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**MENTOR TEACHERS' PERCEPTION OF MOTIVATION TOWARD THEIR
PERSONAL LEARNING AND TOWARD THEIR ATTITUDE ABOUT TEACHING IN
AN ELEMENTARY PROFESSIONAL DEVELOPMENT SCHOOL**

A Thesis in

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by

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ABSTRACT

This study explores the motivations and attitude changes of three mentor teachers who work at an elementary school in the State College Area School District as a part of a professional development school (PDS) partnership with Florence State University (pseudonym). The research specifically aims to investigate the way that PDS participation affects mentor teachers' perception of their motivation to learn and try new teaching practices, and their attitude toward the job. In addition, the influence of particular PDS activities on mentor-teachers' motivations was examined in this study. Open-ended questionnaires and semi-structured interviews were conducted with a qualitative approach. Findings of this research demonstrated that changes in mentor-teachers' motivation and attitudes have important implications for the role of PDS participants and future professional development programs.

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Chapter 1

Introduction

In a classroom, a teacher's competency is a very important factor to enhance students' learning (Darling-Hammond, 2006). To improve her competency, it is beneficial for her to attend ongoing professional development programs and to learn through her own inquiry. If she is enthusiastic to develop her teaching practice through learning, her competency is likely to be higher. On the contrary, if her motivation for learning is not high, her teaching practice would be stagnant. Few studies have examined in-service teachers' motivation compared to that of students (Richardson et al., 2014). For teachers' development, it is critical to shed light on experienced teachers' motivation to learn more and to enhance their teaching practice when they participate in professional development programs.

Moreover, teachers' motivation to learn is related to their attitude toward their teaching practice and job. Teachers who have a positive attitude toward their job are more likely to want to achieve greater goals as educators (Brouwers & Tomic, 2000; Roberts et al., 2001). For instance, if a teacher loves his job and has a positive perception of his teaching practice, his motivation to learn would be higher than others who have a negative attitude. It is not surprising that a teacher who is burned out does not want to learn anything because his goal as a teacher would not be important to him anymore. These factors need to be taken into account by teacher-educators and facilitators of professional development programs, because professional development programs are organized ways to affect teachers' behaviors, attitudes, and beliefs, but often they are ignored (Guskey, 2002).

Professional development schools (PDS) are one of the most effective and high-quality types of teacher education programs. Professional Development Schools are considered an effective and authentic program for teacher's learning (Nolan et al., 2009; Levine, 2010; Field et al., 2010). Many mentor teachers who participated in the professional development schools declare their improved teaching practices and commitment to ongoing learning after their participation (Badiali et al., 2011). In addition, the effects of PDS on students' and prospective teachers' learning improvement have proven positive (Levine, 2010). The professional development schools are supposed to enhance student learning through two approaches: improving and strengthening the surrounding condition of classroom by the learning of mentor teachers and collaboration of participants, and promoting student teachers' development to be competitive teachers (Wong & Glass, 2011). Moreover, it is argued that the facilitators of professional development schools are beneficial for interns and mentor teachers who are in charge of new tasks such as mentoring interns (Levine, 2010).

In the PDS at Florence State University (pseudonym), there are interns, mentors, professional development associates (PDAs), PDS principals, and PDS directors. Each of them has different roles and responsibilities so that they can collaborate for learning as a community. The PDS at Florence State University has four primary goals which are:

Enhancing the educational experiences of all children, ensuring high quality induction into the profession for new teachers, engaging in furthering our own professional growth as school and university based teachers and teacher educators, and preparing the next generation of teacher educators ("Florence State College of Education," 2016)

The third goal addresses professional learning of all members in the PDS including mentor teachers. Although some studies describe mentor teachers' beliefs and attitudes in the PDS, there is no research focusing on teachers' perception of their motivation to learn and attitude toward the job as teachers in depth. For the development of mentor teachers, who are in-service and veteran teachers, it is worthwhile to examine their motivation to enhance teaching practices and their attitudes toward the teaching profession. This work would be also important for teacher educators and other practitioners in PDS.

The purpose of study

The aim of this study is to examine how participating in a Professional Development School (PDS) affects the mentor teachers' motivation to learn and attitude toward their jobs, through mentor teachers' perceptions. Another purpose of this thesis is to understand the relationship between PDS activities and mentor-teacher motivation and attitudes. The following questions are addressed in this study: 1) How do mentor-teachers perceive changes in their own motivation to learn/try new skills or ideas compared to before participating in PDS? 2) How do mentor-teachers perceive changes in their attitudes toward the job compared to before participating in PDS? 3) What activities covered by PDS are related to mentor-teachers' motivation to continue to learn?

This study is organized into 6 chapters. Chapters 1 to 3 include the introduction, literature review, and the research approach of the study, in respective order. Chapter 4 and 5 presents the major findings of the study: teacher motivation and teacher attitude that are analyzed from mentor-teachers statements of their

perception. Chapter 6 concludes the study by with a discussion of the findings and proposes future research directions.

Chapter 2

Review of Literature

Teacher Motivation

Although many studies on teacher motivation have been conducted, there is no clear definition of teacher motivation within them (Watt & Richardson, 2007). Thoonen et al. (2011) revealed that teachers' perception of self-efficacy is the most significant motivational aspect of teachers' learning and performances. Kunter and Holzberger (2014) describe intrinsic motivation of teachers as "loving the job" since they intend to differentiate between teacher motivation and student motivation. They derive the comprehensive category of intrinsic orientation from four different theoretical bases: self-determination theory (Deci & Ryan, 2000), interest theory (Krapp, 2002a), flow theory (Csikszentmihalyi, 1996), and the expectancy-value theory (Eccles & Wigfield, 2002).

Watt and Richardson (2007) developed a list of constructs which consists of motivational factors. One of those components is germane to teacher learning as a professional. They made a category of "professional development" to measure prospective teachers' pursuit of being a teacher. Although this category was not used for experienced teachers' development, it provides information about an in-service teacher's motivation to learn more. If a teacher's motivation to further their learning is changing in a certain direction, it would be valuable for teacher educators to consider this change when they facilitate a professional development program.

In terms of teachers as learners, the concept of metacognition and its impact on learning is remarkable. Paris and Winograd (1990) argue that the application of metacognition on education inspires students to learn and is helpful in fostering higher

motivation. Likewise, probing perception of teacher development and motivation would be beneficial for teachers to further learning.

Teacher Attitude toward the job

The definition of “attitude” is, “a settled way of thinking or feeling about someone or something, typically one that is reflected in a person’s behavior” (Oxford Dictionaries Online, n.d.). Some studies have been conducted on teacher attitude, however, few of them obviously conceptualized teacher attitude. Moreover, many of them were either conducted from 1950’ to 1970’, or in international contexts; therefore, it is difficult not only to find a clear description of teacher attitude but also to apply contemporary education context to the United States. In accordance with the definition of attitude from the American English version of Oxford Online Dictionary, in this study, teacher attitude includes teachers’ thinking or feeling of job satisfaction and job stress (burnout) of teachers. The PDS context of this research also needs to cover attitude toward the interns and the PDS program because these two categories are related to the teaching job of three mentor-teachers.

Recently, a growing number of studies have paid attention to the relationship between teacher attitude and teachers self-efficacy (Skaalvik & Skaalvik, 2007; Schwarzer & Hallum, 2008; Klassen & Chiu, 2010). This concept of teacher self-efficacy was described as a critical factor of teacher motivation (Thoonen et al., 2011). In addition, many researchers have studied its positive impact on students’ learning and classroom management (Martin et al., 2012; Brouwers & Tomic, 2000; Roberts et al., 2001). Watson (2006) examines teacher self-efficacy in professional development of technology. He argues that professional development affects the formation of a high degree of teacher self-efficacy.

Professional Development

Teachers' ongoing learning is critical for the quality of education. Professional development helps teachers investigate their thoughts and actions in the classroom (Steffy & Wolfe, 2001). It also has been considered that professional development must cover teachers' beliefs and attitude changes as well as intellectual improvements (Fishman et al., 2003). Many novice teachers and experienced teachers participate in professional development programs to enhance their teaching practices. Improved teachers' competence results in improved students' performance. Some studies have revealed the positive effect of professional development on student academic achievement; therefore, enhancing professional development is important (Fishman et al., 2003). Even though the value of professional development is immeasurable, present programs are insufficient (Borko, 2004). There have been different types of professional development programs to support teachers' learning (Darling-Hammond, 1998).

Some school districts have begun to create new models of induction and ongoing professional development for teachers and principals. These feature mentoring for beginners and veterans; peer observation and coaching; local study groups and networks for specific subject matter areas; teacher academies that provide ongoing seminars and courses of study tied to practice; and school-university partnerships that sponsor collaborative research, interschool visitations, and learning opportunities developed in response to teachers' and principals' felt needs (p. 10).

A number of workshops and programs do not regard diversity of classrooms; do not reflect real context of schools; and have themes irrelevant to teachers' and students' success (Patton et al., 2015).

Steffy and Wolfe (2001) emphasize that experienced teachers can develop their teaching practices by supporting novice teachers as a coach or mentor.

Serving as a coach or mentor is another form of reflective practice for veteran teachers. The primary benefit of reflective practice is a deeper understanding of one's teaching style and ultimately, greater competence as a teacher (p. 18).

Odell and Ferraro (1992) also argue that mentoring is effective not only for novice teachers to maintain their passion, but also to enhance teaching practices. Hawkey (1998) sheds light on two mentors' perception of their motivation toward mentoring student teachers. While the ideas of mentor-teachers' learning and change are not new, there are few studies on changes of mentor-teachers' motivation toward their own development during or after the mentoring program. Moreover, a small number of studies have paid attention to factors that affect teachers' learning and change. Student learning is a critical factor for teachers changing their knowledge, practices, beliefs, and attitudes (Fishman et al., 2003)

Professional Development Schools

Since the late 1980s, a large number of professional development schools (PDS) have been organized, providing opportunities to learn for prospective teachers and in-service teachers (Darling-Hammond & McLaughlin, 2011). The PDS considered that it strengthens the implement of pre-service teachers, mentor-teachers, and researchers from the university (Bullough et al., 1997). Furthermore, Latham and Vogt (2007) contend that PDS plays a significant role in diminishing teacher attrition. Darling-Hammond (2008) specifies the function of PDS as below.

These new programs typically engage prospective teachers in studying research and conducting their own inquiries through cases, action research, and structured reflections about practice. They envision the professional teacher as one who learns from teaching rather than as one who has finished learning how to teach, and the job of teacher education as developing the capacity to inquire systematically and sensitively into the nature of learning and the effects of teaching (p. 9).

Darling-Hammond and McLaughlin (2011) describe veteran teachers' roles in three terms: "mentors, university adjuncts, and teacher leaders" (p. 83). According to Nolan et al. (2009), mentor-teachers have a shared inquiry with their interns through collaboration. While the PDS of Florence State University provides many beneficial conditions such as community building, collaboration, and feedback for mentor teachers and other participants in their article, there are few clues of mentor-teachers' motivation and attitude. In this regard, paying attention to mentor-teachers' motivation for their professional growth and attitude toward the job is significant.

Chapter 3

Research Approach

Research questions

This research is conducted with a qualitative approach to examine in-depth mentor teachers' perceptions of PDS. As mentioned earlier in Chapter 1, deeply focusing on mentor teachers' motivations and attitudes is important for the study. Therefore, this study is guided by three questions:

- 1) How do mentor-teachers perceive changes in their own motivation to learn/try new skills or ideas compared to before participating in PDS?
- 2) How do mentor-teachers perceive changes in their attitudes toward the job compared to before participating in PDS?
- 3) What activities covered by PDS are related to mentor-teachers' motivation to continue to learn?

The first question was developed to discover meaningful information on PDS which might have affected mentor teachers' perception change. It allows the researcher to find out differences between before and after mentor teachers' participation in PDS. Because mentor-teachers can reflect on and share their thoughts and ideas, the researcher can make a rich explanation about their perceptions and motivations. Likewise, the second question asks about mentor-teachers' perceptions, in this case, those about their job. The last question was designed to investigate the influence of specific activities of PDS on mentor-teachers' motivations in order to clarify certain activities of PDS as beneficial to every participant.

Context and Data Collection

Three mentor-teachers volunteered for this research work at Spring Elementary School (pseudonym), State College, Pennsylvania. They are working as mentor-teachers in professional development school of Florence State University (pseudonym). All of them are women and European American. Their teaching careers vary from 11 to 25 years and they are all seen as veteran teachers. Amanda (pseudonym) and Becky (pseudonym) have taught for 11 years and now teach 3rd grade students. They are in the age range 31-40. While Amanda has 15 years of experiences in PDS as a participant, an intern, and a mentor-teacher, Becky has participated in PDS for 6 years and has only been a mentor-teacher. Cindy (pseudonym) is older than these two teachers, in the age range 41-50, and also has had a longer career than the other two: 25 years of teaching. She teaches 4th grade students.

The mentor-teachers are individually asked to complete a questionnaire and to participate in a semi-structured interview. I used an open-ended questionnaire, which is named "Surveys for PDS Mentors," before the interview (refer to Appendix A). This is because it is helpful for me to come up with specific follow-up questions in advance so that I can delve deeply into the interviewee's previous answers to understand them thoroughly. At the top of the questionnaire, I described the purpose of the study and my background, and included a message of appreciation to interviewees. These descriptions enabled me to minimize the time for introduction of myself and helped me build a relationship and develop trust at the beginning of the interviews. The questionnaire also contains a few survey questions for basic demographic information such as age, gender, and career, etc. Because of these questions, I could be aware of each interviewee's background before the interviews

and it helped me prepare contextualized follow-up questions. In addition, there are seven open-ended questions asking about three research themes. The first version of the questionnaire was sent to one mentor-teacher to check for clarity. According to her answers, I recognized misunderstanding and confusion and revised the questionnaire more clearly. After the revision, the second version of the questionnaire was sent to all mentor-teachers via email. Emailing was convenient for everyone because it saved much time and the electronically written questionnaire was easy to handle.

After receiving the questionnaires from three mentor-teachers, I scheduled the interviews. The qualitative interviewing enables the researcher to explore thoughts and ideas of the research participants in depth, not just simple facts but detailed answers of *why* and *how* questions including unanticipated answers (Rubin & Rubin, 2005). In particular, this study used the semi-structured interview method. This is beneficial for the researcher compared to unstructured interviews because it saves time and allows her to probe answers of the interviewee profoundly in accordance with her research focus (Harrell et al., 2009). To conduct the semi-structured interview, I developed several interview protocols which would be main questions during the interview (refer to Appendix B). There are two themes in the interview protocols, four of the protocols are for mentor-teachers' motivation to learn and six questions are about their attitude toward the job as a teacher. At the beginning of each interview, I notified interviewees about these two sections in the interview protocols so that they are prepared to probe their thoughts specifically and clearly.

The interviews were conducted individually in mid-November, 2015 and each took 40-60 minutes. All interviews were audio recorded with the interviewee's permission and I transcribed three audio record files. To keep confidentiality, I

assigned each of them a pseudonym, such as Amanda, Becky, and Cindy, alphabetically to manage record files and transcript efficiently; I interviewed them individually in their classroom after the school day so that the interview could be carried out in quiet and private environment; and I stored the record files, transcript, and other data on the private online drive, BOX at Penn State (box.psu.edu), which provides a secure storage for users by requiring an user's Penn State University ID and Password to access.

Data Analysis

To code and analyze the answers of research participants in three questionnaires and transcripts, I developed three general categories according to the research questions. These categories are "Teacher Motivation," "Teacher Attitude," and "The Influence of PDS Activities." They are titles of Chapter 4, Chapter 5, and Chapter 6, respectively. After developing them, I created sub-categories: positive changes in motivation (PM), negative changes in motivation (NM), no motivation change (N/C), positive attitude toward the job (PAJ), negative attitude toward the job (NAJ), positive attitude toward the intern (PAI), negative attitude toward the intern (NAI), positive attitude toward the PDS (PAP), negative attitude toward the PDS (NAP), no attitude change (N/A) and several different names of PDS activities (AcP-name).

As I described earlier in this chapter, one of the purposes for this study is to examine the influence of PDS on mentor-teachers' change. I considered that this change implies two dichotomous phases, therefore, I assigned two opposite adjectives "positive" and "negative" to each of sub-categories except the names of PDS activities. Although this study employs qualitative methodology, coding along with

these constructs is advantageous to create charts of the frequency of statements that allow the data analysis to be visible and more objective.

I used two Microsoft office programs, Word and Excel, to code transcripts and organize the chart data. I inserted memos which noted for example, “PM” (positive motivation), “NAJ” (negative attitude toward the job), into lines of transcript using Word program. After this process, I counted each sub-category and drew the charts using Excel program.

Limitation

This study has one of the drawbacks of qualitative approach, which is the difficulty of generalizing the findings. In this regard, there are two limitations: the small number of participants (three) and the homogenous context. Nevertheless, three cases allowed me to probe answers and analyze data in detail. Furthermore, conducting the research at the one particular context, Spring Elementary School, is beneficial for me not only to compare data within controlled context, but also to save time and effort as a pregnant woman.

A few of the items in the open-ended questionnaire and the interview protocols inevitably overlapped. Even if the researcher’s original intention was to enrich interviewees’ answers to some extent, 1-2 answers were repeated without further information. If the participants had been guided more specifically, their answers might have contained more significant reflections.

Chapter 4

Teacher Motivation

Three mentor-teachers perceived their positive motivation to learn, to help interns, and to participate in other kinds of professional development. In all of the three cases, the frequency of statement about positive changes in motivation (PM) is 74. This is higher than categories of negative changes in motivation (NM) or no changes (N/C), which are 0 and 1, respectively.

Positive Changes in Motivation

Mostly, three mentor-teachers described that their motivational changes were in a positive direction. Their motivation to learn and try new teaching practices has been derived from various PDS activities such as having an intern in the classroom throughout the whole year, an inquiry project of an intern, interviews of interns, reading applications of prospective interns, discussion with an intern and a PDA, and inquiry conferences. Becky stated that she thinks having an intern reminds her of what is the best practice and it makes her be more aware of what she is doing compared to before participation in PDS.

I think, when you become a mentor teacher, instead of thinking about you're just trying to do it day by day, I think, you know, motivation after that is you're thinking of somebody else in mind, too. (Interview 2, 11.23.2015, Lines 145-147)

Amanda shared her perception of motivational changes like below,

So I would say, um, inquiry has been motivating to work on my teaching practices when I have an intern, they always have to do inquiry project,

always work with them on it, because whatever they're doing is helping my students as well, um, but over the years I've done inquiry on my own as well, so one time I had students, um because I know about the inquiry. I had a math class that has very strong math students. They were getting through the work very quickly and always need more things to work to do. I tried to find ways to keep them, challenge them and without just giving them more worksheets or busy work to do. So I did an inquiry one year about that, um, writing one here. So I would say that different inquiry projects have been as a result of PDS ways that I enhanced my teaching practices. (Interview 1, 11.18.2015, Lines 102-111)

As her statement showed, an intern's inquiry project spurred her to pursue her own inquiry. By working on the intern's inquiry, Amanda has learned how to do inquiry and she implemented her own. Her perception also gives a clue to a reason for her inquiry project. She was motivated to support students learning because she realized interns' inquiry have been beneficial for her students.

The mentor-teachers demonstrated an expectation that young interns would inspire them to learn new practices or technologies. This is because most interns brought some ideas of an inquiry or technology from their university courses. They affirmed that interns' knowledge have affected them to learn and try new teaching practices. Becky shared,

Well, for instance, a while ago, the interns always get to go to the technology training and it's for new teachers and something I didn't learn when I was a new teacher but thing's changed. And so when they come back to their room, I remember an intern a couple of years ago showed me something simple as how to freeze my projector, so I could do something on my

computer... But the kids couldn't see. Something simple. But it's just their learning the newest practices they're getting some of... you know, or how to do survey using Google Docs which I've never learned. So I was able to, I've used that a lot of times in the room but there was something that they learned one of their classes they brought back... (Interview 2, 11.23.2015, Lines 59-71)

Amanda also appreciated interns' contributions to her learning.

I think working with interns who are young and learning lots of things on campus that we don't always get to hear about is a way that it addresses motivation. They bring new ideas. They try new things that I wouldn't try and it's exciting to see new things that I can do or do with her. (Interview 1, 11.18.2015, Lines 146-151)

The opportunity to attend various conferences during or after the participation in PDS revealed that it enabled mentor-teachers to develop their teaching practices.

Amanda shared her experience and feeling from conference as below,

Some, um, some years I've been having opportunity to attend conferences through PDS, so, um, like national conferences and local conferences. That is always inspiring to be, you know, to be a professional, go to conferences and hear what other people doing and either get new ideas or further my own learn that conferences have another things that I think I've been really inspiring. (Interview 1, 11.18.2015, Lines 203-209)

She also explained as below how she perceived her changed motivation through the conference she went to.

I would say I can't think of my teaching practice changed when I was a classroom teacher. But certainly, you come back and excited wanting to tell people of what you learned and share, try in, I'm sure, I think they are wanting to try out but I don't remember, uh, but definitely, your attitude one you are getting, you get, break your classroom, you get data, professional data to go to the conference and be treated like, you know, a grown up, you're stuck in your classroom all day, so that's refreshing in itself, like oh I don't, I can just learn, focus on me. So I think that is, motivates like helps your attitude and things like that, definitely, and you wanna tell others so that they get the same, you know, you should do this, so rewarding, so I think it, that it does help those things. (Interview 1, 11.18.2015, Lines 226-235)

She appreciated that she could have a chance to attend the conferences and make a difference to her professional life when she was not just a classroom teacher but a participant in PDS as a mentor-teacher.

Becky gave an example of collaboration with PDA that has affected their motivation.

Yeh, so the PDA comes into the room. So I... sometimes I do. You asked me a while ago about, like when an intern's in a room and I feel like, I feel making a mistake and I think when the PDA's in the room, I'm a little more aware of them because they're not in the room as much, so I know they're really observing to talk with the intern. So I think sometimes I feel like "Oh, you know, I need to make sure that I'm sure to make us teaching them in the room," but at the same time, I think that's motivational to me and the conversations that like maybe after the intern taught a lesson or like we do like

the midterms and the end of the year and we evaluate them... I think looking at the evaluations is very motivational. (Interview 2, 11.23.2015, Lines 100-110)

She explained the reason why evaluating her interns is highly motivational. She can reflect the constructs of assessment on her own teaching practices and she models those desirable teaching behaviors to help her interns enhance their performance. In this regard, she added ideas of modeling as below,

That's your motivation to be a better teacher because you want them to see the best practices and you have to think, too, ahead of time, because they need to know your schedule. So that's motivational. (Interview 2, 11.23.2015, Lines 149-151)

She specified why scheduling is important in motivational changes.

I've been giving things in order. Because they have to, you know, when things are happening, they have to give a schedule each week, so as you know, before we had an intern, nobody, you know, my schedule is my own. I didn't have to show it anybody or do anything and now, we are a type of schedule and we send it to her PDA. So it's little bit accountability on my part, too. (Interview 2, 11.23.2015, Lines 153-160)

Becky mentioned "accountability" on her duty as a mentor-teacher. She perceives that she has a critical responsibility for her intern's learning and PDS work. For this reason, she thinks that she should be structured so that she can give her intern and PDA an organized timetable. A similar idea to her thought is demonstrated in Cindy's statement. She said that having a structure is important since it enables her intern, the PDA and herself to manage their time.

The retreats which take place in the Spring and the Winter facilitating a forum (Nolan et al., 2009) is one of the PDS activities that mentor-teachers considered as an inspiring opportunity. Becky described it to illustrate her motivation like below.

They're always kind of make you think. There's always some part of it and a very couple of years ago, we read and we watched video about how are some other countries, you know, it's... it's not bad question wrong because you learn more from getting where in this country, we have this like you get a wrong, it's just wrong... kind of thing. And so it's interest... like they usually try to something that you really makes you think. And makes you think of... like what are the best practices... (Interview 2, 11.23.2015, Lines 288-294)

No Changes in Motivation?

In spite of a high frequency of statements about positively changed motivation to learn, it was complicated to clarify mentor-teachers' perception of motivational change through PDS because, in fact, all of them had been already motivated since the beginning of PDS participation. Two of them, Becky and Amanda, volunteered to be mentor-teachers and they had an experience of being an intern as well. Amanda's motivation to learn has been sustained through PDS rather than being changed. She shared,

I'm not sure if it changes my attitude versus maintaining it. Um, I love having another teacher to teach with, so I think, um, sometimes I forget that she is just a student. So when we do the things and celebrate the milestones, I remember like "Oh, my gosh, she's a student doing things that I'm doing."

And I just appreciate all she does in my classroom and I appreciate that she is here every day that like I am, giving a hundred percent to the kids and she's not getting paid to do it. She's just here. So I think it maintains like if I'm ever feeling, um, like "I don't want to have somebody in my room or get annoyed some way," it helps to do the community building things throughout the year that I remember like help, what she allows me to do when I'm here as a classroom teacher to have her. So, that's... I think it maintains my attitude and I think it just keeps me positive. (Interview 1, 11.18.2015, Lines 43-54)

Although Cindy had been recommended to be a mentor-teacher by one of the founders of PDS in the Florence State University, she also told about her original interest in PDS.

I was always interested in the PDS program because my first year teaching here, I had a son of Thomas [pseudonym] who was one of the founders of PDS program. (Interview 3, 11.24.2015, Lines 231-232)

Becky said that she always want to be the best teacher she can be (Interview 2, 11.23.2015, Lines 6)

In addition, Amanda has served PDS as a PDA and her answers to questions asking teacher motivation were mixed with motivation from different roles: an intern, a mentor-teacher, and a PDA. Becky was also confused which to describe, her motivation as a mentor-teacher or as an intern, until she asked an additional question about mentor-teachers' motivation. This fact implies mentor-teachers do not intentionally think about their own motivation to be a professional when they are in charge of mentoring in PDS.

Chapter 5

Teacher Attitude

Among three teachers' data, the frequency of statement about teacher attitude changes varied from each teacher to each category. Despite the difference between them, Figure 1 presents an intuitive grasp of each category. Overall, mentor-teachers' attitudes toward the job (positive and negative, PAJ/NAJ) are difficult to judge, because they vary. The attitude toward their interns (PAI/NAI) and the PDS (PAP/NAP) shows similar tendency among three cases. In these categories, positive attitudes are higher than negative attitudes. Particularly, it is remarkable that the attitude toward the interns and the PDS are higher than positive attitudes toward the job.

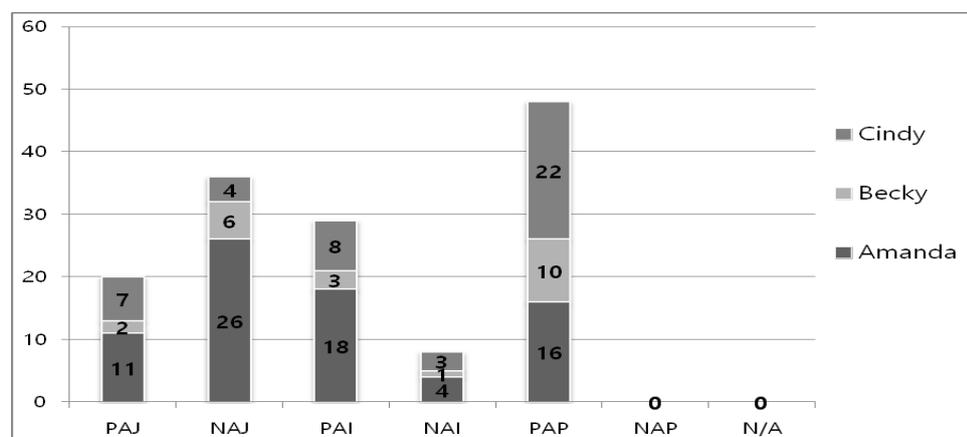


Figure 1. The frequency of statement about mentor-teacher attitude

Attitude toward the job

All mentor-teachers related their positive attitude toward the job to students' learning and development. They showed excitement when they talked about their students and what they had been doing in the classroom. Amanda shared,

Seeing my children grow as people. Not necessarily what they learn academically. That is their... I could say the most important is. When I see them, like friendship developed that maybe wouldn't have developed the beginning of the year or their... I'm trying to teach them to be compliment and be kind doing on their own. Watching them grow as human being, I think most, the best part and how they, how they care about you, you care about them and I love having these kids for year. I love when they learn so getting them excited about what they were doing, um, when they start asking their own questions and coming up their own ideas and I love that, too. Um... I have a really good group this year. They do a lot of that. So science right now, very into it, we are studying air and aviation... and they are very excited about it. (Interview 1, 11.18.2015, Lines 243-253)

In addition, Cindy and Becky attributed their positive attitudes toward the job to the support from parents and principals. Cindy said,

Parents' supports are very high. Principal's support is very good. Um... we have wonderful principal who supports us in all ways and I think that's so important. Um... when we call and talk to the parents, you know, we always have... I don't think I've had anybody this year not believe what I'm saying or "That can't be true. My child wouldn't do that." They really listen and they really want to help, they want to work with me. (Interview 3, 11.24.2015, Lines 411-419)

Becky also explained the most satisfying aspect of teaching as below.

I think it just the connection you have the kids like, you know, when they write "I love school." And like come over and draw you notes and they have

conversation and they're just really happy to be here, here in like, one parent email you, like "They learned this, thank you so much or you know," when you get the notes from parents that are like, "They had the best year all around and it was really valued that kids enjoyed being here," so that's to me the most satisfying. (Interview 2, 11.23.2015, Lines 315-320)

However, at the same time, she perceived her ironic thought about the relationship with the parents. She said, "Parents' relationship between with teachers, it's very important part of... teaching. It is. I mean it's a part of... you know, it's kind of... either one or my favorite part of connection or one of my least favorite."

(Interview 2, 11.23.2015, Lines 342-346)

There was a noticeable factor of negative teacher attitudes toward the job, which is about testing. Three mentor-teachers argued that the testing nowadays leads them and students to be discouraged. Cindy appealed her concerns and thoughts about the testing like below,

Some people think that the expectations [of the standardized test] are just unrealistic. Um... and if we... if we teach to it [testing], we're gonna lose that wonder. You know, we want kids to question things, we want kids to explore. We want kids to... um... you know we don't want them to give up social studies and science. We don't want them to give up... um... music and art and we worry that those too much of emphasis on how good are the test scores. That's we are losing the whole child, teaching to the whole child. And... um... we are sure that, you know, we take care of all those needs, emotional needs, academic needs, you know, the... that sense of wonder that kids always have that... and I just worry that testing is going to... really

cause to struggle with... lose that motivation that they have to learn.

(Interview 2, 11.23.2015, Lines 394-404)

Attitude toward the interns

The mentor-teachers showed positive attitude toward the interns by appreciating extra hands of their interns. Amanda described,

I think having two people in the classroom, my kids are related one of us. If one of my children is having trouble talking to me, hopefully they can talk to Serena [pseudonym]. (Interview 1, 11.18.2015, Lines 150-153)

Um, things that I wouldn't be able to do by myself like today and Wednesday, Serena went her class so she's not here all day. (Interview 1, 11.18.2015, Lines 159-160)

Like the contribution of interns to positive motivation change of mentor-teachers, three mentor-teachers had open-minds about their interns' inquiry, ideas and practices in the classroom. Amanda showed her attitude like below,

They're helpful. Umhum. Very. If they're not struggling themselves, yes. So Serena is not struggling. She is.. Confident and she, um, she's great. That's not always true. It's usually true. But, I don't have to spend a lot of time on her. Because she asks really good questions, really observes carefully, and is really a good student. So we can do a lot of things together. (Interview 1, 11.18.2015, Lines 167-176)

When she was asked to a question, "Do you have any experience of conflict with interns?" she said that it never have happened to her because her three interns had been easy going for mentoring them.

Although all mentor-teachers perceived that their interns are good learners with nice personalities, they described a few negative attributes of some interns. The biggest negative characteristic of interns, which was the most frequently addressed in their interviews, was that some interns had not been ready to work in the classroom. Cindy gave examples of two of her thirteen interns and said they were not organized with their time and had a hard time interacting with her students. She shared her collaboration with PDAs to deal with these issues. She reported that she and the PDA suggested a contract to the intern and it was effective to help the intern manage time in the classroom.

Attitude toward the PDS

Becky appreciated the encouragement by PDS facilitators when she was asked a question, which is “In what ways do you think that PDS addresses mentor teachers’ motivation or their affective domain?”

Well, I think one way is to try to help them to be as actively like involved in everything... Like we get to be parts of the... we get to choose our interns... We kind of... a little bit... like we do it like be speed dating while you go around and you get to meet everybody and you get to pick like five or six groups that you think you could work with. I think that helps with the motivation of having an intern because, you know, I mean here, as they’re married to this person somebody who’s in our room all the time. (Interview 2, 11.23.2015, Lines 212-222)

Cindy also showed her positive attitude toward PDS, when she was asked to the question of, “In what ways PDS affected your perception or satisfaction toward the job as a teacher?”

I think the support that the interns and even the PDAs when they come in. and I'll get them right with the group of kids and help them out and see the students who needs help. I just think the wonderful support or the our support that the intern and the PDA provide is so great for our kids...Um... you know we have PDAs who all say, "Hey, okay, put... let me learn a station, let me learn a center." In that way, you and your intern can maybe... I have the intern come to my area, and I said "okay, watch what I do here." "Now, go over there, watch what PDA's doing over there." So I try to think such a great partnership. (Interview 3, 11.24.2015, Lines 548-556)

Cindy appreciated the collaboration with PDAs in helping her intern's development as well as their support.

Chapter 6

Discussion

For mentor-teachers, the idea that they might learn from their mentee-teachers, who are prospective or novice teachers, is not surprising. However, being aware of their transformation in terms of motivation and attitude is worthwhile since it is beneficial for their continuing growth as a professional. Mentor-teachers' perception sheds light on not only changes in their motivation and attitude but also what they particularly have learned through PDS. Their participation in PDS keeps them updated and revitalized. As Amanda's statement showed, an intern's inquiry project spurred her on her own inquiry.

The PDS provides mentor-teachers opportunities of attending conferences, having discussions, and participating in several rituals such as jump starts, pinning ceremony, and etc. These are kinds of community building that emphasize the circle of learning which encourages a kind of professional learning community. By sharing all participants' inquiry and ideas, they further their professional learning in the PDS.

In terms of mentor-teachers' attitude toward the job, the findings present optimistic perspectives. Mentor-teachers perceive that they are lucky to have extra help from interns and they appreciate the collaborative work with PDAs. Overall, co-teaching or having another teacher in the classroom shaped positive teacher motivation to learn and attitude toward the job. However, there is a debatable issue in terms of their attitude toward the interns. Is mentor-teachers' expectation of interns' assistance beneficial for their learning and teaching practice in a long term? Are they dependant on interns' existence? They affirmed that interns are very helpful for classroom management as well as student learning. What if they did not have such

interns in their classroom? These questions propose that PDS facilitators should consider additional effects on mentor-teachers after their participation in the PDS is over or additional support for those who do not have co-teachers any more.

Furthermore, in terms of mentor-teachers' negative attitude toward the job, teachers need a kind of resiliency to overcome their job stress from the demands of standardized testing. They did not report that PDS helps them to deal with their concerns about the testing. Although student achievement is a significant factor in evaluating of the effect of PDS, the researchers and facilitators of PDS must account for other factors such as the validity of the testing result.

In conclusion, the PDS has considerable effects on mentor-teachers affective domain as well as on teacher preparation. Current PDS programs are evolving and becoming more desirable by soliciting various opinions from participants. Nevertheless, it is important to pay attention to mentor-teachers' motivation and attitude changes to support professional development through the PDS. Future research about PDS mentor teachers may address the relationship between mentor teachers' motivation to learn and their interns' performance through collecting data from larger samples and mixed methodology.

Appendix A

An Open-ended Questionnaire

Survey for PDS Mentors

Purpose and Directions: Hello, my name is Kayeon Lee. I am from Korea where I was an elementary school teacher for 5 years. I am a second-year master's student in the Department of Curriculum and Instruction at Florence State University. I am studying the effect of professional development schools (PDS) on mentor-teachers' motivation to learn and attitudes toward their jobs as a teacher. I would like to ask you to answer several questions in this survey to figure out the relationship between them.

The results of this study will be used as part of my master's thesis, as well as for a report to my school district in Korea to enhance the quality of its professional development programs. Your contributions will be very helpful to Korean teachers.

All surveys will be treated with complete confidentiality. Your name and information will not be used in any way. I would really appreciate you taking time and giving attention to this survey. Thank you very much.

1. What is your sex? Male _____ Female _____
2. Which of the following ranges include your age?
21- 30 _____ 31- 40 _____ 41- 50 _____ 51- 60 _____
3. Which grade are you teaching? _____
4. How long have you been teaching? _____
5. How long have you been participating in PDS? _____
6. What PDS activities did you participate in? (Please specify them.)

7. What factors determine how motivated you are in improving your own professional growth?

8. What motivated you to try new teaching or classroom management skills before and after participating in PDS?

9. How did your attitude change toward the job as a teacher after participating in PDS?

10. What activity of mentor teachers in PDS do you think most affected your motivation or attitude? Why?

11. If you think that PDS activities did not affect your motivation or attitude toward your job, please describe the reason.

12. Why do you think other teachers do not participate in PDS?

-Thank you very much.

Appendix B

Interview Protocols

Interview Questions - General

(Building up relationships before interview)

<Motivation to learn>

1. Could you tell me more about your motivation to enhance your teaching practice before your participation in PDS?
2. What kind of professional development was helpful for you besides PDS?
3. In what ways do you think that PDS addresses mentor teachers' motivation or their affective domain?
Why?
4. What PDS activities do you think inspired you to learn more? (with specific examples)

<Attitude toward the job as a teacher>

1. What aspects of teaching do you find most satisfying?
2. What aspects of teaching do you find least satisfying?
3. What has the PDS contributed to your professional life?
4. When do you think that teaching is most challenging?
5. In what ways has PDS affected your perception or satisfaction toward the job as a teacher?
6. What activities of PDS were particularly powerful for you professionally?

-Thank you. Do you mind if I email you when I need to clarify your answer?

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