and the nine additional items that had been added to measure novice teachers' perceived support components that lead to retention were also removed, because the researcher considered that these 9 items measured a separate construct. After removing these 12 items, reliability results indicated a high Cronbach Alpha ($\alpha = .921$) on the remainder 55 items.

Using factor analysis, construct/content validity was examined (Mertens, 2010). According to the KMO and Barlett's tests, the correlation matrix was not positive definite; therefore, an identity matrix was not produced for these data. Because the correlation matrix was not produced, the findings were not accurate. Nevertheless, because this was a pilot study, the total variance resulting in the identification of fifteen factors from the participants' responses with eigenvalues larger than 1.0 were examined. These factors accounted for 89% of the total variance. Looking at the Scree Plot, seven factors were identified and the results of this preliminary and exploratory study indicated high reliability (George & Mallery, 2005). A close examination of all variables was conducted to compare the mean scores of the identified factors categorizing each of the motives to teach constructs. The results yielded pertinent information to modify the survey as recommended by Creswell (2003).

A limitation to the pilot study was the small number of respondents. Piloting the OTS survey online facilitated an examination and revision of problematic items. For example, demographic questions that asked for teaching assignment and grade level teaching were revised to provide a dichotomous response, rather than leaving item open-ended. In addition, participants provided feedback that the survey was too long. As a result, 22 items from the original 58 OTS instrument were selected to form the Motives for Teaching Profession Scale

(MTPS) as a measure of teachers' motivation (See Appendix D). The Supporting Teacher Retention Scale (STRS) was created using the 8 positive correlated items that measured teachers' expressed contextual related needs supporting retention in high-need schools.

Survey Development. The Motivation Orientation Teacher Survey (MOTS) consists of four parts: Demographic Items, Teaching Motivators (TM) open-ended items, MTPS, and the STRS. A brief explanation of the purpose of the survey and information regarding time completion is provided at the beginning of the survey.

Demographic Items. The first part of the instrument requests teachers to provide demographic open and closed responses such as: age, gender, ethnicity, years of teaching experience, current teaching assignment, grade level, type of teaching certification, and prior employment experience with school age children.

Teaching Motivators (TM). The second part contains three open-ended questions addressing teachers' motivation to teach and desire to remain in or leave the teaching profession.

- 1. If you teach at an urban school, please explain the initial reasons that motivated you to teach there.*
- 2. What reasons motivated you to teach in a school with a large number of culturally and linguistically diverse students?*
- 3. Summarize the reasons that contribute to your desire to make the teaching profession a long-term career choice for you.*
- 4. Summarize the reasons that contribute to your desire Not to make the teaching profession a long term career choice for you.*

Motives for Teaching Profession Scale (MTPS). The third part contains the MTPS scale that consists of 22 Likert-type statements adapted from Ferrel and Daniel's OTS (1993). Similar to the OTS, the MTPS's 22 statements use a five-point Likert-type scale, ranging from 'strongly agree' (5) to 'strongly disagree' (1).

Supporting Teacher Retention Scale (STRS). The fourth part includes the STRS consisting of 8 Likert-type statements that capture novice teachers' perceived importance of administrative and induction support factors. This scale measures items ranging from 'Very Important' (5) to 'Not Important at all' (1) on a 5-point Likert-type scale. The internal consistency and validity for the MTPS and STRS will be discussed in the subsequent section.

Motives for Teaching Profession Scale (MTPS) Reliability Analyses. The reliability of the (MTPS) was determined by using Cronbach's alpha reliability test. Cronbach alpha was used because it measures the internal consistency of the items. The preliminary analysis resulted in a reliability coefficient of .760 (n=175) on the total 22 standardized items of the survey, which falls into the range of being acceptable to an almost good alpha value (George & Mallery, 2005). However, as determined by factor analysis many variables did not cluster together (See Chapter 4 for detailed discussion). Therefore, the item correlation was examined to see how each item was contributing to the overall reliability and how these were clustering in the factor analysis. As a result, fourteen items were selected for a subsequent analysis (1-7, 9-12, 14, 17, and 22).

A second exploratory factor analysis was conducted with the 14 selected items. These appeared to cluster together into three factors, supporting the construct validity of motivation as the latent variable (Mertens, 2010; George & Mallery, 2005), which will be discussed in the factor analysis section (See Chapter 4). The reliability coefficient of .721 (N = 175) on the

MTPS was obtained on the standardized items, which indicates an acceptable alpha value according to George and Mallery (2005).

Supporting Teacher Retention Scale (STRS) Reliability Analyses. STRS addresses teachers' perception of the importance on supporting factors that might contribute to teacher retention. Using a Cronbach's alpha reliability test, the reliability of the Supporting Teacher Retention Scale (STRS) was determined (items 23-30). The Cronbach alpha was an important test to use because it measured the internal consistency of the items in the scale. The analysis resulted in a reliability coefficient of .793 (n=175) on the 8 standardized items (23-30) of the scale, which falls into the acceptable, almost good range of the alpha value (George & Mallery, 2005).

Content validity. In order to establish the content validity of the Motivation Orientation to Teach Survey (MOTS), a content analysis scale was used to identify the relevancy and clarity of each item as designed to measure the motivation to teach and the supporting teacher retention constructs (See Appendix E). Three experts with experience and understanding in working with teachers were asked to rate the relevancy and clarity of each of the items in the MOTS using a four-point scale ranging from most representative/clear to not representative/clear (Representative/Clear— 4, Needs minor revisions— 3, Needs major revisions—2, and Not representative/clear—1). Content validity index was obtained averaging the content validity ratings provided by two of the three experts who rated all the items (Rubio, et al., 2003, p. 97). The ratings of one expert had to be discarded because one or more of the areas was not rated. The two raters who completed the scale have doctoral degrees and had conducted research related to teacher preparation and development. These raters identified themselves as academics and one has additional experience as an external evaluator for federally funded teacher

preparation programs and educational psychology. The latter was included to provide feedback on the psychometric possibilities of the scales. The context validity index (CVI) for each item and for both scales was calculated. The computation of each item's CVI was done by counting the experts who rated the item as a three or four and dividing that number by the total number experts (n=2), and then calculating the average CVI across the items. Accordingly, there is evidence of 'excellent' content validity for relevancy since the CVI for the measure is 1.0, which is above the .80 recommended score for new measures (Rubio, et al., 2003). The clarity of the CVI = .80, which is acceptable.

Factorial Validity Index (FVI). For the MTPS scale, the two experts were able to assign 17 items to their respective factors resulting in a FVI=1.00. Five items have a FVI of .50 because only half of the experts (1) were able to assign the correct item to the factor. According to Rubio et al., "the FVI is calculated by counting the number of experts who correctly assigned the item to the factor and dividing that number by the total number of experts (2003, p. 102).

Mixed Methods Approach

For the purpose of this study, two research paradigms were necessary to gain a better understanding of the phenomena under investigation. Tashakkori and Teddlie (2003) explained the importance of utilizing two research paradigms when conducting data triangulation. Therefore, the two research paradigms were implemented in a single phase mixed methods design, which consisted of the collection of qualitative and quantitative data concurrently. Equal emphasis was presented to both types of data and the results were merged and converged during the analysis and interpretation phase with the intent to better understand the essence of the phenomena of teachers' motivation to enter and to remain in the teaching profession (Creswell & Plano Clark 2007).

An overview of the data analysis procedural plan is presented in Appendix F. This data analysis plan helped me to maximize time and effort collecting and analyzing only the necessary data to respond to the research questions. Accordingly, the data analysis and procedural plan provided a guide for the mixed methods triangulation design (Creswell, 1999; Creswell & Plano Clark, 2007) and served for the following purposes: (a) provided a pathway linking the collection and analysis of qualitative and quantitative data to the hypotheses, (b) streamlined data by converging—comparing and contrasting different results unique to each research questions, and (c) validated or confirmed quantitative results with qualitative findings. All the aforementioned considerations were carefully examined in this data analysis plan. Figure 1 represents the mixed methods approach and sequence that was implemented with this study.

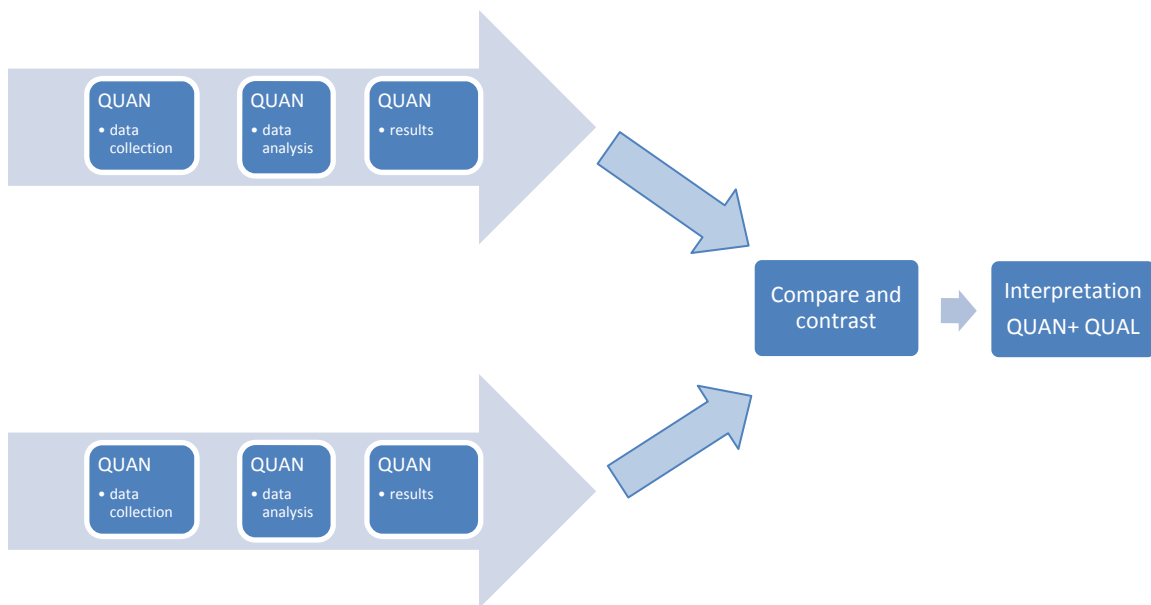


Figure 1. Triangulation Design Convergence Model

Source: Adapted from Creswell & Plano Clark (2007, p. 63, Figure 4.1b).

Data Analysis Plan and Procedures

Management and analysis of data was conducted utilizing a user friendly PASWStatistics18.0 (Predictive Analytics SoftWare) formally known as Statistical Program for Social Sciences (SPSS). Raw data downloaded from the online survey was imported into PAWS. Initially, descriptive statistics were computed for the purpose of describing characteristics of the sample study. Means, variances, and standard deviations were included in descriptive statistics to compute the MTPS scores and STRS in order to respond to research questions 1 and 2. In addressing questions 3 and 4, factor analyses, using principal components, of the MTPS and STRS were utilized to examine the composition of the items in each scale and to reduce the variables to fewer factors. A correlation coefficient analysis of the MTPS factors with the STRS factors was performed to examine the degree to which the correlation or relationship between motivation and supporting socio-cultural context factors was explained from the demographic variables of school community and teacher factors (e.g. years of teaching experience, grade level). A correlation is also known as the Pearson product-moment correlation or the Pearson r (George & Mallery, 2005). The correlation coefficient analysis was the best method to use for this study because the researcher was attempting to examine if there was any type of relationship between initial motives and the school context support systems. The a priori level of significance was set at $p < .05$.

Confidentiality

The participants signed informed consent forms regarding the research project (see Appendix B). As required in human subject research, the trained research assistant agreed to honor confidentiality. All dates including recordings, transcripts, and participant records were kept confidential and locked in a secure place. De-identifying all data protected participants;

names were changed to pseudonyms and any identifying information was disguised or removed. All computer files were password protected. A portable memory device was used to back up data and was kept in a locked location. All identifiable participant information and audio recordings were destroyed at the completion of the study.

Summary

The methodology for the collection, organization, and analysis of data for this mixed methods study has been presented in this chapter. In order to explore the reliability and validity of the instruments, a preliminary analysis was conducted. The implementation of the mixed methods approach in which the different results were converged— compared and contrasted from teacher interviews and teacher surveys provided a better understanding of the research topic (Creswell & Plano Clark, 2007). The results from data analysis are presented and summarized in chapters 4 and 5.

CHAPTER IV: QUALITATIVE RESULTS

This chapter presents the qualitative analysis and results of the study in the following two sections: 1) profiles and life stories of each participant, which include their path to teaching, their initial motivation to teach and their desire to remain teaching, and 2) a group description of the essence of motivation and individual experiences. A brief overview of the interview process, demographic information, and a narrative description where the interview sessions were held are presented along with an analysis of the identified themes and a description of the identified themes depicting novice teachers' experiences. Representative verbatim statements followed by a synthesis of the group experiences provide a glimpse of the novice teachers' initial motivation to become teachers and their desire to remain teaching or in the field of education.

In addition to the aforementioned information, this chapter utilizes the seven steps of phenomenological data analysis outlined by Morrissette (1999). The seven steps were followed in the order, which Morrissette suggests them, from first to last. Initially, all interview sessions were recorded and transcribed upon completion of each interview session. All recorded interviews were transcribed onto a Microsoft word document. Once transcriptions were finalized, a thorough analysis of the interviews was conducted to identify common themes and subthemes that emerged throughout the interviews. Theme and subthemes were color coded to determine the total number of novice teachers in each category. These seven steps led to the identification of the necessary cluster themes and subthemes gleaned from the novice teachers' recorded interviews. A four-part section dedicated to each novice teacher's life story is included in section one.

Section One: The Novice Teachers' Life Stories

Demographic Information

Ten novice teachers participated in the study. All were recruited through the Academy for Teacher Excellence at the University of Texas at San Antonio. Demographic information was collected from the *Motivation to Teach Survey* demographic section. These teachers ranged in age from 26 to 60 years old. Using the census classifications for race and ethnicity, all eight female teachers identified themselves as Hispanics (80%). One male teacher identified himself as African-American (10%) and one as Hispanic (10%). Five out of the ten teachers were born outside of the United States. Two participants immigrated to the US from Mexico at a young age, one immigrated from South Africa as a young adult, and two immigrated from Colombia as adults. Four teachers were born in Texas to parents of Mexican descent and one was born in New York to Puerto Rican parents. Five of the teachers had participated in ATEP—a teacher preparation program at the graduate level entitled Accelerated Teacher Education Program funded through a Transition to Teach grant awarded from the US Department of Education to recruit, prepare, and retain recent graduates and mid-career individuals in the teaching profession. Ethnically diverse teachers were purposefully selected for the in-depth interviews because of the teacher-student demographic gap that exists in Texas (Kirby et. al, 1999, Saas, Flores, & Claeys, in review), and the limited number of studies addressing motivation to teach of practicing minority teachers. All selected novice teachers expressed an interest and willingness to commit to participate in the three in-depth interviews. Pseudonyms have been selected for each participant and are used in the following profiles, life stories, and data analysis. Table 5 presents participants' personal and professional background information

Table 5

Participants' Pseudonyms and Demographic Information

Participant Pseudonym	Age	FGCS ¹	ICI ²	DTT ³	Years Teaching	Ethnicity ⁴	Teacher Preparation Program ⁵	Teaching Assignment	Teaching Level ⁶
Armando	28	Yes	Pre-Med	C	1	H	Trad	Physics	HS
Kennu	53	Yes	Science	MC	1	AA	ATEP	Science	HS
Alexa	60	No	Teaching	MC	2	H	PB	Bilingual Ed.	E
Tania	40	Yes	Teaching	MC	2	H	ATEP	Mathematics	HS
Brenda	26	Yes	Teaching	HS	3	H	Trad	Special Ed.	E
Grethel	35	Yes	Science	C	3	H	ATEP	Env. Science	ML
Elizabeth	26	Yes	Teaching	HS	4	H	Trad	EC-4 Gen.	E
Kenya	35	Yes	Pre-Med	C	4	H	ATEP	IPC, Biology	HS
Victoria	44	No	Journalism	MC	5	H	PB	Bilingual Ed.	E
Monica	28	Yes	Pre-Med	C	5	H	ATEP	Composite Science	HS

¹ First Generation College Student (FGCS): Y = Yes, N = No

² Initial Career Interest (ICI)

³ Decision to Teach (DTT): HS= High School, C = College, MC = Mid-Career

⁴ H = Hispanic, AA = African American

⁵ Trad= Traditional Program; ATEP = Accelerated Teacher Education Program Graduate Certification, PB= Post Baccalaureate UG Certification

⁶ Teaching Level: E = Elementary, ML= Middle Level, HS = High School

The Setting

The study took place in a city located in the Southwest of the United States and south-central part of Texas. Most of the participating novice teachers were from schools in the surrounding districts, which account for an enrollment of over 90 % Hispanic/Latino and other minority students, over 85% economically disadvantaged, and 15-20% English Learners. The three interviews were conducted at a place of interviewee's preference either in the novice teachers' classrooms or at the university. Only three teachers chose to have the interviews conducted after school at their schools and in their classrooms. In some instances, these teachers had a few administrative or student-parent related activities to complete before the interview session could be initiated. This provided me an opportunity to observe the school environments and the novice teachers' engagement and interactions with others within the school context. The rest of the teachers preferred to be interviewed at the university. At the university, I used my office or conference rooms at both UTSA campuses for some of the interviews. Most of the interviews were conducted late in the afternoons, after school or early in the evenings to accommodate teachers' schedules. For each interview session, two digital recorders were set up and used in case one failed or ran out of batteries during the interview, which did occur once. I also scripted some notes during and after the interviews and underlined and/or marked what I considered interesting notations. Bottled water was set up on the desk and offered to the teachers before each session. At the end of each interview, novice teachers received a \$25 dollar iTunes gift card as a token of appreciation for their participation.

Introduction of Participants

Profiles containing a brief introduction of each participating novice teacher gathered primarily during the first interview are presented in this section. Following the individual profile

introductions, a synopsis of each novice teacher's life story is presented. The synopsis of each participant's reminiscences reveals their initial motivation to teach and their desire to remain teaching or in the field of education. The synopsis is written in chronological order demonstrating: (a) how novice teachers became motivated to teach, (b) how their present teaching experiences are impacting their motivation to stay, and (c) their aspirations and vision to continue teaching or to remain in the field or education. At the end, a table is provided to describe indicate each novice teacher's additional biographical information. Additional motivational aspects and representative verbatim statements that surfaced during the in-depth interviews are included in a subsequent section.

Armando's Profile and his Path to Becoming a Teacher

Armando is a first year high school science teacher, whose parents immigrated from Zacatecas, Mexico to San Antonio, Texas when he was in elementary school. As a child, everything Armando knew and loved existed in the predominantly Latino south side of San Antonio, Texas. The Spanish language is often heard here in the *tiendas, restaurantes* or in other places of business. Schools in this southside community, from pre-school to high school, are perfect examples of schools where there are a significant number of culturally and linguistically diverse students, especially Latinos, enrolled. Armando currently teaches at the high school he attended as a high school student. The majority of students in the high school are second to fourth generation Mexican descendants. Armando was raised along with his two brothers and a sister near this high school. He is the first one in his family to go to college. During middle school, he knew he wanted to go to college and he also knew that he needed to get a job because his parents were not going to be able to afford all of his college education. As a middle school student, Armando was determined to go to college, so he applied for and was awarded a paid

internship to start working at a local hospital. Even though Armando became a teacher, he continues to work at this hospital on the weekends. According to Armando, his teachers were very proud when he got the internship because he was the first student in over ten years from a school located in the south side to get selected for the internship. After high school graduation, Armando initially enrolled in accounting courses to help his father with the bookkeeping of the construction company he had just started. However, Armando's career goals were not aligned with his father's construction business. Armando, stated: "I could of just got stuck working for my dad and done the paper work and done the construction...*pero*, I said I can't be working constructions or working paper all my life. I want something different. I want to teach, I want others to learn from me." Further, Armando emphasizes that he did not want to spend the rest of his life with the '*pico y pala*' doing construction work like his friends that had dropped out of school. Armando also mentioned that his high school teachers and counselors were quite influential in helping him realize his full potential. They were a source of encouragement and often provided scholarship information and wrote recommendation letters for him. As a result, he was able to obtain a few scholarships for his first two years of college. Also, the encouragement Armando received from his family and close friends played a significant role in his desire to pursue a college education.

Becoming a teacher. As a first generation college student, Armando encountered a few setbacks in his pursuit of a college degree, initially a medical degree. However, Armando's positive attitude and self-determination led him to find his true calling in life—Teaching! Armando mentioned that he lost about 24 credit hours because he enrolled in the wrong science courses: "I went to the counselor and every semester we had a new counselor. ...I'm the first one in my family to go to college, so I would go to the counselor. The counselor would sign me

up for classes.” When Armando discovered that the courses he was taking were required for a nursing degree and not for a medical degree, he decided to get a degree in biology. His work experience over the years at the hospital provided him with teaching opportunities. Furthermore, his colleagues regarded him as a good teacher. It was these experiences accompanied by the collegial respect he received, that led Armando toward the decision to become a teacher; for he realized that he really enjoyed teaching and that he had been teaching all along at both at work and at home. At home he had been teaching his brothers accounting and bookkeeping so they could help their father with the management of the construction business, but most importantly, he taught them how to navigate the educational system, so they would not find themselves in similar situations such as he did—inadequate academic advising. Armando, concluded, “I think working at the hospital and going to school at the same time has kind of developed my skills to become a better teacher.”

Being a Teacher. Having immigrated to the US from Mexico, Armando is able to relate to many of his students as many come from similar cultural and language backgrounds. As a result, Armando feels a deep connection to the school community and the place he calls home. He is encouraged not only to teach in the Southside, but also to make it his permanent residence. He continues to live there. As a teacher he reminisces on his high school days. He recalls having as his teachers many of the current teachers he works with now:

I see like they do [my students], that was me when I was in high school. If Mr. C wouldn't have pushed me or that [other] teacher that helped me do the application for the scholarship, I wouldn't have had that scholarship. So, I am like, I want to be like [pause] yeah, I want to help them during their struggles....”

Armando has fond memories of his schooling experience and wants to help his students succeed and get a college education. Knowing what activities and lessons will be effective in the classroom has also been an interesting experience for Armando. Some days ideas will come to him shortly after midnight, and that is when he will get up and make adjustments to his already developed lesson plans. He teaches 5 Physics classes and one Texas Assessments Knowledge and Skills class (TAKS), which prepare students for the state mandated standardized exam. According to Armando, he is allowed more fun and creativity with his TAKS class than with his other classes. Because of his Spanish proficiency, he was assigned to teach and prepare a group comprised of English learners—new arrivals in the TAKS class. At the time of the third interview, he proudly reported that 19 out of 20 students in this class had passed the exam and that he was still meeting with the one student that needed to retake the exam. “When I had my TAKS class, I heard them...they know the material, it’s just the language barrier that gets them.”

Armando recognizes his students’ content knowledge and language needs. With the help from the induction year specialist assigned from the university, Armando finds and implements effective strategies-that provide his students an easier transition from ~~the~~ Spanish to English language acquisition through the content he is teaching. In general, both his colleagues and administrators have validated Armando’s teaching effectiveness. In his first year teaching, Armando has served as a role model to other new teachers on campus and has been able to provide veteran teachers with activities and strategies that integrate technology to make the lessons more interesting and engaging. Armando proudly shared that he was commended by the department chair because he has been the only first year teacher that gets a rating of exceeds expectations on his performance evaluation.

Vision for the future. Contemplating the future, Armando discussed how he envisioned himself continuing in the classroom for three to four more years. He would like to attend graduate school and earn a Master's degree so that he can move into the school administration setting. In his opinion, working as a campus administrator, principal or vice-principal would allow him to get to know and to connect with all students in the school at a more personal level, thus attending to their individual needs.

Kennu's Profile and his Path to Becoming a Teacher

Kennu is a first year high school teacher who teaches science. He was born and raised in Nigeria, West Africa, where his parents instilled in him the importance of school and receiving an education. Reminiscing, Kennu realized that he was exposed to teaching at a very young age. His father was a minister in a church, so his father was always teaching as he preached. Kennu remembers joining his father, as the only child, in conversations with members of the community as they sat conversing and asking questions of each other. Kennu fondly recalls his mother telling him once that he was a 'peculiar kid' because instead of playing with the other kids, he preferred to engage in dialogue with the adults. This time period was a significant part of Kennu's life because it was during this era that he came to understand what career he would pursue. He loved science and he was always an inquisitive child trying to find out how things were created or how they worked. In school, even though he did not have any hands-on science labs, he enjoyed science very much. Kennu stated that everything was taught in English, the textbooks were in English and the local languages such as Yoruba were used to facilitate the learning of English in the classroom. For Kennu, this would later become a great advantage, as eventually he moved to the United States at the age of 21 to pursue an education and realize his dream of becoming a scientist. Coming from a country where there were a vast number of

cultures and languages spoken, it was shocking for Kennu to experience a monolithic standpoint in the field of education where diversity is not present. He recalls being the only ethnic minority student in his classes when he arrived to Tennessee. Initially, he experienced such culture shock that by the end of his first winter in the United States, he was ready to go back home. However, Kennu was determined to achieve his educational dreams. He did not want to return to his home country and be seen as a failure. Therefore, he stayed and ended up earning bachelors, masters, and Ph.D. degrees in Science.

Becoming a Teacher. In Kennu's native country of Nigeria, the educational experience was vastly different from what people in the US may have experienced in their K-12 education. According to Kennu, students could either decide to learn or not to learn; he chose to learn. It was during these times that he began thinking about pursuing a career in the science field. Reflecting on these experiences, he recalls his schooling experiences and realizing that his teachers were not very engaging. He shared:

I had to learn by myself, so one of the things I said, was that I would be a better teacher than that. So I've always been interested in teaching but I never really at that age, I was never—didn't really know what teaching was.

Kennu loved learning, and as he began his studies in the US, an important role he would take on not too long after his arrival was that of a Biology Teaching Assistant via an assistantship awarded to him for seven years at the University of Tennessee at Knoxville. Kennu spent many hours in the labs, working multiple jobs, instead of trying to fit in by socializing with classmates after school hours. He believes this assistantship played a key role in his ongoing journey to becoming a teacher. All through his college years and as a scientist, he was always teaching. Classmates and colleagues regarded him as a good teacher because of his patience and the ease

with which he would explain topics. Eventually, his last assignment as a professional scientist in Texas, brought him to a point in his life that allowed him to embark on a new career path—teaching.

Being a Teacher. As a teacher, Kennu has attempted to teach his students not only the content necessary for them to master science content, but also 21st century life skills which are necessary for succeeding in the global community. For him, a good teaching day is when he can walk into his classroom and have the students actively participate in the day's activities and at the end of the day be able to apply what they learned to their daily lives. Smiling, Kennu shared, “ I guess what made it fulfilling and satisfying for me was that at the end of year I got students walk up to me to thank me and [tell me] that they passed their TAKS and all that.” He continued by explaining, “And it's not as if they wouldn't understand the question, they just understood. I showed them how to think through it. By thinking through it, they could figure it out.” Kennu's students had been extremely thankful for what they learned in his classes and of having pass the stated the state exams. For Kennu, students' success is the most rewarding aspect of his teaching experience. Kennu also shared that he enjoys talking and collaborating with other teachers across the content areas. He likes the dialogue because they interact and learn ideas to engage students in learning from each other. Even though Kennu has experienced a lack of administrative support in his campus, he enjoys the support he gets from his science teacher colleagues and others across content areas.

Vision for the future. In a way, how Kennu experienced his science preparation in a monolithic non-diverse community in the US shaped many of the academic beliefs he has today, as well as motivated him to become a science teacher— an ambassador for the sciences.

Kennu's ultimate goal is to help ethnic minorities become interested in science. His driving motivation to continue teaching is to promote science. He stated:

I know how it is to be left alone and be treated as the outcast. I want to encourage the number of minorities in science. I mean, I don't know how many, even if I want to increase it by one, it's still better than zero or whatever it is right now. I want to do my part in increasing the number of minorities. "High-risk" just means you have to work a little harder to help them out.

In general, Kennu aspires to share his content knowledge not only with his students, but with other teachers as well and influence them to also become promoters of the science and increase the numbers of minority students in the science field.

Alexa's Profile and her Path to Becoming a Teacher

Alexa is a second year bilingual teacher in a dual language school, who was born and raised in Colombia. As a young girl, she attended a Catholic school. It was there that she became familiar with the kind of work that nuns do and their reasons behind performing the types of service that they do. The nuns and all the people in the religious community want to reach out to as many people as they possibly can, regardless of the person's culture and background. Alexa quickly learned that she too would like to be someone who can reach out and help others. The household environment she grew up in was very focused on providing a "knowledge is power" mentality. As a result, it was not uncommon to find Alexa and her siblings reading books or playing mathematics games in their home with her father. Alexa recalls childhood memories in which she played acting or drama games with her siblings, and she usually played the role of a teacher. Alexa realized that it was really early on in her childhood that she dreamed of becoming a teacher. Even though her father encouraged them to

continue to study and never stop, she knew well that the teaching profession was not an option for her or her siblings. Alexa believes that the reason her parents preferred an engineering or medical profession over teaching is because *“les gustaba el estatus social”* (they liked the social status). Teaching was considered as a profession with a lower level status in Colombia.

Becoming a Teacher. Although Alexa obtained a degree in engineering, her childhood dream became a partial reality when she began tutoring her classmates as a student at the university. Alexa remembered that when she began her studies at the university, she enjoyed very much helping her classmates: *“sobre todo en matemáticas, mecánica, dinámica, siempre las materias que llevaban bastantes matemáticas y me di cuenta que tenia facilidades para que las personas me entendieran lo que yo quería traducir de mis conocimientos”*. (Overall, mathematics, mechanics, dynamics, always the courses that were loaded with mathematics; thus I realized that I had the facility to translate my knowledge for others to understand).

Once Alexa graduated and became an engineer for a private corporation, immediately she learned to love her engineering career. One particular area of responsibility that Alexa enjoyed the most in her job was finance. As an engineer, Alexa also learned the applicability of marketing and personnel management, in addition to mathematics. As a result, Alexa wanted to share her content knowledge and ended up securing an evening position as an adjunct faculty, teaching mathematics, algebra, and marketing, to college students. Alexa proudly shared, *“Entonces los momentos cruciales para mí fueron cuando yo estaba en un salón de clase en la universidad y estaba transmitiendo los conocimientos y veía que el estudiante obtenía buenos resultados cuando se hacían las pruebas.”* (Then the crucial moments for me were when I was in a classroom at the university transmitting knowledge and observing that students were getting good results at test time). Even though Alexa loved her engineering profession and

teaching assignments, she always felt that something was missing: “*Pero siempre había algo, algo, como, como, como un paréntesis como algo que faltaba llenar, que era los niños, llegar algún día a enseñar a los niños.*” (There was always something, something, as if, as if, as if there was a parenthesis, like missing, it was the children, to be able to teach children one day).

It was not until Alexa and her own family immigrated from Colombia to the United States that she decided that she would make a drastic change in her professional life. Alexa had decided: “*voy a ser maestra, lo que siempre había soñado.* Once in the United States, she decided to go back to school to become a teacher; what she “had always dreamed of being.”

Being a Teacher. Alexa’s school is “full of different cultures” with the majority of the surrounding community being Central American or Mexican descendants. She reveres the school principal whom she believes is “a key person in the school environment.” She enjoys and feels very welcome at the “warm and friendly” elementary school where she teaches. As a teacher, she notices “parents are very active in the lives of their children as they become involved in their child’s learning.” However, she has “encountered a phenomenon that is mainly apparent in Hispanic children.” Such children find themselves “in low-income homes where parents struggle with up to three jobs at a time.” She has noticed that as much as Hispanic parents want to get involved, they lack the opportunity to find the adequate time to put aside for their children.” She feels that as teachers, “they could provide academic support, moral support, psychological help, any kind of help, everything that can be provided with teachers’ experiences, our knowledge and other kinds of things will definitely help in their future.”

One particular experience that took Alexa by surprise was when a student she had been working with individually because he was two years below grade level academically took the standardized state exam and, “He was the last one; he took a very long time because he still read

very slowly, but managed to retain a lot of the reading, which is very important to pass the TAKS.” “It is results like such and seeing other things that motivate me to keep moving forward because I believe I contribute “*con un granito de arena*” (a humble Spanish phrase, meaning my contribution is as small as a grain of sand). Having worked with students who lack economic and educational resources, she has “always felt good in that environment, because I’ve seen that I can contribute greatly to these children.” “It has been very pleasant, very lovely being able to teach at that level.”

Vision for the future. Alexa wishes “to see a future working until her health permits, but always, always in the classroom.” She mentioned that she would always like to “give until I can, impart education meanwhile I am physically and psychologically able.”

Tania’s Profile and her Path to Becoming a Teacher

Tania is a high school mathematics teacher with two years of teaching experience, who immigrated to a border town located in the valley of the Southwestern part of Texas in the United States. Although she could not speak any English when she was enrolled in high school at the age of 14 that did not prevent her from being determined to get an education and achieve her goals. She attended high school while she witnessed many of her friends go back and forth between Mexico and the U.S. without any goals to graduate from high school. Tania mentioned that her parents have a very limited education, with her father having made it only to the second grade. However, her parents were very supportive of her education and encouraged her to aim high in her life. Tania reminisces:

I didn’t know anything about going to college, I didn’t know that there was financial aid,

I didn’t know anything, but my mom, I don’t know how she learned about this

program.... she went and applied and she got this money for me. So I went to college...I graduated [from high school] and I did not know that I was going to go to college...

Becoming a Teacher. Tania’s childhood dream was to become a teacher. Growing up she often thought, “I would like to be a teacher, because I like what my teachers are doing.” Tania enjoyed keeping papers, stickers, and “the nice stuff about teaching.” She explained having outstanding elementary and middle school teachers who left lasting impressions on her influenced her to become a teacher. As a first generation college student, Tania faced some challenges transitioning from high school to the community college to a four-year institution, which derailed her from her childhood dream to become a teacher. Tania recalls:

I attended school at Texas Honors College in Brownsville, Texas and I started taking you know classes just to take classes. Cause you know I didn’t even know what the process was, I didn’t even know about financial aid, I didn’t know about you know credits, I didn’t know about you know anything, so I learned as I went.

Not understanding the teacher preparation path, Tania was persuaded by a friend to change majors, ending up with an engineering degree. However, shortly after college graduation, Tania married and would return to the teaching path as her husband became a high school computer science teacher and she engaged in substitute teaching while seeking employment in the field of engineering. While substituting, Tania was regarded as rather knowledgeable in the domain of mathematics, which led her to believe she could go back to her initial dream of becoming a teacher.

Being a Teacher. Tania strongly believes that she is in a position of power where she can inform her students, specifically English learners—new arrivals, about the educational opportunities available to them. She commented:

...but then it's also good that I went through those experiences because now I'm in a place, in a situation where I can help out students who have—who are going through the same thing that I did and I can tell them, 'you know, hey, now you do have options. You can do this, you can do that, and open their eyes to whatever it is that they can do cause there's—there's a lot of things that they can do, students coming from a different country can do if they're told.

Tania's schooling experiences as a high school new arrival, inspired her to be better prepared to inform her students to be more involved in extra curriculum activities, which can lead them to academic recognition. Desolately, she shared:

I was nominated for the National Honor Society cause I was in—I was part of the top ten you know I didn't know what the top ten was and all of those things but I wasn't chosen cause I wasn't doing any extracurricular activities and you're required to do that but you know I didn't know about clubs or you know stuff like that so you know I didn't get picked for the National Honor Society just because of the fact that I didn't do any extracurricular activities.

Tania's love for mathematics propel her to serve as a facilitator of learning because her teaching assignment consists of mixed grade levels per class period, which means she has freshman through senior students throughout the semesters. She teaches Geometry, Algebra I, and Pre-Calculus, which can be difficult subjects for many students, but Tania believes she can help the students to process this information well with her teaching methodology, which includes the integration of her students' language and culture as needed to effectively assist students overcome tough mathematical problems.

Vision for the future. Though Tania believes she has taught mathematics effectively during her time as a teacher, she feels she can do more to make it more engaging and exciting for her students. Because of this, she plans to continue to be a teacher of mathematics and instill within students the interest to study engineering or mathematics in their college careers. It is the joy of teaching the mathematics content combined with the expectation of seeing her students succeed which make the teaching profession a long-term endeavor for Tania.

Brenda's Profile and her Path to Becoming a Teacher

Brenda, an elementary life skills special education teacher knew she would attend college and receive a higher education, but she was not sure what she would study. With the passing of her Dad when she was only nine years old, Brenda observed her mother worry about medical expenses. Thus, realizing the importance of getting an education in order to get a job that could improve her socio economic status so that she could assist her single mother. Important to Brenda, was a career choice that would provide medical benefits. Brenda stated, "...however I could get health insurance was going to be a key for me." Brenda understood firsthand the impact an education can make for first time college students. She commented:

Only one aunt out of the twelve brothers and sisters has graduated from college. And her and her husband are both college graduates and have their master's. I only have one aunt and she was my aunt who paid for things when I was in high school so that I could stay involved and always told me that no matter, you know, what I did, I could always get loans and go to college, and there was no excuse.

Brenda's family economic situation growing up, allowed her to see the value of education and set very high educational goals for herself.

Becoming a Teacher. Brenda's realization of wanting to be a teacher came when "it was my senior year, and you get to pick to help out a teacher, if you have all your credits, and I had one extra elective and I could pick..." Brenda was granted permission to assist a high school teacher in a life skills classroom working with students with special needs her own age. Here, she expressed:

But when I see them, same age, you know, just maybe a different lifestyle, that they were so happy and free of life, I knew, that that was going to be my calling to help. You know, regardless if it was special needs, I knew I wanted to work with kids and share my experiences and kind of relate on how we could connect. And so, shortly after that, coming to San Antonio, moving from a small town, I knew that I wanted to teach special need kids. Didn't matter what I did, I just knew I wanted to teach.

Brenda's opportunity to volunteer, as a high school student, paved the way for her to pursue a teaching career and developed her calling for teaching.

Being a Teacher. Brenda has taught at an elementary in a life skills unit for three years. For her, being a teacher is all about knowing how to adjust to different situations. For example, in her 3 years teaching span, there have been three different assistant principals assigned to that school. She explains how many teachers do not welcome change, and many prefer to stick to their everyday routines; however, that is not always possible in the teaching profession, and knowing how to adapt to the change is important. Nevertheless, her relationship with administration has been a positive one overall, even at a time when many teachers:

were very upset, feelings were hurt, after all this years why not now, they [colleagues] were very upset and they were telling me about that both principals not giving the highest [performance evaluation] and they never had that. So, that was a shocker to them. So

once I got mine... it was one of the best ones I've ever had. I did get the highest of the highest, and so I was shocked and at the same time, I knew that I deserved it I worked hard and I knew my lesson was incredible.

Brenda's hard work had been recognized and validated by her campus administrator at the time of performance evaluations. She continued to share:

and it was one time I couldn't share my good news because I didn't want to create that hostility and I didn't want anybody to say maybe cause she teaches special need kids so that was a kind of sad thing to be in an environment you're so happy about your [performance evaluation] result and you can't share them.

Brenda's commitment and love for teaching is evident as she compares her relationship with her students as that of a mother and her kids. Nonetheless, Brenda is a "business-oriented" teacher who makes sure her students are learning every day.

Visions for the future. Working as a teacher has opened up many avenues for Brenda. She would like to remain in education, but perhaps someday move into administration. She envisions herself becoming a professor and advising others on the importance of being a teacher.

Grethel's Profile and her Path to Becoming a Teacher

Grethel is an eighth grade, third year science teacher, **who was raised** in an urban community until her parents decided to move to the suburbs. Grethel explained:

when we moved there was a difference in, in the level of the education now. It was more difficult and it took, eventually I adjusted but it. I do remember that I did have to adjust a little bit to the level, it was a little bit more rigorous, and they expected a little bit more. And then, once I adjusted to that, it was fine, but I know that the classes that I took in high school definitely prepared me for college.

Grethel believes that her parents made the choice to move before she started high school in order for her to get a better education. She was an honor roll student, who was engaged in many activities afterschool. She commented:

I just wanted to take everything and they had a lot of offerings there so I did a lot of different things, all the way from sports all the way to agriculture and raising animals so I did a lot, computers, French club. I think my senior year I know I was in six different clubs.

Grethel's favorite subject growing up was science. Therefore, she became a science major when she entered college. She always believed that she would end up in a career as a scientist or something related to science.

Becoming a Teacher. Prior to becoming a teacher, Grethel had been employed at various departments at a public institution of higher education, which all required face-to-face interaction. She felt teaching would allow her to continue doing what she loves to do and that is interact with people. Furthermore, with her science background, she considered it to be a great advantage for her to join the Accelerated Teacher Education Program (ATEP) cohort and embark on a teaching career. As far back as she could remember, she had never given the idea of being a teacher any thought at all. Science was and is her first love and all careers that crossed her mind were science related. Nevertheless, Grethel eventually found her way into teaching. In the end, things have worked out well for her, because she is now able to engage in science by teaching and continuing to learn about science. She expressed:

I'm a science person first. I never--growing up I never thought I would be a teacher ever and now I mean I really do enjoy it, especially because I'm teaching what I love, science, I don't know that I would want to teach anything else.

Being a Teacher. Being a teacher and interacting with the students has been everything Grethel had expected it to be. She did anticipate student misbehavior as possibly being one major obstacle she would need to overcome, but according to her account that has not been the case. She goes on to say that it has been parental support and a particular colleague, which have created problems during her teaching career. Grethel explains how her first year of teaching, lesson plans and activities came second nature to her. She developed these with relative ease, which she thought would be the complete opposite as she began teaching. She expressed:

I think cause I didn't really—really want to be a teacher that partially makes me an even better teacher cause I don't like—you know what they teach us in the ATEP program is student center, student center, you know don't be the one that stands up there and talks the whole time, that's not me I don't like to be in front of the whole class you know I try to limit that as much as possible and so I let them do the activities and I give them the information they need and we just go. I'm more of a one-on-one type person especially in a big group so it works because I can—can move around and I get to know the kids better that way also instead of just standing up there and you know some—I'm more hands on and that's what we want so I think that kind of helps.

However, during her second year of teaching she details how she had some differences of opinion with one colleague of hers. The two were supposed to be working collaboratively on putting together material and creating activities, but many times there was a lack of agreement between the two that made Grethel's teaching days a little more difficult. Despite these setbacks however, she enjoys teaching and has had positive relationships with her students, the principal and school counselors.

Vision for the future. Grethel loves teaching and envisions herself remaining in the profession long-term. After teaching a few more years at the middle school level, Grethel would like to move on to teach at the high school level. She commented, “I’ll probably end up moving up to high school and I think that’s where I really belong and so see how that experience goes.” Also, she plans to continue learning and pursue a Ph.D. in possible. Grethel stated:

...I specifically look for programs and opportunities where I kind of go--I get to go and be a student of either learning more science or doing science and then I bring that experience back but for me it's you know not completely about the students. It's about me actually getting to do science also but that keeps me interested so I think that's probably the only way that I can stay is as long as there's those opportunities keep coming I get to--you know I--I--if I can do another program right now, another grad program or PhD then you know I'd probably do it. I just you know I just love school either way as a student or a teacher. So if I have those experiences available to me it kind of at least satisfies that need to become a scientist or be doing science for a while so I can you know, not only get to experience that myself, but share that experience with the students so.

Elizabeth’s Profile and her Path to Becoming a Teacher

Elizabeth has been teaching for four years at an elementary school in an urban school district. Growing up, she lived in the suburbs of Dallas in a predominantly White community with very little diversity. Community demographics have changed drastically since she left her hometown; now the town is largely made up of African-Americans. As a child, she went to a private elementary school and attended a public junior high and a public high school. She

graduated from high school with approximately six other Latino students. Her parents-divorced when she was in Junior High; Elizabeth expressed that based on her own family experiences, she can relate to some of her students regarding family dynamics and family structure. She has two brothers and she is very close to her mother. Elizabeth married when she was twenty years old, and moved out of state because her husband was in the military. After she married, she enrolled in a couple of community colleges before transferring to a four-year institution in her home state. She mentioned that she spent many years at the community colleges because she was not prepared to go to college in high school and had to take many developmental courses. Elizabeth states that she loves teaching and considers herself to be a lifelong learner.

Becoming a Teacher. Elizabeth recalls waking up one morning, realizing that the teaching profession is where she needs to be in life. She believes it is her calling to be a teacher, in particular a teacher at a high-need school. Although obtaining a higher education was not a constant theme in her household, her mother would from time to time remind her of the importance of one. She explains how her experiences while working at a day care center also led her to realize that she belongs in the teaching profession. Working with children, at the day care was something that she found fulfilling, and she felt she could make a broader impact within a teaching environment. It was a recurring theme throughout the interview where she used the phrase “it is my calling” to be a teacher. As she reflected upon her experiences as an elementary, middle, and high school student she seemed rather disappointed that she could not remember any teachers that were significant to her motivation to become a teacher. There were no teachers who she could describe as memorable. As a result, she wants to make a difference in the lives of her students as a teacher, and she wants them to be able to remember her when they are done with their k-12 education.

Being a Teacher. Elizabeth's days as a teacher are very much filled with challenges and tasks as those of any other teacher. However, as Elizabeth implies, it is how one tackles the challenges that makes the difference. She explains how teachers will have their good and bad days regardless of how hard they try to make everyday a good day. She believes a good teaching day for her is one in which she has all her lessons well prepared and her students know exactly what the task is and they work on that task without any misbehavior or miscommunication issues. She discussed her teaching day as one in which she is constantly working even when she is at home. According to Elizabeth, if she puts her work aside even for a short moment, she can get behind quickly. Grades must be entered every other day and though she may attempt to avoid doing any work at home so that she could spend time with her 8 year old daughter; nonetheless, work is what she ends up doing. Therefore, everyday is a constant work day and when she is not teaching, she is preparing lesson plans, answering parent phone calls, or catching up on emails. Nevertheless, Elizabeth welcomes the challenges of being a teacher, and she feels she can reach out to her students in more than one way.

Visions for the future. Elizabeth described herself as a lifelong learner. Her role as a teacher is not only to share her knowledge of the world with students, but they will share theirs with her, as well as with her colleagues. Teaching at a predominantly Latino elementary school, Elizabeth feels she can relate more to the students since she comes from a Hispanic background. She wants to continue to improve her teaching methodology while growing as a teacher and as an individual. Eventually, she would like to get a degree to teach adult education, teaching parents.

Kenya's Profile and her Path to Becoming a Teacher

Kenya has been teaching ninth grade science at an urban high school for four years. She grew up in a border town where the Spanish language was heard in the schools' hallways and classrooms all the time. Even though she did not grow up speaking Spanish at home, she was able to understand her classmates. She mentioned that even though her parents were native Spanish speakers, they did not speak Spanish at home and discouraged her and her siblings from speaking Spanish. However, she recalls an elementary teacher who would speak in Spanish to a group of native Spanish speaking classmates during group work at school. Kenya noted that even though these students spoke English socially, because their first language was Spanish, when grouped they were allowed to speak Spanish so they could learn. She graduated from a high school that had a 99% Hispanic population. She was enrolled in honors classes and had nothing, but positive comments about her schooling experiences. She remembers her biology class as very hands on with a lot of labs.

Becoming a Teacher. Kenya had never given much thought to being a teacher as a child. As a matter of fact, her ambitions were geared toward studying Biology and joining the medical field. However, Kenya has now been teaching 9th grade science at an urban high school for four years. The path to teaching arose after she had begun to work in the medical field. As a teenager, she was not sure exactly what she wanted to study when she went to college, but the thought of being a teacher was one path that she strongly considered as she grew older. Many of her friends were teachers and she comments how they all described the field in a positive light. As a result of this, she decided she would do her research on what it takes to become a teacher. In the meantime, she worked as a Medical Supervisor. It was during her time working in this field that she did a little bit of counseling, teaching and various other tasks. The teaching aspect really grew on her and she solidified her desire to teach.

Being a Teacher. As most teachers know, teaching comes with various challenges. Therefore, at times, teachers must learn to be patient and understanding as they will encounter difficult situations throughout their careers, which they must learn to solve. For Kenya, learning what activities will be useful and effective in teaching the content is a challenging task in and of itself; however, dealing with student misbehavior, disgruntled parents, and unsupportive administration can make things a whole lot tougher. Kenya recalls an uncomfortable situation she had in one of her classes, which began with an uncooperative student. Unfortunately, things escalated to the point where she was pulled from her classroom instruction in order to attend a conference with that student and the student's parents. Kenya describes this event as being the worst teaching day of her life. Nevertheless, she viewed it as a learning experience, one in which she could improve her future teaching and her manner of handling administrative issues. Though she was not to blame for this unfortunate incident, she saw it as a need to improve her understanding of the rules and regulations of the school, as well as her ability to teach more effectively.

Visions for the future. Although her experiences with administration have not been the most positive, Kenya insists that she intends on remaining in the classroom for years to come. Her reasoning is that she enjoys being around her students and helping them achieve their goals year after year. She would like to go into administration further down her career, but at this time, she believes it is best for her to first become a "master teacher." She wants to achieve that same calmness and complete class control which she has observed in one other teacher's classroom who has been teaching for over 20 years at her school. Once she accomplishes this, then Kenya feels she will be ready to tackle the issues of school administration.

Victoria's Profile and Path to Becoming a Teacher

Victoria is a bilingual teacher with five years of teaching experience. She attended an all girls' catholic school in Colombia, where she was born and raised. She comes from a large family where her grandparents were influential figures in the lives of the grandchildren. She mentioned how her maternal grandmother was an excellent storyteller and a deeply religious person. Her grandfather loved the popular cultural events offered for free to the community. He often took the family to these events; therefore, Victoria reminisces about experiencing in her youth a life rich with cultural experiences. She was raised in a strictly academic environment, with such topics as politics, culture, and religion being frequent points of discussion at the dinner table. She credits much of this academic upbringing to her father, who was the first sibling in his family to earn a professional degree. According to Victoria, her father's earning a college degree raised the standards for his children and perhaps generations to come. Growing up, Victoria had two unforgettable experiences that contributed to a decision to fall in love with and pursue an education in social communication and journalism. The first experience was as a volunteer at her aunt's private pre-school. Victoria recalls having fun with the children and helping her aunt. She remembers her aunt telling her that she "...was good working with kids," and asking her if she would consider becoming a teacher. The other experience Victoria had was in middle school doing social work at a remote community where she had to teach basic literacy skills to adults who didn't know how to read or write. Even though Victoria enjoyed these 'teaching' experiences, at that time, she knew that she did not want to become a teacher. Victoria's "first love and passion was communication." Her dream was to become a journalist. The teaching profession was not an option for her. Teaching "... to be honest, at that moment, it was "Considered a substandard profession, that was rewarding but without giving you much prestige" Victoria expressed. According to Victoria, her aunt had become a teacher because "she said that

she always wanted to be a teacher, but also because her family didn't have the resources to send her to college and in addition attending "*la normal*" was something that was suitable for them." In fact, "*la normal*" is takes fewer years (three) to complete; whereas those obtaining degrees in other professions takes more (five) years to complete.

In Victoria's experience, teaching was not valued as a profession compared to engineering, law, or medicine. Victoria commented, "Traditionally it was viewed more than a profession as a women's job and on my twenties I wasn't attracted to it."

Becoming a Teacher. Growing up, Victoria felt the need to achieve great things as her father had, but teaching was not an option. She knew that to be a teacher, a person must have a vocation. Victoria's volunteer-"teaching" experiences did not open up the possibility of her becoming a teacher. At the time, she considered teaching as a fun activity and something to do to help others. However, once she married and had to move around the world, her career as a journalist was compromised, as the job opportunities were scarce. Once she settled in the United States with her husband and two children, she began working and experiencing satisfaction with her performance facilitating learning opportunities in the after school program for the youth. Victoria's initial motivation to become a teacher ignited when one of her sons entered kindergarten. She recalls that her son "didn't know how to write his name. He didn't know letters." She commented, "And I didn't have any idea that this was the expectation. I had no idea. I told them [kindergarten teacher/administrators], ' he is well educated, he has manners, he has a lot of knowledge...,'

Victoria's educational experiences coming from another country, and prekindergarten not being mandated in Texas, she was not aware of the early-literacy expectations for children entering kindergarten. As a result, Victoria believes, this influenced her to want to learn more

about the educational system in which her children were getting an education and decided to obtain a teaching certificate and pursue a master's degree in education. Overall, Victoria credits her desire to become a teacher to "an accumulation of different experiences" she had throughout her personal and professional life.

Being a Teacher. Even though Victoria has a long drive from home to the school she teaches at every day, she does not mind because she likes teaching there. Victoria described her school as,

It is a segregated area. It is a Title I school. We lack all the resources. I know that if I move to another district, in another side of town, I will have all the resources and supplies, more technology....

Perhaps, the drive will not be so long for Victoria, but for the past five years, the driving time has been a morning routine to think about the lessons for the day and of individual students. She takes time to reflect and decide who will need individualized instruction or special attention to address individual student's psychosocial issues throughout the day. Victoria is working in this school because most of the Latino students (70%) in the school are first generation or recent immigrants. The school has been designated as a bilingual cluster in the district. Therefore, bilingual children are enrolled and bussed in to participate in the bilingual early exit program. Even though the bilingual program is an early exit model, and the principal does not really understand or support the goals of the bilingual program, Victoria joyfully shared that the bilingual children in her school are truly bilingual and bicultural. The students are mastering the academic content and performing well on the standardized state exams. Victoria often tutors and works with her students; in addition, she tutors former students after school to help them prepare for the tests. She is very proud of her students' academic success. Victoria contributes her

knowledge and success to the informal mentoring and coaching she received from her campus colleagues. As well as what she believes is a state-of-the-art teaching preparation program that enabled her to excel among linguistic and cultural diverse students.

She believes that the “only way to survive” in the teaching profession is by getting advice from other teachers with more teaching experience, who have been working in the school longer and know the needs of the community.

Vision for the future. Victoria loves teaching and intends to remain in the classroom until she masters the teaching craft. Her dream is to earn a Ph.D. and become a mentor in a teacher preparation program to work with teacher candidates, beginning and career teachers. She believes that once she has become a master teacher, with her experience she will be able help transition teacher candidates and first year teachers into their teaching career more smoothly. One of Victoria’s major concerns is that often teachers and administrators alike do not know the goals and purpose of programs available to Latino students, such as bilingual education, and do not understand the broader issues and implications in the field of education. Ultimately, Victoria believes that some administrators and teachers do not understand the academic and psychosocial needs of Latino students, especially, immigrant students and their parents. Thus as a current teacher, she plans to make the field of education a long-term career, because she would like to continue to serve the Latino student community. She stated: “when I retire, I will become a graduation coach because I think that a lot of kids don’t graduate, not because of motivation, but because the system is so complex and at times we feel lost.” [As immigrants] Victoria and her husband, didn’t have the necessary understanding and background of the high schools in the US.”

Monica’s Profile and Path to Becoming a Teacher

Monica is a science high school teacher, who has been teaching for five years and who was born in Texas into a military family. She lived in Germany for three and a half years and in Colorado for one (1) year. Monica shared that her father is from New York and her mother is from Puerto Rico, and that both of her parents come from divorced households. She has two brothers. She mentioned how her parents have been married for 35 years so she has been fortunate enough not to experience the divorce experiences her parents had when they were growing up. Her military family background allowed her to experience many different cultures and backgrounds.

Becoming a Teacher. Although she has an education and passion in science and medicine, she really enjoys teaching and working with culturally and linguistically diverse kids who need to pass the TAKS test. Her military family background allowed her to experience many different cultures and backgrounds. Working in a high-need school, she mentioned the obvious challenges that come with teaching in this kind of environment such as limited resources; however, she sees things in a positive way, as an opportunity to learn and better assist the students who attend that school. She gives credit to the ATEP program for helping her to achieve her goals and for the continued support they provide should she ever needs any additional assistance. Her continuing motivation to teach is to help prepare her students for college and see them succeed in life. This is what paved the way for her path to become a teacher.

Being a Teacher. Monica's school day begins at the early hours of the morning and ends in the late hours of the afternoon. She shared how she has been able to manage her time more effectively each year of teaching from her first year of teaching to her second and up to

now that she is in her fifth year. Monica shared her passion to teach and the importance of building relationships with her students by stating:

I think teaching in my life its kinda my, I think one thing that stays with me when I look at my job is the relationship I have with my students. I always tell the students every year that even after the school hours, after they leave that they're still very much on my mind. You know, a teachers job never really ends you know, whether its grading papers, or lesson plans, or if a kid walking into a classroom that day you knew they were having a bad day or going through something, they kinda stay with you and they stay on your mind and you kinda just, I kinda keep them in my own personal prayers, I'll talk about them when I go home with my relatives you know, this kid was having a bad day today or gave me a little bit of attitude, I wonder why they gave me attitude they never talked to me like that before. So it's something even though you know, I'm teaching and spending time with the kids during the regular school hours, even when the day ends I'm still carrying them with me. And you know I'm really, any time I go to the stores or I go to conferences or anything I'm always looking for new ideas for the classroom. Even right now it's summer vacation you know, if I see something like it could just be a toy item or just something different and I'm like how could I, that would be really neat to incorporate that into the classroom. So its kinda like you're always trying to think of new things to add into your tool belt as educators like to say, that teachers have that tool belt full of all the different tools and have all their different kids, pertaining to their kids. So it very much carries on with me even in vacation times, were always trying to think of new and better innovative ways to get through to the kids, so very much stays with me.

Monica's love for teaching is evident as she feels that regardless of what new administrative style is introduced or what new changes a new principal may make, she must accept the change in order to do what's best for her students. She is easy going and has been able to adapt to different principals throughout her teaching career thus far.

Vision for the future. Monica sees herself remaining in the teaching profession for the long-term and working with English language learners, because this is what she really enjoys doing.

Table 5 provides a summary of novice teachers' personal information regarding their age, first generation college status, initial career choice and when in their lives each decided to choose teaching as a profession.

Section Two: The Essence of the Experience

Information presented in this section includes verbatim statements from the three in-depth interviews to provide the reader an opportunity to "listen to the voices" of the novice teachers as they share their initial motives which led them to become teachers, and as they consider to stay teaching or to move out of the classroom into another role within the field of education. First, the themes and clusters are presented and described. Then, a thematic analysis, which includes information on member checking, is incorporated.

Thematic Clusters and Subthemes

This section provides a description of the themes and the identified clusters that emerged from the qualitative analysis of the verbatim phenomenological interviews transcripts presenting several sources of motivation to teach and to remain in the field of education. Five clusters were generated from the grouped themes with 11 subthemes:

1. Influence of significant others: Novice teachers reported the influence of family, friends, and former teachers that provided the motivation and encouragement to seek teaching as a profession. This cluster counts with two themes:

- **Inspiring/encouraging:** This subtheme refers to the inspiration and/or encouragement meaningful persons provided to novice teachers growing up, in their home communities, prior schooling experiences, college, and/or prior work environments.
- **The aha moment!** Novice teachers discussed how a conversation or interaction with a significant other prompted them to consider the teaching profession, thus realizing the aha! Moment.

2. Sense of belonging: This cluster includes teachers' personal beliefs regarding their compatibility to teach culturally and linguistically diverse students in high need schools because of their own culture, ethnicity, language, and/or personal/schooling experiences. The following two subthemes emerged in this cluster:

- **Part of the community:** Novice teachers expressed that they see themselves as part of the community because they share or mirror many experiences with the students and with the community where they teach.
- **Giving back to the community:** Growing up in inner city school districts or urban schools, novice teachers felt that they should give back in a way to a community where they could serve and could relate to students. As one teacher stated, "I was part of this school district growing up, and I wanted to give back to my community and try to make a difference."

3. Confidence to teach: Novice teachers' self reports indicate a passion for teaching and how their in-depth content knowledge and high expectations were instrumental in helping their students achieve academic success. This cluster includes two subthemes:

- **In-depth content knowledge:** Novice teachers explained how their love of the content and their deep understanding of the subject molded within them a desire to pass on that same love for the content to younger versions of themselves who now sit in their classrooms.
- **High expectations:** Novice teachers expressed their confidence in their ability to teach all students and their expectations to prepare them well, not only to pass the standardized state exams, but to prepare them for the future.

4. Cultivating Relationships: Interactions with students and colleagues inside and outside the school setting were instrumental for novice teachers to build collaborative relationships. This cluster includes two subthemes:

- **Student engagement:** Extracurricular activities, in addition to non-school related events were discussed as opportunities, which arise for novice teachers to meet with students and their parents beyond the structured classroom setting and school hours.
- **Collegiality:** Novice teachers reported that afterschool social events, in addition to non-formal mentoring and coaching activities, help them form positive, friendly professional relationships.
- **Differences and disconnections:** Although positive relationships were formed, in some instances, novice teachers found themselves in less desirable situations when assigned to team-teaching or to work with another teacher that did not share their personal teaching or student-centered beliefs.

5. Self-determination: Community/Nation builders. Novice teachers spoke about their hopes for the future and their desire to make a broader impact in teaching or as an administrative and/or instructional leader outside of the classroom.

- **Commitment to students:** Regardless of the school context’s support structures (administrator and/or induction), all novice teachers discussed how they were able to cope with challenges and focused on the most important tasks at hand—learning and teaching!
- **Movers:** Novice teachers expressed a desired to master the teaching craft and leave the classroom, so they could move into an administrative or instructional leadership position where they can make a greater impact.

Following is Table 6 displaying the clusters and subthemes. Thematic clusters are organized in columns at the top of the table and the subthemes are listed below the corresponding theme.

Following the table is a group analysis describing each thematic cluster, which contains representative verbatim statements according to the relevancy of clusters and themes.

Table 6

Thematic Cluster and Subthemes

Influence of Significant Others	Sense of Belonging	Confidence to Teach	Cultivating Relationships	Self-determination: Nation Builders
Inspirational and encouragement	Part of the community:	In-depth content knowledge	Student engagement	Commitment to prepare students for the future
The aha moment!	Giving back to the community	High expectations	Collegiality/ Differences and disconnections	Movers

Influence of significant others

All participants in this study talked about individuals who were influential in their decision-making process to become teachers. These included spouses, family members, friends/acquaintances, and/or former teachers. For the most part, novice teachers indicated that they had been inspired or encouraged by others to choose the teaching profession at an early age or during defining moments in their lives. Out of the ten novice teachers in this study, only two expressed that their parents were influential in their career decision-making and that teaching was not an option for them because of the perceived low status of the profession as compared to other professions i.e. engineering, medical.

For example, even though Victoria had an aunt that was an early childhood teacher; her parents did not support teaching as a career option. Victoria explained, “to be honest, at that moment, it was a profession that didn’t have prestige.” Thus, teaching was not promoted as a profession. Victoria shared “I never thought I would become a teacher while living in Columbia. And I wanted to explore something else, and my first love and my first passion was communication, [to become] a journalist.” As a young adult, Victoria realized her journalism dream, but once she moved to the United States, she decided to explore the teaching profession due to her involvement with an after school youth program and primarily because of her sons’ education. Victoria decided to become a teacher because she wanted to learn more about the public school system in the United States after a couple of unpleasant experiences she encountered at her sons’ schools. As an educated immigrant parent, Victoria explained:

So when my son entered kindergarten, it was in a public school, and they looked at me like I was coming from another world because my son, he didn’t know how to write his

name. I didn't have any idea that that was the expectation. I had no idea. I told them, 'he is well educated, he has manners, he has a lot of knowledge.

Victoria, felt overwhelmed by the lack of knowledge she had regarding the school's pre-literacy expectations for new kindergarteners. She knew that she had done a good job at home preparing and teaching her son with the basic social skills and manners expected of a well-educated child according to the Latino cultural norms. The education system seemed even more complicated for Victoria at the secondary level:

I have education and how come I feel so lost?; when I graduated my first child, and I still was lost with the system. I feel I had to ask a lot of questions. I have to find people to help me out, because I feel that I didn't know how to do it."

In general, a defining moment in Victoria's life to become a teacher was influenced by her sons. She became interested in the teaching profession to learn more about the public school system to be able to better guide her sons.

Similar to Victoria's initial career decision-making process, Alexa's parents were very influential and convincing for her to become an engineer. Therefore, Alexa's childhood dream to become a teacher was not realized until later in her lifetime when she immigrated to the United States to begin a new life with her own family. **Alexa**, reminisced about former teachers who inspired her to choose teaching as a profession, "*...viendo la entrega de ellas hacia el alumnado, hacia la juventud, eso de pronto quedó en mí grabado y eso hizo en mí que quisiera llegar algún día a ser maestra de niños.*" (...observing their devoutness toward the youth scholars, that made an impression on me; and that's what made me want to become an early childhood teacher someday.) Alexa's teachers served as role models by inspiring her with their passion to help all students. Tania, a high school mathematics teacher, also said that her

teachers' exceptional work encouraged her to become a teacher, "I had really good teachers in elementary school, so that was always a dream of mine when I was little— to become a teacher." Kennu, a science high school teacher, who had worked as a scientist and was thinking about a career change, commented:

My wife goes, 'don't you like teaching' and I go yeah. I love teaching, but it doesn't pay crap, and I say yeah, so that means you would have to go out and get a job. So she agreed and said, 'yeah' and she went and got a job; she earns a lot more than I do now. And I—I earn like a portion of what I used to earn. So, and I told her and she said, 'but you like it' and I said yeah and she goes, 'as long as you like it—you know, I'll go out—I'll go get a job' and so she's an accountant, so it was nice that it worked out that way so because of that I went ahead and did the teaching stuff, it's something I had always wanted to do, but something had to prompt me and this was the prompt I needed so I just jumped on it.

Kenya, another high school science teacher, explained how she was encouraged to consider the teaching profession after getting a biology degree by her sister and friends who promoted and spoke constructively about their own teaching experiences:

My sister, my oldest sister, she is the first one to graduate from college, and she became a teacher. She is an elementary teacher, and after I finished my bachelor's degree in biology, I wasn't sure what to do. I had dabbled with the thought of going into teaching. I had only been in the classroom as a student. I got to go and see my sister, you know, working at the elementary level, and I think she was really instrumental in getting me to, you know, really consider teaching, and I also had lots of friends that were teachers and they had nothing but excellent things to say.

In reflecting if there was anyone that had influenced her or had made an impact ~~in~~ on her decision to become a teacher, Elizabeth stated:

I guess my mother could be my impact, I mean education was not really stressed in our home, but we knew that our mother instilled that you need to have an education to better yourself. As far as becoming a teacher, that was something that I'm very passionate about.

Even though Brenda had realized as a high school senior that teaching was her calling as she volunteered in a life skills class in her high school, money was a determinant factor as she planned for college and for a long-term career decision. An acquaintance was helpful by providing Brenda a piece of information:

So what career could I do? Where I can [receive financial assistance], and I truly thought [about] that before I applied. What can I do to get my loans paid back or how do I get my education paid for? I knew I wasn't an athlete, and I knew I didn't get this awesome scholarship, so someone told me, and I have no idea who it was [that] said, 'You know if you teach and you teach special ed. you'll get your loans paid back,' and the moment they said that, I knew that's what I would do.

Grethel, an eighth grade science teacher, had been working at the university level in various departments interacting with students and providing services when she learned about an accelerated teacher preparation program. She explained, "I ran into some people who worked with the program who were trying to recruit for that cohort, and I had considered teaching a year before." One reason she joined the program "was [her] science degree background...." But since she had graduated, she had been working with students and not utilizing her science degree.

Grethel stated:

I really enjoyed the interaction with the students. And so I thought it would be nice to go back even further cause the kids—once they got to college they still needed help but at least they had gotten there and so I thought well let me go back a little bit further and I could help students get to that point.

Armando's working experience at the hospital provided what he calls "The Aha! Moments" when he was training and teaching his colleagues. Armando, explains, "I kind of like that. So that's why I chose education."

When Monica was not able to score high enough on the MCAT to get accepted into medical school, "the possibility of going into teaching became an option..." Monica explained:

...a lot of people informed me that it would be a great review as far as if I wanted to go back into medical school and as far as teaching the contents would help me with that so in literally graduating from college and I was needing to look into alternative certification programs. A friend of mine helped me look into that and into coming across the ATEP program.

The influence of significant others appeared as a source of motivation to select teaching as a profession because of the encouragement and inspiration transmitted, in addition to noteworthy events, where a family member, a friend/acquaintance, or a former teacher was present. Almost all novice teachers expressed how a casual conversation or interaction with someone that crossed their paths or key individuals in their lives encouraged them to contemplate the teaching profession as a possibility.

Sense of belonging

Ethnicity, culture, and language are interconnected to a person's life history and identity in our society; therefore, identity establishes an integral part of a novice teacher's distinctiveness

as a devoted professional. Essentially, ethnically diverse novice teachers working in urban or high-need schools illustrate their sense of belonging and their dedication or devotion with the following examples of verbatim statements from the in-depth interviews.

Armando, a high school science teacher, shares his life story and schooling experiences with his students to let them know that he can relate to them, and to inform them that he is also part of the school community. Armando tells his students, “I’m part of the heritage so... I know where they’re coming from and I was born, well I wasn’t born here, but I was raised here in Title I schools where I know where the kids are coming from.” Armando likes to emphasize that he was raised, and that he still lives in the neighborhood where he is presently teaching and that, not too long ago, he also was sitting in the same classrooms as his students.

Elizabeth sees herself as a role model for her students because like most of her students, she is also Hispanic. She explained:

Sometimes I feel like I belong in this high need campus simply because I’m Hispanic.

So, not that I can one hundred percent relate to all of them [the students], but in some aspect, I can relate to each and every one of them so why not stay at this campus, relate to them, allow them to see what you can become.

Elizabeth believes that her personal experiences help her understand her students and the school community better. In addition to sharing the same ethnic background, Elizabeth also faced a difficult time growing up as many of her students do today. She shared:

My parents divorced in, let’s see, when I was in junior high; so, I can relate to my kids...

You know, the family dynamics and the family structure, especially here at school.... I think overall, honestly, it’s the aspect of being Hispanic, if I’ve been through it, I can see you go through it.”

Also, Elizabeth expressed her commitment and appreciation to the district by stating “I owe [District] something, like I owe them you know not your life forever, but you do in the aspect of you know, thank you for giving me this opportunity or thank you for allowing me to have this specific career and job.”

Tania, an elementary third grade generalist teacher, also discussed the importance of knowing and understanding where the students are coming from and the impact the community situation plays in the students’ schooling experiences:

But as far as the community, I think that you know, I'm going to places, to the grocery stores and shopping places and I've seen the low income. I guess the built of the community does play a role in my kids that come through that school. Whether it'd be resources, parent involvement, all of that, whatever you're working at, that's what's coming in, so you really have to know all that information.

Furthermore, Tania stated, “I’m Hispanic, most of them are Hispanic so there’s that connection even though they’re second-third generation of you know the parents.” Similar to Tania, Brenda, another teacher wondered, “How could I give back to my school?” Often, teachers ask this question because they are part of the school district growing up and want to make a difference.

In summary, this theme indicates how teaching in schools with culturally and linguistically diverse students in hard to staff schools conveys two major principles in this study. The first is that novice teachers get to teach in schools where they feel a sense of belonging. They believe that they can make a difference in the lives of the students and their communities, because they know, understand, and can relate to their students. The second is that they can teach in places where they were raised or that mirror their upbringings. Thus, giving back to the

community can be characterized as a personal value for novice teachers that promote a sense of agency.

Confidence to teach

Every novice teacher was able to discuss their passion for teaching and the high expectations they have for all children in the communities where they teach. For example, Kenya stated:

For me, it's if I can get my group of students to do their best on the science, and learn as much as they can so that they can carry it on so they can do well in the state exams, in the future science classes, and get into college, and still be able to apply and learn the extensions of that in college, then that's my part. That's what keeps me in there.

Tania gives an example of how her students validate her teaching:

...when students acknowledge you, you know, by telling you, 'mam? I've tried this so many times before and never gotten it done until now, you explained it to me.' You can see it in their eyes like, wow, you know like the—the light bulb turned on.

Brenda also talked about her ability and confidence to teach and to learn from one other: “And being a leader and having those qualities of teaching and somebody else is learning or vice versa or me learning from somebody else teaching is kind of my motto.”

Cultivating Relationships

Novice teachers in this study recognize the importance of building relationships with their students, parents, colleagues, administrators, and others in the school community inside and outside the school setting. With regard to her relationship with the students, **Monica** stated:

I've been very blessed to have a strong rapport with all of my students, but I take it upon myself to take the time to get to know every single one of my students.... I am not the

teacher that sits behind the computer, I tell the kids you see me behind my computer it's because I'm submitting attendance, I'm checking an email, or maybe working on something real quick, other than that I love to be in the middle with y'all. And they appreciate that a lot, so even when they're doing their assignments, I walk around, you know, kind of engaged in little conversations with them, 'hey what's going on, what you been up to.'

Developing relationships with students. By attending and participating in after school events, Grethel, is able to establish meaningful relationships with her students:

It helps me do a lot since ATEP is all about developing relationships. I am really doing that before they are even getting into my class. Umm so it really helps. It makes a huge difference. When the kids see you around campus doing these different things, they know that you care, and it's not just me telling them, they see it and that's how they know.

They will listen to you more. That is why I don't have so many problems, because I develop that relationship. There is respect there and I give them respect each day. So everyday is a whole new day. It starts all over. Umm and so they listen more when I am teaching and that makes my teaching more successful.

Armando also talks about how he has gained the trust of his English learners and uses his fluency in the Spanish language to communicate and better teach some of his students when they look for him before or after school. He states that:

I have a good relationship with my--with my Spanish speakers, they come and they come in the morning, they come in the afternoon and asking like I don't understand this, can you help me in this and they're not afraid to, to not tell me 'I don't understand that or, or,

I need more help on this.’ So, they’re es—they’re not scared of like, since I know Spanish too so they instead...telling me in English, they tell me in Spanish.

Kennu feels that he has been able to establish meaningful relationships with his students by ~~and~~ becoming a learner not just a teacher:

I also, personally, I teach because I’m hungry for knowledge. I teach to learn. My learners teach me, too. I get from them what- sometimes they say things that make absolutely no sense on the surface, then you look and when you are going over it and you say “oh, you know let me help you out with your answer there.”

In addition to building relationships inside and outside the classroom by engaging in afterschool social events, novice teachers reported the importance of collegiality. Even though not everyone had a formal mentor assigned from the school, non-formal mentoring and coaching relationships where created that led to positive friendly professional relationships. Elizabeth commented about how overwhelming her first year teaching was, but “couldn’t have made it without mentor”. Elizabeth was assigned a campus mentor who she only worked with for about six months, but they became good friends. Kenya mentioned how a teacher down the hallway, who has been teaching for 26 years, has impressed her and has become a role model for her own teaching. She says that:

But then I see...where all period long, it’s teachable moments and she does it with such passion, such calmness, no matter what the students say, even though it’s off the wall, she has a comeback. Or if she is talking about sexual reproduction in mammals, she already has the script in her head where students are going to make her feel awkward with words, so she has the jump on them because she beats them too it. And when she beats them to that awkward situation or that awkward word, it kind of like, “oh she knows how we

think.” And I will pass by her room and even though her door is closed I’ll stand there and listen to what I can pick up.

Victoria discussed how she has built relationships with her students’ parents and was able to fit into the school community in which she teaches because she speaks the same first language as many of the students and she also came from another country. Victoria stated, “I’m an immigrant too. So it’s like, “oh she will understand us,” but it’s also—so maybe they think that I—“I know how hard it is, but also let’s see we take it for granted.”

In reflecting on relationships, Monica discusses the importance of mentors in support teachers:

I’ve had some friends that are in teaching that didn’t have a strong mentor or didn’t have strong mentors, but their passion for teaching and their passion for the kids remains the same. And it’s kind of an intrinsic thing that comes from them and so that’s something that I think I have myself, that I have just that strong motivation for my students, but I won’t lie to say that those relationships with those individuals that have helped me is another reason too... why I have remained in education, because if I didn’t have those, that if I didn’t have that support system, I don’t want to say I would have left education. But it could have been tougher, and it could have had a more stress you know. And so with teaching you try to, you know I mean, you’re always going to have some type of stress, but the happier you are the better for you, your students most importantly, because the students don’t want a grumpy teacher, but it just kind of helps everybody all together I think so it’s really important for that system to be there. That [mentoring] support system.

Differences and disconnections. Although most novice teachers formed positive relationships, there were some instances where some novice teachers found themselves in less desirable situations when dealing with campus administrators or academic teams. Kennu, a high school teacher commented how he has not been able to connect with administrators, and he felt administration had not been much help to him during his first year of teaching:

As far as administration is concerned, I'm sorry I have to say this, but I don't feel like I have any of their support from administrators. They will leave you alone when they have to leave you alone and when not, but I did not get the support I expected as a new teacher. If a school is trying to retain teachers, prevent losses like that, they need to do their best to support and help them. I did not get that. Uh, there was one principal that was helping me and this problem with discipline and he told me that 'I know'. He knew I was being true. Anyways, he said 'I'll help you as much as I can'. That is as far as I got out of it, but there is no administrative help from that point of view from my school.

Kenya also stated how she experienced some unfortunate situations with administration and how even one experience created some embarrassment for her and the rest of the teachers at her campus:

To the administration, the overall environment, the working environment and also I think that working environment also spills on to the hostility amongst the students sometimes. Because they see the animosity, the way adults are teaching, treating each other. All of the teachers have been called stupid over the intercom while class is going on. One time they [principal] got on the intercom and called all the teachers stupid. The students in my room laughed. And at our faculty meetings all the time they would say if you don't like it here, there is the door.

In addition to the lack of administrative support and/or respect, some teachers were not able to find collegial friendly relationships with teachers in their same grade level as Elizabeth reported: “teacher socializing turns out into garbage-gossip.” Furthermore, Elizabeth emphasized, “when there are so many changes, inconsistency, and the mission is fuzzy, just focus on kids.”

Overall, all novice teachers discussed how they were able to cope with the challenging situations faced in their individual campuses, and how they were able to find the personal and professional support needed within their schools or across schools/districts. Their motivation to teach and to remain focused on the most important tasks at hand—learning and teaching propelled these teachers to build relationships and accomplish their teaching goals. Monica shared the importance of getting to know everyone at the school from the custodial and cafeteria staff to security from the very beginning:

So even from my first year I always made a priority to know the custodian’s names, the cafeteria ladies, all the Para-professionals you know from the book room, Para-professional to the ones in the main office, the nurse. Everybody I can say I have touched base with, and I like for them to know who I am; they even know the courses I teach, and so it’s really important to me to make sure that I have that with them, so that if I ever need their assistance, there’s already kind of a rapport.

Self-determination. Community/Nation builders

Regardless of the school environments’ support systems, novice teachers spoke about their commitment to prepare their students to achieve academic success and to become the future of our nation. Kenya reflected how, although she knew she would face challenges, once she became a teacher and after having experienced some of those challenges as a teacher in her four

years of teaching, she believed it is best for the students that teachers remain focused on their teaching goals. Kenya commented:

And I was also told ‘you should not speak to them [English learners] in Spanish, and you should not teach them in Spanish,’ but that is all they know. A student isn’t going to put their head down and like, no, I need them, those neurons, I need them firing. If it’s in Spanish and I explain it, then we can make the transition into English with the vocabulary. I just wait for them [administrators] to come and get after me and I’ll just say sorry after.

Similar to Kenya, all novice teachers in this study expressed their commitment to their students and made decisions to teach and find the best strategies to address the needs of their diverse student population regardless. However, six out of the ten teachers mentioned that they would like to leave the classroom, so they can move into a leadership position where they can make a greater impact in the community by helping students and seeking the much needed resources in high-need schools.

Member Checking

Member checking was accomplished during the interview process and through individual email communication with participants. During the interviews, I restated or summarized responses to provide an opportunity for participants to establish accuracy of interpretation. Participants were encouraged to provide feedback if they read anything that needed to be added, deleted, or changed or if there was anything that was incorrect. Armando commented, “The profile fits me perfectly. *Mi esposa* (My wife) said Armando sounds like Mr. Izarte. I am honored that you chose to write about me.” Brenda shared:

I’ve really been thinking about the interviews and thinking about the questions you have asked...there was a great experience out of this. In three short interviews, in life, no

matter how old you are, you constantly surround yourself with people that inspire you and when you don't, you won't get inspired. And so I think just getting to meet you and knowing that you're going through your doctorate and you're still in the field of education it gives more encouragement to me as a teacher no matter what age I may be or what I do in life, I know that I can do it too.

Brenda, felt that the interviews were very helpful and was very appreciative for the opportunity.

She also said:

Sometimes I think that when you are interviewed and people are listening it really helps you. It's almost like, you know, having to pay for a therapist to hear you talk about things you really haven't been asked before. Maybe that's a good thing for teachers to be able to do, to be able to let go and express all various different things. Because if you don't, then maybe that's the true reason why there's such a [teacher] turnover rate. Whether they have family at home, or not the support that they need, they're finding themselves alone. And find themselves moving out of the career field and so I think, thank you and I think that even now, that information provided is helpful for you and been helpful for me too to be able to think about questions that I haven't really always considered or thought about how I got there because you do need to have those and how you got there and how you're going to keep going further and what made [who] you are.

Correspondingly, Elizabeth also felt that I had captured her experiences accurately by stating, “it was good to have an interview like this, cause I think that I'm helping not only myself listening to myself on how I can improve on different things or my responses.” She then said that she hopes teacher candidates can get something out of her shared experiences so they can know about the teaching world and about the education system because “it can be tough at times, so it's

good” to have these types of interviews. Grethel mentioned that she was not fully aware of how much influence others were having as she made decisions, so going through the interview process and discussing the information with me helped her. She said:

Well, I know that it kind of helped me putting the past experiences together with the work experiences; you really don’t ever get a chance to do that. You just kind of go that direction, but you don’t think about what has motivated you all along the way.

Similarly, Kenya expressed that the opportunity to talk about her teaching experiences and information she had shared, helped her realize the impact she is making. With a big smile, she said, “I have actually had a lot more good than the bad.” Kennu fully endorsed his individual analysis and expressed how much he personally had benefited from the interviewing process and recommended to be integrated it as part of the teacher preparation program by saying, “maybe that’s a good way for students—for teachers to just open up and start releasing some frustration or whatever.” Tania also shared Kenya’s and Kennu’s sentiments by stating:

It kind of gives like a whole picture what you have done so far you know. Something you never really sit back and think about because you are always on the go. It kind of makes you realize that— oh I did this or oh I am not doing this, you know little things like that. This has helped me realize, I guess that I have made a difference in a lot of my students... well I have made a difference on my students you know I do make a difference in this school.

Alexa said, *Que lindo esta todo, me ha conmovido todo esto, gracias por darme esta oportunidad de haber recordado, y también que de esta manera haya ayudado.... No hay nada que cambiar todo esta como debe ser.* (How beautiful is everything, all of this has moved me,

thank you for giving me this opportunity to reminisce, and also have been able to help.... There is not anything to be changed; everything is the way it should be).

Monica's approval was expressed in gratitude, "thank you for reminding me why I fell in love with teaching...I'm glad that I've had these interviews, it's given me a lot of perspective and reflection on why I'm a teacher and why I continue to teach." Victoria, also concluded by affirming the accuracy on her individual analysis:

Thank you for allowing me to read my interview. Although we got together some months ago, I still remember our dialogue. Upon reading your interpretation about my experiences of becoming a teacher and my *vivencias* about my teaching profession I think you did well capturing my thoughts. I just did minor changes and revisions without adding or changing the original version.

Overall, the data analysis process and product was examined by an external evaluator as recommended by Creswell (2007). A knowledgeable colleague reviewed the interview transcripts, the identified theme categories, and the individual participant profiles. After a careful review, he concluded that the analysis and results were consistent with the data. According to Creswell (2007) and Patton (2002), an external consultant/evaluator serves as a form of triangulation to verify the analysis of data.

Summary

Based on the novice teachers' experiences, although not generalizable to all minority teachers, it is important to consider what these findings mean for teacher educators and to school district personnel. The voices of the minority novice teachers provide a glimpse into the essence of the experience in deciding to enter and to remain in the teaching profession; especially working with culturally and linguistically diverse students in high need schools. In the case of

some of these teachers, they were persuaded to select other careers paths, but eventually found themselves back in the original area of interest—teaching. These teachers could select other professions, but have chosen to stay in teaching. They see themselves as life-learners and have a passion for their content area. They view teaching as a career that is intellectually stimulating, which supports their intrinsic motivation. In general, the participating teachers' life experiences, ethnic and cultural community backgrounds, in addition to a calling for social justice and a moral obligation to teach ethnically and linguistically diverse students are important constructs to consider when preparing and recruiting teachers for most needed schools.

CHAPTER V: QUANTITATIVE DATA ANALYSIS AND RESULTS

This chapter is divided into five sections: 1) research questions, (2) sample demographics, 3) Motivation for Teaching Profession Scale (MTPS) preliminary statistical analysis and findings, 4) Supporting Teachers Retention Scale (STRS) preliminary analysis and findings, and 5) secondary data analysis and findings. An analysis of the responses from the survey's Teacher Motivator open-ended questions will also be presented. Preliminary analyses will examine and discuss teachers' initial motives and support structures. Secondary analysis will attempt to explain the relationship between novice teachers' motivation to teach and the sociocultural context, a factor which may influence the motivation and desire to remain teaching in high-need schools.

Research Questions

The following research questions and corresponding hypothesis delineate the intent of the mixed-method analysis:

Research Question I. What are the initial reasons for selecting teaching as a profession?

Research Question III. What are novice teachers' perceptions of the sociocultural context— school support systems (administrators and/or mentors) in sustaining their motivation and commitment to teach?

Research Question IV. Is there a relationship between novice teachers' initial motivation to teach and their perceptions of sociocultural context— schools' support systems, which include administrative and induction support systems?

RQ 4 Null Hypothesis (H_{04}): There is no relationship between novice teachers' initial motivation to teach and their perceptions of the sociocultural context—school's support systems (administrators and/or mentors).

RQ 4 Directional Hypothesis (H₄): There is a correlation between novice teachers' initial motivation to teach and their perceptions of the sociocultural context—school's support systems (administrators and/or mentors).

Demographics of the Sample

Representativeness of the sample. The sample consisted of 175 respondents, 146 (83.4%) females and 29 (16.6%) males. Important to note is that gender distribution is consistent with existing gender distribution in the teaching population; this fact, has been constant over the past 20 years in the state of Texas (Sass, Claeys, & Flores, in review). Forty percent of the 175 participants in this study were between 21-30 years of age, also representative of the teaching population in general. Distribution of gender and age for the sample and years of teaching experience (1-5 years) was reported because these are representative trends that align to Texas teacher demographics, except for White, young adults (<25 years old) who continue to be the majority of beginning teachers in Texas (Sass et al., in review). As per ethnic representation of participants, Latinos/Hispanics comprised the largest group 60.6% ($n = 106$). An explanation for the larger percentage of Latinos/Hispanics in this study may be that there is a large representation of Latinos in the region. Figure 2 illustrates ethnic representation for the sample.

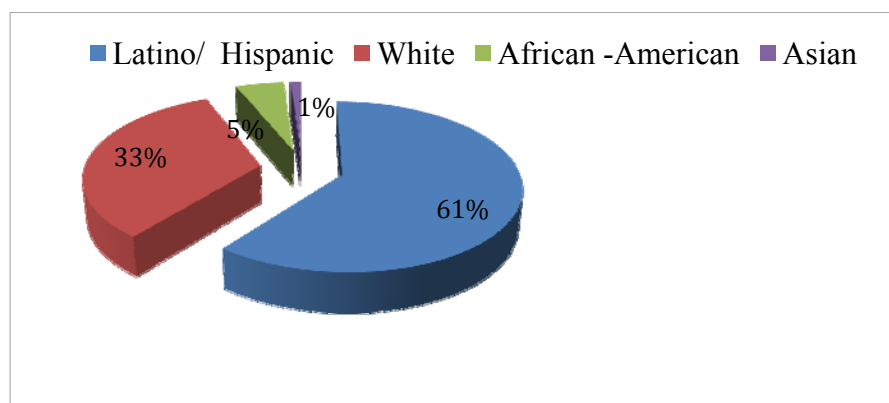


Figure 2. Distribution of Ethnicity

As noted in Chapter 3, the sample included elementary level ($n=93$), middle level ($n=39$) and secondary level teachers ($n=43$). Of these, 16% ($n=29$) were bilingual teachers, 17% ($n=31$) mathematics teachers, 31% ($n=50$) science teachers, 7% ($n=13$) special education, and 29% ($n=52$) other. Thirty percent of all these teachers ($n=54$) were mid-career changers. Based on this data, it appears that a significant number of novice teachers with prior non-teaching related careers are joining the teaching profession in this geographic area.

Motivation for Teaching Profession Scale (MTPS) Preliminary Analysis

Factor Analysis

Initially, to identify teacher motives, a principal component factor analysis and varimax-rotation was conducted with the original 22 MTPS items. It was determined that 14 Likert-type items (1-7, 9, 10-12, 14, 17, and 22) out of the 22 items in the MTPS accounted for teachers' motivation for selecting teaching as a profession. These 14 items were used for a subsequent reliability analysis and in the study analysis. In order to determine the number and nature of factors accounting for teachers' motives for choosing teaching as a profession, factor analysis applying principal component and varimax with Kaiser normalization rotation was performed on the 14 MTPS Likert-type items. The use of factor analysis is appropriate as determined by two tests, Kaiser-Mayer-Olkin (KMO) with a value of 0.721 for the MTPS and Barlett's test ($p<.001$), which allowed for the reduction in the number of variables into factors that represent the latent construct of teacher motivation. Factor analysis also supports the content validity of the constructs (Mertens, 2010).

Figure 5.2 defines the three factors extracted and accounted for by an accumulative percentage of variance equal to 49.2% using the *eigenvalue* of 1 as the cut-off score. The

eigenvalues represent the amount of variance in all the items that can be explained by a specific factor (Pett, Lacky, & Sullivan, 2003).

The scree plot, Figure 5.2, contains the eigenvalues on the y-axis and the factors on the x-axis, and provides a visual to determine the number of factors to retain by plotting the extracted factors against the eigenvalues in descending order. This helped determine where the factors curve and how those with the maximum amount of variance will be located above the joint along the straight line. The scree plot also shows three factors.

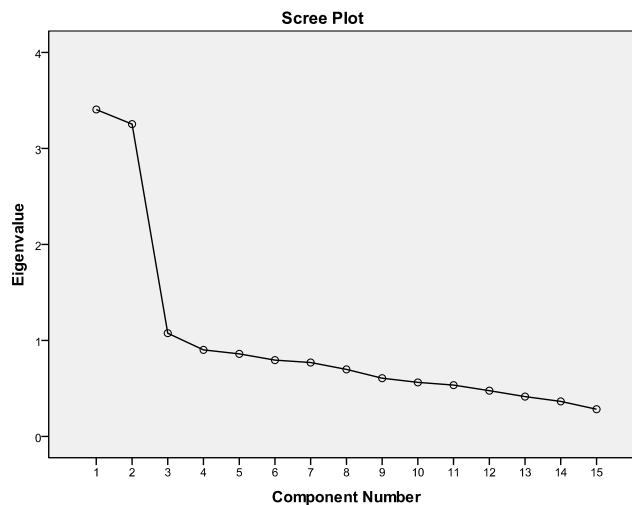


Figure 3. Scree Plot Results for Motivation for Teaching Profession Scale

In examining the rotated extracted factors, the first factor accounts for a variance of 22.49%, the second factor 17.97%, and the third one 8.75%. According to the items that pulled together, the first factor was labeled “Intrinsic,” the second factor was labeled “Extrinsic,” and the third factor was labeled “Altruistic.” These three factors are consistent with findings in earlier studies (Chan, 2004; Moran, Kilpatrick, Abbott, Dallat, & McClune, 2001).

Table 7 presents the factor loading structure, the mean, standard deviation, item-total correlation, communality (h^2) and the reliability (Cronbach alpha) of the extracted factors for the

motivation items. Factor loadings, which represent the correlation of each item with each component, were examined. The item-total correlation, which measures the relationship of individual items to the overall survey results, was utilized to discard items with low correlations because these were not measuring or hanging together with the identified factors (Pett, Lackey, & Sullivan, 2003). Communalities (h^2) provide the “total amount of variance in each item that is explained by the extracted components” (Pett et al., 2003, p. 100). The Cronbach alpha reliability test results indicated Cronbach alpha coefficients on standardized items ranging between .752 and .411. Intrinsic and extrinsic factors show an acceptable alpha value (George & Mallery, 2005). The altruistic factor was comprised of only two items; therefore, this may be a reason that it had a low Cronbach alpha.

Table 7

Factor Loading Structure, Mean, Standard Deviation and Reliability (Varimax with Kaiser Normalization Rotation) of Motivation Items

Variables	Factor Loading	Item-Total Correlation	h^2	$M (SD)$
Intrinsic $\alpha = .752$				
6. Teaching is a fulfilling and challenging occupation.	.691	.483	.483	4.68 (.50)
5. Teaching allows me to experience the love and respect of children	.668	.526	.467	4.23 (.86)
3. Teaching gives me an opportunity to help students gain a sense of achievement and self worth.	.661	.438	.572	4.81 (.39)
11. I love children.	.659	.543	.439	4.42 (.69)
12. I feel a personal 'calling' to teach.	.635	.480	.465	4.37 (.86)
17. Teaching gives me an opportunity to promote respect for knowledge and learning.	.569	.388	.330	4.48 (.66)
4. Teaching gives me a chance to 'pay back' the good teachers I have had.	.513	.375	.297	3.89 (.98)
Extrinsic $\alpha = .737$				
2. I like the work hours and vacation time.	.775	.538	.621	3.73 (.94)
1. I will have a chance to make a good salary.	.741	.492	.607	3.13 (1.0)
14. The time schedule will be compatible with my home situation.	.710	.560	.536	3.35 (1.07)
22. Teaching offers me a job with security.	.632	.454	.419	3.29 (1.10)
9. Teaching was the best job among those readily available to me.	.566	.440	.513	3.14 (1.19)
Altruistic $\alpha = .411$				
10. Teaching gives me a chance to be my own boss.	.811	.259	.710	2.74 (1.00)
7. I would like to solve some of the problems in the educational system.	.489	.259	.432	4.14 (.85)

RQ 1 Preliminary Findings

What are the initial reasons for selecting teaching as a profession?

The most influential items that defined the dominant motives were identified, using item factor loading scores, along with the mean and standard deviation statistics. Reasons for choosing teaching as a profession were clustered as intrinsic, extrinsic, and altruistic. The findings reveal that the most prevalent reasons or motives (22.49% of variance) were intrinsic, followed by extrinsic (17.97% of variance) and altruistic (8.75% variance).

Intrinsic. An analysis of mean scores (Table 7) reveals that intrinsic motives or “interpersonal based orientation” had mean scores ranging from 3.89 to 4.81, consistent with Lortie’s (1975) study. Respondents reported that *teachers’ personal fulfillment to teach* ($M = 4.68$, $SD = .50$) and a *desire to engage with children* were the most influential reasons to enter the profession ($M = 4.23$, $SD = .86$). In general, findings show that intrinsic reasons or motives were the strongest motivators among the three extracted factors with 6 out of 7 means over 4.00. The seventh item “*wanting to ‘pay back’ former teachers*” could also be considered agreeable since it almost reached 4.00 ($M = 3.89$, $SD = .98$).

Extrinsic. In analyzing the extrinsic (externally related) self reported reasons or motives, it is evident that teachers’ perception of a suitable working schedule and job benefits were moderate determinants influencing teachers’ decision to select teaching as the profession of choice. Mean scores of items under the extrinsic reasons ranged from 3.13 to 3.73. These findings are consistent with the literature (Chan, 2004).

Altruistic. Altruistically motivated teachers tend to have a ‘service-based orientation’ (Ferrell & Daniel, 1993; Kyriacou & Coulthard, 2000; Lortie, 1975; Moran et al., 2001; Muller, Alliata, & Bennenhoff, 2009). These reasons reflect teachers’ personal desires to engage in

problem solving to address educational challenges ($M = 4.14$, $SD = .85$) and a need to being their ‘own boss’ or aspire to be in a position of influence ($M = 2.74$, $SD = 1.00$). This dichotomy of the two reasons reveals that while they appeared to be ambivalent about being their ‘own boss’, teachers valued the role that teachers play in improving educational opportunities or making a difference for students. Nevertheless, psychologically, some teachers do aspire to be in a position of influence, where they can have autonomy in their classrooms and contribute to or affect school policies and practices (Boyd, et al., 2011). To further understand these results, a mixed methods analysis was done.

Mixed method Analysis and Secondary Findings

Using a convergent model to triangulate the mixed method data affords the researcher to strengthen the research design (Creswell & Plano Clark, 2007; Johnson & Onwuegbuzie, 2004). Thus, to further extend our understanding of the quantitative results, the qualitative analysis capturing participants’ voices and experiences complement and illustrate teachers’ initial motivation to teach as well the support structures that sustain them in the field.

Using deductive analysis, motivational themes complementing the motivational factors (intrinsic, extrinsic, and altruistic) were identified after a careful review of the teachers’ responses to the Teacher Motivator (TM) open-ended questions. Table 8 displays a list of constructs found in the factors analysis and the themes found in the qualitative analysis of the Motivation Orientation Teacher Survey’s Teacher Motivators (TM) open-ended responses ($n = 175$) and the in-depth interviews ($n = 10$) to the following questions:

Open-ended Question I. What reasons motivated you to teach in a school with a large number of culturally and linguistically diverse students?

In-depth Interview Question I. How did you become interested in considering teaching as a profession in high-need schools where there is a large number of culturally and linguistically diverse students?

Table 8

Comparison of Factor and Thematic Analyses

<i>Factor</i>	<i>% of Variance</i>	<i>Theme Clusters/Subthemes</i>	<i>N (%)</i>
Intrinsic (Items: 3,4,5,6,,11,12,17)	22.49%	Intrinsic Examples: Love for teaching Passion for content Personal calling Intellectual growth	172 (98%)
Extrinsic (Items: 1,2,9,14,22)	17.97	Extrinsic Examples: Work schedule Working conditions Collegiality Vacations/benefits	3 (1.7%)
Altruistic (Items: 7,10)	8.75	<u>Altruistic Examples:</u> Give back to society Serve community Desire to be in authority	14 (8%)

Unequivocally, this analysis demonstrates that teachers’ motivation to teach is a complex phenomenon that cannot be solely explore using one methodological lens. The results indicate that intrinsically motivated teachers expressed a desire to teach because of their passion for a content area or the love for teaching. Conversely, teachers drawn to teaching because of the suitable work schedule and holidays, were externally, or extrinsically motivated. Teachers who felt a desire to perform a worthwhile service to give back to the community or to serve students were altruistically motivated. Loaded responses required that this researcher disaggregate embedded motivational themes and categorize them appropriately into the three motivational factors. For example, two interviewees, Jane and Mary (pseudonyms), describe their love for

teaching expressing both intrinsic and extrinsic motivation to teach simultaneously. Jane, who loves teaching and comes from an “Entire family of teachers,” states, “Also, [I] have 2 elementary aged kids, one with ADD and dyslexia. Needed a schedule that allowed me to be available nights and weekends to help my kids.” Mary states:

It’s the community that I live in...The high school is in my own neighborhood, is there a better place to start making a difference? I have three children of my own, and I thought it would be good to share many of the same holidays, i.e. Thanksgiving, Christmas, Spring Break, Summer....

Both teachers reasons to teach were intrinsically and extrinsically motivated because of their love for teaching or community service orientation and the suitability of a work schedule to meet their family/children’s needs.

Furthermore, a glimpse of the complexity in the interpretation and categorization of teachers’ responses to the open-ended Teacher Motivator questions is evident in Nora’s response. She reports the main reason for teaching in her campus was the large number of culturally and linguistically diverse students. Her written response elaborated on her reasons:

- 1) can make a difference with each student;
- 2) enjoys teaching,
- 3) can offer extracurricular activities beyond the school day,
- 4) [has] great holidays and summer vacation[s], [and]
- 5) got loans cancelled.

Her response clearly shows the integration of all three motivational factors, rather than a singular factor driving her decision to teach.

Other teachers like Elizabeth, a 3rd grade generalist elementary teacher in her fourth year of teaching, expresses that although teaching can be challenging at times, her reasons are rooted on her strong commitment to her community as a Hispanic. She writes:

This was a great survey and allowed me to open my eyes to see and understand why I became a teacher. Some days are really challenging, however you influence the lives of many young ones, who hopefully someday you can depend on [them]. My initial reason for teaching was to give back to a community where I could be most useful to individuals that I could relate to. Teaching at this urban elementary allows me to see how my Hispanic population learns, from parents, to teachers, to students. The teaching field is a place where I most desire. Teaching children motivates me to become the best that a person can be. Teaching holds a very professional position that many people look up to.

Sandra, a multi-level ESL teacher with three years of teaching experience, expresses a concern for the high mobility of teachers, the lack of teachers from the same ethnic group as students, and the lack of high expectations for students from a culturally diverse environment. Her decision is also rooted on a calling and a commitment to community and students from her own ethnic group. She comments:

The turnover rate for teachers working at urban schools is high and I wanted to work in an area where I would be needed and wanted. I never had a teacher that was like me, Latina and an ELL. I want my students to know that they will learn English and be successful and that being culturally diverse is beautiful! My job as a teacher is long term...I know that my calling is to teach and I truly believe that every child has the ability to learn. Every year, I will have a new batch of students and I want to instill in them a desire for learning. I want all of my students to be successful in all that they do, if

its higher education or going into the workforce I want to teach them that they can be successful.

Responses describe a trend where teachers express a strong interpersonal or community service need followed by the perceived external benefits of the profession, such as compatible work schedules and academic calendar as the prevalent reasons for selecting teaching as a profession. Although these findings corroborate with studies that have been conducted over the past 30 years (Daniel & Ferrell, 1993; Chan, 2004; Lortie, 1975); the emphasis and need for culturally diverse students to see role models from their own ethnic group becomes a cross cultural theme that supports “grow your own” teacher recruitment efforts for high-need schools. However, the results do not reveal the support structures that sustain teachers’ initial motives, which are analyzed in the subsequent section.

Supporting Teachers Retention Scale (STRS) Preliminary Analysis

In this section, the sociocultural context is explored to examine teachers’ perceptions of the support structures that sustain their commitment to teaching. The factor analysis is initially presented and is followed the mixed-methods analysis.

Factor Analysis

To identify the support structures within the sociocultural context, a factor analysis applying principal component with varimax rotation was conducted on the STRS. The use of factor analysis is supported by two tests: The Kaiser-Mayer-Olkin Measure of Sampling Adequacy (KMO) and the Barlett’s Test of Sphericity (George & Mallery, 2005). The KMO value for the STRS Likert-type items was performed resulting in .786, which is middling, almost meritorious for conducting a factor analysis. The Barlett’s Test of Sphericity resulted in a highly significant ($p < .001$) measure and approximately multivariate standard, which is acceptable for

factor analysis. The scree plot was investigated in this sample resulting in two factors as displayed in Figure 4. A rotation was performed converging in three iterations extracting two components with eigenvalues > 1 and accounted for a total variance of 62.15%. These factors were labeled as “Induction Support” and “Administrator Support.”

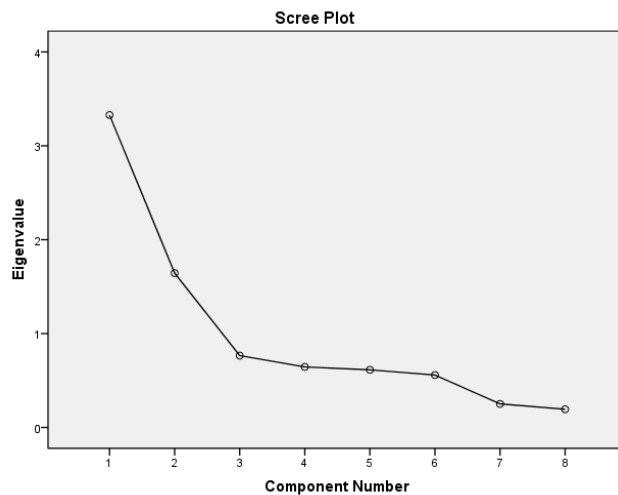


Figure 4. Scree Plot Results for Support Systems

All the items in these two factors relate to teacher support systems within the school environment. Table 9 presents the eight items organized around these two factors and their item-total correlation, factor loading, communalities, and item means and standard deviations. Variables 28-30 linked to Induction Support have a stronger factor loading of $\alpha = .904$, while Administrator Support has a factor loading of $\alpha = .730$ on five variables, 23-27.

Table 9

Summary of Items-Total Correlation, Factor Matrix, Communalities, and Item Means and Standard Deviations of Administrator Support

Variables	Factor Loadin g	Item-Total Correlatio n	h^2	$M (SD)$
Induction Support $\alpha = .904$				
30. I have a mentor/coach that provides emotional, personal and professional support.	.913	.824	.848	4.05 (1.06)
29. I have a mentor/coach assigned from the district that provides the instructional resources and strategies that I need to be successful.	.908	.826	.845	4.05 (1.02)
28. I have a campus mentor/coach that is a role model.	.882	.780	.812	4.16 (.99)
Administrator Support $\alpha = .730$				
23. I have campus administrative support.	.734	.484	.541	4.69 (.56)
26. I have a reasonable workload.	.720	.541	.538	4.24 (.77)
25. I have opportunities to interact and collaborate with other teachers.	.673	.501	.486	4.60 (.57)
27. I am provided with reasonable teaching facilities that are well maintained and provide enough space.	.651	.510	.508	4.38 (.75)
24. I have influence over my classroom and campus decisions.	.621	.418	.395	4.42 (.60)

RQ 2 Findings

What are novice teachers' perceptions of the sociocultural context—school support systems [administrators and/or mentors] in sustaining their motivation and commitment to teach?)

A mixed method approach was used to analyze and interpret data related to the third research question. The administrator and induction support systems were identified based on item factor loadings along with the descriptive results (M, SD). Accordingly, novice teachers' perceptions, regarding the importance of the sociocultural context (school environments' support systems) indicates Induction Support and Administrator Support are regarded as influential and critical support systems. The qualitative analysis from the survey's complementary open-ended

Teacher Motivator questions helps to explain and refine the interpretation of the quantitative results.

Induction Support. On a scale of 1-Not important at all to 5- Very important, novice teachers' self-reported responses indicated that having *a mentor or coach that provides emotional, personal, and professional support* ($M = 4.05$, $SD = 1.06$) was important. Perhaps, novice teachers recognized and experienced success with the valuable guidance and support they received from a more seasoned and knowledgeable colleague. For the majority of respondents, *Having a mentor or coach that provides instructional resources and strategies* ($M = 4.05$, $SD = 1.02$) was definitely considered essential for a successful, novice teacher. Argentina, a first year 11th grade Physics teacher, expanded the definition of support to include peer support such as the one provided through the professional learning community. This research suggests that peer support should, perhaps, be considered and studied as a fundamental and critical influential factor in the decision to stay or leave teaching. Argentina aptly conveys the importance of induction support of a sympathetic school environment where teachers are provided with collegial opportunities in the following manner:

The school I chose to work at has extensive support built in for teachers (Professional Learning Communities as a separate class period) and a mentor. Also, there has been a track record of improvement. I see how I fit into this school and I feel like I can do a lot of good with my own expertise in science. Teaching so far has been very rewarding. I like the personal connections I have made with the students and with my fellow teachers. I think that the wide range of challenges makes every day different.

Administrator Support. All items under the administrative support category had a mean above 4.00 indicating that overwhelmingly novice teachers value and feel *administrators' support* ($M =$

4.69, SD = .56) as influential in their decision to stay in the teaching profession. In fact, the lack of administrator support, in some cases, was the sole determiner of a decision to leave. This finding has profound implications to the way administrators are prepared and selected. Raul's experience is one where an administrator almost pushed him out of teaching, but his decision to move to another school may have kept a good teacher from leaving and high-need students from the benefits of an understanding teacher who "feel[s] passionately about teaching and about the chance to make a difference in a child's life." He describes his experience as one where:

Job satisfaction is largely determined by your school climate and support from administration. My first year of teaching, I did not feel like I had much support from my administration and felt like I was seen as a babysitter, rather than a physical education teacher. At that time, I seriously considered other professions. My current school [administration] is amazingly supportive and respectful of my job and it's made all the difference in my ability to excel and enjoy my job.

It is evident that Raul's intrinsic motives to teach were so powerful to overcome any challenges posed by a dysfunctional administrator support system during the difficult first years of teaching. Raul, now in his third year teaching, is on a path to become a career teacher. On the other hand, Doris, an elementary first year teacher, feels that the lack of support frustrates her efforts to "motivate them [students] to become lifelong learners and inspire them to reach their full potential." She describes this lack of support as "...*overworked and underappreciated and the lack of support from administration and disorganization of school is frustrating!*" [emphasis added].

If Doris' expressed concerns are not addressed immediately and the administrative situation does not change in the near future, Doris may be a statistic joining the ranks of many

good teachers who leave the profession for lack of support. This finding corroborates with studies that indicate that there is a positive correlation between increased administrative support and teacher retention (Kersaint, Lewis, Potter, & Meisels, 2007; Ingersoll, R. M. 2000, 2002). The next section statistically examines the relationship between teachers' initial motives and the quality of support (administrator and induction) have on teachers' desires to remain in the teaching profession.

Secondary Data Analysis

Is there a relationship between novice teachers' initial motivation to teach and their perceptions of sociocultural context— schools' support system, which include administrator and induction support?

To address the fourth research question, an initial correlational analysis was done. The null hypothesis assumed that there was no relationship between novice teachers' motivation to teach and their perceptions of the sociocultural context including administrator and induction support systems in schools with culturally and linguistically diverse students. An a priori level of $p < .05$ was used to determine significance. This analysis was followed by mixed methods analysis in an attempt to extend the quantitative findings.

Correlations. A correlation analysis was conducted to determine an association between novice teachers' motivation to teach and their perceived importance of administrator and induction support systems. The assumption is that most people see teaching as a noble profession, and as such, prospective teachers should be enticed to join the ranks of the teaching profession. In this study, administrative support is significantly correlated to intrinsically motivated teachers. Table 10 displays the correlation between motivation and support factors. The one-tailed Pearson correlation revealed a positive coefficient, $r = .245$ at the $p = .012$ level.

There is a significant low positive correlation between mentoring support and altruistically motivated teachers, $r = .186$ at the $p = .01$ level.

Table 10

Correlation Results for Motivation and Support Structures

Variable	Altruistic	Intrinsic	Extrinsic
Admin. Support	.168	.245*	.160
Mentor Support	.186*	.178	.133

* $p < .05$

The null hypothesis was rejected; it appears that administrator and induction support are not considered essential for teacher's motivation to teach as demonstrated by the very low correlation. Thus, it was difficult to ascertain statistically that support systems were perceived as an essential factor in novice teachers' motivation to teach. However, as noted in the previous analysis, administrator and mentor support was valued by the novice teachers.

Interestingly, a further analysis of the responses to the Teacher Motivator (TM) open-ended questions reveals that most teachers attributed their initial motivation and determination to remain in the teaching profession to their aspiration to work with children, and to a fulfillment of a personal desire to teach, and/or serve society. Hence, this finding demonstrates that intrinsic and altruistic motives are essential as these influence teachers' decisions to make long-term teaching commitments. These results supports Chan's (2004) study that teachers' intrinsic and/or or altruistic motives drive their decision to remain in the teaching profession. Chan's noted that teachers' concerns were related to their students' welfare rather than "concerns with self". These results are further supported by interviewees' responses to the survey's TM open-

ended questions I and II that summarize the reasons for their decision to enter and to make the teaching profession a long-term career as revealed by the following teachers:

Isabel, a bilingual kindergarten teacher in her second year teaching, reinforces her concern and desire to work with culturally and linguistically diverse students by stating:

I felt that these students needed teachers that had one day been in their shoes. In order to be able to teach students in culturally and linguistically diverse areas, teachers need to be able to have a personal connection. Knowing that students will leave your classroom to become one day a senator, doctor, teacher etc. makes all that hard work worth it. At the end of the year when you are able to see the success on each student in different levels makes me realize that *I have found my calling in life and will continue to do this until the day I retire*[emphasis added].

Karrie, a first year high school Chemistry teacher, affirms her desire to have an impact on people that lasts forever by stating:

I know that it is challenging to deal with the demands of teaching, but as long as it does not affect my health *I plan to teach until retirement* [emphasis added]. I feel that I can make an impact on people. High School is the last time that a lot of students where I teach will be encouraged to better themselves. When I was midway through college, I had to decide if I wanted to be a doctor or be a teacher. I figured that by the time that I was 50 years old I would be tired of running around a hospital but I could be 60 or 70 years old and still [would be] teaching Chemistry.

Angeles, a secondary level Special Education teacher, asserts that “being a teacher allows you to impact people at a critical point in their lives, and I want this impact to be positive. If I can do this, I hope to teach until I retire.”

Chan (2004) noted that teachers often persist with enthusiasm and do not give up teaching willingly because of their intrinsic and altruistic motives to teach. In the present study, 71% of novice teachers stated that they were planning on making teaching a long-term career; however, one must not assume that regardless of school conditions (sociocultural context) teachers will stay.

Consistent with earlier studies, this investigation finds that most novice teachers (78%) have a desire to remain in the profession as teachers or non-teaching capacity because of intrinsic and/or altruistic reasons (Chan, 2004; Chuan & Atputhasamy, 2001; Harms and Knoblock 2005, Chan, 2004; Sinclair, Dowson, & McInerney, 2006). In addition, a desire to make a positive difference in students' lives and/or the community where these teachers work was evident. This likely strengthens their commitment to the teaching profession. The 6.2% of the respondents, who have expressed an interest on moving onto an instructional or leadership role within the field of education still feel committed to serving the community. To further elucidate these teachers' desire to remain working with culturally and linguistically diverse students, but not as classroom teachers, a deductive analysis of the TM open-ended questions was conducted. Table 11 presents a list of professions within the field of education aspired by respondents. The list was compiled from the survey's TM open-ended responses ($n = 11$ or 6.2%) to question III: *Summarize the reasons that contribute to your desire to NOT make the teaching profession a long-term career choice for you.* Please note that teachers responded to this question with the intent to move up the ladder in the education field, therefore, making the education field a long term commitment.

Table 11

Professions Within the Field of Education

Profession
1. Guidance counselor
2. Curriculum writer/developer
3. Principal
4. Adult learning (to work with & teach parents)
5. Teach at college level
6. Ph.D. Professor in Bilingual Education
7. Ph.D. Professor to conduct research

Once these teachers resign from their teaching positions, they will be considered dropouts or simply ‘movers’ because they will be advancing into another position in the education field (Kersaint et al., 2006). Importantly movers should not impact school retention rates negatively nor should they be contributing to the overall teacher turnover rates (Ingersoll, 2001). Theobald and Michael (2002) counters by stating, “From the perspective of the school, whether a departing teacher is moving to another district or leaving the profession, that individual most likely must be replaced” (2002, p. 141). Regardless, the issue of concern is whether movers will have a greater impact on students in their new positions within the education field. The dilemma still remains, should good teachers be pulled out of the classroom, or should schools be organizationally flat with no rank among its employees and no salary differentials.

In addition to some of the novice teachers planning to move out of the classroom to become instructional, guidance, or administrative personnel, other novice teachers (n = 39) have identified the sociocultural context—school environment challenges as probable deterrents to remain in the teaching profession. Table 12 displays the list of themes and percentages of novice

teachers facing those barriers and challenges. Please note that since the question was open-ended, some teachers provided more than one reason in their response. Hence the percentage was calculated based on the total number of responses for each themes divided by total number of responses (n = 62).

Table 12

Reasons for Departing the Teaching Profession

Reason	N of responses (%)
Stressful Working Conditions -Student behavior -Time Demands -Recordkeeping-Paper Work	18 (29%)
High Stakes Testing	12 (19%)
Lack of Support - Administrator - School Politics - Team Members	11 (17%)
Low Salary	4 (6%)

The result was similar to earlier studies focusing on factors that impact teacher attrition and retention (Kersaint et al., 2007; Theobald & Michaels, 2002)). In this present study, of the 175 teachers, only 22% were considering leaving the field. Most definitely, these teachers' reasons for leaving is because of job conditions and dissatisfaction. Although low salary was identified as a reason for leaving, it was not identified as major reason. Rather, most teachers attributed any contemplation to leave teaching due to high stress in the work environment, student behavior, the long working hours and unrealistic paperwork and assessment demands. It is apparent that teachers' primary concerns are related to personal job satisfaction and administrative support.

To further expand on these findings, the response to the TM open-ended question III (Summarize the reasons that contribute to your desire to Not make the teaching profession a long-term career choice for you.) were examined. The following teachers clearly expressed the conditions or reasons impacting their motivation to teach and desire to continue or leave teaching.

Griselda, a bilingual elementary teacher completing her second year teaching, laments on the demands of teaching and contemplates leaving:

I am leaning toward not continuing a teaching career after this year because I feel that I am working two jobs and receiving a salary for only one. The work never seems to end. I do enjoy the teaching part and the children. I do not enjoy the amount of time it takes to prepare writing the lessons plans, the CScope which is ridiculous. I do not enjoy the lack of materials and report after report that needs to be completed. It seems that many things are delegated down to the teachers and no one is keeping track of everything that is being asked of us. I've noticed that most requests from the AIT's or administration is done at the last minute.

Robert, a second year, secondary level science teacher at a public charter school, reacts to what he alludes as schools' unreasonable expectations and describes teaching as:

It is an extremely taxing profession and it seems like most of the work falls squarely on the teachers' shoulders. It can be very difficult to meet all of the expectations of the administrators and still focus on meeting all of the students' needs. I can fully understand why teachers so commonly get burned out and prematurely end their careers.

Interestingly, other teachers' reflections indicate that they see beyond the paperwork and lack of support and are driven by their desire to make a difference.

Summary

This current study corroborates much of the research, but expands on the specific reasons that minority novice teachers in high-need schools attribute for entering and staying in teaching. Their empathy with the traditionally underserved student and their desire to positively impact the lives of these students were prevalent reasons for staying. It was apparent that their peers who shared this passion for teaching culturally and linguistically diverse students in high-need schools provided the solace needed to overcome any difficult challenges and made a commitment to stay. Overall, according to the results presented in this chapter, novice teachers' motivation to enter the teaching profession is driven primarily for intrinsic and altruistic motives; this finding coincides with Chan's (2004) study. Even though extrinsic motivation was significant and more apparent than altruistic motivation based on the factor loadings, the qualitative analysis provides more support for the altruistic nature of teachers' motives to teach. Per the qualitative results, most teachers are intrinsically driven. Important to note, survey responses indicate that most (71.4%) novice teachers desire to remain teaching, while 6.2% have expressed an interest on moving into a guidance, instructional, or leadership role within the field of education. Some teachers will move out of the classroom into other roles to pursue a more professionally fulfilling role within the field of education, while others will leave altogether. Findings from the qualitative part of this research, at times, appear to contradict the survey results when examining the importance of the sociocultural context in relation to teachers' initial motives. However, consistent with Theobald and Michael's (2002) results, this study found that novice teacher' perceptions, regarding the importance of mentors and campus level principals are regarded as very positive within the sociocultural context-school environments' support systems. Unique to this study, was the capacity to capture minority teachers' motives for teaching and

remaining in high-need schools with culturally and linguistically diverse students, where they believe they can give back to the community.

CHAPTER VI: OVERVIEW, CONCLUSIONS LIMITATIONS, AND RECOMENDATIONS

This chapter represents the culmination of a journey that began with an attempt to understand how novice teachers became interested in the teaching profession and their motivation to remain teaching. This chapter is divided into four sections: 1) overview of the purpose, methods, and procedures in the study, 2) a discussion of the findings in relation to the literature, 3) conclusions, 4) limitations of the study, and recommendations for school systems, teacher educators and further study.

Overview of the Study

The purpose of this study was to explore novice teachers' motivation to teach and to remain teaching culturally and linguistically diverse students in high-need schools. Motivation of novice teachers was assessed using a modified version of the Orientation to Teach Survey (OTS) developed by Ferrell and Daniel (1993). The OTS is based on earlier instruments, which capitalized on theories of career motivation found in the literature to measure teacher candidates' and practicing teachers' reasons for choosing teaching as a career.

The sample of this study included novice teachers who had been teaching for five or less than five years. A mixed methods approach was utilized employing a cross sectional survey and the three series in-depth phenomenological open-ended interviews as proposed by Seidman (1998, 2006). Participants were selected using a non-probability sampling procedure. Of the 175 novice teachers surveyed, Latinos/Hispanics were the largest group who responded to the survey. In addition to the survey, 10 minority-teachers out of the 175 respondents were invited to participate in the in-depth three series open-ended interviews. Two factor analyses were conducted on each of the Motivation Orientation Teacher Survey's (MOTS) scales: Motives for

Teaching Profession Scale (MTPS), which assesses teachers' reasons for entering the teaching profession and the Supporting Teacher Retention Scale (STRS), which examines their perceptions regarding the school context support systems. Based on the MTPS factor analysis, three factors on teacher motivation were identified: (a) Intrinsic, (b) Extrinsic, and (c) Altruistic, which are parallel with results found in the phenomenological qualitative analysis of the in-depth three-series interview. Further, these findings are consistent with previously results reported in the literature (Chan, 2004; Moran, Kilpatrick, Abbott, Dallat, & McClune, 2001). Also, two factors were found in STRS regarding teachers' perceived importance of support systems: (a) Induction Support and (b) Administrator Support. Qualitative findings also indicate school support systems such as administrative and mentoring as essential themes in novice teachers' responses. Furthermore, a correlation analysis was conducted to determine an association between novice teachers' motivation to teach and their perceived importance of administrator and induction support systems. Results indicate that it is difficult to ascertain statistically that administrator and induction support systems were perceived as an indispensable factor in novice teachers' motivation to teach because of the low significant correlation between variables. Therefore, findings from the qualitative part of this research was essential to discern novice teachers' perceptions in regards to the school environment's support systems and how these relate to their motivation to teach and to remain teaching. The following five categories of themes were revealed during the phenomenological data analysis of the interview transcriptions: (a) influence of significant others, (b) sense of belonging, (c) confidence to teach, (d) cultivating relationships, (e) self-determination: community/nation builders.

Discussion of Findings

In order to design and/or identify proactive strategies to increase the retention rate among novice teachers in schools with culturally and linguistically diverse students, it is important for teacher educators, school administrators, and researchers to consider and understand practicing teachers' life experiences as they relate to their motivation to teach and to stay in the classroom. Findings indicate that novice teachers' motivation to teach and to remain teaching culturally and linguistically diverse students was influenced by teachers' particular personal and schooling experiences, including ethnicity, culture, language, and literacy. The lived experiences shared during the series of the in-depth three series interviews provided the basis for much of the discussion around each of the research questions and related assumptions or hypothesis.

Research Question I. What are the initial reasons for selecting teaching as a profession?

Even though the result was similar to earlier studies conducted in the US and abroad, (Eick, 2002; Chan, 2004; Muller et al., 2009; Nevin, et al., 2009) responses varied and were inextricably tied to a person's economic, social, and emotional situation at the time of making this decision. Therefore, the initial assumption that novice teachers select teaching as a profession for altruistic/intrinsic reasons was confirmed since most novice teachers select teaching as a profession for intrinsic or altruistic reasons that range from seizing the opportunity to make a significant difference in the lives of students to selecting teaching for the mere fact that they needed a job, which is considered an extrinsic factor. Although 'influence of significant others' such as parents, friends, and former teachers was encouraging when choosing the teaching profession, some made reference to feeling a social and moral responsibility or having affinity and empathy to students who shared some of the barriers to a quality education that they themselves endured.

Research Question II. How do novice teachers become interested in teaching in high-need schools with large numbers of cultural and linguistically diverse (CLD) students?

Reasons that novice teachers provided for involving themselves in a high-need school with CLD students, similar to Dixon and Dingus' (2008) study which focused on Black women, ranged from understanding the students and having attended that particular school where they are currently teaching to having been placed or hired in that school. Therefore, the assumptions of novice teachers (1) selecting teaching as a profession for altruistic/intrinsic reasons and (2) familial culture and prior life experiences influence their motivation to teach in high-need schools with culturally and linguistically diverse (CLD) students are validated. In general, most participating novice teachers expressed a sense of belonging and a desire to teach in a high-need school when they learned about the dismal achievement data, the achievement gap among student groups, and high-student dropout rates. Comparable to Smulyan's (2004) findings, these data demonstrate that seven out of the ten novice teachers, who were interviewed, are first-generation college students. Therefore, these teachers felt that their lived experiences as first time college students mirrored their students' experiences and that they could relate to the many obstacles their students might be experiencing personally and academically. Most of these teachers expressed a moral obligation to serve as cultural and language brokers to help their students navigate the institutional structures that often prevents them from getting a college degree. Novice teachers expressed a desired to help their students avoid some of the institutional barriers (e.g. academic advising, academic support system, and financial aid guidance); they confronted and wished someone had been there for them to guide them. Also, five teachers reported their own immigrant experiences as strengths to become teachers and advocates for their students and their students' parents, who have recently immigrated, in addition to other

Latino families, who have been in the community for generations. In many instances, as per parents' requests, these teachers engaged in translating official business correspondence the parents needed to read or simply by finding information regarding community based social services. The teacher in this study, as in Smulyan's study chose to teach driven by social justice and relational value.

Research Question III. What are novice teachers' perceptions of the sociocultural context—school support systems (administrators and/or mentors) in sustaining their motivation and commitment to teach?

Qualitative findings indicate that the quantity or quality of a school's support system may not bear great weight in their initial decision to enter teaching. However, the assumption that the school's sociocultural context impacts novice teachers' motivation to teach and to remain teaching in classrooms with CLD students is valid. School support systems do matter when a teacher begins to experience the demands of a quality classroom where all students are engaged and the teacher can differentiate instruction. Most novice teachers self-reported that if both mentoring and administrative support are present, than teachers will be more likely to stay teaching. Also, teachers were frank and blunt when addressing what many considered unreasonable demands from school administrators. The results support previous findings regarding administrative support for induction and mentoring programs that contribute to the retention of beginning teachers (Ingersoll & Smith, 2004; Smith & Ingersoll, 2004). In general, an insignificant number of respondents mentioned the possibility of leaving teaching in the near future.

Research Question IV. Is there a relationship between novice teachers' initial motivation to teach and their perceptions of the sociocultural context— schools' support systems (administrators and/or mentors) to remain teaching?

The Null Hypothesis (H_{04}): There is no relationship between novice teachers' initial motivation to teach and stay teaching and their perceptions of the sociocultural context including administrative leadership and teacher support systems in schools with CLD students. The null hypothesis is tenuously rejected because there is definitely a significant relationship (albeit low) between teachers' motivation to teach and to remain teaching in a school with culturally and linguistically diverse students. Initially, no teacher who responded to the survey indicated that the availability or access to a support system was an issue in making a decision to teach.

Administrator and induction support have a very low correlation to teachers' motivation to teach; therefore, the null hypothesis can be rejected. It was difficult to statistically ascertain the level of support needed to influence teachers' decision to remain in teaching. Peer support during the induction years appears to be more significant in influencing teachers' decision to stay. Thus, the directional hypothesis (H_4): There is a correlation between novice teachers' motivation to teach and stay teaching and their perceptions of the sociocultural context including administrative leadership and mentoring support systems in schools with CLD students can be accepted. When teachers were asked to comment on the importance of a support system in their determination to stay or leave teaching, all definitely pointed out the potential benefits. Some teachers who have had difficulties with peers mentioned experiencing an unnecessary stress and negative influence that leads them often to consider leaving teaching. If it was not for others who have helped balance this out, leaving might have become a reality for many. Sustained mentoring support over time has helped many novice teachers, in one case; one teacher reported

that she did not feel positively supported by administration. However, the support provided by the Academy for Teacher Excellence's mentor allowed her to feel heard and helped her process her thinking. Hence, she was able to cope with the lack of administrative support. In another case, a principal helped a novice teacher turn her negative feelings around because she had been very supportive while the teacher was encountering difficulties with team teachers. As per ATE's mentors, teachers, who have positive experiences with colleagues and the school support systems, seem to flourish and depend less on their mentor as time goes on and their confidence and resiliency increases (Personal communication with Maria Elena Rodriguez, Educational-Induction Year Specialist, spring 2011). These teachers often rely on their mentors for affirmation and pedagogical support beyond the basics of mentoring and coaching to enhance their teaching craft. Novices, who received this support, were very appreciative, while the ones who had bad experiences with school administrators were vocal in their criticisms of the unreasonableness of the demands made on them.

Conclusions

The aim of this study was to explore the initial motives novice teachers possess in entering the teaching profession and reasons that contribute to their desire to remain teaching, specifically teaching culturally and linguistically diverse students. The results of this study generally support much of the literature on reasons individuals enter the teaching profession (Eick, 2002; Chan, 2004; Miller & Endo, 2005; Moran, et al., 2001, Sinclair, et al., 2006; Smulyan, 3004). However, this study makes an important contribution by describing the reasons that minority novice teachers in high-need schools attribute for choosing to teach and for remaining in the teaching profession. For most part, social justice, moral obligation, and a desire to serve the community drove participants to become teachers. Perhaps, this is why the retention

of minority, especially Latino teachers is greater than their White counterparts (Sass, Flores, & Claeys, in review; Theobald & Michael, 2002). In addition, while a majority of studies' samples are predominately White, another contribution is that the participating minority novice teachers represented a variety of ethnic groups, which included five immigrants, who came from Africa, Columbia, and Mexico, in addition to one Puerto Rican descendant, and two Hispanics/Mexican-Americans descendants. Their voices and perceptions are captured in this study and assist us in understanding their motives. Although findings from both the qualitative and quantitative data analysis, at times, appear to contradict regarding the school context support system, the results indicate that novice teachers' do feel that this support system is important. Six major findings were reached as a result of this mixed methods study:

- (1) Novice teachers' reasons for entering the teaching profession vary depending on their life backgrounds, including economic, emotional, and social situations at the time of making a decision. This study extends on Smulyan's (2004) assertion, which indicates that researches often overlook teachers' class and cultural background even though these factors inform teachers' decisions to select teaching as a profession.
- (2) Novice teachers, who were committed to making a positive difference on students, particularly culturally and linguistically students, tend to remain where they started teaching, and in this case, in high-need schools regardless of school conditions. Similar to Freedman and Appleman (2008)'s findings, the teachers in this study had expressed an interest to prepare to work in high-need schools where there are large numbers of Latino and other undeserved students from the beginning. This is a counter narrative to other studies that indicate that White teachers choose to teach in schools in which student characteristics match their background (Sleeter & Thao, 2007).

- (3) Novice teachers, who came from communities similar to that of the students tend to relate better to students, have a caring understanding of their needs, and expressed greater commitment to protect the rights of all students to a quality education. This confirms earlier studies that examined entry reasons to teaching of Black women teachers (Dixon & Dingus, 2008) and other female teachers (Smulyan, 2004) indicating that ethnicity and cultural community backgrounds are decisive factors when selecting the teaching profession.
- (4) Some teachers see the classroom as a step to getting into a higher position in the school hierarchy; the classroom is an entry point in the education field from a social justice perspective. This finding expands on the fact that some teachers are predisposition to make a difference to improve the academic experiences of Latino students, as noted by Warshauer and Appleman (2008).
- (5) School administrators may have the answer to solving the low retention among beginning teachers if they take into consideration what motivates teachers to enter the profession and identify and address teachers' needs early in their career. Many of the respondents in this study articulated strong feelings of frustration with what some referred to as unreasonable demands of the schools. This finding builds on the assertion made by Kersaint et al. (2006) of the importance to identify factors that contribute negatively to teachers' decision to remain teaching or leave teaching altogether.
- (6) Novice teachers regard the school environments' support systems, including colleague teachers/mentors and campus level administrators important in their decision to stay in a school. Direct teacher responses support Boyd et al.'s (2010) finding indicating that

administrator support emerges as a strong predictor in teachers' decision to remain teaching or transferring to another school.

Limitations and Implications

Limitations. Although most studies focus on the attrition or retention of novice teachers in general, this study focused on the lived experiences of minority novice teachers to complement the quantitative data; thus presenting a distinctive analysis of the teacher retention challenge. This study was based on a convenience sample of 175 novice teachers, all from one geographic area of the country. Specifically, the phenomenological in-depth interviews were limited to ten minority novice teachers from one particular teacher program in a public Hispanic-Serving Institution (HSI). Nine of the ten teachers who participated in the interviews were members of the Teacher Academy Learning Community (TALC) or the Accelerated Teacher Education Program (ATEP) at this HSI. Therefore, teacher preparation and induction support provided to these teachers may not be representative of all novice teachers in traditional teacher education programs or accelerated teacher preparation routes. Although the number of survey respondents and interviewed teachers were not selected from a non-probability sample in order to make generalizations, this study offers a glimpse of the essence of what initially motivates minority teachers to teach and to remain teaching in high-need schools. Important to note, is that phenomenological studies are not designed to be representative of a large population since the focus is on in-depth accounts of personal experiences (Creswell, 2007). The limited number of participants, especially since most were Latina/o, precludes general representation of every ethnic or racial group. Nevertheless, the findings merit consideration.

Implications. Recommendations for school systems, teacher educators, and educational researchers can be categorized in three areas: selection criteria and procedures, preparation of

teachers for high-need schools, and retention of teachers in classrooms with culturally and linguistically different students. Thus, assessment and ongoing measurement of motivation to teach must be a prerequisite in initial teacher identification and retention. Important to note is the minority teachers' commitment to the community and the students. Given the annual cost of attrition of nearly \$400 million or approximately \$8000 per teacher (Brown & Wynn, 2009), recruiting, investing, and retaining these committed teachers would allow for a stable teaching force within the district that would be cost effective and, ultimately, impact student achievement. School systems administrators, teacher educators, and educational researchers must work collaboratively to plan, design, and implement teacher support systems and research agendas to improve teacher recruitment, preparation, and retention practices. The following questions may serve as a guide to engage in critical dialogue to initiate the collaboration:

Selection Criteria, Recruitment and Procedures

- What specific criteria and procedures should be used to select teacher candidates and practicing teachers for a classroom with culturally and linguistically different students that have stronger predictability power to select those who will be effective with these students and stay in the teaching profession?
- What are the current recruitment and selection procedures in attracting minority teachers?
- What are the current recruitment and selection procedures in attracting White teachers who have a desire to work with culturally and linguistically diverse students in high-need schools?

Preparation of Teachers for High-need Schools

- What competencies and skills should a culturally efficacious teacher, regardless of own ethnicity, possess to work with culturally and linguistically diverse students in high-need schools?
- How is effectiveness defined for a teacher in a classroom with culturally and linguistically diverse and low-income students?
- How can culturally efficacious competencies and skills be developed through coursework and/or ongoing professional development?

Retention of Teachers in High-need Schools

- What is the cost of teacher turnover resulting from attrition for the school district?
- What are effective strategies that teacher preparation programs can implement to support teacher candidates as they transition to high-need schools to assist with teacher retention?
- What are effective strategies that high-need schools can use to retain minority and White culturally efficacious teachers?
- What are effective strategies that school districts are using to retain culturally efficacious minority teachers?

In general, high-need schools have a challenge of retaining novice teachers, but the challenge should not rest on the schools alone. By collaboratively working together, schools and institutions of higher education can plan proactive measures to address this challenge. Using mixed methods data within novice teachers lived experiences, specifically, minority novice teachers, in comparison to earlier empirical research studies conducted in the area of motivation and retention of novice teachers, various distinctive contributions are made by this study:

1. Representativeness of the sample. Majority of participants (60%) are minority teachers with Latino being the largest group (60%).

2. Data Collection. Using multiple methods to gathered data for this study increased the trustworthiness of the results (Creswell & Plano Clark, 2007).

3. Phenomenological data analysis. A strength of the present study is the use of phenomenological data analysis, which provides an opportunity to investigate the essence of a phenomena among individuals and allows the researcher the ability to extract themes and co-construct across five or more cases (Creswell, 2007; Morrissette, 1999), thus presenting a unique analysis.

4. Practical points. The following 10 practical points are to be considered to collaboratively generate ideas to improve retention rates among novice teachers. Each point will not be discussed in detail, because the intent is for teacher educators, school administrators, and/or researchers, including novice teachers to generate new critical dialogue by reading each statement and contemplating the possibilities to identify proactive retention strategies, to create new professional learning communities, to develop new curriculum for teacher preparation, and to create new educational research agendas.

1. Create a revolution: Renew the world. Accomplish a noble mission...
2. Join a movement: Make a commitment. Increase teacher satisfaction, which will result in teacher retention...
3. Be authentic to the essence of a teacher's motivation to teach. Invest energy to show that you are as committed to teaching as the teacher's commitment is to her/his students and classroom...

4. Shout one slogan: In unity there is strength! Unity must be intentional. Often teachers feel isolated, without support from administrators, veteran colleagues, parents, and/or their former mentors/professors....
5. Cultivate respect: Juárez's famous quotation continues to be well-remembered in Mexico: *Entre los individuos, como entre las naciones, el respeto al derecho ajeno es la paz*, meaning "Among individuals, as among nations, respect for the rights of others is peace." It is inscribed on the coat of arms of Oaxaca.
6. Cultivate a caring relationship: Show passion for learning and teaching...
7. Cultivate relationships: Personal relationships are more effective than lectures and books. Building relationships offers an opportunity to interact and to connect with others accomplish more, to achieve success...
8. Present moment: Focus on the present practicing teachers to identify what drives them to teach and what nurture their commitment to continue teaching...
9. Only one reward: Promote student success. There is only one important goal...our future—our children
10. Claim your homeland: Teachers are Nation Builders! One nation, many children, many cultures, many languages, funds of knowledge...

These statements may be read at different times as a way to stimulate ongoing thoughtful dialogue among educational leaders, including teachers, school administrators, teacher educators, and educational researchers to develop intentional and proactive strategies to increase teacher retention.

Future research. Results from the present study indicate that the role of induction and administrative support in teachers' motivation to remain teaching should be examined further.

Specifically, investigations should focus on determining how long novice teachers should be provided with continuous induction support and what type of induction support should be provided.

This investigation also recommends that novice teachers from various teaching levels and critical shortage areas require varying modes and levels of induction support. Additional research should be conducted on novice teachers' diverse needs by grade level, by teaching content area, and by preparation path, in order to proactively design and provide intentional administrative and induction support systems as "protective factors" for retention. Findings of the present study reinforced the notion that retention of minority teachers in high-need schools is influenced by the unique ethnic, personal and cultural backgrounds these teachers bring as they enter the teaching profession.

Further studies should build upon previous research findings (Flores et al., 2011; Sass et al., in review; Green, Tran, & Young, 2005) to determine teacher characteristics that identify teachers who are committed to work in high-need schools with culturally and linguistically diverse students, including English learners and students with disabilities.

Overall, the findings provide the impetus to reflect on current recruitment and retention practices for minority teachers in high-need schools. A caveat to include in assessing this study and findings is the economic crisis in the US and the projected funding cuts that loom the horizon for most of our schools. Many practicing teachers are presently being released from their teaching contracts, especially, novice teachers who count with less than three years of teaching experience. This is due in part to the 'last one in, first one out' directive that many districts are employing. The last teacher to be hired is the first one to be release in most cases. There is no longer a sense of job security for many practicing teachers. Recent certified teacher

graduates are faced with the uncertainty of obtaining a position as teachers of record as these positions become more competitive and challenging with the recent school districts budget cuts. Also, mid-career individuals, who had recently lost their jobs in the private sector and who were contemplating the teaching force, are now questioning their motives to become teachers if the perceived job stability is no longer in existence. Despite the present challenges in our profession, a critical finding in this study indicates that novice teachers' motivation to teach and to remain teaching is for the most part primarily driven by social justice, moral obligation, and service to the community. These findings revealed that participating minority novice teachers' personal life and schooling experiences in addition to the influence of significant others (e.g. off springs, parents, former teachers, etc.) shaped their motivation to become teachers and to remain teaching. Indeed, it is this type of individual that is needed to lead the cause for resolving the very issues encountered related to teacher retention. How will this current economic crisis impact the teaching profession? Will administration work toward improving their strategies at retaining quality teachers? Granted that much of what administrators demand are based on the demands of the State and National government requisites, but is there a better way or are we communicating these in the best way possible to our teachers? Will teachers work toward contributing to improved working conditions? Granted teachers continue to live with inadequate pay and high stakes assessment demands in comparison to other professions, yet whom they work with is as precious as that which a medical doctor works with; however, will it always be the same scenario of teachers versus administration? In a job market, where teaching positions are more difficult to obtain, how will universities better prepare teachers for the interview process, entry into the field, and their own retention in the field? Will graduates come out of our universities with the pre-requisite skills of working with teams, resolving crisis, adapting well to

change, and being solution oriented so that we diminish teacher dissatisfaction and retention issues? Perhaps this economic crisis is an opportunity for people within the profession to cultivate, craft, and invest in their own profession into something that is more cost effective, stimulating and motivating for students, and ultimately more successful for all.

Summary

Overall, according to the analyses conducted and the results presented in this chapter, novice teachers' motivation to enter the teaching profession is driven primarily for intrinsic and altruistic motives; this finding coincides with Chan's (2004) study. Even though extrinsic motivation was significant and more apparent than altruistic motivation based on the factor loadings, the qualitative analysis provides more support for the altruistic nature of teachers' motives to teach. As per the qualitative results, most teachers are intrinsically driven. Important to note, survey findings indicate that most (71.4%) novice teachers desire to remain teaching, while 6.2% have expressed an interest on moving into a guidance, instructional, or leadership role within the field of education. Some teachers will move out of the classroom into other roles to pursue a more professionally fulfilling role within the field of education, while others will leave altogether. Lastly, consistent with Theobald and Michael's (2002) findings, this study found that novice teacher' perceptions, regarding the importance of colleague mentors (Factor I— induction support) and campus level principals (Factor II— administrative support) are regarded as very positive within the sociocultural context-school environments' support systems.

APPENDICES

- Appendix A - Motivation to Teach Culturally and Linguistically Diverse Students
Recruitment Materials
- Appendix B - Consent to Take Part in Research as a Human Subject
- Appendix C - Motivation to Teach Culturally and Linguistically Diverse Students
Protocol
- Appendix D - Motivation Orientation Teacher Survey (MOTS)
- Appendix E - Motivation Orientation Teacher Survey Content Validity Study
- Appendix F - Data Collection and Analysis Procedural Plan

Motivation to Teach Culturally and Linguistically Diverse Students
APPENDIX A—Recruitment Materials

E-mail Invitation:

Dear _____

As a doctoral candidate for the Ph.D. program in Culture, Language, and Literacy at UTSA and executive director to the Academy for Teacher Excellence, I am conducting a research study as a requirement for my dissertation. The research study will provide information to consider in the near future for aspiring teachers, teacher preparation programs and school districts' administrative, recruitment, and retention efforts.

You have been identified to participate on this study because you are a beginning teacher who graduated from UTSA and has been teaching in a public school for less than five years. Your participation on this study is voluntary. If you decide to participate, you will be asked to complete a survey and participate in three 90 minutes interviews. The purpose of the survey and the interviews is to identify the reasons that motivated you to consider teaching as a profession and to identify your long-term career goals.

Your input is very valuable and it will go towards improving our current teacher preparation programs. Please be aware that the analysis of the information gathered from you will not include participant's identifiers. Your identity will be protected at all times.

I respect that privacy is important to you. The information you provide will be used only in connection with this research study. You have the right to withdraw from the study at any time. If you are interested on participating, I will provide you with a written consent form for you to review and sign. If there any questions regarding your participation or the study, please feel free to contact me.

Thank you in advance for your consideration.

Lorena Claeys
Doctoral Candidate and Executive Director
Academy for Teacher Excellence
College of Education and Human Development
University of Texas at San Antonio
Phone: 210-458-6172
Fax: 210-458-6171
E-mail: lorena.claeys@utsa.edu

APPENDIX A (continuation)—Recruitment Materials

Telephone Script:

Hi, this is Lorena Claeys, a doctoral candidate and executive director to the Academy for Teacher Excellence. I am conducting a research study as a requirement for my dissertation. This study will provide information to consider in the near future for aspiring teachers, teacher preparation programs and school districts' administrative, recruitment, and retention efforts.

You have been identified to participate on this study because you are a beginning teacher who graduated from UTSA and has been teaching in a public school for less than five years. Your participation on this study is voluntary. If you decide to participate, you will be asked to complete a survey and participate in three 90 minutes interviews. The purpose of the survey and the interviews is to identify the reasons that motivated you to consider teaching as a profession and to identify your long-term career goals.

Your input is very valuable and it will go towards improving our current teacher preparation programs. Please be aware that the analysis of the information gathered from you will not include participant's identifiers. Your identity will be protected at all times.

I respect that privacy is important to you. The information you provide will be used only in connection with this research study. You have the right to withdraw from the study at any time. If you are interested on participating, I will provide you with a written consent form for you to review and sign. I can email you a PDF file or mail you a hard copy of the consent form.

Once you have a chance to review the consent form, please feel free to contact me if there are any questions regarding your participation or the study.

Thank you in advance for your consideration.

APPENDIX B — Consent to Take Part in Research as a Human Subject

APPENDIX B

CONSENT TO TAKE PART IN RESEARCH AS A HUMAN SUBJECT

The University of Texas at San Antonio

Title of Project: Teacher Motivation to Teach and to Remain Teaching Culturally and Linguistically Diverse Students
Study sites: UTSA

Principal Investigator(s): Lorena Claeys, Doctoral Candidate

You are being asked to participate in a research study. This form provides you with information about the study. You will also receive a copy of this form to keep for your reference. The Principal Investigator will provide you with any additional information that may be needed and answer any questions you may have. Read the information below and ask questions about anything you do not understand before you decide whether or not to take part. Your participation is entirely voluntary, and you can refuse to participate or withdraw at anytime without penalty or loss of benefits to which you are otherwise entitled.

Funding Source: Academy for Teacher Excellence: THECB-Texas Education Research Center Award for Project #6 "Identifying Factors that Contribute to the Retention of Effective Teachers..."

What is the purpose of the study? I am inviting you to take part in a study of teacher motivation and retention. I want to learn what are the reasons or motives teachers select teaching as a profession in schools with culturally and linguistically diverse students and what factors contribute to teachers' desire to remain in teaching or change careers. I am asking you to take part in this study because you are a beginning teacher who graduated from UTSA and has been teaching in a public school for less than five years. Two hundred subjects are expected to take part in this study.

What will be done if you agree to take part in this research study?

If you agree to participate in this research study, you will be asked to complete the Motivation Orientation to Teach Survey (MOTS), which will take about 15 minutes to complete. You may also be asked, as one of ten teachers, to participate in three separate 90 minutes open-ended interviews, which will be scheduled over a two to three week period. The interviews will be held at UTSA or at your campus after school if necessary.

If you have participated in any project sponsored by the Academy for Teacher Excellence, archival data such as initial inquiry forms, applications, and screening interview transcripts will be requested.

As participant of this study, your school's demographic data will be obtained from the Texas Education Agency. This is public information.

Your participation is voluntary and you may withdraw from the study at any time without repercussion of any kind.

What are the possible discomforts and risks?

There are no possible discomforts or risks expected.

What are the possible direct benefits to the participant for taking part in this research?

There are no direct benefits to you participating in the research.



APPENDIX B — Consent to Take Part in Research as a Human Subject (Continuation)

APPENDIX B

CONSENT TO TAKE PART IN RESEARCH AS A HUMAN SUBJECT

The University of Texas at San Antonio

Title of Project: Teacher Motivation to Teach and to Remain Teaching Culturally and Linguistically Diverse Students

Study sites: UTSA

What are the possible benefits to society from this research?

The knowledge gained from this study may contribute to our understanding of beginning teachers' motivation to enter the teaching profession and the retention factors that contribute to teachers' decisions to consider teaching a long-term career. This information may be important to help researchers, school district administrators, and teacher educators identify any factors that inhibit and/or facilitate recruitment and retention efforts in the teaching profession.

Will there be any costs related to the research?

None.

Will there be any compensation for participation?

All participants will receive an iTunes gift card for the amount of \$25 dollars. Only those individuals who participate in the three interviews will receive three gift certificates for the amount of \$25 dollars each, totaling \$75 dollars, from iTunes as compensation for the extra time to participate in the research study.

If you do not want to take part in this study, what other options are available to you? Your participation in this study is entirely voluntary. You are free to refuse to be in the study or to withdraw from the study at any time. Your refusal will not influence current or future relationships with The University of Texas at San Antonio.

How will your privacy and the confidentiality of your research records be protected?

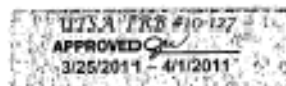
All cases will be coded to protect identity; identity codes will be safeguarded to assure confidentiality. Consent forms will be kept separately from data and participating teacher identification to assure confidentiality. You do not have to respond to any questions you do not wish to answer. Only PI will have access to identity codes and coded data. Electronic databases will be secured by code. All identifiers (names, codes, links between names and codes) will be destroyed upon completion of the study, no later than May 2011. Data/records without identifiers will be kept for a minimum of three years after the IRB has closed the study.

Your research records will not be released without your consent unless required by law or a court order. Your records may be viewed by the Institutional Review Board, but the confidentiality of your records will be protected to the extent permitted by law. The data resulting from your participation may be used in publications and/or presentations but your identity will not be disclosed.

Any audio recordings produced during this study will be kept in a locked file cabinet in the principal investigator's office. The recordings will be heard or viewed only for research purposes by the investigator and that the recordings will be erased after they have been transcribed or coded.

How can you withdraw from this research study and whom should you call if you have questions?

If you wish to stop your participation for any reason, please contact the principal investigator Lorena Claeys at (210) 458-6172. Throughout the study, the investigator will notify you of new information that may become available and that might affect your decision to remain in the study.



APPENDIX B — Consent to Take Part in Research as a Human Subject (Continuation)

APPENDIX B

CONSENT TO TAKE PART IN RESEARCH AS A HUMAN SUBJECT

The University of Texas at San Antonio

Title of Project: **Teacher Motivation to Teach and to Remain Teaching Culturally and Linguistically Diverse Students**
Study sites: **UTSA**

If you have questions now, you may ask the principal investigator or Dr. Ellen Riojas Clark, Academic Advisor and Dissertation Chair, at 210-458-4426. If you have questions later, you may contact Lorena Claeys, Principal Investigator, at (210) 458-6172. In addition, if you have questions about your rights as a research subject, or if you have complaints, concerns, or questions about the research, you may contact the University of Texas at San Antonio Institutional Review Board at (210) 458-6473.

You have been informed about this study's purpose, procedures, possible benefits and risks. You have been given the opportunity to ask questions before you sign, and you have been told that you can ask other questions at any time.

You voluntarily agree to participate in this study. By signing this form, you are not waiving any of your legal rights.

You will be given a copy of this form to keep.

Please initial one of the statements below:

_____ I grant permission to be audio and/or video recorded
_____ I do not grant permission to be audio and/or video recorded

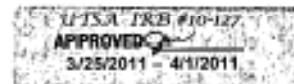
Printed Name of Subject

Signature of Subject

Date

Printed Name of Person Obtaining Consent

Signature of Person Obtaining Consent



Motivation to Teach Culturally and Linguistically Diverse Students PROTOCOL

APPENDIX C

The Three Interview Series

In the process to examine novice teachers' motivation to teach in High-Need schools in urban school districts with culturally and linguistically diverse (CLD) students, specifically, English language learners, in-depth, phenomenological open-ended interviews as proposed by Seidman (1998) will be employed.

This method combines life-experiences and in-depth interviews. The approach for the interviews uses open-ended questions during three separate interviews with each participant. The primary goal is for participants to reconstruct their lived experiences related to the topic of study, in this case, motivation to teach and to place the participants' experience in context.

During the first interview, participants will be asked to reconstruct their early experiences by asking them to tell me as much as possible about themselves. Instead of asking them "Why did you become a teacher?" I will ask "How did you become interested in considering teaching in High-Need schools where there is a large number of CLD students?" With anticipation, a variety of essential events in their families, in school, with friends, in their neighborhoods, and at work will be reconstructed to place their motivation to teach in the context of their lives.

During the second interview, I will focus on eliciting the concrete details of the teachers' present teaching experience as it relates to their motivation to teach in High-Need schools with CLD. Specifically, I will ask for stories or to talk about their relationship with their campus administrators, their mentors, their students, other teachers, parents, and the community where the school where they teach is located. Accordingly, details will be elicited through the shared experiences and stories.

The purpose of the third interview is to focus in the context of the two previous interviews and reflect on the meaning of their experiences. In this case, meaning will be addressing intellectual and emotional connections between the teachers' work and life.

APPENDIX C (Continuation)

Guiding Questions

First Interview: Focused Life Experiences

1. How did you become interested in considering teaching as a profession?
2. What brought you to the school where you are presently teaching?
3. What brought you to a high need school with large numbers of culturally and linguistically diverse students?

Second Interview: The Details of Experience

1. During your years of teaching describe those defining moments that illustrate your teaching experience.
2. Tell me about your best day from the moment you got up in the morning until the end of the day when you got to sleep (this will provide an opportunity elicit details as the teacher shares an experience at school)
3. How would you describe your worst day in your teaching experience?
4. What are the reasons that contribute to your desire to either stay or leave the education profession, specifically your position as a classroom teacher?

Third Interview: Reflection on the Meaning

1. What impact did the teaching preparation program have in your motivation to teach?
2. When you became a teacher, how did you feel about working with Latino and other low-income culturally and linguistically diverse students?
3. Tell me about the experiences that nurture your motivation to teach.
4. Tell me about the experiences that have had a negative impact on your motivation to teach.
5. Given what you have said about your life before you became a teacher and given what you have said about your work now, where do you see yourself going in the future?
6. Is there anything I have not asked you during these three interviews that you would like to add?

**Motivation to Teach Culturally and Linguistically Diverse Students
PROTOCOL**

APPENDIX D

Motivation Orientation Teacher Survey (MOTS)

The purpose of this survey is to identify the factors that motivated you to consider teaching as a profession and whether you are considering a long-term career in the teaching profession.

Completing this survey should take approximately 15 minutes.

Part I.

Circle the most appropriate response and fill in the answer as needed. Thank you in advance for your participation.

Please write down the number assigned to you to preserve your anonymity:
Gender: Female Male
Age: 21-25 26-30 31-35 36-40 41-45 45 and over
What is your race/ethnicity? Black or African-American Asian Hispanic Native American White Other (please specify): _____
How long have you been teaching? 1 – 12 months 1 – 2 years 2 – 3 years 3 – 4 years 4 – 5 years Not applicable
Indicate the program that best describes your teaching assignment. Elementary School Bilingual Education Special Education Middle Level Mathematics

<p>Middle Level Science Secondary Level Mathematics Secondary Level Science</p>
<p>What elementary grade level(s) do you teach? Mark all that apply.</p> <p>Pre-K Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Not Applicable</p>
<p>What middle or secondary grade level(s) do you teach? Mark all that apply.</p> <p>Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12 Not Applicable</p>
<p>What specific subject(s) do you teach? List all that apply.</p>
<p>What teaching certification did you hold on the first day of this school year?</p> <p>Standard/Provisional Certificate One Year Out of State Certificate Probationary Certificate (Alternate, Accelerated, or Post Baccalaureate Route) Probationary Certificate (non-university based) Not Applicable</p>
<p>Before becoming a Teacher of Record in a public school, what prior employment experience have you had with school aged children. Mark all that apply.</p> <p>Classified employee in a public school Classified employee in a charter school</p>

Classified employee in a private school
 Substitute teacher in a public school
 Substitute teacher in a charter school
 Substitute teacher in a private school
 Degreed teacher in a charter school
 Degreed teacher in a private school
 Employee/teacher in a child care center
 Other employment with school age children, if so, please specify:

Are you a mid-career changer? If so, describe your prior career experience.

Part II.

Please respond to the following questions to the best of your ability.

1. If you teach at an urban school, please explain the initial reasons that motivated you to teach there.

2. What reasons motivated you to teach in a school with a large number of culturally and linguistically diverse students?

3. Summarize the reasons that contribute to your desire to make the teaching profession a long term career choice for you.

4. Summarize the reasons that contribute to your desire Not to make the teaching profession a long term career choice for you.

Part III.

Based upon your reasons for selecting teaching as a career, please indicate your motivation to teaching by marking any one of the 5 responses:

(5) Strongly Agree; (4) Agree; (3) Neither Agree nor Disagree; (2) Disagree; (1) Strongly Disagree

1. I will have a chance to make a good salary.	Strongly agree
--	----------------

	Agree Neither Agree nor Disagree Disagree Strongly Disagree
2. I like the work hours and vacation time.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
3. Teaching gives me an opportunity to help students gain a sense of achievement and self worth.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
4. Teaching gives me a chance to 'pay back' the good teachers I have had.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
5. Teaching allows me to experience the love and respect of children.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
6. Teaching is a fulfilling and challenging occupation.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
7. I would like to solve some of the problems in the educational system.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
8. Good teachers are needed badly.	Strongly agree Agree Neither Agree nor Disagree Disagree

	Strongly Disagree
9. Teaching was the best job among those readily available to me.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
10. Teaching gives me a chance to be my own boss.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
11. I love children.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
12. I feel a personal 'calling' to teach.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
13. I have a desire to impart knowledge to other people.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
14. Teaching offers me a job with security.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
15. The time schedule will be compatible with my home situation.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
16. Teaching is a tradition in my family.	Strongly agree Agree Neither Agree nor

	Disagree Disagree Strongly Disagree
17. People often regard me as a natural teacher.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
18. Teaching gives me an opportunity to promote respect for knowledge and learning.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
19. I trained for another field but could not get a job.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
20. I was told about a scholarship or tuition reimbursement program available to persons entering teacher education programs.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
21. Teaching offers me a good opportunity for career advancement.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree
22. Teaching is an easy job to train for.	Strongly agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

Part IV.

Please rate the following statements using the following categories:

(5) Very Important; (4) Important; (3) Undecided; (2) Somewhat Important; (1) Not Important at all.

23. I have campus administrative support.	Very Important Important Undecided
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	Somewhat Important Not Important at all
24. I have influence over my classroom and campus decisions.	Very Important Important Undecided Somewhat Important Not Important at all
25. I have opportunities to interact and collaborate with other teachers.	Very Important Important Undecided Somewhat Important Not Important at all
26. I have a reasonable workload.	Very Important Important Undecided Somewhat Important Not Important at all
27. I am provided with reasonable teaching facilities that are well maintained and provide enough space.	Very Important Important Undecided Somewhat Important Not Important at all
28. I have a mentor/coach that is a role model.	Very Important Important Undecided Somewhat Important Not Important at all
29. I have a mentor/coach assigned from the district that provides the instructional resources and strategies that I need to be successful.	Very Important Important Undecided Somewhat Important Not Important at all
30. I have a mentor/coach that provides emotional, personal, and professional support.	Very Important Important Undecided Somewhat Important Not Important at all
Please feel free to provide any additional comments.	

Likert-scale items adapted from: Ferrel, C. and Daniel, L. (1993). Construct of validation of an instrument measuring teacher career motivations. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, New Orleans, LA.

Thank you for your participation in the completion of this survey.

APPENDIX E

Motivation Orientation Teacher Survey Content Validity Study

Name: _____ Highest Degree Earned: _____
Current Position: _____
Name of Institution/Organization: _____
Research Interest: _____
Describe prior and/or present experience working with teachers: _____

Please use the measure below to assess the level of representativeness for each item of the content domains of motivation to teach and supporting teachers' retention scales. Specifically, to what degree do you think that each statement on the survey measures motivation to teach or teachers' level of importance supporting retention?

The Motivation for Teaching Profession Scale comprises of several different factors, therefore, you are also asked to indicate which factor each item measures.

Another important aspect for you to evaluate is the clarity of each item. Explicitly, indicate the clarity level for each item. . Finally, the overall comprehensiveness of the entire measure needs to be evaluated by either adding or deleting items.

Please rate each item as follow:

- On a scale of 1-4, please rate the level of representativeness with 4 being the most representative; please suggest revisions or comments on the item in the space provided.
- Please indicate how clear you think each item is on a four-point scale. Also, in the space provided, please make comments.
- Each factor and its definition are listed. Please indicate to which factor the item belongs. Please circle the number 4 and write in a factor that may be more appropriate, if you do not think the item belongs with any factor specified.
- Please, evaluate the comprehensiveness of the entire measure by indicating items that should be deleted or added.

Motivation for Teaching Profession Scale (MTPS)

<u>Theoretical Definition</u> Motivation items are based upon teachers' reasons for selecting teaching as a profession.		<u>Item Representatives</u> 1= Not representative 2= Needs major revisions 3= Needs minor revisions 4= is representative	<u>Item Clarity</u> 1= Not clear 2= Needs major revisions 3= Needs minor revisions 4= is clear	<u>Item Factors</u> 1= Altruistic- desire to work with children/serve society 2= Intrinsic- personal growth/work in school environment 3= Extrinsic- material benefits/job security 4= other, specify
Motivation Items		Representative	Clarity	Factors
1.	I will have a chance to make a good salary.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
2.	I like the work hours and vacation time.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
3.	Teaching gives me an opportunity to help students gain a sense of achievement and self worth.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
4.	Teaching gives me a chance to 'pay back' the good teachers I have had.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
5.	Teaching allows me to experience the love and respect of children.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
6.	Teaching is a fulfilling and challenging occupation.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:

	Motivation Items	Representative	Clarity	Factors
7.	I would like to solve some of the problems in the educational system.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
8.	Good teachers are needed badly.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
9.	Teaching was the best job among those readily available to me.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
10.	Teaching gives me a chance to be my own boss.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
11.	I love children.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
12.	I feel a personal 'calling' to teach.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
13.	I have a desire to impart knowledge to other people.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
14.	Teaching offers me a job with security.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:

	Motivation Items	Representative	Clarity	Factors
15	The time schedule will be compatible with my home situation.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
16	Teaching is a tradition in my family.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
17	People often regard me as a natural teacher.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
18	Teaching gives me an opportunity to promote respect for knowledge and learning.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
19	I trained for another field but could not get a job.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
20	I was told about a scholarship or tuition reimbursement program available to persons entering teacher education programs.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
21	Teaching offers me a good opportunity for career advancement.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:
22	Teaching is an easy job to train for.	1 2 3 4 Comments:	1 2 3 4 Comments:	1 2 3 4 Comments:

Supporting Teacher Retention Scale (STRS)

<u>Theoretical Definition</u> Supporting teacher retention items are based upon teachers' perceived importance for support to remain teaching.		<u>Item Representative</u> 1= Not representative 2= Needs major revisions 3= Needs minor revisions 4= is representative	<u>Item Clarity</u> 1= Not clear 2= Needs major revisions 3= Needs minor revisions 4= is clear
Supporting Teacher Retention Items		Representative	Clarity
1.	I have campus administrative support.	1 2 3 4 Comments:	1 2 3 4 Comments:
2.	I have influence over my classroom and campus decisions.	1 2 3 4 Comments:	1 2 3 4 Comments:
3.	I have opportunities to interact and collaborate with other teachers.	1 2 3 4 Comments:	1 2 3 4 Comments:
4.	I have a reasonable workload.	1 2 3 4 Comments:	1 2 3 4 Comments:
5.	I am provided with reasonable teaching facilities that are well maintained and provide enough space.	1 2 3 4 Comments:	1 2 3 4 Comments:
6.	I have a mentor/coach that is a role model.	1 2 3 4 Comments:	1 2 3 4 Comments:
7.	I have a mentor/coach assigned from the district that provides the instructional resources and strategies that I need to be successful.	1 2 3 4 Comments:	1 2 3 4 Comments:
8.	I have a mentor/coach that provides emotional, personal, and professional support.	1 2 3 4 Comments:	1 2 3 4 Comments:

In order to evaluate the overall comprehensiveness of the entire measure, please add or delete items if necessary: _____

APPENDIX F

Data Collection and Analysis Procedural Plan

Research Question	Variables	Measures		Analysis		Mixed Methods
		Qualitative	Quantitative	Qualitative	Quantitative	
RQ1 What are the reasons for selecting teaching as a profession?	Descriptive Continuous data Motives to teach	Archival data of 10 teachers (2 teachers per year of teaching experience level) Seidman's Phenomenological three interview series a) life history b) education and professional c) connection between a&b	MOTS' Likert-type items (1-22)	Interviews: Collaboratively develop subjective realities based on teachers own lived experiences Morrissette's Phenomenologica l data analysis Member checking	Means and standard deviations of MOTS demographic data Examine for intrinsic and extrinsic motives using factor analysis	Triangulation of interview responses and MOTS findings *Cognitive alliance/dissonance <i>Dissonance</i> -States one thing but believe/act in opposition to what it is stated <i>Alliance</i> -What is stated and the and believe are aligned
RQ 2 How do novice teachers become interested on teaching in high-need schools with cultural and linguistically diverse (CLD) students?	Descriptive-Continuous data Interest in high-need schools and CLD	Archival data of 10 teachers (1-2 teachers per year of teaching experience level) Seidman's Phenomenological three interview series a) life history b) education and professional c) connection between a&b	MOTS' Teacher Motivator (TM) open- ended questions	Morrissette's Phenomenologica l data analysis Extraction of themes and patterns from the interview data	Means and Standard Deviation of MOTS demographic data	Triangulation of interview responses and MOTS findings *Cognitive alliance/dissonance

Research Question	Variables	Measures		Analysis		Mixed Methods
		Qualitative	Quantitative	Qualitative	Quantitative	
RQ3 What are novice teachers' perceptions of the sociocultural context—school support systems (administrators and/or mentors) in sustaining their motivation and commitment to teach?	Administrator/ Mentor support (Predictor variable) Novice teachers' motivation (Outcome/Criterion variable)	Individual interviews-using Seidman's three interview series a) life history b) education and professional) c) connection between a&b	MOTS demographics & Supporting Teacher Retention Scale (STRS) Likert-type items	Extraction of themes and patterns from the interview data	Factor analysis of the MTPS and STRS Correlation coefficient analysis of MTPS with STRS factors	Triangulation of interview responses and MOTS findings *Cognitive alliance/dissonance
RQ4 Is there a relationship between novice teachers' motivation to teach and their perceptions of the sociocultural context— schools' support systems, which include administrative and induction support systems?	Demographic-P Continuous Contextual-P Continuous Motivation to remain (Outcome/Criterion)	Individual interviews-using Seidman's, three interview series a) life history b) education and professional) c) connection between a&b MOTS open-ended question	MOTS demographics & Retention Likert-type items	Extract themes and patterns from the interview data And open-ended questions	Factor analysis of the MTPS and STRS Correlation coefficient analysis of MTPS with STRS factors	Triangulation of interview responses and MOTS open-ended question findings *Cognitive alliance/dissonance

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VITA

Lorena Claeys was born in Laredo, Texas and raised in Nuevo Laredo, Tamaulipas, México. She moved to Corpus Christi, Texas at the age of 15. She graduated from Del Mar College with an Associate of Arts Degree and obtained a Bachelor's Degree in Interdisciplinary Studies with a bilingual education emphasis from Texas A&M University—Corpus Christi. She also obtained a Masters' Degrees in Curriculum & Instruction and a Masters' Degree in Educational Administration from Texas A&M University—Corpus Christi. Claeys taught English as a Second Language (ESL) through the content areas of mathematics and science to middle level recent immigrant students at Martin Middle School's newcomer program entitled Communicating through an Accelerated Learning Program (CALP) in Corpus Christi ISD. Over the years, as a coordinator and executive director for school districts and institutions of higher education, she has managed and directed the planning and implementation of the US Department of Education's Title III/VII, Title V, CCRAAA, FIPSE, and Transition to Teaching grant funded programs. Her research interest is in the area of teacher preparation and designing effective strategies for the preparation and retention of Latino and other teacher candidates as well as practicing teachers who work with culturally and linguistically diverse students, including English learners and students with special needs. Specifically, her studies focus on protective factors, motives to teach, teacher retention, and collaboration/partnerships.