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Moral Purposes of Successful Teachers

Richard H. Aubrey
East Tennessee State University

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MORAL PURPOSES OF SUCCESSFUL TEACHERS

A Dissertation

Presented to

the Faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Richard H. Aubrey

December 1998
APPROVAL

This is to certify that the Graduate Committee of
RICHARD H. AUBREY
met on the
12th day of November, 1998.

The committee read and examined his dissertation, supervised his defense of it in an oral examination, and decided to recommend that his study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctorate of Education in Leadership and Policy Analysis.

Signed on behalf of the Graduate Council

Chair, Graduate Committee

Dean, School of Graduate Studies
ABSTRACT

MORAL PURPOSES OF SUCCESSFUL TEACHERS

by

Richard H. Aubrey

The purpose of this study was to describe the moral purposes of successful teachers. Moral purpose was defined as the values and beliefs associated with serving society and serving individuals other than oneself. Key informant interviews were conducted with the 18 finalists for Tennessee Teacher of the Year. Interviewees were asked four basic questions: 1) Why did you choose teaching as a career? 2) How would you describe your moral purpose in teaching? 3) Has your moral purpose changed over time? 4) How would you describe the teacher's role in society? Data were analyzed qualitatively. Detailed profiles of each of the informants and reports of each interview are included.

Conclusions were generally consistent with the literature. Teachers expressed several reasons for entering the profession: 1) working with people; 2) serving society; 3) continuing successful school experiences; and 4) desiring to emulate a significant teacher. Teachers described their moral purposes as related to caring, community awareness, lifelong learning, efficacy, and ethics. The teacher's role in society was described in similar terms. Several other important conclusions are described. First, these successful teachers had a sense of destiny with regard to entering the profession. This sense of destiny demonstrated the degree to which these successful teachers value the profession. Second, they described the importance of teachers serving others as role models. Third, most of the teachers suggested that their moral purposes have not changed very much over time even though students and methodologies have changed. Finally, they described community service as an important activity of the successful teacher. Again, these findings were consistent with the literature describing the dispositions of effective teachers.

Recommendations for further research are included along with implications for teacher education and for in-service teachers. A model for devising a moral development plan for teacher education units is presented. Another model describes the process whereby in-service teachers can work to describe and develop their moral purposes. This study provides a detailed analysis of how successful teachers described their profession. The attitudes and beliefs underlying these descriptions are of significance to teachers and to teacher educators.

Chair: Dr. Gunapala Edirisaorija
DEDICATION

This work is dedicated to the many people who have demonstrated moral purpose to me by serving others. My mother, father, sisters, and brothers nurtured me in an environment where others were often more important than self. I am grateful to have grown up in such a home. I am grateful to have had four sisters who nurtured me like I was their own child. I am grateful to have had two brothers who laughed with me like I was their best friend. Finally, I am grateful to have a mother and father who treated me like I was God's child and not their own.

Good friends have also demonstrated a willingness to serve others. I could name many names, but I want to thank all of my colleagues from my public school teaching days as well as my current colleagues at Milligan College. My fellow students who have become my friends and the students I teach who have become my friends — these have enriched my life greatly.

Finally, this work is dedicated to my children and my wife. To Erin and Amy, the two best daughters a father ever had. And to my wife, Sheri. "The Bear" has defined moral purpose by putting others ahead of herself. If she had not, there would be no dissertation. As a matter of fact, many more important blessings would be absent from my life.
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The faculty and staff of the department of Educational Leadership and Policy Analysis have modeled the spirit of serving others during my time in the program. I am especially indebted to the members of my committee. Dr. Marie Hill served as my chair for most of my course of study. Dr. Gunapala Edirisooriya served on my committee and became chair after Dr. Hill’s departure. These two have worked on my behalf and treated me fairly and with professional and personal respect. Dr. Donn Gresso and Dr. Elizabeth Ralston served on my committee. Both provided keen insight into this project. Dr. Ralston was instrumental in facilitating the interview process. Dr. Terry Tollefson willingly joined my committee late in my program. I am indebted to all of these for their contributions to my study and personal growth.

Sharon Barnett has been a most efficient and helpful member of the staff. She helped in so many ways. She would help procure signatures as well as keep me abreast of paperwork and deadlines. She did legwork on my behalf that helped make my completion of this program possible.

Many of my colleagues at Milligan College also made major contributions to this effort. Kay Mayfield typed interview manuscripts and took great personal interest in my study. Dr. Bert Allen served as my auditor, but he also provided friendship and support throughout the entire process. Dr. Linda Doan provided special support as we took classes together. Dr. Julia Holmes encouraged me to make time to finish this important endeavor. Many others offered help and words of encouragement.
Finally, I acknowledge all of the teachers who model what it means to serve others. Good teachers are invaluable to society. Good teachers have been invaluable to me. For all of the competent, caring teachers who have taught me, I offer a word of gratitude. For all of the competent, caring teachers who have taught with me, I offer a word of encouragement to continue serving. For all of the caring, competent teachers whom I have taught, I offer a word of hope.
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL</td>
<td>ii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xi</td>
</tr>
</tbody>
</table>

Chapter

1. INTRODUCTION......................................................... 1
   - Research Questions ............................................ 2
   - Significance of the Study ................................... 2
   - Assumptions .................................................... 3
   - Limitations .................................................... 3
   - Operational Definitions ..................................... 4
   - Procedures .................................................... 4
   - Organization .................................................. 5

2. REVIEW OF RELATED LITERATURE ............................... 7
   - Introduction .................................................. 7
   - Reasons Why Teachers Enter the Profession ............. 10
   - The Call for Moral Purpose ................................ 12
   - Dispositions of Successful Teachers .................... 17

vii
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Development of Teachers</td>
<td>23</td>
</tr>
<tr>
<td>Conclusions</td>
<td>29</td>
</tr>
<tr>
<td>3. METHODOLOGY</td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>30</td>
</tr>
<tr>
<td>Design</td>
<td>30</td>
</tr>
<tr>
<td>Key Informants</td>
<td>32</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>32</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>33</td>
</tr>
<tr>
<td>Summary</td>
<td>34</td>
</tr>
<tr>
<td>4. RESULTS</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>35</td>
</tr>
<tr>
<td>Demographic Profile</td>
<td>35</td>
</tr>
<tr>
<td>Interviewee Profiles and Interview Descriptions</td>
<td>36</td>
</tr>
<tr>
<td>E127: Profile and Description</td>
<td>36</td>
</tr>
<tr>
<td>E222: Profile and Description</td>
<td>38</td>
</tr>
<tr>
<td>E326: Profile and Description</td>
<td>40</td>
</tr>
<tr>
<td>E423: Profile and Description</td>
<td>42</td>
</tr>
<tr>
<td>E523: Profile and Description</td>
<td>44</td>
</tr>
<tr>
<td>E615: Profile and Description</td>
<td>46</td>
</tr>
<tr>
<td>M114: Profile and Description</td>
<td>48</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>6. MORAL DEVELOPMENT PLANS: MODEL PROCESSES</td>
<td>85</td>
</tr>
<tr>
<td>Moral Development Plan for B-12 Educators</td>
<td>85</td>
</tr>
<tr>
<td>Step 1: Educators Define and Discuss Moral Purpose</td>
<td>85</td>
</tr>
<tr>
<td>Step 2: Educators Devise a Moral Development Plan</td>
<td>86</td>
</tr>
<tr>
<td>Step 3: Educators Dialogue about Personal Plans</td>
<td>87</td>
</tr>
<tr>
<td>Moral Development Plan for Teacher Educators</td>
<td>88</td>
</tr>
<tr>
<td>Step 1: Faculty Define and Discuss Moral Purpose</td>
<td>88</td>
</tr>
<tr>
<td>Step 2: Faculty Determine How Moral Development Is Being Implemented in the Curriculum</td>
<td>89</td>
</tr>
<tr>
<td>Step 3: Faculty Devise a Moral Development Plan</td>
<td>90</td>
</tr>
<tr>
<td>Step 4: Faculty Demonstrate Desirable Dispositions</td>
<td>91</td>
</tr>
<tr>
<td>Summary</td>
<td>91</td>
</tr>
</tbody>
</table>

REFERENCES ................................................................. 93

APPENDICES ............................................................................. 102

A. MORAL PURPOSE REFLECTION GUIDE ..................... 103

B. MORAL DEVELOPMENT PLAN ......................................... 105

C. AUDIT FINDINGS .............................................................. 107

VITA .................................................................................. 109

x
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. DEMOGRAPHIC PROFILE OF THE SAMPLE</td>
<td>36</td>
</tr>
<tr>
<td>2. THEMATIC RESPONSES TO QUESTION 1: WHY DID YOU CHOOSE TEACHING AS A CAREER?</td>
<td>68</td>
</tr>
<tr>
<td>3. THEMATIC RESPONSES TO QUESTION 2: HOW WOULD YOU DESCRIBE YOUR MORAL PURPOSE IN TEACHING?</td>
<td>71</td>
</tr>
<tr>
<td>4. THEMATIC RESPONSES TO QUESTION 4: HOW WOULD YOU DESCRIBE THE TEACHER’S ROLE IN SOCIETY?</td>
<td>74</td>
</tr>
</tbody>
</table>
CHAPTER 1
INTRODUCTION

Goodlad (1994) described the importance of the moral aspects of teaching. He suggested that teachers should be "infused with understanding of and commitment to the moral obligation of teachers to ensure equitable access to and engagement in the best possible K-12 education for all children and youths" (p. 87). This "moral obligation" has also been referred to as "moral purpose" (Fullan, 1993). In The Moral Dimensions of Teaching, Goodlad (1990a) discussed the importance of teaching as a "calling." If teachers have a sense of calling to the profession, then their role in executing this moral purpose will be a strong motivator for successful teachers.

While experts such as Fullan and Goodlad have discussed the moral purpose of the profession in general, others have researched the question as to why teachers have chosen their profession (Gordon, 1993; Lortie, 1975; Snyder, 1995; Stiegelbauer, 1992). Previous research has shed light on some of the moral components that attracted teachers to the profession. Among these were "working with people" and "rendering an important service" (Lortie, 1975, pp. 27,28).

Knowing the reasons why successful teachers selected their profession might allow for a thorough understanding of the attitudes, values, and dispositions a potential teacher should hold. An in-depth understanding of these values and attitudes may allow teacher educators to screen candidates for the profession who possess these attitudes and values. This understanding may also allow teachers and potential teachers to cultivate attitudes
and values related to professional success. This study focused on the moral purposes of successful teachers.

Research Questions

The following research questions were investigated:

1. Why did successful teachers choose their profession?
2. How did successful teachers describe their moral purposes?
3. Did any patterns exist among how successful teachers had developed a sense of purpose in teaching?
4. How did successful teachers explain the role of teacher in society?

Significance of the Study

As leaders of school and teacher effectiveness research of the 1980s and 1990s, Goodlad (1990a) and Fullan (1993) have discussed the idea of moral purpose among teachers. Both suggested that moral purpose is a key ingredient of a teacher’s success in the classroom. Often, moral purpose is articulated for the profession as a whole or for an entire school or school system. Yet, seldom is the individual asked to clarify moral purpose. How did teachers describe their own moral purposes? What patterns existed among successful teachers? What were the factors that attracted successful teachers to the profession? Were there any common purposes that can be developed among potential teachers to increase their chance for success in the profession? The purpose of this study was to describe the moral purposes of successful teachers. Such a description is significant because the dispositions of successful teachers can be described as dispositions
to be cultivated in candidates for the teaching profession. Candidates must be given opportunities to learn and develop those characteristics. This description is also significant for practicing B-12 (birth to 12th grade) educators. Teachers could explore opportunities to cultivate the desirable moral purposes and dispositions associated with successful teachers.

Assumptions

The following assumptions were made for the purpose of the study:

1. Being chosen district and regional Teacher of the Year is an indication of success as a teacher.

2. Teachers can accurately describe those factors that attracted them to the profession.

3. Teachers can accurately recall those factors that motivated them in the past.

4. Teachers can accurately describe their own moral purposes.

Limitations

The following limitations apply to this study:

1. The study was limited to teachers from Tennessee.

2. The study involved one-time interviews with teachers.

3. The study involved only teachers selected to be finalists for 1999 State Teacher of the Year.

Operational Definitions

The following operational definitions were used for the study:
1. Successful teacher - one who has been chosen to be a finalist for 1999 State Teacher of the Year.

2. Moral purpose - the values and beliefs associated with serving society and individuals other than oneself. This moral purpose influences one’s call to teaching and one’s current practice.

3. Moral development – the process of education whereby one reflects on issues surrounding internal beliefs about what is to be valued and learns to act on those values. This definition is broader than Kohlberg’s (1971), which concentrates on stages of moral reasoning that parallel cognitive development.

4. Disposition - “the inclination to behave in certain ways under certain circumstances” (McDiarmid, 1988, p. 175).

Procedures

Names of the finalists for 1999 State Teacher of the Year were obtained by contacting the State Department of Education. To be chosen as a finalist, teachers had already been named Teacher of the Year at the district and regional levels. These teachers were contacted to determine their willingness to participate in the study. Key informant interviews (Gilchrist, 1992) were arranged and completed over a one-month period at the end of the 1997-98 school year. Interviews were audio taped to allow for detailed analysis of responses.

The interviews consisted of four main questions:

1. Why did you choose teaching as a career?
2. How would you describe your moral purpose?

3. Has your moral purpose changed over time?

4. How would you describe the teacher's role in society?

The interviewer added other questions to develop further information on the research questions. The interviewer supplied teachers with the questions at the initial contact to allow them time to reflect before answering the questions. The interviewer also allowed interviewees to answer questions more than once if they were not satisfied with their initial responses.

Interviews were then transcribed. Interviews were analyzed by listening to the audio tapes, reading and re-reading transcripts, and by using QSR NUD.IST 3.0 (Non-numerical Unstructured Data Indexing Searching and Theory-building), a software package designed to analyze text for patterns in responses. An auditor summarized the comments of each interviewee. Dr. Bertram Allen, Professor of Psychology at Milligan College, served as the auditor. After completing the analyses independently, the auditor and the researcher compared their conclusions. These conclusions were then re-tested using QST NUD.IST 3.0.

**Organization**

Chapter 1 is the introduction to the study. Chapter 2 is a review of related literature on topics associated with the moral aspects of teaching. Chapter 3 provides a detailed description of procedures used to gather data. Chapter 4 contains profiles of each of the interviewees, descriptions of the interviews and detailed descriptions of the data by
question and by theme. Chapter 5 is a discussion of the results suggested by the data along with recommendations for further research and implications for teachers and teacher educators. Chapter 6 contains two model plans. The first plan is designed for in-service teachers and the development of moral purpose. The second plan is designed for teacher education units and the creation of a moral development plan.
CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

Kauchak and Eggen (1998) analyzed the history of teacher effectiveness research. For many years, teaching was a profession that lacked a body of scientific findings that guided practice. Rather than being influenced by research findings, teachers were often forced to cultivate practice based on what prominent thinkers had said and written. The first body of teacher effectiveness research focused on teacher traits. Researchers attempted to link certain teacher traits with increased learning. While certain traits have since been proven to be important factors in determining teacher behavior in the classroom, the first wave of literature did little to isolate the specific traits that made teachers successful. Kauchak and Eggen (1998) reviewed over 10,000 studies from this time period and concluded that the results suggested little in terms of generalizations about teacher effectiveness. This trend covered more than half of the twentieth century.

The next body of research in the 1960s investigated instructional methods and their relationships to student performance (Kauchak & Eggen, 1998). The object of these studies was to determine which teaching method or methods proved to be most effective. Unlike the teacher trait research, the methods research of the 1960s was too broad in its approach to produce useful conclusions. Difficulties in defining variables and matching teaching methods to evaluation strategies proved to hinder this method of inquiry.
One study that combined these two approaches analyzed the relationship of teacher traits and methods with student achievement in junior high school science classes. Stevens (1972) collected data using 32 teachers and their students. Teacher traits were measured using a personality inventory. Teacher methods were not observed but were reported on such instruments as the Science Support Scale (Stevens, 1972). Student achievement and attitudes were measured using achievement tests and other measures of academic success as well as two attitude surveys (Scientific Attitude Inventory and Science Interest Inventory – Stevens, 1972). Findings indicated that neither teacher traits nor teacher methods as reported on a survey resulted in significant effects on student achievement.

The third phase in the development of teacher effectiveness research was “school-level research” (Kauchak & Eggen, 1998). These studies were prominent in the late 1960s and 1970s. Data were analyzed by school rather than by classroom. Perhaps the most notable report of this type was the Coleman Report (Coleman, 1966). This report involved data from over 4,000 schools. This approach led to conclusions about factors not controlled by teachers. Not only did these studies reveal little information about the effectiveness of individual teachers, but they also provided confusing data regarding teacher-to-teacher differences. Teaching practices within most schools are usually varied. Results from different teachers using different methods were clustered together in these school-by-school analyses. The findings were inconclusive.

Kauchak and Eggen (1998) suggested that this confusion led to the practice of attempting to analyze student performance in light of teachers’ actions in classrooms.
This body of research has led to the identification of specific teacher actions that can be linked to student performance. Studies involved direct observation of instructional actions. These instructional actions were identified and analyzed in light of student performance. Rowe's (1974) investigations about the amount of time teachers gave students to respond (known as “wait-time”) is an example of this type of study. She sought to identify the optimal wait-time (teacher action) in light of student performance (amount and quality of learner responses).

While the study of teacher actions and student performance has been the most productive of the approaches to teacher effectiveness research, certain elements of teacher effectiveness cannot be identified in a study of teacher actions. More recent inquiry has focused on the relationship between teacher beliefs and student performance.

White and Williams (1996) reported that teachers’ beliefs about the role of schools in society and about what children should learn and teachers’ beliefs about their own capacity to help students have a great impact on the decisions they make in the classroom. In a survey of teachers, Ross (1995) concluded that teachers with a sense of mission and a belief that all students can learn have higher student expectations and work harder to help students succeed.

These examples demonstrate that teachers’ attitudes and beliefs are also important factors in determining teacher effectiveness. This review of literature consists of four particular aspects of teacher attitudes and beliefs. The first aspect to be discussed is the reasons why teachers enter the profession. The second aspect considered is the call for
moral purpose. Third, dispositions of successful teachers are compiled and explained. The fourth area to be described is the moral development of teachers.

Reasons Why Teachers Enter the Profession

Lortie (1975) discussed the profession of teaching from a sociological perspective in *Schoolteacher: A Sociological Study*. Data were collected from interviews with Boston area teachers and national surveys conducted by the National Education Association. Lortie identified "five attractors to teaching." These five attractors are described as themes.

The first theme was the "interpersonal theme" (Lortie, 1975). Teachers expressed the desire "to work with people" as one of the reasons for choosing teaching as a profession. The second theme was the "service theme." Respondents referred to their participation in teaching as an opportunity to serve. The third theme was the "continuation theme." Some teachers suggested that their success as students motivated them to continue to participate in schools. The fourth theme was the "material benefits" theme. Teachers identified these as "attractions to teaching" rather than as "key factors in their decision to teach" (p. 30). The fifth theme was the "theme of time compatibility." Again, teachers were more likely to list this as an attraction rather than something that largely influenced their choice of profession.

Snyder (1995) surveyed nearly 3,000 preservice teachers in 25 mid-Atlantic colleges and universities. Conclusions were similar to Lortie's. Respondents cited working with young people, a love of children, and a desire to make a difference as
reasons why they had chosen the profession. Similarly, Stiegelbauer (1992) surveyed 203 students accepted into the University of Toronto’s teacher education program. Respondents listed the need to make a difference to students and to society and a desire to experience positive relationships with students as reasons for entering the profession. They also listed the concept of teacher as role model as a motivating factor.

Gordon (1993) interviewed 140 teachers of color about why they chose teaching as a profession. Again, some of Lortie's themes were echoed in the results of these interviews. The opportunity to make a difference and a love of children were commonly cited. Vocational mission and community service were also identified as reasons teachers chose teaching. A significant factor found by Gordon that had not been specifically identified by Lortie was the influence of a significant teacher.

Johnson (1990) interviewed 115 public, private, and religious school teachers in Massachusetts regarding their reasons for entering the profession. Responses were divided into several recurring themes. Working with students, an interest in intellectual endeavors, and an interest in a particular subject area were among these themes. The convenience of the school calendar was another theme. Teachers discussed the potential for combining teaching with other life interests such as raising a family. Other themes were making a difference in society and the sense of being called to the “ministry” of teaching.

The literature suggested several recurring themes as to why teachers past, present and future choose teaching as a profession. Several of these ideas are related to the moral aspects of teaching. After several decades of teacher action research, it should not be
surprising that a next phase of writing and research attempted to describe the beliefs and attitudes that are related to effective teacher actions. Lampe (1994) asserted, “Analyzing teachers’ behaviors without also examining their thinking processes such as moral deliberation and decision making would be incomplete” (p. 5).

**The Call for Moral Purpose**

Religious goals are an example of one specific type of moral purpose present throughout the history of American schools. Lortie (1975) discovered that teachers from Boston area schools expressed some of these traditional moral purposes associated with the history of American education. While the ideas were not specifically religious, they were, nonetheless, moral ideals. When asked about the role of teacher, interviewees discussed ideas such as citizenship, honesty, and respect. There is a long-standing tradition of the teacher as a moral agent.

Early examples of the tradition of teacher as moral agent can be seen in the Massachusetts Education Laws of the 1640s. The “Old Deluder Satan Act” of 1647 portrayed the perceived religious and moral purposes of education. Jarvis (1993) described this tradition with examples from the early years of nationhood. The primary goal of the academy founded by Samuel and John Phillips in 1789 was to promote “PIETY” and “VIRTUE.” Similarly, a “committee appointed to carry into execution the Systems of Public Education,” drafted this recommendation to schoolmasters that was “adopted by the Town of Boston on October 15, 1789”:

Frequently [to] address their pupils on moral and religious subjects; endeavoring to impress their minds with a sense of the being and providence of God, and the
obligations they are under to love, serve, and pray to him; their duty to their parents and masters; the beauty and excellence of truth, justice, and mutual love; tenderness to brute creatures, and the sinfulness of tormenting them and wantonly destroying their lives; the happy tendency of self-government and obedience to the dictates of reason and religion; the duty which they owe their country, and the necessity of a strict obedience to its laws... (Jarvis, 1993, p. 63)

Examples from the colonial period and the early years of nationhood emphasize the connection between religious aspects of education and moral aspects of education. More recently, attempts have been made to suggest moral tenets that can be taught apart from a specific religion. Tigner (1993) suggested several moral actions that students could be encouraged to seek. These included such ideas as valuing human life, being just, and seeking wisdom.

Theorists such as Dewey (1960), Piaget (1965), and Kohlberg (1971) considered the process of moral deliberation as one legitimate aim of schooling. Goodlad (1988) began to re-visit the subject of the moral aspects of teaching, suggesting that a teacher should be a “witting moral agent, with moral obligations derived from moral imperatives” (p. 109). Even earlier, Goodlad & Hirschfeld (1974) discussed the moral aspects of schooling. In Toward a Mankind School: An Adventure in Humanistic Education, schools were depicted as the social agent that could help mankind in dealing with its moral dilemmas.

Goodlad’s (1990a) emphasis on this aspect of teaching was evident in The Moral Dimensions of Teaching. The failings of some of the reform movements of the 1970s and 1980s have led to the conclusion that a basic unit of effective reform is the individual teacher’s commitment to the many important purposes of education. Among those moral
dimensions of education are these broad categories: enculturating students, providing students with access to knowledge, accommodating individual students, and renewing schools.

Goodlad (1990b) placed great emphasis on the role that teacher education programs at colleges and universities should have in instilling commitment to these moral dimensions. His research on such programs across the nation revealed some of the weaknesses that existed with regard to preparing teachers to attain these desired moral purposes. Field observations and interviews revealed that teacher education programs often sacrificed instruction in "moral stewardship" for the more pragmatic and urgent instruction of "survival" in the classroom.

Fullan (1991) began to discuss the moral elements of teaching in the context of educational change. Effective educational change, he asserted, only takes place when those changes are related to the purposes of schooling as defined by teachers. Reforms that run counter to what teachers think and believe about school are, therefore, destined to fail. Effective change can only take place as it is related to the beliefs and attitudes of teachers.

Fullan (1993) described personal vision-building as one key strategy that would make teachers more effective. He further described the role of a teacher's moral purpose in making the teacher an effective advocate for positive change:

To have any chance of making teaching a noble and effective profession... teachers must combine the mantle of moral purpose and change agentry.... Moral purpose keeps teachers close to the needs of children and youth; change agentry causes them to develop better strategies for accomplishing their moral goals. (p. 12)
Many others have discussed the moral nature of teaching. Fenstermacher (1990) described teaching as a "profoundly moral activity." Hargreaves (1994) described good teaching as consisting of technical skill and moral purpose. Teaching is moral in that it contributes to the development of future generations and in that it involves many decisions related to relationships with other human beings (students, parents, colleagues).

Sergiovanni (1992) contrasted those actions based on extrinsic rewards with those actions based on internal beliefs in the context of school leadership. While actions based on extrinsic rewards were not inherently immoral, those actions based on the inner beliefs were described as the moral actions of leadership. This idea of action based on belief was projected to the entire school as well as to the school administrator. These characteristics were used to describe the "virtuous school":

1. The virtuous school believes that, to reach its full potential in helping students learn, it must become a learning community in and of itself.
2. The virtuous school believes that every student can learn, and it does everything in its power to see that every student does learn.
3. The virtuous school seeks to provide for the whole student.
4. The virtuous school honors respect.
5. In the virtuous school, parents, teachers, community, and school are partners, with reciprocal and interdependent rights to participate and benefit and with obligations to support and assist. (pp. 112, 113)

One can certainly see differences between the moral principles of education during the latter part of the eighteenth century (Jarvis, 1993) and the moral principles suggested by modern educators (e.g., Sergiovanni, 1992). However, one can also see similarities. The Phillips brothers founded an academy in 1789 to promote "PIETY" and "VITRUE." Sergiovanni encouraged school leaders of the 1990s to incorporate moral leadership into
the development of the "virtuous school." Moral aspects of education have changed, but they continue to comprise an important part of the educational process.

The literature has demonstrated a re-awakening with regard to the moral aspects of teaching and teacher education. This re-awakening is consistent with a re-awakening of the moral aspects of endeavors in business and industry. Covey (1989) described a moral approach to personal success. In his book Seven Habits of Highly Effective People, he described the importance of approaching one's life and career with the direction of a "moral compass." Examples used to demonstrate these principles were anecdotal and were derived from Covey's personal and professional experiences in consulting with individuals, businesses, and corporations.

Covey, Merrill, and Merrill (1994) further delineated the idea of a moral compass as an ingredient for personal and professional success. The compass is contrasted with the "clock." Anecdotes from personal and professional experience were used to demonstrate the methods and benefits of "principle-centered living." Senge (1990) described some of the same themes as he explored the moral and educational obligations of organizations. Personal vision-building and collaboration are among the moral activities of successful organizations.

While the literature contains many descriptions of the moral dimensions of teaching, very little research has been done to discuss moral purpose as an entity explored by individual teachers. Despite what Senge (1990), Fullan (1993), and others have suggested about its importance, personal vision-building among teachers remains largely an unexplored area.
Dispositions of Successful Teachers

Katz (1993) discussed the term “disposition” as something acquired by the learner. A disposition may be defined as “a tendency to exhibit frequently, consciously and voluntarily a pattern of behavior that is directed toward a broad goal” (p. 4). She asserted that teachers need to cultivate desirable dispositions within their students. On the other hand, teachers should seek to eliminate undesirable dispositions.

McDiarmid (1988) defined disposition as the “inclination to behave in certain ways under certain circumstances” (p. 175). In this study, the term disposition is used to refer to those inclinations of the teacher. The dispositions of good teachers are discussed in light of a series of six case studies. According to results of the case studies, good teachers are responsive to the community in which they teach as well as the particular individuals whom they teach. Further explanation is given as to how the term disposition refers to teachers: “Teachers’ dispositions to act or think involve their beliefs and knowledge – about subject matter, learners, learning, teaching, teachers and context – as well as their skills to carry out the tasks of teaching” (p. 175). Dispositions of teachers also include personal characteristics and commitments. Arstine (1990) suggested that teacher education programs must include certain dispositions as they redesign programs. Prospective teachers must be educated so they can develop “rational, caring” dispositions in themselves. These dispositions can then be passed on to students.

Many researchers and theorists have discussed the role of caring in teacher success. Noddings (1984) first wrote about caring as a particularly feminine aspect of
teaching. She has continued to emphasize caring as an integral part of the moral purpose of teachers. The promotion of academic achievement is hollow without a cultivation of caring. “We will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others” (Noddings, 1995, pp. 675-76).

Others have echoed those sentiments on the disposition of caring. Rogers and Webb (1991) asserted that caring should be “an integral part of the professional standards that undergird the thousands of decisions made daily by teachers” (p. 175). The National Commission on Teaching for America’s Future (1996) stated in its report, What Matters Most: Teaching for America’s Future, “A caring, competent, and qualified teacher for every child is the most important ingredient in education reform” (p. 3).

Caring, however, is not enough (Marks, 1998; National Commission on Teaching for America’s Future, 1996). The disposition of caring must be combined with other dispositions in order to make a teacher effective. Marks (1998) described the inter-relationship between caring and competence. As one’s care increases, so should that person’s desire for competence. The more a teacher really cares, the more that teacher will do to assure competent performance of professional duties.

Many other dispositions related to the moral purposes of teachers are presented in the literature. Collinson (1996) described three types of knowledge that successful teachers integrate. Besides having professional knowledge, the successful teacher possesses interpersonal knowledge and intrapersonal knowledge. Interpersonal knowledge is defined as those actions characterized by interactions with other human
beings. Intrapersonal knowledge consists of one’s ability to communicate with oneself. These types of knowledge manifest themselves as dispositions of successful teachers. Successful teachers recognize that they work within systems made up of people (Sternberg & Horvath, 1995). New teachers and experienced teachers with lower degrees of interpersonal knowledge tended to discuss concerns related to their classroom or to their personal situations. They were sometimes unable to think about broader perspectives or to discuss problems as school-wide problems or community problems. Successful teachers, on the other hand, were able to discuss concerns from a variety of perspectives at the district, state, national, and even global levels. These successful teachers, with higher levels of interpersonal skill, described their profession as one that included many members. They described themselves as being part of a community or system. Successful teachers also use these interpersonal skills to interact with students and other members of the community, particularly parents (Collinson, 1996). Alexander (1995) criticized the degree to which teachers are prepared for these types of interactions: “Teachers are trained extensively in how to communicate with children. They receive little or no training and in-service development in how to communicate openly, honestly, and accessibly with parents” (p. 19).

Intrapersonal knowledge is also demonstrated by successful teachers. These teachers possess certain dispositions and ethics that are important to them and contribute to how they view themselves as teachers (Sherman, 1989). These include the dispositions toward lifelong learning, reflection, caring, and a strong work ethic. While few would argue the importance of these dispositions in the practice of the successful teacher, many
would question the degree to which they are addressed in teacher education programs (e.g., Collinson, 1996).

In another study of exemplary teachers, Collinson (1994a) interviewed six successful, experienced elementary teachers in an urban setting. Results of the interviews indicated that these teachers could be described as "learner-leaders" and had these characteristics in common:

1) a disposition to question, reflect, seek alternatives, weigh consequences, and move toward increasingly good judgment;
2) knowledge of children, curriculum, the workplace, and the community;
3) a deep belief that education is important and that teachers can make a difference in the lives of some children;
4) an appreciation of the whole educational community; and
5) an explicit set of ethics that the teachers value and teach to their students. (pp. 13, 14)

Other studies demonstrate the importance of teacher dispositions and their relationship to moral purpose. Breitborde (1996) discussed the idea of creating community in classrooms as part of the moral purpose of teachers. Students have a need to feel a sense of belonging. The classroom provides a perfect opportunity to develop this sense. Johnson and Johnson (1995) compiled extensive research that suggested that effective group participation as a classroom activity minimizes the likelihood that children will engage in violent or oppositional behavior.

Onosko (1992) studied the beliefs of 20 social studies teachers and compared those beliefs with the climate of thoughtfulness in their classrooms. Teacher responses to questionnaires were compared to measures class climate with regard to the frequency of higher order thinking on the part of students. Results indicated that those teachers who
value thinking, regularly reflect on their own practice, and prefer to cover material more thoroughly rather than cover more material tend to have higher levels of thoughtfulness in their classrooms.

These desirable dispositions supported by research have not been ignored in the recent movement toward professional standards for teachers. The Interstate New Teacher Assessment and Support Consortium (INTASC) developed 10 model standards for beginning teacher licensing. INTASC has also identified desirable dispositions of teachers. The following standards are particularly related to the moral dimensions of teaching which have been discussed:

1. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
2. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (Weber, 1997, Appendix A)

The National Board for Professional Teaching Standards has identified five general propositions that describe the accomplished professional teacher (Shapiro, 1995). Three of those five propositions are related to the moral purposes previously described:

1. Teachers are committed to students and their learning.
2. Teachers think systematically about their practice and learn from experience.
3. Teachers are members of learning communities. (p. 55)

Similarly, the National Congress on Teacher Education created a list of desired characteristics for teachers of the 21st century. The list includes love for students, commitment to fairness for all, treatment of students as whole persons, thorough knowledge of student needs, and clear standards and high expectations for self and others.
(Kaplan & Edelfelt, 1995). This list, like the others, portrays the teacher as an example of one who upholds and models important moral standards.

The research on teacher dispositions and beliefs of effective teachers supports the aforementioned professional organizations and their commitment to the moral aspects of teaching. These characteristics represent a synthesis of the teacher effectiveness research related to dispositions and moral purposes:

1. Successful teachers are oriented to the community.
2. Successful teachers are responsive to the needs of their students.
3. Successful teachers are caring.
4. Successful teachers demonstrate effective human relations skills as they work with students and other members of the community.
5. Successful teachers are lifelong learners.
6. Successful teachers consistently reflect about their practice.
7. Successful teachers believe that education is important.
8. Successful teachers believe they can make a difference.
9. Successful teachers have values and ethics that they pass on to their students.

The literature thoroughly described the dispositions and attitudes of successful teachers. The processes by which teachers developed their moral purposes must also be explored. The literature also described the processes whereby moral purposes and standards were developed by teachers.
Moral Development of Teachers

Piaget (1965) described moral development as parallel to cognitive development. Just as the child proceeds from one cognitive stage to another, the child also develops from one moral stage to another. Piaget theorized that moral development was contingent on cognitive development. This linear model that related reasoning and judgment had a profound impact on research in the area of moral development.

Kohlberg (1971) presented people with moral dilemmas. He analyzed their responses for both the judgment they made and the reasoning behind the judgment. Like Piaget, he adopted a linear model of moral development that linked cognitive activity (moral reasoning) with judgment. He identified three levels and six stages of moral development. Theoretically, people progress from Level 1 (Preconventional Morality) to Level 2 (Conventional Morality) to Level 3 (Postconventional and Principled Morality).

Gilligan (1982) challenged Kohlberg’s theory from a feminist perspective. One criticism of Kohlberg’s original research from which he generated his theory was that all of the subjects in the initial study were male. Gilligan asserted that males and females have different ways of communicating about moral decisions. While subsequent studies (Mednick, 1989; Walker, 1991) showed no consistent gender differences in moral judgment scores using Kohlberg’s methods, concerns about the limitations of Kohlberg’s model must be acknowledged.

Veugelers (1997) described a broader approach to moral development. He included aspects of reflection and critical thinking as part of the process of values identification and values formation. This broader definition can be applied to moral
aspects of education that are embedded in and not separate from the curriculum. It can also be applied to all levels of education, including teacher education programs.

Joseph and Efron (1991) surveyed 180 teachers participating in a graduate program for teacher renewal. The 30-item questionnaire incorporated questions about teachers' views with regard to moral values. Twenty-six of the teachers who were surveyed were interviewed. Nearly all of the teachers interviewed expressed the desire to "have a lasting effect on the students." Questionnaires and interviews revealed that about one-half of the respondents indicated that "their personal values are still in a state of development" (p. 10). Also, a majority of the respondents said that their level of caring has increased during their teaching careers.

Stager and Fullan (1992) interviewed 11 teachers involved in school-wide change in a grades 7 to 9 school in Ontario. The portion of the interviews most germane to the current study dealt with the teachers themselves. Other questions regarding school effectiveness and change within the school are not included in this discussion. Every teacher mentioned some idea related to "making a difference, caring, or advocacy for students" (p. 15). Teachers also described a process of change that had occurred during their careers. Two major areas of change were: 1) These secondary teachers became more student-centered and less content-centered as time passed. 2) These secondary teachers modified teaching strategies based on successes with students. Each of these changes reflects a development over time.

Lampe (1994) surveyed 373 entry-level teacher education students and 158 student teachers using the Defining Issues Test (DIT) developed by Rest (1980) and three
ethical decisions vignettes. Both sets of students had lower principled reasoning scores than average college graduates. Teacher education students at both levels relied heavily on conventional methods of moral reasoning. They were very reliant on rules and the status quo. The discussion includes a call for teacher educators to spend more time and energy developing the knowledges and skills associated with moral reasoning.

Pigge and Marso (1993) administered the Teacher Efficacy Scale to 225 successful teachers and 65 “high-potential” prospective teachers. Results of this study indicated that pre-service teachers reported significantly lower levels of personal efficacy than did the in-service teachers. Conversely, the pre-service teachers reported a higher sense of efficacy among teachers as a group than did the in-service teachers. While they had not reached a developmental stage of a high level of personal efficacy, the pre-service teachers had developed a high sense of efficacy for the profession.

Barkdoll (1991) surveyed in-service teachers to measure self-esteem and levels of job-related stress. Teachers with high self-esteem and high expectations for themselves and their students experienced similar amounts of job-related stress to the rest of the sample. This stress, however, did not diminish job satisfaction to as great a degree in the teachers with high self-esteem as it did for others. High self-esteem and the development of “dispositional optimism,” contribute to a greater ability on the part of the teacher in dealing with stress.

Several studies investigated the moral and dispositional aspects of the induction of teachers into the profession. Gomez and Comeaux (1990) studied eight student teachers as they finished student teaching and prepared for their first year of teaching. According
to them, knowledge, skills, beliefs, and dispositions are still developing as teachers enter their first year of teaching. The authors suggest that teacher education programs should practice more constructivist approaches and provide these teachers with more opportunities to develop these characteristics on their own.

Kemp (1997) sought to determine the degree to which student teachers could be better prepared to accommodate diversity in the classroom by changing curricula. Pre-service teachers were surveyed before and after experiences in culturally diverse settings to determine their dispositions toward dealing with diversity. The results of the study led to the conclusion that experience in diverse settings was the curricular change that created significant changes in student dispositions toward dealing with diversity.

Campbell (1997) applied the concept of teacher as moral agent to teacher education. Rather than suggesting that teacher educators teach one particular formal ethical code, it was suggested that modeling ethical deliberation and ethical principles was necessary part of effective teacher education. Specific actions that demonstrate moral purpose in teacher education were described. Among these were the teaching of philosophical principles from a practical, real-world perspective, and the extensive use of case studies to encourage reflection.

Beyer (1997) described a case study in which the moral purposes of teacher education served as the driving force behind major program revision. The process of revision emerged from a series of retreats and extensive roundtable conversations about what was of value in teacher education. The result was a conceptual framework that included the following principles:
1. **Community:** Our teacher education programs will foster a sense of community among students, among faculty members, between faculty members and students, and between the university and the schools.

2. **Critical Reflection:** Our teacher education programs will encourage students to develop their own social and educational visions that are connected to critically reflective practice.

3. **Intellectual, Personal, and Professional Growth:** Our teacher education programs will foster intellectual curiosity and encourage an appreciation of learning through, among other avenues, intuition, imagination, and aesthetic experience.

4. **Meaningful Experience:** Our teacher education programs will include early and continuous engagement – through direct immersion of simulation – with the multiple realities of children, teaching, and schools.

5. **Knowledge and Multiple Forms of Understanding:** Our teacher education programs will help students acquire a *practical wisdom* that integrates forms of understanding, skilled action within and outside classrooms, and a particular sensitivity to the diversity of students.

6. **Personalized Learning:** Our teacher education programs will give students a significant measure of control over how, when, and where their learning takes place, thus enabling their interests and values to shape major portions of their work. (pp. 250, 251)

Ungaretti, Dorsey, Freeman, and Bologna (1997) described a values-based reform designed to address ethics in education that included early childhood teacher educators from several professional organizations and many colleges and universities. The result of this collaboration is that an addendum to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and Statement of Commitment is being drafted. This addendum is being designed to address ethical dilemmas specific to early childhood teacher education. It was suggested that collaboration and discussion on such a code of ethics should be broadened to include all areas of teacher education.

While some of the initiatives for moral purpose in teacher education have been described, few studies exist to evaluate their effects. Yost (1997) conducted a qualitative study at a large, public university. The university’s teacher education program was re-
designed in 1991 in an attempt to emphasize, among other ideals, “analysis of student, classroom, and community issues to develop moral decision making and reflection among preservice teachers” (p.283). Interviews with 14 students who completed the program indicated that their moral processes had been changed by their experiences in the program. Graduates cited clinical experiences and the accompanying reflective seminars as instrumental in forcing them to deal effectively with moral dilemmas faced by teachers in instructional settings.

The literature suggested that teachers have varying degrees of moral development at different times in their careers. Several conclusions can be drawn from the literature:

1. Teachers’ levels of moral reasoning develop over time, but this process may not be as simple as the linear model developed by Kohlberg.

2. More time is needed for the development of moral reasoning in teacher education programs.

3. Individual feelings of self-esteem and personal efficacy affect how teachers view themselves and their profession.

4. Reform efforts related to moral purposes have occurred in various settings within teacher education.

5. These reform efforts have potential to affect the way students and teachers think and act in instructional settings.
Conclusions

Research has consistently suggested several reasons why teachers enter the profession. These reasons are often related to the individual teacher’s moral purpose. Unfortunately, despite the importance suggested in the literature, very few teachers regularly and formally engage in the discussion of their moral purposes. Teachers have historically shown development over time with regard to moral reasoning and the development of moral purpose. Time, however, is not the only factor in moral development. Some deliberate curricular attempts to increase moral commitment in teacher education students have proven to be effective. While some reform efforts have been enacted, teacher education programs must become more proactive with regard to the development of moral purpose of those preparing to enter the profession.
CHAPTER 3
METHODOLOGY

Overview

Knowing why successful teachers selected their profession would allow for more effective screening of candidates for the profession. Knowing the moral purposes of successful teachers would allow teacher educators to cultivate in candidates those attitudes and values associated with success in teaching. Identification of the moral purposes of successful teachers can also help in-service teachers. The purpose of this study was to identify reasons why successful teachers chose their profession and to identify common attitudes and values that comprise the moral purposes of successful teachers.

Design

The study consisted of key informant interviews (Gilchrist, 1992) with 18 teachers nominated as candidates for Tennessee Teacher of the Year for 1999. These teachers represented the population of the best public school teachers in the state of Tennessee. This group of nominees consisted of regional teachers of the year for the 1997-98 school year. Six were elementary teachers, six were middle grades teachers, and six were secondary teachers. The sample consisted of 17 females and one male.

The interviews consisted of four main questions:

1. What led you to become a teacher?
2. How would you describe your moral purpose?
3. Has your moral purpose changed over time?
4. How do you describe the role of the teacher in society?

Guba and Lincoln (1989) described interviewing as an acceptable strategy for gathering qualitative data. Seidman (1991) defended the interview as a viable method for gathering data in educational research, particularly if the researcher's goal is to “understand the meaning people involved in education make of their experience” (p. 4).

Maykut and Morehouse (1994) described interviews as effective when questions are “open-ended and designed to reveal what is important to understand about the phenomenon under study” (p. 81). To understand the moral purposes of successful teachers, the researcher chose to gather data using interviews with open-ended questions.

Gilchrist (1992) described the method known as key informant interviews. This method involves interviews (more accurately, discourses) involving researcher and individuals who are able to teach the researcher (key informants). These key informants are usually designated because of their status within a particular culture. In this study, candidates for State Teacher of the Year were chosen as key informants because of their status within the cultures of schools and school systems.

The interviewer added questions within the conversation to develop further information with regard to teachers' moral purposes. Again, Gilchrist's (1992) emphasis on discourse suggested that the interview should be structured around a list of questions, but should also allow the interviewer to follow the direction of the informant.
Key Informants

Key informants (participants or interviewees) were those nominated for Tennessee Teacher of the Year for 1999. Teachers included in this list were regional teachers of the year for 1997-98. Teachers were contacted by telephone to verify their willingness to participate in the study. Interviews were scheduled. Informants were given the questions at the initial contact. Teachers were contacted again at the scheduled time. Interviews were conducted by telephone and were audio taped with the permission of each interviewee.

Instrumentation

Each interview consisted of the following questions:

1. What led you to become a teacher?
2. How would you describe your moral purpose?
3. Has your moral purpose changed over time?
4. How would you describe the role of the teacher in society?

The interviewer asked the questions in sequence. The interviewer also asked further questions to elicit more information on the research questions. Teachers were encouraged to take time to reflect before answering any questions. Teachers were given the opportunity to answer questions more than once if they were not satisfied with their initial responses. The structure of these interviews was consistent with Gilchrist’s (1992) model for key informant interviews.
A pilot test was conducted using district Teachers of the Year from 1996-97. The interviewer conducted the interviews with these teachers and asked them to fill out written evaluations of the interview process. An auditor and the researcher independently analyzed the results of the interviews and the evaluation forms. The researcher analyzed the transcripts from the pilot interviews with QSR NUD.IST 3.0 (Non-numerical Unstructured Data Indexing Searching and Theory-building). The researcher and the auditor reviewed their analysis of the pilot interviews and evaluations. Minor adjustments to the interviewing process resulted from the pilot study. First, the interviewer began the interview by gathering demographic data (years experience, level of instruction, and current teaching assignment). Then a brief description of the research project was given. This allowed the interviewer to develop rapport with the informant. Second, an explanation of the term moral purpose was added for the informant’s clarification. Finally, at the end of the interview, informants were given the opportunity to add any comments or information relevant to the questions or topics discussed.

Data Analysis

Each interview was transcribed. The researcher reviewed the audio tape and the transcript by listening and reading. The auditor, Dr. Bertram Allen, Professor of Psychology at Milligan College, independently did the same. The researcher analyzed the transcripts using NUD.IST. The researcher drew conclusions, then met with the auditor to review summaries of each interview and the summary of the NUD.IST analysis.
The steps followed in the data analysis were consistent with those principles outlined by Guba and Lincoln (1989). The analysis provided by the researcher, the analysis provided by the auditor, and the analysis resulting from the use of NUD.IST were compared to confirm conclusions. This process of triangulation assured the validity of the findings.

**Summary**

Key informant interviews were used to gather data. This chapter has presented a description of the process. This description included an overview, a synopsis of the research design, a description of the key informants, a list of interview questions, and a description of data analysis. Chapter 4 provides a summary of the research findings organized by responses to questions and then by themes. Chapter 5 is a discussion of the results along with recommendations for further research and implications for teacher educators and B-12 (birth to 12th grade) educators. Chapter 6 provides model approaches to developing the moral development plan for teachers and for a teacher education unit.
CHAPTER 4

RESULTS

Introduction

A demographic profile of the sample is presented, followed by a profile of each interviewee and a description of each interview. Then the data compiled from the interviews are delineated question by question. Responses to each of the interview questions are summarized. The trends, repeated responses, and unique responses for each question are presented by theme.

Demographic Profile

The population consisted of 18 teachers chosen as finalists for 1999 State Teacher of the Year. These finalists were district and regional Teachers of the Year for the 1997-98 school year. The sample consisted of 17 females and one male. The sample included six elementary teachers, six middle grades teachers, and six secondary teachers. Teaching experience ranged from five years to 35 years. The mean for teaching experience was 20.78 years. Respondents will be referred to by a code consisting of one letter and three numbers. The letter represents the grade level taught (E=Elementary; M=Middle; S=Secondary). The first number represents a number within the list of candidates (possible values one through six for each level). The last two numbers represent teaching experience in years. For example, E127 represents the first elementary teacher. That teacher has had 27 years teaching experience. Demographic information is summarized in Table 1.
Table 1. DEMOGRAPHIC PROFILE OF THE SAMPLE

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean - Experience</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>6</td>
<td>23.00 years</td>
<td>6 female, 0 male</td>
</tr>
<tr>
<td>Middle</td>
<td>6</td>
<td>16.00 years</td>
<td>5 female, 1 male</td>
</tr>
<tr>
<td>Secondary</td>
<td>6</td>
<td>23.33 years</td>
<td>6 female, 0 male</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>20.78 years</td>
<td>17 female, 1 male</td>
</tr>
</tbody>
</table>

Interviewee Profiles and Interview Descriptions

E127: Profile and Description

E127 teaches kindergarten. She has taught for a total of 27 years, 15 in her current position. She began teaching kindergarten in 1971, but did not complete her bachelor’s degree in elementary education until 1974. She has since gone on to complete a master’s degree in administration and supervision and a specialist’s degree in curriculum and instruction. She belongs to several professional organizations, including the Association for Supervision and Curriculum Development, the National Education Association, and the Tennessee Education Association. She has conducted workshops for parents, volunteers, and teachers. In addition to creating unique instructional and public relations programs for her school district, she has also taught an education course for a
local community college. She has received several awards for teaching and received four instructional grants.

E127 described herself as an active member of her church where she teaches Sunday school and sings in the choir. About community involvement, she said, “The world is my community.” She has done volunteer work in her local community and beyond, participating in projects including day camps, day care, and teaching. These projects have taken her to Oregon, Michigan, Wisconsin, Massachusetts, and Africa. She expressed a sense of fulfillment from these service activities that have positively impacted her teaching.

In her interview, she described teaching as a childhood dream that came true. She described the experiences with her little brother as the first time she took on the role of teacher. These interactions took up a significant part of her play time. Interestingly, she described her brother as being “such a good student.” Because she had success teaching him, she determined that this was what she wanted to do with her life.

With regard to her moral purpose, E127 identified teaching the “whole child” and teaching beyond the classroom. She described her work with parents as one of the most important aspects of her job: “I think their (parents’) needs have to be met before I can really teach their children.” With regard to changes in her moral purpose, she identified an expansion into the area of teaching and serving parents as well as children. She also stated that while academic goals in kindergarten have changed, her basic purpose of serving children has not changed.
She described the teacher's role in society as that of being an example. She said, "When you accept the challenge to become a teacher, you are also accepting the challenge to become a role model for the children and for the parents." Her discussion described the need for teachers to model appropriate ways to interact with children. She talked at length about the responsibility the teacher has to be involved in the community and in service activities. At this point in the interview, she described some of her volunteer experiences in various parts of the country and the world. She expressed the belief that as schools have gotten bigger, teachers have tended to be less active in the community. She expressed the desire for professionals to return to that arena of service: "We can't be isolationists and just be a teacher in the classroom and that's it."

When asked if she had anything else to add, E127 said that teachers should take pride in the profession. She discussed the importance of informing people of the good things that teachers do. She also described the importance of teachers' seeking evaluation for the purpose of improving instruction. For her, this process involves talking at length with students and parents about the classroom experience.

E222: Profile and Description

E222 has taught all 22 years of her career in her present position as first grade teacher. After completing a bachelor's degree in home economics education in 1970, she returned to school several years later to complete coursework for elementary certification in 1975. While she has taken some graduate courses, she has not completed an advanced degree. She taught first grade while she was seeking certification (1970-1976), then took
six years off to be at home with her son. She returned to the same position in 1982 and has remained there since.

She has been active in professional organizations including Parents and Teachers Organization (P.T.O), Delta Kappa Gamma, and Tennessee Education Association. She served one term as president of P.T.O. and described herself as still active in this organization. She has been active with Future Teachers of America, inviting high school classes to “adopt” her first grade class. She has received several teaching awards and presented writing workshops to various groups of students and teachers. She has also secured two mini-grants for writing programs.

Her community service has involved various projects with senior citizens, including presentation of programs, cards, and Christmas baskets to the residents of a local senior citizens center. She has also been a Cub Scout leader and a teacher in day camps. E222 also described herself as active in her church, participating as a Bible school teacher, treasurer, and leader of a camp program.

E222 chose teaching because her parents were good teachers to her. Her parents did not have college degrees, but they modeled teaching and learning. She also talked about the experience of having very good teachers in school. As she concluded her answer to this question, she said almost nonchalantly, “It just seemed like the logical thing to do when I went off to college — to pursue a degree in education.”

She described her moral purpose as being an “example.” At this point in the interview, she discussed the importance of community in the educational process. She listed several educational projects outside of school and said she did this to “foster
education as well as just create a good rapport among all elements of the community — not just the school, but church and parents and educators, everybody coming together to enjoy the success of one another and feel like we have worked together and have something to be proud of.”

With regard to change in her moral purpose, what E222 really seemed to describe was expansion. She talked about the fact that experience and success have brought her more and more responsibility. Important in this process, however, was her description of herself as being willing to accept responsibility. As a beginning teacher, she felt the need to “earn her wings” before becoming a leader within her school and community. As experience increased, so did the accompanying responsibility.

E222 said that the basics of the teacher’s role in society have changed very little since 1970. She did, however, cite the presence of many new problems. These included the breakdown of the family and the increase of drug and alcohol abuse. She observed that the teacher’s role has changed in the school because these societal problems have “filtered down” to the schools. She talked about the need to “rebuff the three r’s of race, riot, and rebellion with the traditional three r’s and respect and responsibility.”

E326: Profile and Description

E326 teaches third grade. She has taught for 26 years, 10 in her current position. She began teaching in the fourth through sixth grades and taught in these grades for 17 years. She received her bachelor’s degree in 1971, completed her master’s degree in 1987 and has since completed 30 hours beyond the master’s degree. She currently belongs to
Alpha Delta Kappa and has previously belonged to PTO, Parents’ and Teachers’ Association, Sunshine Committee, International Reading Association, and is at present a Career Ladder Level I teacher. She has participated in various programs outside of the classroom including Pencil Project, Apple Classroom of Tomorrow, Hands-on Science training, and Project Conflict Resolution training. She has also led a language arts workshop. She has received several awards for teaching.

E326 described her church work as very rewarding and participates in various programs there that help her to share her talents and interests with others. Her neighborhood is also very important to her. She has been involved in several programs that have benefited her community, such as March of Dimes, recycling, food drives, and St. Jude’s Math-a-Thon. She is also concerned with health and fitness for herself and others.

E326 said that rather than having chosen teaching, “Education chose me.” She discussed her childhood penchant for playing school and the point in her life at which she knew she wanted to be a teacher. This occurred in sixth grade as a result of her success as a student and her appreciation of her teachers. She described teaching as an “honor” as well as a “challenge.”

She described her moral purpose as serving students. Specifically, she expressed her desire that “every child take home love in his heart, knowledge in his head, and a smile on his face.” She described a program she had developed called the “Celebrity Reader Program.” She invites important people from the community to come to her classroom and read to her students. As she talked about this program and some of the people who
have participated, she also talked about the importance of school and community connection.

E326 described a definite change in her moral purpose. She explained that children no longer come to school with “morals and a sense of right and wrong.” She also talked about some of the problems students bring to their classroom through no fault of their own. Specifically, she cited a lack of ability to manage conflict with others. She sees this as part of her moral purpose that has changed over the years.

The teacher’s role in society, according to E326, is “definitely more comprehensive than it was 10 years ago.” She discussed the importance of the teacher’s ability to deal with the many needs of children, not just academics. She quoted a local politician who had said that teachers were “the glue that held the community together.”

When asked if she wanted to say anything else, she talked at length about how teachers now meet some of the needs that parents used to meet. She shared that some of her students call her “Momma.” She also added, “I am always nervous on the first day of school and I cry on the last day. When I don’t feel that way anymore, I think it will be time for me to leave.”

E423: Profile and Description

E423 has 23 years of teaching experience. She has taught first, second, and fifth through eighth grades and is currently teaching fourth grade. She has been teaching in this position for 16 years. Her educational background includes a bachelor’s degree in 1964, completion of teacher certification in 1972 and a master of education in 1986. She has
professional memberships in National Science Teachers' Association, Tennessee Science Teachers' Association, her local education association, Tennessee Education Association, and National Education Association. Her leadership activities include technology team chairperson and steering committee member, support team member, and new teacher mentor. She participates on the instructional management team and Tennessee Teachers' Advisory Council. She has also presented several workshops and at in-service meetings. She has won several teaching awards and received grants and other community awards.

E423 is also involved in her community. She coordinated students and parents to help plant 56 native trees and shrubs around the school area. She has taught at the local county technology center, tutors students and has been involved in cheerleading, 4H, and volunteer work at her children's schools. She has also been involved in raising money and awareness for child abuse and March of Dimes. She is active in her church, having been a Sunday school teacher and Vacation Bible School teacher for children. She is presently involved with teaching adult classes. She has been a lay minister of the Eucharist since 1978.

E423 told the longest personal narrative of all of the interviewees with regard to how she became a teacher. She said that teaching was not necessarily her first choice. In high school, however, she had been a member of Future Teachers of America. She implied that the time period in which she grew up influenced her career choice. She decided that her best path in order to prepare for being a wife and mother was to get a business degree so that in an emergency, she could be "an asset to my husband." When her husband left her, she was forced to work in business. She was successful, but decided
that teaching was what she really wanted to do. After many detours from the path to being a teacher, she finally began her career under circumstances that she described as “the way things worked out.” When asked a follow-up question, she responded, “I knew I really needed to be there because that was my gift.”

“The gift” became the theme for her description of her moral purpose. She said she is not interested in teaching a strict set of specific morals, but rather communicating to her students that “using your gift to help humanity” is the essence of life. She talked about the importance of serving everyone in public education, not just the “intellectually gifted or the ones with the financial means or perfect health.” Her moral purpose was not particularly solid when she was first pursuing education as a career. Since she returned to that “dream,” however, she realized the importance of being “what she was meant to be.”

When asked about the teacher’s role in society, she shared that some believed that teachers should be “babysitters.” The role of the teacher is to “serve every child.” She also talked about the importance of being role models. When asked if she had anything else to share, she added some important thoughts about teachers and community. She asserted that teachers need to be involved with their “families, churches, and communities.”

E523: Profile and Description

E523 is currently a fifth grade teacher. She has taught for 26 years, the last eight in the fifth grade. She has previously taught in the fourth grade. Her educational background includes a bachelor’s degree in 1972 and a master’s degree in 1976. Her
professional memberships include: Delta Kappa Gamma Society- Zeta chapter, Knoxville Museum of Art, Parent-Teacher-Student Organization (PTSO), Association for Supervision and Curriculum Development, Mental Health Association, Phi Delta Kappa Honor Society, Smoky Mountain Mathematics Association, her local education association, Smoky Mountain Reading Association, and University of Tennessee Faculty Women’s Association. She has been involved in various activities for training future teachers and has held positions of responsibility for several committees. She has also received numerous teaching awards and has had several articles published in newspapers and magazines.

E523 is active in her church, having been a member for over 20 years. She is presently on the church’s youth advisory board and has served in numerous capacities in the past. She is currently in the PTA and on the PTSO Advisory Board at her daughter’s school. She is a volunteer guide for the Knoxville Museum and is on the Museum Guild. She is also a member of the Knoxville Symphony League. Her involvement with the American Heart Association and the American Cancer Society have kept her in contact with the people in her neighborhood. When her children were young, she was involved in Girl Scouts of America and youth athletics.

E523 was one of the teachers who talked about entering the profession with a sense of destiny. “Sometimes, things just fall into certain patterns,” she explained. She talked about the influence of a high school English teacher with whom she still maintains contact. She talked about her love for children and her love for learning and said that teaching was “definitely the right path for me to take.”
With regard to moral purpose, E523 talked about how she incorporates characteristics of the family into her teaching. She expressed the moral nature of this approach to instruction. She described her use of BASE groups. BASE stands for “belonging, achieving, supporting, and encouraging.” She also talked about how important it is for teachers to model these characteristics. She said that this moral purpose has not changed since the beginning of her teaching career.

The teacher’s role in society, she said, “is just to be there doing it all.” She described the importance of teachers being active in community activities as well as school activities. She shared about collaborative efforts with the local Chamber of Commerce to help teachers survey people in the business world. She believed that was important because it helped her “get out of the classroom” to see what was taking place in business.

E615: Profile and Description

E615 has 16 years of public school teaching experience. Her current position is that of sixth grade teacher. She also has experience teaching four-year-olds, and first and second grades. She has also taught reading in Chapter I programs. Her teaching career started as a substitute and as a librarian. Her educational background includes a bachelor’s degree in 1970 and an interesting array of graduate courses. These include Ancient Greek History, English History, two geology courses, and an education course. She is a member of Delta Kappa Gamma Society International. She has participated on several textbook committees, a review committee for the school’s gifted program,
Teachers' Center Advisory Board, Pass/Fail Committee, Paper Cutting Task Force, P.T.O., and Discipline Committee. She has received several teaching awards.

In her community, she has been involved in Boy Scouts, youth programs, Community Council, Thurmond Library Board, and outreach programs. She has served on the University of the South Board of Trustees. Her church activities include participation in All Saints' Chapel Catechumenate Program and serving as an elder in her church.

E615 became a teacher, at least in part, because of family connections. Her father was a teacher and school administrator and two of her grandparents had been teachers. Not only was she taught that being a teacher was a meaningful use of one's life, she "also had tangible evidence of it." She said it was a common belief in her family that a person had to be education "not just to get a job, but also to be a human being."

She described her moral purpose as trying to get people to believe in themselves. She talked about the need for students to see the "value in their lives." This value is increased when students learn the ways to become better citizens. She discussed the issue of diversity in her town. She shared that she has a great opportunity to teach the values of diversity and acceptance of others.

As for change in her moral purpose, E615 said that the "basic purposes are still there, but my role has grown — much more is required now." She talked about how children today must be prepared to be part of the world, not just part of a community or a country. The ever-expanding role of the teacher and the constant shrinking of the world have made the teacher's purposes more comprehensive.
The teacher's role in society, according to E615, is to "help children believe they can effect change." She talked about such practical ideas as preparing students for the work force. At the same time, she discussed ideas like preparing students to deal with anger and be "bold enough to stand up for what they believe." Rather than change their lives, she said, "I want to give them the tools to change their own lives."

M114: Profile and Description

M114 is currently serving as speech and language pathologist and diagnostician. She has 24 years of teaching experience, 20 years in her present position. She has her bachelor's degree (1973), master's degree (1975), and has several other professional credentials including: ASHA Certificate of Clinical Competence, Tennessee State License in Speech Pathology, Tennessee teaching certificate (Career Ladder- Level III), and ASHA Awards for Continuing Education. She has professional memberships in American Speech/ Language/ Hearing Association, Tennessee Association of Audiologists and Speech/Language Pathologists, and her local Education Association. She has held offices as president or vice-president in these associations. Her leadership activities include chairing many committees in these associations and presenting workshops, lecturing, and attending conferences. She has also received several teaching awards.

Her community involvement includes parent support groups, training for Camp Fire Sitters Program, organizing Sail Camp for children, and instructing for Sail Camp. In these activities, she has worked with children of many ages and levels of ability.
M114 described teaching as a “big part of my family history.” In contrast to others, she stated that her career began at an exciting time for women. This allowed her to pursue a profession that had not been traditionally associated with women. As she described it, speech and language pathology was “something my mother couldn’t have chosen.” She said that she “gravitated toward” a teaching position. “As fate would have it, after completing my degree, I wound up getting my first job with a school system.”

She defined her moral purpose with an anecdote about a conflict that she had with a parent. Her meeting with the parent reminded her that “to that mother, her child was the most important student.” She said that her moral purpose is to treat children with that perspective. From this perspective, she described the importance of motivation and teaching students how to learn rather than what to learn. She said that this moral purpose has not changed very much since she began her teaching career.

M114 stated the teacher’s role in society as “selling what we do.” She expressed regret that the profession is lacking in this area. Because it is so common for people to talk badly about education, she said that it is especially important for teachers to “call attention to our successes.”

**M220: Profile and Description**

M220 is an elementary guidance counselor with 20 years of teaching experience, six years in her present position. She received her bachelor’s degree in 1979 with certification in K-3 and 1-8 and a master’s degree in 1988 with certification as elementary guidance counselor (K-6). In 1992, she completed certification as a secondary guidance counselor.
counselor. She participated in the West Tennessee Writing Project in 1997. She has memberships in National Education Association, Tennessee Education Association, her local education association, American Counseling Association, Tennessee Counseling Association, and Martha Polk Counseling Association. She has many leadership activities to her credit. She has been involved in Governor’s Conference for a Drug Free Tennessee, parenting classes, West Tennessee Drug and Alcohol Conference, depression workshops, Drug Free Weekend, Governor’s School of Writing, and Governor’s School of Art. She expressed pride in the fact that her daughter is a high school math teacher. Because of her teaching experience, she has received several teaching awards. She has also achieved Career Ladder Level III.

M220 acknowledges her Christian commitment as the most important aspect of her life. She is a member of a Church of Christ and serves as a classroom teacher and opens her home to visiting preachers and their families. She and her husband have sponsored many summer camp scholarships for disadvantaged and at-risk children and have also served as foster parents. She has made a personal commitment to communicate encouragement to former students and others by letters, cards, telephone calls, and visits.

When asked why she chose teaching as a career, M220 shared that this was something that developed over time and not in any one moment. Originally, she planned to pursue nursing as a career. Marriage and motherhood sidetracked that plan. When her daughter was having trouble learning to read, she spent a large amount of time as a volunteer at school. Eventually, her volunteer work led to a job as a teacher’s assistant in
kindergarten. She had the privilege of working with a very good teacher who motivated her to drive to school several evenings and take classes to complete her degree.

With regard to moral purpose, she stated, “Being a Christian is the essence of who I am.” She cited passages from the Bible that address the concept of being the best you can be. She also referred to her experience as a mother. She said that she tried to teach her students the same way that she wanted her own children to be taught. She expressed a sense that her moral purpose had become much clearer to her over the years.

She described the role of the teacher in a rather desperate way, calling the teacher “a finger in the dyke.” She talked at length about the deterioration of some aspects of society. Drugs, guns, and gangs were some of the problems that she said had moved into all parts of society. Because of this perceived deterioration, she felt it important for teachers to help solve problems on a small-scale, day-to-day basis.

M319: Profile and Description

M319 is a science and reading teacher for the eighth grade with 18 years of teaching experience, all of which are in this current position. His bachelor’s degree was received in 1979, his master’s degree was received in 1981, and he had 45 hours beyond the master’s level by 1987. He received his doctorate in 1997. He has professional memberships in National Education Association, Tennessee Education Association, Tennessee Association of Middle Schools, and University of Memphis Alumni Association, and is a past member of Association for Supervision and Curriculum Design. He has participated in computer workshops, National Science Teachers Conference, and
21st Century classroom training. He taught methods courses for math and science at University of Memphis and is a science department chair. He has chaired several committees, has been an assistant football coach and head football coach, and has held offices for his local education association. He has also received teaching awards.

M319 is very involved in his church and community. He is the church’s organist and pianist and teaches Sunday school. In addition, he is the church Sunday school superintendent. Through his church, he is also involved in Boy Scouts, Cub Scouts, and various other outreach programs. He represents his church as part of a community outreach committee. He has participated as a donor and as a volunteer for both United Way and the local Chamber of Commerce.

M319 indicated that family tradition played a strong part in his decision to become a teacher. His grandfather and mother were both teachers. He also noted the positive effects of several very good teachers during his own career as a student. These significant teachers made learning enjoyable. They contributed to his sense that education was something that should be “highly valued.”

He defined his primary moral purpose as being a “role model.” Because students today do not have as many positive role models as in times past, he said, “Students need someone to demonstrate what it means to be a good person and to do the right things in the course of doing your job.” With regard to change in this moral purpose, he said that it has not changed very much, but the wisdom that comes with age has allowed him to “fine tune” it to some degree.
He suggested that perhaps society expects too much from teachers today. He shared the importance of understanding how much time students spend with teachers. This time makes it necessary for teachers to model many important attitudes and behaviors. He said, “Many of those desirable attitudes and behaviors used to be modeled at home. That has changed.”

M406: Profile and Description

M406 is a sixth grade teacher with six years of teaching experience. She has also taught seventh and eighth grades. She received her bachelor’s degree in 1992 and has taken several courses at the graduate level. She is a member of Tennessee Association of Middle Schools and has had memberships in Tennessee Education Association, National Council of Teachers of English, and Student Teacher Education Association. She is chairperson for her school’s Southern Association of Colleges and Schools Evaluation Committee and has been involved in after-school programs, science fairs, school improvement, school carnivals, PTO, and Strategic Planning Committee. She has written and received a grant for technology. She has received several awards for her teaching.

M406 believes that her community is “only as good as” she “is willing to make it.” She is very involved in her church and has served in the areas of Bible drill, Vacation Bible School, and youth trips. She supports local sports programs and athletic fund-raisers. She also believes that bringing parents into the school is crucial to developing a strong community bond.
When asked about why she chose teaching, M406 suggested that she has taught "one way or another" all of her life. Her first informal teaching experiences were as a big sister. She also had experience home schooling her own children. Her church and camp experiences also included teaching. As her children approached high school age, this became a career option for her. She said, "I could have been anything, but the only thing that I would really enjoy doing or wanted to do was teaching."

She described her moral purpose as fulfilling the responsibility to make her students independent thinkers and doers. She listed some important habits for life. These included "organization, self-control, patience, and problem-solving." She also shared the idea of being a model professional: "I am actually the first person that they see in a job-related role, and I need to teach them how a person who is employed behaves." Her moral purpose, she said, has remained pretty consistent over time. She added that the level of support needed by some children has increased.

She identified two main functions of the teacher in society. The first is to be a role model. She said that it is important for teachers to help students develop positive attitudes of themselves. She stressed the importance of trying to develop this attitude by saying, "We teach the next President of the United States, and we teach the next serial killer, too." The second function is for the teacher to be a spokesperson. She said that teachers should speak out on behalf of education and what it can do for individuals and for society.
M522: Profile and Description

M522 is currently teaching eighth grade science and ninth and tenth grade biology. She has 22 years of teaching experience, all in her present teaching position. She received her bachelor's degree in 1976, has completed several graduate courses, and is certified to teach aerobics. She has professional memberships in Phi Kappa Phi, Phi Kappa Delta, Delta Kappa Gamma, Tennessee Education Association, National Education Association, and Aerobics and Fitness Association of America. She has been active in 21st Century classrooms, ConnectTen Team, Peaceable Schools Steering Committee, School Improvement Plan Committee, Tennessee Educational Technology Conference, and Junior Beta Club. She has presented programs at in-services and faculty advisory sessions. She has also led conditioning programs for athletes. She has received several teaching awards.

M522 is involved in March of Dimes, St. Jude's Hospital, and Little League. Besides serving as a community-wide aerobics instructor, she also serves as volunteer for other local organizations. She expressed the belief that her community involvement helps her to prepare children for life.

M522 said that she felt destined to be a teacher. She said that even her earliest childhood memories include her desire to be a teacher. She played school; she was always the teacher, and her friends were the students. She attributed her desire to teach to her mother and some of the excellent teachers she had at school.

Her moral purpose, she explained, has developed over the years. "I see myself responsible for character development in children," she shared. She described a change from her early years of teaching when her subject (biology) was the most important thing
she wanted to teach. She said that at this point in her career, character development is as important as the content.

With regard to the teacher’s role in society, M522 discussed providing a safe learning environment for children, being involved in the community, and setting a positive example. She went on to say that teachers have a responsibility to “share what we know, what we have learned – to pass that on to other teachers.” She also added some comments about the need for teachers to continue to learn.

M605: Profile and Description

M605 is currently a fifth grade teacher with five years of teaching experience, four of which are in her present position. She received her bachelor’s degree in accounting in 1980, her master’s in 1982, and has since completed six additional hours of graduate credit. She has also completed more than 45 hours of technology training. She also has experience as a sixth grade teacher and as a substitute. She has professional memberships in Lakeway Reading Council, East Tennessee Education Association, National Science Teachers Association, and National Council of Teachers of Mathematics. Her leadership activities include: school-site banking program manager, science fair, geography bee, Scholastic Bowl coach, after-school tutoring, computer camp, resident teacher for local college students, and American Education Week coordinator. She is a Career Ladder Level I teacher and has received several teaching awards.

Her community involvement through her students serves as a positive example for her students. “Adopt-A-Teacher,” Kids in Nature’s Defense (KIND), adoption of Life
Care residents by her students, creation of an angel tree, and annual celebration of the National Arbor Day Foundation are some of the community activities that she and her students have completed together. She belongs to the Humane Society and People for the Ethical Treatment of Animals.

M605 described teaching as a “childhood dream.” She referred to the “inspiration” of her mother, a retired elementary school teacher. Like others, she talked about playing school as a child and teaching neighborhood children in her basement. She also mentioned several significant teachers who influenced her decision to teach. After getting a degree in accounting, she pursued her M.A.T. so that she could teach. Her career began as a substitute teacher. Eventually, she was given a full-time teaching position.

She described her classroom program “Investors in Learning, Inc.” as an example of her moral purpose. She uses this activity to teach her students about the economy and about what it takes to be successful in that setting. The class activities simulate the real-world activities of the economy. Students can earn money by applying for and securing employment. She described how the activity teaches them that “it pays to learn and to follow the rules.” She also talked about how her classes work together to participate in community projects. She described this as part of a moral purpose that has not changed much since the beginning of her relatively short teaching career.

The teacher's role in society was described by M605 as one of “hard work.” She indicated that this involves many long, extra hours required to do the job right. She also
talked about the importance of the job by stressing the potential repercussions for society when the teacher fails.

S105: Profile and Description

S105 is currently teaching business courses to high school students and has five years of teaching experience. She received her bachelor's degree in 1977 and has since completed coursework to add endorsements to her certificate. She is presently completing work on vocational endorsement to provide additional funding for her school. Her professional memberships include National Education Association, Tennessee Education Association, Chamber of Commerce, Ladies' Club, and her high school alumni association. She has conducted several in-service sessions, workshops, and has served as chairperson on several Southern Association of Colleges and Schools committees. She also has received several teaching awards.

S105 expressed pride in her community and listed several ways that she strives to make it a better place. She volunteers in a local business and conducts computer-training classes. In addition, she organizes "Make a Difference Day" and several annual food drives. She sponsors spelling bees, art shows, and is a business booster for the Yellow Jacket Club. She also is a member of the PTO. She is a member of a local women's club that supports her school with donations toward school projects and scholarships. They also contribute to help needy families. She is a member of a local church and serves on the church's youth committee.
S105 called teaching her "second career." Her first career was "the family business." She had been a business education major in college. As a mother, she was an active volunteer in the schools. As a businesswoman, she was a partner in education. This involvement in business and education prepared her for her teaching. Five years ago, when the business teacher at the high school retired, she applied for the job and was hired. She attributed her interests in business and education to good business teachers who "encouraged instead of discouraged."

She described her moral purpose as teaching three important ideas to her students. First, students should learn to follow instructions. Second, students should learn to be responsible. Finally, students should learn to work with others. She went on to talk about the importance of learning to solve problems and find information. These are the basic ideas she said she tries to teach to students. Having only taught five years, she felt that her moral purpose had not changed much.

The teacher, according to S105, should be very active in the community and should strive to be a role model. She talked about the importance of teachers having "high moral standards." She discussed the importance of students and community members seeing teachers "doing positive things." One of the attitudes in society that teachers have an obligation to combat is "apathy."

S235: Profile and Description

S235 teaches Spanish I, II, III, IV to high school students. She has 35 years of teaching experience; 31 of these have been in her present position. Her educational
background includes a bachelor's degree in 1962 with a Spanish endorsement, a master's degree in 1965, and 30 hours of studies beyond the master's degree. She has professional memberships in Phi Delta Kappa, Alpha Delta Kappa, Tennessee Foreign Language Teachers Association, American Association of Teachers of Spanish and Portuguese, and National Honor Society. She is a past member of the Spanish Heritage Association. She has many leadership activities on the state, county and building levels. She has been a visiting Southern Association of Colleges and Schools committee member, state Career Ladder Evaluation Training Aide, and a foreign language evaluator for Career Ladder. She has participated in many foreign language workshops. She has presented and facilitated at in-service meetings and conferences and has chaired various committees. She has received numerous teaching awards and is currently a Career Ladder Level III teacher.

S235 expressed that her commitment to her community has had a direct relationship to her extra-curricular activities, her interest in foreign languages, and membership in Alpha Delta Kappa. She has served as an advisor for the National Honor Society and several other organizations. She has translated for local companies, the school system, and members of the community. She has also served as a member for various community groups, donating her time to Loaves and Fishes, Adopt-an-Angel, local nursing homes, and Human Services. In addition, she wrote, directed, and worked with a local television station on a production about her school that was viewed throughout Middle Tennessee.

S235 explained that she could not remember a time in her life when she did not know that she wanted to be a teacher. She cannot, however, remember exactly where that
desire had its origin. She is the first teacher in her family, but remembered vividly how she used to play school with her friends. She shared that she changed what she wanted to teach, but never changed wanting to be a teacher.

Her explanation of her moral purpose related to her love for people and her job as language teacher. She stated her moral purpose as “helping students become socially sensitive and to realize that our way of life is not the only way.” She talked about many fond memories of taking students on trips. She talked about the role that this sensitivity can play in helping students become better citizens. She shared that her moral purpose has not changed over her long teaching career. She added, “Strategies and some of my organizational skills have changed, but my purpose in teaching has not.”

In describing the role of the teacher in society, she used the phrase “role model” several times. She talked about community involvement. She also added that teachers should “present a positive attitude about public education.” As she looked back over her career, she remembered several of her former students who have seemed to reinforce the benefits of those roles for her.

S333: Profile and Description

S333 has 33 years of teaching experience, 32 in her current position. She teaches ninth grade English, American Studies for eleventh graders, and Reading Seminar for ninth and tenth graders. She received a bachelor’s degree in 1965, a master’s degree in 1975, and has since completed 30 hours beyond her master’s. She has professional memberships in International Reading Association, National Council of Teachers of English, Tennessee
Humanities Council, Delta Kappa Gamma, and Delta Delta Delta. She is a faculty advisor, has conducted in-service training, and has been a guest speaker to various groups. She has received several teaching awards and received grants to develop reading skills in remedial high school readers.

S333 is a Sunday school teacher in her church and is on the education and communications committees there. She is involved in taking piano lessons and volunteering for Friends of the Library and Boy Scouts. She is also the secretary for Youth Services, Inc.

S333 described a significant childhood experience that influenced her decision to become a teacher. She and her family lived near the first “all-black elementary school in Portsmouth, Virginia.” Her mother served as a volunteer there. She went along with her mother and was impressed with all of the activity and learning. She continued, “I guess I developed a love of learning not only because of what I found there but because my own parents seemed to be curious about so many things.” She described herself as having “cut my teeth on learning.”

S333 defined her moral purpose by saying that she wanted to help students change themselves for the better. She teaches a large percentage of at-risk students. She expressed the desire to help these students see themselves in a more positive light and make their lives better. She explained that increased self-worth comes from increased skill. This is something she tries to promote in reading and language arts.

She says that her moral purpose has changed in the area of motivation. She explained that students in contemporary society need more attention with regard to
motivation. She tries to address this need by providing "worthwhile work." She continued on this theme as she addressed the teacher's role in society. She referred to her desire to help students understand that "instant gratification is just one kind of gratification." She described the importance of the teacher demonstrating and teaching the value of "delayed gratification."

S424: Profile and Description:

S424 is currently teaching high school English. She has 22 years of teaching experience, 14 years in her current position. She received her bachelor's degree in 1972, her master's degree in 1977, and has completed several additional graduate courses. Her professional memberships include Tennessee Council of Teachers of English, National Council of Teachers of English, Parent-Teacher-Student Association, Tennessee Education Association, and National Education Association. She is a past member of the Virginia Education Association. Her leadership activities include presenting and facilitating workshops, mentoring new teachers, and supervising student teachers. She has received numerous teaching awards and has had a day named after her in recognition of her service to her students and community. She is a Career Ladder Level III teacher.

In addition to being active in her church, S424 serves as a liaison between her city and her school and as a liaison between her school and three local Optimist clubs. She has coordinated numerous food drives and clothing drives. She initiated school involvement with the local public library and has coordinated a school beautification program in conjunction with the local community.
She described herself as feeling destined to be a teacher. She recalled having successful school experiences in high school and college. While other women were beginning to seek less traditional careers, she felt that teaching was the right career for her. In her discussion of her moral purpose, she said that she "felt called" to teaching as a "way of serving God." She also used the word "mission" to define her moral purpose. This "mission" is "a real need to make a difference in people's lives." She suggested that her moral purpose has changed very little over the course of her career.

The teacher's role in society, especially for lower elementary teachers, is to create a joy for learning. She described some of her fellow teachers as "miracle workers." The desire and joy for learning were listed as the two most important characteristics teachers encourage. She added that she thought it important for teachers to be actively involved in extra-curricular activities and community activities. This affords teachers the opportunity to serve as "role models in other settings."

**S531: Profile and Description**

S531 is a high school office technology teacher with 31 years of teaching experience. She has been employed in the same position for all of these 31 years. She received her bachelor's degree in 1966, master's degree in 1971, and has over 30 hours beyond the master's degree. She has been a Career Ladder Level III teacher since 1986. She is a member of Tennessee Education Association, National Education Association, Delta Pi Epsilon, National Association of Student Activity Advisors, Advisory Board at Volunteer State Community College, Tennessee Association of Cheer Coaches, and
American Association of Cheer Coaches. She is a sponsor of Business Professionals of America and Future Business Leaders of America and has judged in competitive events for these groups. She has also chaired several committees and has been a team member of Southern Association of Colleges and Schools evaluation committees. She has received cheerleading coaching awards.

Because of her teaching position, S531 has had many opportunities to become involved in community activities. She is an active member of her church and has conducted cheerleading clinics, coordinated cooperative work experience programs, assisted with Big Brothers projects, and worked with her local parks department as a volunteer coach for basketball and softball. As a result of her Career Ladder activities, she has been an active and positive voice for educational programs as well. She has spoken to various clubs and attended city council, board, and county commission meetings promoting the youth of her area.

S531 explained that success in high school and college and the influence of a significant teacher led her into the profession. A successful student and athlete, she was a leader in her high school class. As a business major in college, she became interested in business education. She cited caring and motivating as two of the most important facets of her moral purpose. She also talked about the variety of people whom she serves as an educator. These include students, fellow teachers, and community members.

When asked if her moral purpose had changed, she said that it had not. She talked at length about some of the changes that have occurred in education over the last 30 years.
One of these changes is technology. Despite the drastic changes in this and other areas, she felt that her basic purposes of caring and motivating have not changed.

She listed several roles that the teacher plays in society. She said that the teacher should be a "caring individual who is goal-oriented." She also said that the teacher should serve society by being a "disciplinarian and a hard worker." By performing these roles, the teacher can educate the whole child and prepare that child for service to society.

**S612: Profile and Description**

S612 teaches grades 10 through 12. Her courses include English, Speech, and Media Skills. She has 12 years of teaching experience, eight in this present position. She also has some experience teaching at the elementary level. Her educational background includes a bachelor's degree in English and Business Administration in 1985 and certification in elementary education in 1986. She is currently working toward her master's degree in journalism. She also has graduate hours in education. Her professional memberships include Delta Kappa Gamma, National Council of Teachers of English, National Softball Coaches' Association, and Tennessee Athletic Coaches' Association. She is a past member of National Education Association. She has served on the Southern Association of Colleges and Schools/School Improvement Plan Steering Committee, Technology Literacy Grant Committee, and the National Honor Society Selection Committee. She has been a summer school teacher and a mentor for student teachers. In addition, she has presented workshops and has been involved with the Governor's Academy for Teachers of Writing. She has received several awards as a teacher.
S612 teaches Girls in Action on Wednesday nights, preschoolers on Sunday nights, and serves on her church’s youth committee. She donates clothing to the Salvation Army. She supports local fish fries, cakewalks, and festivals to help local schools and fire departments. She also hosts softball camps and assists with basketball camps in her area. She contributes to several missions in North America and abroad.

Her choice to become a teacher was influenced by what she called “a very inherent mother burden.” She played school with her brother and sister, giving them tests to take and assignments to complete. She said that her childhood love of learning and teaching was reinforced by some exceptional teachers. She also described teaching as “a God-given gift.”

In discussing her moral purpose, she verbalized her internal debate over whether she taught English or people. She concluded that she teaches people. Her moral purpose is to serve and nurture those students so that they learn English as they develop a positive self-image. She asserted that her moral purpose had not changed much. She told an emotional story of a student whom she taught during her first year of teaching. When that student was killed on Easter Sunday, she determined that she would make the most of every opportunity to serve and nurture every one of her students.

She expressed the necessity for quality education for the good of society. She stated that quality education is impossible without quality teachers. She talked about quality teachers as those who involve themselves in the community, set a good example for young people, and “impart knowledge to students.”
Analysis

Responses to Question 1

Responses to this question were analyzed by using Lortie’s (1975) five themes (interpersonal, service, continuation, material benefits, and time compatibility) along with the significant teacher theme identified by Gordon (1993). A summary of these responses follows with examples from the manuscripts of the interviews. Frequency counts for these six themes are identified in Table 2.

The interpersonal theme was more prevalent among elementary teachers. The most common description by respondents referred to a “love for children.” E127 described her experiences from her youth as being critical in her choice of teaching as a career. “I enjoyed being with children. I have always loved kids.”

Table 2. THEMATIC RESPONSES TO QUESTION 1: WHY DID YOU CHOOSE TEACHING AS A CAREER?

<table>
<thead>
<tr>
<th>Level</th>
<th>Interpersonal</th>
<th>Service</th>
<th>Continuation</th>
<th>Material Benefits</th>
<th>Time Compatibility</th>
<th>Significant Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Middle</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Note: Some informants referred to more than one theme.
The service theme was also more prevalent among elementary teachers than among the other groups. E615 explained the message she received from family members: “I was submerged with the fact that if you want to do something really special with your life and be a person who can effect change in the lives of others, try teaching.” M406 discussed the responsibility of service: “I also believe it is really our responsibility to guide the next generation – that you can’t just sit back and think that they will get it.”

The continuation theme was more prevalent among secondary educators. The feeling of success in education and the desire to continue that success in one’s profession were described by several teachers. S235 said, “I have always loved learning. I loved being in school, and it was just something that I wanted to keep doing.”

No teachers mentioned material benefits as a reason for entering the profession. Only two teachers mentioned time compatibility. That theme was referred to in the context of teaching as a profession that would provide compatibility with the desire to have a family.

Gordon’s (1993) theme of influence of a significant teacher was cited most frequently. Three elementary teachers, four middle grades teachers, and five secondary teachers referred to this theme. M114 remembered a particular teacher: “I also want to mention a woman named ‘XYZ.’ She was my fourth grade teacher. She really made learning an adventure. She really turned me on to learning.” E222 recalled a similar influence. She did not refer to one particular teacher, but spoke collectively of her teachers: “Then when I got into the school situation, my teachers were just fine examples of what teachers ought to be.” It should be noted that one of the pieces of evidence...
gathered as part of the Teacher of the Year selection process was an essay on why the teacher had chosen education. One of the prompts for that essay suggested the idea of "significant teachers who influenced" the choice to become a teacher. Perhaps this power of suggestion prompted such a high number of responses in this category.

Several themes not identified in previous research were noted by informants. Most notable among these was the influence of family. Six interviewees (two elementary, three middle, and one secondary) cited family as a factor in the decision to become a teacher. One teacher (M319) was a self-described "third-generation teacher." E615 said, "My father believed in it intensely, and much of our family life revolved around his being a teacher."

Another theme not identified in the research but present in at least two cases was the description of teaching as one of the acceptable career options for females. S424 provided the most detailed description of this factor:

Of course, I also grew up in a time when women didn't have very many career choices. You know, the 1970s were probably the end of that era, but it was during that time period that women chose to become teachers or nurses or perhaps secretaries in offices. A few women were starting to go out and have other careers, but many of us looked primarily at those areas.

Perhaps the most significant theme not revealed in previous research is the theme of destiny. Two-thirds of the sample expressed a sense of destiny with regard to becoming a teacher. Several teachers told stories about how ironic chains of events led to their beginnings as teachers. These excerpts even use language connoting destiny: 1) "But there were some things that led me into teaching" (E523). 2) "I'm not really sure that I chose to be a teacher. I really think that education chose me. I think I was destined to be
a teacher” (E326). 3) “Well, I’ve always felt that I was supposed to be a teacher” (S424). 4) “I don’t know that I had any other choice” (M522).

Responses to Question 2

Because no previous data exist describing teachers and their moral purposes, it is necessary to create categories for the ideas expressed in response to this question. To categorize these responses, five themes have been identified from the review of literature. These five themes are dispositions of successful teachers. They serve to organize informants’ descriptions of their moral purposes. These dispositions are the disposition for caring, the disposition for community awareness, the disposition for lifelong learning, the disposition for efficacy, and the disposition for values and ethics. Frequency of responses citing these themes is presented in Table 3.

Table 3. THEMATIC RESPONSES TO QUESTION 2: HOW WOULD YOU DESCRIBE YOUR MORAL PURPOSE IN TEACHING?

<table>
<thead>
<tr>
<th>Level</th>
<th>Caring</th>
<th>Community Awareness</th>
<th>Lifelong Learning</th>
<th>Efficacy</th>
<th>Values &amp; Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Middle</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Secondary</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>11</td>
</tr>
</tbody>
</table>

Note: Some informants referred to more than one theme.

The disposition for caring was described frequently. Some of the specific aspects of caring described were providing support, meeting needs, and treating individual
students with respect. M114 made a general statement about caring for individual students: "I think that's how I define my purpose — to try to serve each child as if that child is the most important one." E127 addressed the idea of meeting needs: "I have to not only teach the basic concepts and knowledge that they need, but I also have to help with the children's emotional needs and physical needs by being in tune with things that are going on in their lives and in their families." Finally, S612 talked about caring in the secondary classroom: "I determined that I am here to teach people and that those people have differences; those people have needs. So the way I try to serve the people I have the opportunity to teach is to get to know each of them individually and to meet those people at the points of their needs, meet them where they are."

The disposition for community awareness was cited by many teachers. In response to questions 2 and 4, teachers described the importance of community awareness and community involvement. E615 defined part of moral purpose as "trying to help them (students) be caretakers of themselves and of others in this place where we live."

The disposition for lifelong learning was discussed by only one teacher in response to question 2. This disposition, however, was mentioned by several teachers with regard to question 4. In responses to both questions, teachers referred to lifelong learning in two contexts. They described themselves as lifelong learners. They also described the need to cultivate that disposition within their students. M406 listed lifelong learning as a primary facet of moral purpose: "I believe that I just don't teach a subject, but I teach loving to learn."
The disposition for efficacy was reported by six teachers. These teachers saw themselves and members of the profession with the ability to accomplish something worthwhile through teaching. The most common descriptions of this efficacy referred to making a difference. “I have always felt that teaching was a mission for me,” said S424, “and at times I think I have felt absolutely driven by that mission – a real need to make a difference in people’s lives.” E222 said, “I see it as a challenge and an opportunity to make a lasting contribution to my community and society by being an enthusiastic educator and by being an example.”

Finally, the disposition for values and ethics was cited by 11 teachers in response to question 2. This is another theme also frequently cited in response to question 4. The most common words and phrases throughout this question and the interviews as a whole were “role model” and “example.” Teachers described their responsibility to uphold such values as: discipline, morals, character, citizenship, responsibility, and respect. E523 expressed this disposition: “To me a lot of what I do in my teaching is based on moral character and morals in the classroom.”

Responses to Question 3

Perhaps the responses to this question are easiest to present. Of the 18 informants, 13 responded negatively. These negative responses were usually “no” or “not much.” Many of the teachers who responded negatively discussed the fact that students and circumstances have changed, but basic purposes have not. Even the teachers who suggested that their moral purposes had changed talked more about external changes than
they did about internal changes of purpose. It was suggested by some of these teachers that they see themselves as having greater responsibility or more long-term purposes than they did earlier in their teaching careers.

Responses to Question 4

Responses to question 4 can be organized using the same five dispositions used in categorizing responses to question 2. Informants expressed many of the same thoughts with regard to teacher’s roles in society as they did with regard to their own moral purposes. Response frequencies are presented in Table 4.

Table 4. THEMATIC RESPONSES TO QUESTION 4: HOW WOULD YOU DESCRIBE THE TEACHER’S ROLE IN SOCIETY?

<table>
<thead>
<tr>
<th>Level</th>
<th>Caring</th>
<th>Community Awareness</th>
<th>Lifelong Learning</th>
<th>Efficacy</th>
<th>Values &amp; Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Middle</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: Some informants referred to more than one theme.

Again, caring was described as one of the teacher’s important roles. M220 referred to the various types of needs students have. “The need to be safe, the need to be fed and warm and clothed besides the fact that they need to be loved. Every family and every member of the community should be working on that. But if those needs are not
being met, you are not going to be able to teach them. You have to work on what is wrong first. To me, that is what teachers are doing – meeting unmet needs.”

Teachers also described community awareness and community involvement as critical aspects of the teacher’s role in society. This was the most frequently cited theme in answers to question 4. These statements represent this aspect of the teacher’s role:

1. I think we also have a great responsibility to extend ourselves beyond the classroom, and by that I mean community involvement. (M522)

2. So I am very visible in the community, and I am involved in many different aspects of it. This has really enriched my life a great deal, and I can use a lot of that in the classroom. (S235)

3. Many times, teachers are the ones who show students how to be involved in the community. (S424)

The need to be a catalyst for lifelong learning was also cited as a part of the role of teachers in society. “I guess one thing that teachers can do that many other professions can’t do is to cultivate a curiosity in children about their environment,” remarked S333. E423 expressed a similar thought: “I get excited about learning. When I learn something new, I always want to share it with my kids. I say, ‘Hey, here I am 200 years old and I’m still learning.’ You don’t have to stop. We never stop.”

Informants also described the importance of the teacher’s ability to perform necessary and useful tasks for society (efficacy). E326 suggested that teachers are the “glue” that holds a community of learners together. M406 described the potential for teachers to impact society: “There were many different ways I could have gone when my children went back to school, but there is nothing as rewarding as what I am doing now or contributes more to society than what I am doing now.”
Finally, teachers responded to question 4 by sharing ways that teachers can contribute to society with regard to values and ethics. These three teachers express how teachers demonstrate values and ethics to students and adults:

1. I think that teachers, through patience and integrity, should have values and high standards for themselves as well as for their students. (M605)

2. We (teachers) are sometimes the first real professional that children see, so professionalism is tops. We have got to give 100% of ourselves. (M406)

3. At this point in my career, I am also a role model for some of the adults. In other words, some of the parents look to me for guidance in how to deal with their children in certain situations. (E127)

The data presented in this chapter are consistent with previous research on why teachers chose their profession. Data on moral purpose and the teacher’s role in society follow themes presented as dispositions in teacher effectiveness research. Discussion of these results follows in chapter 5. Model processes for devising a moral development plan for teachers and for teacher educators are presented in chapter 6.
CHAPTER 5
DISCUSSION AND RECOMMENDATIONS

Based on the data presented in chapter 4, these conclusions and recommendations are indicated. Discussion is presented question by question. Following that question by question analysis is a thematic analysis of interview results. Recommendations for further research and implications for practice are presented. A model process for the formation of the Moral Development Plan for B-12 teachers and for a teacher education unit is presented in chapter 6.

Discussion

Themes from Responses to Question 1

Teachers in this study followed many of the same patterns described by Lortie (1975). There are, however, two important conclusions to be drawn from informants’ responses to question 1. First, teaching can be a profession that provides its own legacy. Second, successful teachers have a sense of destiny with regard to their profession.

A large portion of the respondents (12 out of 18) referred to the influence of a significant teacher (see Gordon, 1993). This, along with the influence of family, suggests that the value of teaching can be a heritage passed on from generation to generation.

Several teachers described the roles of their families in influencing their choice and the manner in which they did their jobs. M114 said of her mother, who taught for 33 years, "The word burnout was not even in her vocabulary." Others spoke of teachers who had
the same type of influence. E523 said, “I had a high school English teacher, and she was remarkable...I think she is one of the reasons I went into teaching.” Not only did teachers describe the heritage of entering the profession, they described a heritage of excellence that has undoubtedly contributed to their success as educators.

The belief in teaching as a destiny leads to several interesting conclusions. A related sentiment expressed in this study and in previous studies (Gordon, 1993 & Lortie, 1975) is the belief in teaching as a calling. M605 described being a teacher as a “gift.” Both M522 and S235 described teaching as a “childhood dream.” Rather than enter into the philosophical debate about destiny, it is more useful to consider how these feelings affect the practice of successful teachers. To say that teaching is a gift, a dream or a destiny is to say much about its value to the teacher who holds that perception. This is just one way many of these successful teachers expressed the value they have for the profession. “In all the conflict about teachers’ pay and teachers’ hours and merit pay and career ladder and all of this stuff, we also have to remember why went into this profession,” said E615. “That is because I believe in children, and I believe we have to make their lives the best that we can.” At least two successful teachers would like to pass this value on to others:

1. The saddest to me is to see a teacher who is just there for the paycheck and who just comes in and gives a book lesson and gives them time and goes home in the evening. Teaching isn’t that – it involves a whole lot more. It is being totally involved in your students and in your profession. (M406)
2. I guess the thing that really disappoints me about the teaching profession is that I don’t think there are enough teachers who are really in tune with the worth of their work. (S333)
Themes from Responses to Question 2 and Question 4

Teachers' descriptions of their moral purposes were consistent with many of the characteristics and dispositions identified with successful teachers (Collinson, 1994a). The two most common moral purposes can be described as two dispositions: the disposition for caring and the disposition for values and ethics. The two most prevalent descriptions of the role of the teacher in society followed the themes of values and ethics and community awareness. Overall, these three dispositions were mentioned most frequently.

That successful teachers see caring as a vital aspect of their work and the work of their profession is consistent with literature on successful teachers (see Noddings, 1995). The disposition for values and ethics was most frequently described as the teacher's responsibility to be a "role model" or a "positive example." Successful teachers understand the value of modeling. According to Katz (1993), desirable dispositions are more likely to be learned by observing them in others than by being taught about them. In this sense, successful teachers understand the value of modeling values and ethics that are desirable. M319 spoke powerfully about modeling the value of professionalism:

We have to be professional in showing proper ways to deal with work situations, friendships, our colleagues, success and failure—all of those things that are part of life and part of work. That doesn't mean we have to give our views or use the classroom as a pulpit, but rather we set an example of how a responsible adult should live.

Teachers also talked repeatedly about the importance of the teacher in the larger context of the community. Just as Collinson (1994a) suggested, successful teachers think beyond themselves and their classrooms. As E423 said, "Teachers have to be responsible not only to the students, but to the entire community in which they are living." This
community awareness and involvement carries two benefits. First, communities benefit when teachers take their talents outside the classroom. Second, teachers benefit by enhancing themselves and their understanding of their community. E523 described this double benefit: “It is really important for teachers to be seen in the community doing community work and service work because for one thing, it is good for them to know that we are people and we are involved in the community. But it is also good for us because we learn so much about what is going on by helping.”

Several important ideas were expressed that shed light on the changing role of the teacher. Many talked about the ever-expanding roles of teachers. E326 said, “It is definitely more comprehensive than it used to be, say ten years ago.” M220 described the teacher’s role in society as a “finger in the dike.” She continued, “So many of our institutions have weakened and fallen that teachers have to stand firm.”

From their responses to these questions, these successful teachers demonstrated an appreciation for the scope of what they do. They also demonstrated a well-developed sense of purpose behind what they do. Finally, they demonstrated an understanding of the importance of what they do.

Themes from Responses to Question 3

It is particularly revealing that so many of these teachers believed that their moral purposes have not changed very much since the beginning of their teaching careers. Even those who said that their purposes had changed went on to talk about external factors more than internal factors. While technology, students, and communities have changed,
moral purposes have remained fairly consistent for this group of successful, veteran teachers. Most teachers talked about growing, fine tuning, or adjusting their beliefs and methods. For the most part, however, they described their core purposes as unchanged.

**Recommendations for Further Research**

Some have suggested that the moral aspects of teacher preparation have been overlooked. In the same way, this area of research has been largely ignored. More research is needed on these important topics to further inform practice within the profession.

First, more qualitative research should be conducted on a national and international scale. Successful teachers from all over the world should be interviewed with regard to these important questions. Their responses should be compared to other teachers. More conclusions could be drawn about the values, dispositions, and beliefs that contribute to teacher success. Moral purpose should be researched with all levels and all types of teachers. Discourse and research on this topic could help the profession define itself more powerfully and clearly to the public.

Other valuable qualitative research would involve detailed observations of successful teachers. The actions resulting from the desirable dispositions could be thoroughly described. It should be noted, however, that the actions and dispositions are difficult to separate.

Quantitative studies would also be of great benefit. A reproduction of Lortie’s (1975) study would be timely. Teachers from all over the United States could provide
valuable information about why the most recent generation of teachers has chosen its profession. International studies of successful teachers could reveal cultural patterns about moral aspects of teaching. Longitudinal studies which follow teachers over the courses of their careers would also illuminate questions surrounding the moral development of teachers.

**Implications**

Several important implications for practice should be noted. Professionals involved in teacher preparation have several important responsibilities pertaining to the moral development of candidates for the profession. These include appropriate screening, appropriate instruction, and appropriate induction for pre-service and in-service teachers. Those in B-12 education also have responsibility for maintaining the development of the moral purposes of pre-service and in-service teachers.

Teacher education units must begin by recruiting those students who will provide the next generation of teachers. This process should include appropriate screening. Many colleges and universities have implemented screening processes that serve academic purposes. Students entering teacher education, for example, may be required to attain and maintain a certain grade-point-average. Appropriate screening devices must also be implemented for moral development of teachers. Prospective educators should be informed of the importance of service in the profession of teaching. Early activities should stress this aspect of teaching. Early checkpoints should be established to counsel with students for whom a service profession is inappropriate.
Teacher education faculty should not avoid the topic of moral purpose. As a matter of fact, they should actively seek opportunities to integrate such instruction throughout the teacher preparation program. Students should be confronted with the questions of moral purpose early in their academic careers. Faculty should facilitate student reflection on these questions. As demonstrated in this study, many successful teachers do not experience substantial changes in moral purpose after they begin teaching. This makes it imperative for candidates to spend time developing moral purposes during their preparation. Instruction should include activities that cultivate those desirable dispositions that characterize successful teachers. Pre-service activities should include aims such as caring, community awareness, and lifelong learning.

Finally, teacher educators must provide appropriate support. Advising for individuals should involve the monitoring of students’ moral development. Faculty members should be available to assist students as they grow in their moral purposes. Most importantly, faculty members should model those dispositions associated with successful teachers. Like the successful teachers of this study, they should willingly serve as role models for their students.

Educators in B-12 settings also have responsibilities in the moral development of in-service and pre-service teachers. First, teachers should continuously reflect on the moral aspects of teaching. They should engage in reflective discussions with other professionals. They should constantly encourage each other as they attempt to serve others in so many different ways. It is important for teachers to support each other and create a learning community.
Administrators also must enter the dialogue and practice of moral development. Teachers should be rewarded for their efforts that serve the needs of others. In-service training should help develop and support moral purposes as much as other aspects of teaching. Again, administrators should be willing role models for those under their care. Sergiovanni (1992) described the administrator's role in creating "virtuous schools." The administrator should lead the way in creating a learning community led by moral principles and practices.

Summary

The results of this study suggest several important conclusions:

1. While successful teachers cited many previously identified reasons for entering their profession, most notable were the influence of a teaching heritage and a sense of destiny.

2. Teachers described their individual purposes and the purpose of their profession most commonly as caring for students, demonstrating community awareness, and modeling values and ethics.

3. Moral purpose does not significantly change over the course of the career of the successful teacher.

4. Teacher education professionals and B-12 educators have responsibilities for developing moral purpose within the profession.
CHAPTER 6

MORAL DEVELOPMENT PLANS: MODEL PROCESSES

The results presented in chapter 4 and the parallel discussion presented in chapter 5 suggest some general principles for B-12 educators and teacher education professionals. The following steps are outlined to suggest improvements in current practice in teaching and teacher preparation with regard to moral development of pre-service and in-service teachers. First, a process is presented whereby teachers can share in the discussion about moral purpose and take deliberate actions to monitor their own moral development. Second, a process is presented that allows teacher educators to develop a plan that will guide the inclusion of moral development within the teacher education curriculum.

Moral Development Plan for B-12 Educators

Step 1: Educators Define and Discuss Moral Purpose

An important first step for in-service teachers is to reflect on the basic issues of moral purpose. This could serve as a school-wide or departmental staff development activity. The personal nature of the activity might demand that it be voluntary rather than mandatory. The facilitator of the session should instruct teachers to form small groups. Groups should be small enough (two to four members) and self-selected so that participants feel comfortable sharing their honest responses. In these groups, teachers should share their answers to the interview questions used in this study. Each group should generate a list of responses. This list should include recurring responses and
particularly interesting responses. Participants should be as comfortable as possible. A retreat would be an ideal setting for such an activity.

The lists of responses to the interview questions should be shared with the larger group. The facilitator should provide the materials and the structure for this whole-group sharing. Ensuing whole group discussion should focus on some of the themes identified in the literature. The standards developed by NBPTS and INTASC should be cited to underline the moral aspects of teaching. The facilitator must seek to strike a balance between processing the responses and presenting new material from the literature. Handouts should be used to present the current trend toward moral elements of the curriculum.

Step 2: Educators Devise a Moral Development Plan

The second phase of the process involves providing teachers with the vehicle by which they can devise their own moral development plan. In this phase of the process, teachers should be encouraged to engage themselves in answering the question, “So what?” A one-page reflection guide should be distributed to each educator (see Appendix). The facilitator should model the process of making connections between several important responses.

First, reasons for entering the profession should be compared to moral purposes. What relationships, if any, exist between these two? Teachers should be given time to formulate their own responses to these questions. This should be an individual activity. Second, what relationships, if any, exist between moral purpose and the teacher’s role in
society? Teachers should be encouraged to see themselves as part of a larger whole. They should also be encouraged to strike a balance between what should be and what is.

The final step in this process is for teachers to determine how they will be aware of their own moral purposes as they meet the daily demands of their jobs. Sample questions for the facilitator to ask:

1. How can I seek to make a difference by writing lesson plans to turn in to the office?
2. How can I seek to help students change their lives while on bus duty?
3. How can I be a role model while I am monitoring the cafeteria?

These questions may seem silly, but this is the dilemma faced by teachers. The purpose of the session is to help them make connections between the reasons they chose teaching, what they hope to accomplish in teaching, and their daily opportunities to do so. The facilitator must acknowledge the difficulty of this task. As teachers are thinking and writing, the facilitator should be available to help individuals by asking prompt questions or make suggestions.

Step 3: Educators Dialogue about Personal Plans

After the teachers have had an opportunity to complete a plan for linking moral purposes with daily activities, the facilitator should re-convene the larger group. In this larger group, individuals should be given the opportunity to share some of the strategies they have devised to make moral purpose a more significant factor in the teaching process.
Sharing should be on a voluntary basis. If participants are slow to share, the facilitator should be prepared to provide examples to enhance the discussion.

Follow-up discussions to this initial process could be planned by the school administrator or by teacher-leaders. One of these activities might involve having one teacher share ideas on the subject at each faculty meeting. Teachers could work with another teacher to report on progress and personal changes as a result of this session. Perhaps the school could adopt some or all of these questions to be asked of new employees or potential employees.

Moral Development Plan for Teacher Educators

Step 1: Faculty Define and Discuss Moral Purpose

To assure their ability to fully incorporate moral development of prospective teachers, teacher education faculty must first immerse themselves in the dialogue about moral purpose. A reasonable first step would be for each faculty member to answer the four interview questions used in this study. Answers should be shared in a small group setting. Because of the nature of this activity, participation should be voluntary. This dialogue could prove invaluable in creating faculty communication with one another, but most importantly it would bring these issues into the regular dialogue of the faculty. The setting and procedures for this discussion are similar to those described by Beyer (1997).

Results of the small group sessions should then be shared with larger groups. Themes and dispositions could be identified within the group. Among the many positive results from such an activity, two would serve as the focus of a faculty meeting or
professional development session. First, faculty members could celebrate common ground as well as diversity in their moral purposes for teaching. Second, faculty members could come to consensus on operational definitions of moral purposes and desirable dispositions to be developed in pre-service teachers.

Step 2: Faculty Determine How Moral Development Is Being Implemented in the Curriculum

After the discussion on moral purpose has begun and faculty members have defined desirable dispositions, a reasonable step is to determine the points in the curriculum where moral aspects are being addressed. In what classes are moral aspects of teaching addressed? How are these aspects addressed? How are potential teachers forced to ask themselves about the moral aspects of teaching? How are potential teachers screened with regard to dispositions? How can faculty members evaluate this moral development? Are there checks and balances associated with the moral aspects of teaching that parallel the checks and balances associated with the academic aspects of teaching? Which activities help pre-service teacher candidates begin to define their moral purposes?

As faculty members consider these questions, they must work to maintain and improve those courses, requirements, and activities that promote the development of moral purpose within the pre-service teacher. The next step is to identify existing gaps in the development of moral purpose within teacher education students. What courses need to be modified? What activities need to be added? What checks and balances can help
eliminate those students whose moral development is inadequate to allow them to enter the teaching profession?

Step 3: Faculty Devise a Moral Development Plan

Building on the conclusions from step 2, the teacher education faculty must build a Moral Development Plan. Perhaps some teacher education units probably take moral development for granted. They understand its importance, but they assume that it is built into the curriculum. It is too important not to have a well-thought, sequential plan in place to improve the manner in which moral dimensions of teaching are addressed in the teacher education program. The National Council for Accreditation of Teacher Education (1997) is asking teacher education faculty to develop a technology plan to guide the integration of technology into teacher education. In the same manner, teacher education faculty need to consider how they will incorporate the development of moral purpose into the program.

The Moral Development Plan should be written like any action plan. It should include general goals, specific objectives, and tasks designed to meet those objectives. Specific faculty members who are willing to participate should be accountable for enacting changes supported by the faculty. A timeline should be included, as well as methods for evaluation and accountability.
**Step 4: Faculty Demonstrate Desirable Dispositions**

As the Moral Development Plan is put into action, a most important step must be taken. Willing teacher education faculty should commit to hold themselves to high standards with regard to moral development. Teacher educators should seek to model those dispositions characteristic of successful teachers:

1. the disposition for caring,
2. the disposition for community awareness,
3. the disposition for lifelong learning,
4. the disposition for efficacy, and
5. the disposition for values and ethics.

Katz (1993) discussed the process by which students learn dispositions from teachers. She concluded that dispositions are more likely to be learned when children see dispositions modeled than they are by hearing people talk about dispositions. In the same way, teacher educators should understand that students in teacher education programs are far more likely to learn these dispositions when they see them modeled than they are by hearing faculty members talk about them.

**Summary**

This chapter suggests two plans: one moral development plan for B-12 educators and one plan for teacher educators. The first is designed to allow educators to make connections between what they seek to do for others and for society and what they are asked to do every day. The second suggests a four-step approach for teacher education.
units. The first step is for teacher education to define and discuss moral purpose. The second step is to determine how moral development is being addressed in the teacher education curriculum. The third step is to devise a Moral Development Plan. The fourth step is for teacher education faculty to display desirable dispositions as they implement their plan.
REFERENCES


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Stevens, J.T. (1972). *A study of the relationships between selected teacher affective characteristics and student learning outcomes in a junior high school science program.* (ERIC Document Reproduction Services No. ED 086 467)


Moral Purpose Reflection Guide

In your small group, you have answered these four questions:
1. Why did you choose to become a teacher?
2. How do you describe your moral purpose in teaching?
3. Has your moral purpose changed since the beginning of your career?
4. What is the teacher's role in society?

Use this space to write some notes for your responses to each of those questions:

What connections can you make between your response to question 1 and your response to question 2?

What connections can you make between your response to question 2 and your response to question 4?

What daily activities of teaching are the easiest to connect with your moral purpose?

What daily activities of teaching are the most difficult to connect with your moral purpose?

List strategies that you can use to connect your moral purpose with your daily duties.
APPENDIX B

MORAL DEVELOPMENT PLAN
MORAL DEVELOPMENT PLAN

In the space below, write your statement of moral purpose in teaching.

In the space below, describe how you are currently fulfilling this moral purpose.

In the space below, construct a schedule that will describe a) specific actions to increase your fulfillment of your moral purpose and b) specific strategies to facilitate continued reflection and evaluation of moral purpose in your teaching.
APPENDIX C

AUDIT FINDINGS
July 1, 1998

Mr. Richard Aubrey, Doctoral Candidate
East Tennessee State University
Educational Leadership and Policy Analysis
501 Warf-Pickel Hall
Johnson City, Tennessee 37614

Re: Dissertation Audit Report

Dear Mr. Aubrey:

I am pleased to submit to you this auditor’s report for inclusion in your doctoral dissertation.

Procedures for auditing qualitative studies as outlined by Guba and Lincoln (1995) were used to conduct this audit.

The findings of this audit process are:

1. Data consisted of complete transcripts of all of the interviews. The manuscripts were well-organized and easy to analyze.
2. A review of the auditor’s analysis and the researcher’s notes revealed no evidence of researcher bias. Findings based on the data are confirmed.
3. The process of inquiry used by the researcher is seen as both appropriate and thorough, thus establishing the dependability of the study.
4. The use of data triangulation involving the auditor’s analysis, the researcher’s notes and confirmation of hypotheses using appropriate software ensures the credibility of this study.

My involvement in the auditing process demonstrates to me that you have maintained appropriate standards and research ethics.

Sincerely,

Bertram S. Allen, Jr., Ed.D.
Professor of Psychology

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VITA

RICHARD H. AUBREY

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Milligan College/ Milligan College, Tennessee/ Education/ M.Ed./ August 1993
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Professional Experience:
1985-1986 - Teacher: English/ Social Studies; Football and Basketball Coach – Johnson County School System – Mountain City, Tennessee
1986-1988 - Teacher: English/ German; Basketball and Tennis Coach – Unicoi County School System – Erwin, Tennessee
1988-1993 - Teacher: English/ German/ Physical Education; Basketball and Tennis Coach – Sullivan County School System – Blountville, Tennessee
1993-1998 - Professor: Teacher Education/ Humanities; Basketball Coach - Milligan College - Milligan College, Tennessee
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