

Discovering Stereotype Limbo: Exploring the Relationship between Stereotype Threat and the Professional Experiences & Identities of Male K12 Teachers

by

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A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
December 12, 2015

Keywords: education, stereotype threat, K12
stereotype boost, identity, gender

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Abstract

The number of men teaching in K12 settings is of significant concern. It is even more critical now because the number of men in the field has decreased to a record low of twenty-four percent. It is predicted that the number will continue to decrease over the next few years. As the gender achievement gap between girls and boys continues to widen, research has recognized that male teachers could play a major role in helping to reverse this trend. While increasing initiatives to recruit the number of men in K12 education have been a major focus of educational stakeholders, finding ways to retain men in K12 settings could help boost the number of men in the field.

Examining the professional experiences of men in K12 education is the first step in developing effective recruitment and retention programs. This grounded theory study exploring the relationship between stereotype threat, stereotype boost, and male K12 teachers provided insight on the impact that gender-typing in K12 education has on male K12 teachers. Data were obtained through semi-structured in-depth interviews of seven men who taught in either primary or secondary school settings. These men were a rich source of data as they each shared unique experiences and provided unique perspectives of stereotype threat and stereotype boost.

Fundamental grounded theory processes provided a strict systematic approach to data collection, analysis, and synthesis of data leading to the emergence of the four axial categories: commitment, occupational efficacy, stereotype threat, and stereotype boost. The four axial categories make up the core category of stereotype limbo, an identity crisis brought on by the

expectation to meet stereotypical roles that do not match ones core values. The participants in the study experienced stereotype limbo as they matriculated through the profession. More specifically, upon making a commitment to the field, participants were challenged to meet the requirements of strict educational policies, homogenous teaching practices, and gender-typed social norms which led to stereotype limbo. While in limbo, participants either fought the idea to assimilate, left or made arrangements to leave the field, disidentified with the field, or assimilated.

Acknowledgments

No man is an island and I did not make it this far by myself. It is for that reason that I would like to recognize and extend thanks to the various individuals who were instrumental in the development of my dissertation and ultimately the emergent theory stereotype limbo. First, I would like to acknowledge that this study would not have been possible without the men who shared their time and experiences with me. Each participant gave of their time with no hesitation and solidified their role as master teachers as they assisted me in honoring their stories. Next, I would like to thank Dr. Paris Strom, my Committee Sensei, for guiding me through the doctoral process as only he could. Dr. Carey Andrzejewski, my methodologist, has been a major player on my team since day one. It is because of her and her teachings that I made a decision to attempt a grounded theory dissertation in the first place. I would also like to thank Dr. Ivan Watts, for his insight and mentorship throughout this process. I am extremely grateful to have Dr. James Witte, my dissertation specialist, as a committee member as he provided invaluable guidance and support throughout this the prospectus and dissertation process. Next I would like to thank all of my Educational Psychology classmates who shared my struggles and successes, referred me to interviewees, and helped me maintain my composure in times of distress. My family and friends were an essential part of this process. I'd like to thank my mother for being my rock. Thanks to my family for showing unconditional love and support throughout this process. I would especially like to thank my friends and colleagues from BGPSA, GSC, NAACP, CGS, the NanoBio MSP, and TU for your support, guidance, and mentorship.

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List of Abbreviations

K-12 Kindergarten through Grade 12

CHAPTER I: INTRODUCTION

Introduction

Current statistics indicate that roughly one-quarter of all K-12 classroom teachers in the United States are male (National Education Association, 2015). The gender gap widens from one-quarter to one-tenth when taking into consideration the number of men teaching elementary grades (National Education Association, 2015). The disparity of men teaching K-12 is not a new phenomenon and has persisted for decades through a century of various educational reforms (Pai, Adler, & Shadiow, 2006). Statistics dating back to the mid-nineteenth century exhibit the persistent gender disparity in the K-12 teaching workforce. Researchers have long tried to pinpoint the reason for the disparity in an attempt to bridge the gap. Some researchers point to the initial “feminization” of education in the early nineteenth century (Church & Sedlak, 1976). From the colonial times up until the earlier decades of the 19th century, that the vast majority, if not all, of the country’s teachers were men (Pai, Adler, & Shadiow, 2006). However, by the early 1830’s reformers began to build a pedagogy, which centered around a critical shift in the religious and social theory of child and adolescent development, that activated the feminization of the American education system (Church & Sedlak, 1976). This new pedagogy, often referred to as Christian nurture, rejected once traditional teaching methods that reinforced the belief that all children were born sinful and had to be coached away from their innate inclination to let their evil nature prevail (Church & Sedlak, 1976). Reformers began to propose that educators focus their attention on emphasizing a love of God and family values as opposed to instilling fear of God and practicing corporal punishment (Church & Sedlak, 1976). According to Church and Sedlak (1976), this shift

in pedagogy yielded a shift in who was deemed appropriate to teach students and the idea of incorporating feminine love into schooling became priority. As school reform during this period focused mainly on introducing familial relations, women, who were then considered to be the moral and spiritual guides for their families, were prime candidates for implementation (Church & Sedlak, 1976). By the late 1830's, education reform initiated by the likes of Horace Mann, Catharine Beecher, and several others further encouraged the feminization of the American education system (Pai, Adler, & Shadiow, 2006). Horace and his fellow reformers sought to create an educational system that provided free and universal education, which ultimately became known as Common Schooling (Pai, Adler, & Shadiow, 2006). The ultimate goal was to provide all children with a means to gain appropriate core content mastery, as well as to become productive democratic citizens (Pai, Adler, & Shadiow, 2006). As children and the schools that they attended blossomed, women began to dominate the field of education and men moved on to positions or professions that were perceived to be more prestigious (Pai, Adler, & Shadiow, 2006). Almost two centuries later, the presence of men within the field of education is sparse and since 1981, has continued to decline with each passing decade (National Education Association, 2015). Up until the early 1980s, the number of men in education grew slowly but never at a rate that met the perceived needs or yielded the outcomes set by educational stakeholders (Rowden-Racette, 2005). At their highest level of representation, men accounted for 33 percent of all teachers and 18 percent of elementary educators (Rowden-Racette, 2005). Current information from the National Education Association (2015) reveals that the field of education is made up of roughly 740,000 men and 2.4 million women, where most states report representation of men well below 30%. Additional information revealed that Virginia reported the least percentage of men at 17.3%, while

Kansas reported the most at 33.1% (National Education Association, 2015). The recent decline of men in early education has led the National Education Association to deem the male-shortage problem an issue that is worth assessing and ultimately resolving. In an effort to combat the decline of male teachers, several programs have been developed to provide mentors, training, and stipends to assist males interested in teaching to meet the requirements for teacher certification (Chmelynski, 2006). MenTeach, located in Minnesota, encourages males to consider teaching careers and offers training and scholarships for those interested (Chmelynski, 2006). Men Equipped to Nurture (MEN), set up in Bowie State University's School of Education, helps male teachers in urban settings get fully certified by paying for 15 hours of education, as well as the certification exam (Chmelynski, 2006). In a program entitled Call Me MISTER, the "Misters" are recruited late in high school or while in the earlier college years (Chmelynski, 2006). The "Misters" receive partial scholarships, leadership training, and academic and personal support if they enroll in the program (Chmelynski, 2006). All three programs identified are successful in their own right and serve a useful purpose in the community (Chmelynski, 2006). However, in the midst of making efforts to increase the male to female ratio in the field of education, it is important for stakeholders to reflect on the aspects of the field that have repelled males' interest in educating our youth for so long. Beyond examining the reason why males steer clear of the field, it is imperative that we identify and examine the groups that are negatively affected by this shortage. Inquiry should eventually provide insight into what can be done to increase male interest in the field as a whole, including what can be done to recruit and retain them. Beyond recruitment, the ultimate goal should involve exploring the advantages and disadvantages of recruiting male teachers, how an influx of male teachers will affect the field, and if recruiting men will make any

difference at all. Chmelynski (2006) suggested that the small percentage of men in education is self-perpetuating. More specifically, since young boys do not have male teachers, mentors, and role models within school walls, they are less likely to identify with or become interested in the profession (Chmelynski, 2006). This lack of interest and identification is believed to ultimately decrease the likelihood of young boys and men developing an interest in the field of education and possibly entering the profession in the future (Chmelynski, 2006). Students are more aware of the absence of men in the field than we expect, as a study conducted by the Maine Boys Network (2008) indicates that more than one-third of the students interviewed would enjoy and benefit from more male role models and teachers. Nearly two-thirds of the groups reported that girls received different treatment in school (Maine Boys Network, 2008). One younger student expressed that “Most of the time, [girls] have better work habits, so teachers seem to enjoy their company in class more, but, it seems, [teachers] seem to play favorites” (Maine Boys Network, 2008). Other boys agreed and added that the level of expectations and tolerance for misbehavior differed for boys and girls as well. Theories and examples such as the ones noted have been reflected in a number of additional studies of male presence, or the lack thereof, within K-12 education and will be further explored throughout this text.

Major Reasons for the Shortage of Males in Education

A major debate contends that, as a profession, early childhood educators have been relatively oblivious of gender issues and the likelihood of their interactions with children and their curriculum practices, reinforcing stereotyped sex roles (Sumsion, 2000). The debate brings to the forefront the reasons why men, more often than not, choose not to seek positions in early childhood

education. Sumsion (2000) identified reasons such as the obligation to fulfill alternative gender roles, exclusion by and from female colleagues, and the fear and/or risk of being accused of abuse as reasons why some males steer clear of early childhood education. Chmelynski (2006) provides additional reasons that men overlook the field of education by suggesting that men are repelled by the lack of the job's social status and the relatively low pay educators make compared to those in other fields. Bradley (2007) goes on to confirm and expound upon Sumsion (2000) and Chmelynski's results stating that there is a hierarchy regarding the prestige, or lack thereof, associated with education. More specifically, though K-12 education is already perceived to be of low prestige, educators of elementary grades are perceived to be of less prestige than those who teach at the middle and secondary level and even more so when one is a man (Bradley, 2007). However, as with most things, there are exceptions to the rule. The study, *Negotiating Otherness*, highlights the experience of Bill (pseudonym), a teaching director of a pre-school in a large Australian city, as a male promoting male participation in early childhood education (Sumsion, 2000). Bill holds on to the notion that "men bring different things" to their role as early childhood educator, without implying that men are superior in any way to women (Sumsion, 2000). Bill considers the differences that males bring, rather than actual maleness, to be a "bonus" for students, employers, and the males that choose to teach in early childhood programs (Sumsion, 2000). His perception is that, because of these gender-related differences, he and all male represent 'value added' to the field of early childhood education (Sumsion, 2000).

What Groups are Impacted and How

Putting a man, any man, in place of women in school will not do. A man who is less than a man can be more damaging to boys than a domineering mother. The chances of getting feminized men in the school are fairly good because those eligible and willing ... are usually those who made it through a feminine school system without conflict or failure. (Sexton, 1969, pp. 29 - 30)

For decades, research has speculated that the feminization of today's education has dire effects of the education of boys (Jones, 2003; Sexton, 1969). Reports have indicated that the amount of motivated, ambitious, and resilient boys continues to dwindle (Drudy, 2008; Raferty & Valiulis, 2008). These findings can be evidenced upon comparison of the number of males that drop out of school or attend and graduate from college and the statistics of their female counterparts (Drudy, 2008; Raferty & Valiulis, 2008). The amount of young men that drop out of school nearly doubles that of young women, while the amount of women who attend college overshadows that of their male counterparts (Drudy, 2008; Raferty & Valiulis, 2008). It is believed that masculinizing schools, or introducing more men into the field will create a more 'boy-friendly' atmosphere that would ultimately contribute to the improvement of boys' academic performance in school (Jones, 2003). In a study of minority males who attend mixed-population schools, Warren (2005) developed that minority students suffer low academic attainment, high levels of exclusion, and are often met with low expectations. Referencing statistics, the study revealed that on average, Black youth enter the English school system performing as well as or above their peers (Warren, 2005). However, upon leaving primary school, Black students find themselves 20

percentage points below their peers (Warren, 2005). Research by Taliaferro and DeCuir-Gunby (2008), which examined the Advanced Placement opportunity gap between black and white students from the perspective of African-American educators, went on to identify three major reasons why black students are underrepresented in Advanced Placement classes. First, the teachers indicated that the disparity often occurs because African-American students are less likely to be nominated by White teachers (Taliaferro & DeCuir-Gunby, 2008). Secondly, the teachers identified a concern with lack of exposure, knowledge, and self-advocating for inclusion in AP and honors courses (Taliaferro & DeCuir-Gunby, 2008). Third, the teachers went on to note that even when Black students are enrolled in AP courses, they often feel alienated due to lack of representation, which often leads to inadequacy (Taliaferro & DeCuir-Gunby, 2008). One participant noted that there had never been more than 2 black students in her AP class and more often than not, both black students were female (Taliaferro & DeCuir-Gunby, 2008). The teacher went on to explain that Black males have the hardest time adjusting to the AP setting (Taliaferro & DeCuir-Gunby, 2008). The information provided in the study indicated that there is a desperate need for more African-American males to join the field of education. Gifted African-American young men could benefit from an increase in Black male educators as there would be an increase in exposure, nomination, and comfort with regards to AP courses (Taliaferro & DeCuir-Gunby, 2008). Research from Downey & Pribesh (2004) confirms and catapults the results of Taliaferro and DeCuir-Gunby utilizing race matching results from both kindergarten and eighth grade students from previous studies. Results from the study indicate that the racial, ethnic, and gendered dynamics between students and teachers have relatively large effects on teacher perceptions of student performance (Downey & Pribesh, 2004). However, the negative effects associated with

race and ethnicity appears to be a common factor for African-American students and not White students (Downey & Pribesh, 2004). The research indicates that Black students are typically rated by White teachers as poor classroom ‘citizens’ as they often exhibit more externalizing problem behaviors and demonstrate few approaches to learning skills (Downey & Pribesh, 2004). With regard to Black teachers’ perception of White students, Black students were rated as exhibiting fewer problems with externalizing problem behaviors and approaches to learning than White students (Downey & Pribesh, 2004). The study goes on to reveal that with respect to both approaches to learning and externalizing problem behaviors, Black students are rated by black teachers similarly to white students rated by white teachers (Downey & Pribesh, 2004). Beyond teacher referral, research has revealed that black males are underrepresented in gifted programs due to poor test performance and student choice (Grantham, 2004). Research has encouraged the Teacher Training Agency (TTA) in England and Wales to endorse the recruitment of male and ethnic minority teachers, preferably Black males, to provide ‘role models’ in schools for groups of students who experience educational failure and dissatisfaction (Carrington & Skelton, 2003). Results from surveys conducted by the TTA revealed that matching children and teachers by their gender and ethnicity may be helpful in bringing about greater justice and equity in schools (Carrington & Skelton, 2003). More than one-third of the students in a study conducted by the Maine Boys Network (2008) stated that they would enjoy and benefit from more male role models and teachers. Nearly two-thirds of the groups reported that girls received different treatment in school (Maine Boys Network, 2008). One student stated “Most of the time, [girls] have better work habits, so teachers seem to enjoy their company in class more, but, it seems, [teachers] seem to play favorites (Maine Boys Network, 2008).” Other boys agreed and added that the level of

tolerance for misbehavior differed for boys and girls as well (Maine Boys Network, 2008). The article closes stating that if Maine plans to actively make attempts to improve academic achievement in males, it is important to listen to what they have to say about their educational experiences (Maine Boys Network, 2008). Another major reason, as revealed by male students participating in a similar research study, that male teachers are important in schools is because they serve as great role models (Jones, 2003). The participants explained male role models in the context of those who create and encourage a sense of balance, family, literacy, and encourages extracurricular activities such as sports (Jones, 2003). Women subjects of the same study also stated that school systems would benefit from an increase in males (Jones, 2003). However, the women indicate that the need is for a “specific type of male” (Jones, 2003). The women participants identified that the ideal male teacher would be enthusiastic about young children, a good listener, humble, a team worker, have a sense of humor, and be authoritative (Jones, 2003).

Recruiting Male Teachers

Current research regularly offers data-based suggestions on how to attract, recruit and retain male teachers. Richard (2005) chronicled a program known as Call Me MISTER, which actively recruits young, talented, and dedicated black men to teach in schools within underserved areas. Founded in 1999 as a partnership of Clemson University and several of South Carolina's colleges that historically have served African-Americans, MISTER stands for Men Instructing Students Toward Effective Role Models (Richard, 2005). The strategies used by Call Me Mister to recruit and retain African American male teachers include early identification of candidates, mentoring, monetary stipends, academic tutoring, certification study materials, and on-the-job

support (Smiles, 2002). Mills, Martino, and Longard (2004) also assert that the absence of males does, in fact, hinder the academic prowess of young males and prevents them from performing at their highest potential. In an attempt to remedy the situation, the researchers examined what should be done to recruit male teachers, as the profession has little glamour effect on males due to low social status and even lower pay (Mills, Martino, & Longard, 2004). The researchers suggest that recruiters encourage male teachers to represent and promote the teaching profession at career fairs, develop secondary-school-based programs for present male teachers to mentor male students wishing to become teachers, and develop scholarships for male students interested in becoming educators (Mills, Martino, & Longard, 2004). However, the author also emphasizes what those recruiting male teachers need to do to keep/retain male teachers. The article suggests that stakeholders improve the status of the teaching profession through higher pay levels, developing a more 'masculine' environment, and being more 'welcoming and inclusive' to male teachers (Mills, Martino, & Longard, 2004).

Purpose of the Study

As efforts to increase the number of male teachers in K-12 education become more aggressive, it is imperative that reformers clearly state the motives behind their actions as well as the desired outcomes. Beyond making efforts to encourage males to enter the field of education, it is of equal, if not more, importance to focus efforts on retaining male educators. The proposed study seeks to explore if there is a connection between self and societal perceptions, attitudes, and experiences of male elementary and secondary school educators and stereotype threat. More

precisely, the study aims to examine the relationship between stereotype threat and practicing male primary school teachers' professional experiences, practices, and perceptions.

Research conducted by Stroessner & Good (2011) indicates that stereotype threat poses a great threat to performance, practice, and perception. More specifically, stereotype threat, or the fear of confirming a negative stereotype about one's group, is greatly understood to compromise the quality of performance, increase the use of self-defeating strategies, lead to disengagement and/or disidentification, and result in the altering of professional identities and aspirations (Stroessner & Good, 2011). Beyond compromised performance, stereotype threat may also yield avoidance altogether (Stroessner & Good, 2011). An in-depth look into stereotype threat and the factors that lead men into the profession, the preferences and attitudes that male educators have towards their profession, and suggestions that male educators may have regarding recruiting and retaining additional male teachers will be thoroughly examined.

Rationale

Instead of revealing and emphasizing the obvious importance of infusing males into K-12 education, many research studies often end up simply reporting the factors that serve as deterrents for males in the field. Reasons revealed by many studies include the lack of the professions social status, the probability and fear of being accused of abuse, and the relatively low pay compared to other professions (Mills, Martino, & Lingard, 2004). Examining the relationship between stereotype threat and the experiences, practices, and perceptions of men who are currently in the field should ultimately provide insight on how to recruit and retain competent male teachers.

Additionally, findings should further solidify the fact that males bring new and different ideas, along with a wide range of talents and skills, to the field of education.

Research Question

The topic of male representation within the field of education is universal and is connected to a wide range of issues. In an attempt to address the major issues, one major research question will be explored:

RQ. What is the nature of the relationship between stereotype threat and the professional experiences and identities of practicing male teachers?

Significance of the Study

The present study contributes to the field of education as it highlights the importance of male influence, be it a teacher, mentor, or coach, during child and adolescent development. Elaborate examples of the perceived differences that male teachers make to children's activities, interactions, and learning are provided and analyzed to paint a clear picture of what it may be like to be a male in the educational field. Additional attention is directed at providing an idea of what can be done to attract and retain competent male teachers in all grade levels and content areas.

Conceptual Framework

Men have been, and remain, largely absent from the teaching profession. Several studies have speculated about the feminization of today's education and have expressed that this fact means major consequences for male students (Jones, 2003). Present research has indicated that young women are outperforming young males in every aspect of education. From core content,

including math and science, to behavior and participating in extracurricular activities, girls are well represented and more often than not, outperforming their male counterparts (Jones, 2003). It is believed that masculinizing schools, or introducing more men into the field, will create a more 'boy-friendly' atmosphere that would ultimately contribute to the improvement of boys' academic performance. This concept pays reference to socialization theories, which refers to the lifelong process of inheriting and disseminating norms, customs and ideologies, providing an individual with the skills and habits necessary for participating within his or her own society (Chmelynski, 2006).

CHAPTER II: LITERATURE REVIEW

Introduction

As the achievement gap continues to widen across all spectrums, from ethnic minorities and whites to the gap between boys and girls, researchers actively search for reasons and solutions behind these unfortunate state of affairs. Education policy, inclusion, diversity and gender, teacher training and professional development, and gender balance in educational curriculum are all but a few of the major issues surrounding education today. Raferty & Valiulis (2008) confirmed research conducted by Drudy (2008) stating that, though attempts are being made to improve the gender balance in education, gender bias remains a counterproductive reality of the field. Not only are teachers plagued by the prejudices of the current educational system, parents and other stakeholders are affected, which ultimately transfers to the very students that we aim to educate (Drudy, 2008; Raferty & Valiulis, 2008). Drudy (2008) is amongst the current progressive researchers who question popular educational practices that perpetuate the systemized rejection of boys who express natural and innate masculine qualities or encourage girls to assume outdated and stereotypical feminine roles. It is widely understood that gender role constructs are ultimately taught and perpetuated in the classroom, however the field of education, especially early childhood education, is widely dominated by women (Raferty & Valiulis, 2008). The saturation of women in primary and secondary education often yields the public to question the impact of feminization on students, teachers, teacher practices, and ultimately the field as a whole. The question of feminization in education has led researches to ask questions about possible outcomes for male students (Drudy, 2008; Raferty & Valiulis, 2008). Questions include, but are not limited to, “will increasing the number of men in primary and secondary education yield greater academic

performance for young males?” or “would young males benefit from having male teachers as mentors?” Research is inconsistent in answering these questions as research has consistently confirmed and rejected the hypothesis that male educators guarantee success for young male students (Drudy, 2008; Rafferty & Valiulis, 2008). However, little to no research has been conducted regarding the effect that the feminization of education has on practicing male educators. Can the lack in representation of males in the field be attributed to males being perceived as less competent educators than women? Does feminization of the field create a sense of threat in male educators? And if so, what are common consequences, causes, and characteristics of this threat? In an attempt to examine the role of gender in the field of education, Ponte (2012) interviewed current and future male elementary educators regarding factors that motivated their choice to enter the field, where their inspiration came from, perceived rewards of their choice, and finally encouraged them to provide advice for those curious about entering the field. Motivating factors were mainly philanthropic, from aspirations to encourage positive change within students, their environment, and ultimately the world to introducing more interactive and interesting instruction (Ponte, 2012). More than half of the participants identified former male teachers or family members in the field as inspiration for entering the field of education (Ponte, 2012). More specifically, those with family members in the field of education indicated that familiarity with the positive influence that their relative had on children and others motivated them to do the same (Ponte, 2012). Similarly, those who had positive experiences with male teachers expressed that the positive interactions, paired with active mentorship, encouraged them to want to do the same for others (Ponte, 2012). However, it is important to note that a number of the participants reported that the field didn't live up to their expectation and reported having gender-specific difficulties

contrary to those of their female counterparts (Ponte, 2012). More specifically, male educators reported that their teaching abilities were often criticized, their practices were more likely to be negatively assessed, and that their motives for teaching were often questioned by both parents and colleagues, alike (Ponte, 2012). Research conducted by Ponte (2012) reveals that the influence of teachers, male or female, aids in the recruitment of future male educators. Ponte (2012) further developed that the best way to remedy the self-perpetuating male teacher shortage is to introduce students to more positive male educators and role models. However, little emphasis was placed on the feedback provided by the participants that could possibly serve as confirmation that stereotype threat plays a role in the professional lives of male educators. Steel & Aronson (1995) define stereotype threat as the risk of embodying, or confirming, a negative stereotype associated with a group, or groups, in which one belongs. Steel & Aronson (1995) suggest that, more often than not, in situations where a negative stereotype is applicable, one is aware that he or she may run the risk of confirming the stereotype as a reflection of one's self, or others that he or she may identify with. In many instances, stereotype threat involves demeaning the abilities of a specific group and is most often associated with the assessment of intellectual and physical abilities of underrepresented groups (Steel & Aronson). In the case of the male educators who experienced doubt regarding their abilities, practices, and motives, a significant amount of participants believed that their gender was the root of their problem. Similarly, in a study of the effects of stereotype threat on women in science, technology, engineering, and math (STEM) fields, Gunderson et al. (2001) describes how negative stereotypes regarding women's abilities in STEM fields undermines performance and the overall interest of women in the field. Throughout the remainder of the review of literature, we will review the common consequences of stereotype threat, the

causes or situations that lead up to stereotype threat, and finally, the mechanisms behind the phenomenon of stereotype threat.

Consequences of Stereotype Threat

Academic underachievement. Stereotype threat triggers negative psychological outcomes that ultimately yield underperformance and underachievement of stereotype threatened individuals (Croizet, et. al., 2004). Research conducted by Steel & Aronson (1995) provided information stating that African American's are more susceptible to judgment regarding negative stereotypes about their group's intellectual ability, which could increase the possibility that African Americans may produce negative results on standardized tests under certain circumstances. Circumstances include being reminded of the negative stereotype, being placed in an environment that is considered to be "stereotype-threatening", or simply being made to identify with the group under scrutiny. Research by Keller (2007) provided evidence that domain identification, as well as the level of difficulty a task requires, plays a large part on the impact of stereotype threat effects on stereotype threatened female students when performing tasks that require math. Keller's (2007) research ultimately confirmed that making efforts to eliminate or reduce the applicability of negative stereotypes within potential stereotype-threatening environments results in increased performance by members who are normally stigmatized or are at risk of experiencing the consequences of stereotype threat. Specifically, those with low domain identification experience a rise in motivational strength, which ultimately results in enhanced performance while those with high domain identification experience levels of arousal and mental overload that results in underperformance (Keller, 2007). With regard to the level of difficulty, both low and high domain identifiers managed to perform well on easy test items (Keller, 2007). However, the difficult test

questions prove to be more of a challenge for high domain identifiers than for those with low identification (Keller, 2007). This indicates that heightened levels of arousal and mental overload do not have as much effect on easy tasks (Keller, 2007).

Decreased performance. Research by Croizet et. al., (2004) confirms early stereotype research that contents that while under testing conditions that mention intellectual ability, stereotype threatened groups tend to underperform. However, when testing conditions fail to mention any evaluation of ability, stereotype threatened populations tend to show traces of improved performance (Croizet, et. al, 2004). Perhaps, one of the most important things to consider in self-report studies, such as the majority of studies examining stereotype threat, is that people may experience a phenomenon or feel a specific way and fail, be it voluntary or involuntary, to report it. In a study of the effects of stereotype threat on self-reported versus non-verbal anxiety in gay and heterosexual men in educational settings, Bosson, Haymovitz, and Pinel (2004) developed that gay men under stereotype-threatened conditions, or those who are made aware of their sexuality before entering the classroom setting, reported less anxiety than actual non-verbal anxiety observed than gay men under non-threatened conditions. Furthermore, results indicate that heterosexual men under stereotype threatened conditions exhibited less nonverbal anxiety and reported as such when compared to stereotype threatened and non-threatened gay men, but more than that of non-threatened heterosexual males (Bosson, Haymovitz, & Pinel, 2004). Findings further reported that gay men who were “out” experienced more symptoms of nonverbal anxiety and reported anxiety at a higher rate than those who are not (Bosson, Haymovitz, & Pinel, 2004). On the other hand, heterosexual males who were not given the opportunity to identify their heterosexuality exhibited greater symptoms of nonverbal anxiety and reported greater symptoms

of anxiety than their counterparts who were granted the opportunity to identify as straight (Bosson, Haymovitz, & Pinel, 2004).

Increase in use of self-defeating strategies. Brown & Joseph (1999) developed that the performance-related concerns of men and women tend to differ when challenged with math-related questions in stereotype-threatened environments. More specifically, when reminded of their gender-specific stereotype, women tend to focus on the negative stereotype that men outperform women in math-related tasks, while men tend to focus on the positive stereotype that they outperform women (Brown & Joseph, 1999). Results revealed that the negative stereotype has negative effects on women's performance (Browns & Joseph, 1999). More specifically, women participants under threat reportedly placed high value on the task but exerted minimal effort on the math task at hand, thus resulting in negative results and confirming the stereotype that men outperform women in tasks related to math. Furthermore, the positive stereotype that indicates that men perform better than women in math-related tasks yielded positive results for the male participants, who surprisingly reported less concern about their performance than their female counterparts (Browns & Joseph). Fogliati and Bussey (2013) were interested in examining the effects of stereotype threat on performance, self-esteem, and motivation to transcend the negative stereotype. Upon placing participants highly identifiable as math deficient in either stereotype threatened or non-stereotype threatened situations, Fogliati and Bussey (2013) confirmed, like most all stereotype threat research does, that those under stereotype threat perform worse than those not under threat. Moreover, the researchers developed that those who performed below average while under threat, and were given negative feedback, were not as motivated to improve their performance on the task as those who were non-threatened (Fogliatti & Bussey, 2013).

Participants who received negative feedback opted to not attend tutorials guaranteed to improve their performance in future instances of assessment, while the majority of those who performed well did (Fogliatti & Bussey, 2013). Moreover, those with low identification with the negative stereotype reported high instances of self-esteem when provided with positive feedback, while results of those with high identification with the negative stereotype indicate no effect on self-esteem (Fogliatti & Bussey, 2013).

Disengagement & disidentification. Psychological disengagement is a defense mechanism that allows the detachment of self-regard from one's outcomes in any given domain where self-regard is not, by any means, dependent on one's successes, or lack thereof, in that domain (Schmader, Major, & Gramzow, 2001). More often than not, psychological disengagement takes place in situations that run the possibility of threatening or compromising a person's self-view (Schmader, Major, & Gramzow, 2001). Major and Schmader (1998) breaks psychological disengagement into to two distinct psychological processes; devaluing and discounting. The act of devaluing involves disconnecting the esteem of one's self from performance in an area where one's personal, or group, outcomes imply incompetence (Schmader, Major, & Gramzow, 2001). Discounting, as the name implies, involves disregarding the validity of an evaluation of one's performance in an area that one has experienced difficulty and/or failure (Schmader, Major, & Gramzow, 2001). As evaluation is often shaped by social norms as well as stereotypes, ethnic minorities, who are more often than not members of socially stigmatized groups, are more likely to attribute negative outcomes to prejudice and discrimination (Schmader, Major, & Gramzow, 2001). One of the most common examples of discounting include minorities attributing poor performance on standardized tests to the idea that standardized tests are typically

considered to be culturally biased. Though psychological disengagement can be applied to a wide range of situations, teacher academic performance and is a particularly important domain in which to examine this phenomenon. Schmader, Major, and Gramzow (2001) reaffirms stereotype threat research and asserts that members of negatively stereotyped ethnic-minority groups tend to psychologically disengage their feelings of self-worth from negative feedback (Schmader, Major, & Gramzow, 2001). More specifically, while European Americans are more likely to psychologically disengage if they are performing poorly, performance is unrelated to psychological disengagement in ethnic-minorities (Schmader, Major, & Gramzow, 2001). Ethnic-minorities, however, disengage upon perceiving systemic ethnic injustices (Schmader, Major, & Gramzow, 2001). Schmader, Major, & Gramzow (2001) define system ethnic injustices as:

The perception that status differences between various ethnic groups in society result from illegitimate practices of discrimination and that members of ethnic-minority groups, no matter how able or motivate, cannot improve their position in society because barriers impede the advancement of certain social groups. (Schmader, Major, & Gramzow, 2001, 99).

Osborne (1997) reported that African American males disidentify with academics and educational processes at a rate significantly higher than any other student population. In a study of disidentification, examining the connection between self-confidence and academic performance, Osborne (1997) developed that African American males showed the highest levels of self-confidence amidst having the lowest academic markings. Statistics indicated that African American males who, more or less, performed on level with their grade-level peers up until 8th

grade, began to exhibit an ever-growing decrease in the correlation between self-esteem and academic performance from 8th grade up until graduation (Osborne, 1997). More specifically, as grades declined, the self-esteem of the African American male participants shot through the roof. Results proved to be the same across content areas, even in subject areas that males are typically expected to excel (Osborne, 1997). Results concluded that Hispanic women exhibited the strongest academic identification amongst the student groups sampled (Osborn, 2007). Research conducted by Zirkel (2004) developed that stereotype threatened groups tend to isolate themselves from others while in stereotype-threatening environments. Beyond isolation, Zirkel (2004) developed that there is a positive correlation between the numbers of friends that stereotype threatened individuals have and the amount of achievement goals they have set. Zirkel (2004) explained that the correlation is a result of the glass ceiling detected by those in stereotype threatened environments, where affected individuals tend to understand, or believe, that their status will only yield but so much growth or possibility.

Altered professional identities & aspirations. Steel, James, and Barnett (2002) documented the perceptions and experiences of women in male-dominated academic fields. As they expected, women in science, math, and engineering academic areas perceived extremely high levels of discrimination against themselves and other members of their social group within their field. Beyond the academic sector, women went on to report that they anticipated further discrimination for themselves and other women upon obtaining a career in their respective STEM field (Steel, James, and Barnett, 2002). Furthermore, the female students reported indicators of stereotype threat. More specifically, the women felt threatened by the negative stereotypes that

allege that women are not as competent in STEM fields as their male counterparts (Steel, James, and Barnett, 2002). However, upon conducting similar research with men in female-dominated academic areas, the indications of stereotype threat were not detected (Steel, James, and Barnett, 2002). Although men are currently a minority in certain academic fields, Steel, James, and Barnett (2002) indicate that they have not been negatively stereotyped in those specific areas yielding different experiences. However, more recent research may indicate otherwise. Women in the STEM fields proved to be just as identified with their respective field as their male counterparts but indicated that they often thought about changing their major at higher rates than their male counterparts (Steel, James, and Barnett, 2002). Data from a study conducted by Gupta & Bhawe (2007) directly and indirectly addresses the common argument regarding gender-specific characteristics and social norms and their effect, if any, on one's career choice and ability to perform the associated duties. Using entrepreneurship as the focus, Gupta & Bhawe (2007) examined the stereotype that women are deficient of certain characteristics, traits, and skills needed to become effective entrepreneurs. However, results indicated that the manifestation of gender-specific characteristics common to each respective gender was of benefit to both (Gupta & Bhawe, 2007). The research went on to imply that both male and female entrepreneurs possess qualities beneficial to their field and are more effective upon embracing characteristics specific to ones gender (Gupta & Bhawe, 2007). Additional research by Shapiro & Williams (2012) further confirms stereotype threat research that states that the effects of the phenomenon may lead threatened individuals to alter their goals and aspirations in response to the negative feedback that they may receive. The researchers imply that stereotype threat in STEM fields undermine the performance, abilities, and interests of women and girls even when they possess strong math skills

or positive attitudes towards their abilities (Shapiro & Williams, 2007). Utilizing the previous revelations, Shapiro & Neuberg (2007) identified six qualitative forms of stereotype threat that occur from two intersecting dimensions, the target and the source of stereotype threat, better known as the Multi-Threat Network. According to Shapiro and Neuberg (2007), someone who highly identifies with a stereotype is the target of stereotype threat, while someone who has low identification with a stereotype is often the judge, or source, of stereotype threat.

Situations that Lead to Stereotype Threat

Group identity salience. Marx and Goff (2005) provided evidence that stereotype threat is a consciously accessible phenomenon and that race pairing of African Americans under testing conditions yields positive results. More specifically, an African American student in the presence of an African American proctor yielded scores competitive with, if not better, than their European American counterparts (Marx & Goff, 2005). African American students also reported less racial threat from the testing experience (Marx & Goff, 2005). Stone & McWhinnie (2008) found evidence that both subtle and blatant stereotype threat cues yield negative outcomes for threatened individuals. However, results suggest that the threat posed is situation specific (Stone & McWhinnie, 2008). Stone & McWhinnie (2008) placed women in situations where their athletic performance was assessed by either men or women while under blatant or subtle stereotype threatened circumstances and developed that women underperformed when under blatant stereotype threatened circumstances in the presence of men. Stone and McWhinnie (2008) developed that, while under both subtle and blatant instances of stereotype threat, those in highly

identifiable threat populations underperform but at different levels depending upon the gender of the person providing supervision.

Stereotype salience. Campbell & Collaer (2009) investigated the effect, if any, of stereotype threat on gender differences with regards to visuospatial abilities. Consistent with most research on stereotype threat, Campbell & Collaer (2009) developed that women who were under no stereotype threatening circumstances showcased more advanced visuospatial abilities than women who were under implicit and explicit threat conditions. Moreover, the results confirm stereotype research that suggests that stereotype threat is more pronounced when subjects are exposed to more difficult tasks (Campbell & Collaer, 2009). Additionally, Campbell & Collaer's (2009) research confirms gender-based stereotype threat research that examined women's performance, or underperformance, in STEM fields when under threatening circumstances, as visuospatial abilities are central to fields such as math, sciences, engineering, and physics. Upon informing participants that race, gender, socio-economic, and other group-related differences effect performance on specific tasks for specific groups, stereotype threat research results, more often than not, confirms these statements to be true. However, providing no information regarding race, gender, socio-economic, and other group-related differences often yields no difference in performance. Cotner & Burkley (2013) set out to examine if homosexual men outperform heterosexual men in tests of fashion knowledge and ultimately sought to answer if their performance, if superior, is a result of stereotype lift. Results indicated that gay men, in fact, outperform straight men in tasks pertaining to fashion but only when the stereotype was presented, or made salient (Cotner & Berkley, 2013). However, results indicate that knowledge of fashion

between heterosexual and homosexual males was similar in instances when stereotype threat was limited or not at the forefront (Cotner & Burkley, 2013). Cotner & Burkley (2013) ultimately concluded that the superior performance of homosexual men to heterosexual men under stereotype threatened conditions was a result of stereotype lift, as opposed to inherent group differences.

Evaluative scrutiny. Research by Koenig & Eagly (2005) supports research that indicates that men often experience stereotype threat when expected to perform feminine gender-typed duties. Men introduced to the negative group stereotype that women are better than men at decoding nonverbal cues performed significantly below those who were not exposed to the stereotype (Koenig & Eagly, 2005). Moreover, men who were not exposed to the negative stereotype that women possess stronger social sensitivity skills than men performed equally as well as their female counterparts. Researchers also developed that the men under stereotype-threatened conditions took a planned and deliberate approach to decoding nonverbal cues, while men who were not took a more intuitive approach (Koenig & Eagly, 2005). This further proved the idea that cognitive processes are often compromised under the influence of stereotype threat and places those victim to stereotype threat in danger of confirming the very thing that they work so hard not to (Koenig & Eagly, 2005). Koenig & Eagly's (2005) research reaches beyond typical studies on stereotype threat as men were the stereotype threatened group, as opposed to women or minority groups. The results of the study provided an inside look into how men respond to stereotype threat against their group and suggest that there may be many more instances in which men experience stereotype threat and the consequences that come along with it.

Mechanisms behind Stereotype Threat

Anxiety. Perhaps the most shocking revelation by Steel (1997) is that stereotype threatened populations run the risk of resenting and ultimately rejecting their population, or themselves, upon internalizing negative stereotypes associated with their population. Examples include the study conducted by Clark and Clark (1939) where Black children chose White dolls over Black dolls because they were perceived to embody everything good, just, and beautiful and Steel and Aronson's (1995) study that examined group responses to stereotype threat where stereotype threatened participants widely rejected both positive and negative qualities associated with their group. However, in the latter study, those who were not introduced to the stereotype-threatened environment embraced and valued things that were typically, both positive and negative, associated with their group. Furthermore, the results indicated that these tactics appeared to be tactics of self-preservation and to ultimately disassociate themselves from the stereotype that sheds negative light on their perceived character. Disassociation typically either decreases the threat of stereotype threat or leads one to give up and underperform, whether under circumstances of stereotype threat or not (Steel & Aronson, 2005). Both giving up and underperforming under stereotype-threatened circumstances often manifest in school settings leading to irreparable consequences such as one losing interest in education, disidentifying with school and education-related tasks, and ultimately avoidance of educational tasks. Moreover, Crocker and Major (1989) developed that stigmatized and stereotyped groups often exhibit levels of confidence and self-esteem comparable to those who are outside of the stigmatized and stereotyped spectrum prior to exposure to stereotype-threatening environments. Crocker and Major (1989) went on to reveal

that results from their study indicated that stigmatism may increase levels of confidence as those stigmatized may blame their lack of performance on the biases and prejudices of those not stigmatized.

Negative cognitions & dejection. Through a series of four experiments examining coping strategies typically used by those under stereotype-threatened conditions, von Hippel et. al., (2005) found evidence that denial was the most prominent. Though not all stereotype-threatened individuals respond with denial, it is widely employed by those highly concerned with the impression that they make on others. In the study, populations susceptible to stereotype threat openly denied being incompetent in their respectable areas of threat without being triggered to do as such. Moreover, participants highly concerned with impression maintenance who didn't openly deny being incompetent acknowledged and accepted the negative stereotype but claimed that the negative connection didn't matter to them. Those who exhibited low concern for impression management tended to provide more productive information regarding their strengths and weakness and ultimately more accurate representations of their levels of performance.

Reduced effort. Stone's (2002) work supports early stereotype threat research that revealed that threatened individuals often resort to behavioral self-handicapping strategies, or self-sabotage, when under threatening circumstances. Under threatening circumstances, individuals may decrease internal feelings associated with stereotype threat by decreasing the amount of time and effort used to strengthen their ability in that specific area. The idea is that, a decrease in effort will ultimately provide a valid excuse for future underperformance or overall failure in an area in which one is expected to fail. However, similar to many of the responses to stereotype threat, self-

sabotage is ultimately self-perpetuating and leads to one confirming the very stereotype that the individual, or group, is trying to avoid. In the experiment, Stone (2002) examined White athletes and hypothesized that under stereotype threatened conditions, they would employ self-defeating strategies to adjust for their potential underperformance under situations of assessment. Stone's (2002) hypothesis was confirmed as the participants reduced the amount of time that they practiced. Stone indicated that the period between initial threat and performance may yield anticipation and fear within a threatened individual, which may yield counterproductive defense strategies, such self-sabotage. Moreover, the extent of the effect of stereotype threat on self-sabotage is dependent on the level of importance one's performance in a specific area is on ones self-esteem or self-worth.

Reduced self-control. Research by Inzlicht, McKay, and Aronson (2006) examined the burden of stereotype bias on people who belong to, or identify with, socially devalued groups. Results indicate that stereotype biases impair self-control in attentional and physical self-regulation in socially devalued groups. More specifically, results from one of three studies indicated that African Americans who are exposed to stereotype biases involving academic domains reported difficulty with activating behaviors conducive to maximized academic performance (Inzlicht, McKay, & Aronson, 2006). The remaining two studies confirmed gender-based stereotype biases requiring attention span and physical stamina (Inzlicht, McKay, & Aronson, 2006). Results ultimately imply that stereotype bias is ego depleting and ultimately claims that simply making attempts to cope with stereotype bias can lesson one's ability to regulate and control behaviors in domains within, as well as outside, the bias (Inzlicht, McKay, & Aronson,

2006). Moreover, the results indicate that the effects of stereotype bias extend beyond African Americans and to all socially devalued groups. (Inzlicht, McKay, & Aronson, 2006).

CHAPTER 3: METHODS

The purpose of this qualitative study is to explore the relationship between stereotype threat and practicing male teachers' identities and professional experiences. The minor aim of the study is to build upon previous research conducted regarding the small number of men teaching grades K-12. More specifically, the study aims to explore the intrinsic and extrinsic influences that encourage men to enter the field, the factors that encourage them to stay, and situations that may cause them to leave. Other minor factors of interest include the impact that male educators have on male students, how male teachers nurture students, and the opinions of male K-12 educators regarding the current state of education. The major aim of the study is to determine how stereotype threat theory manifests itself in the professional experiences and personal perceptions of men teaching grades K-12.

Introduction

The world of education has evolved drastically over the last few decades. However, the demographic make-up of educators in field remains the same; men are grossly underrepresented in the field of education (National Education Association, 2011). This grounded theory study aims to explore the relationship between stereotype threat and practicing male teachers' identities and professional experiences and has potential recruitment, professional, leadership, and academic significance. More specifically, the findings of this study may provide insight on how to better recruit, train, and retain male teachers, which could ultimately lead to bridging the gap between the number of men and women in the teaching field. Results from the study aim to increase the

knowledgebase regarding what can be done to improve the performance of male teachers, as well as what those in leadership positions can do to support men in the field.

This chapter will provide information regarding the methods used for the study, an explanation of epistemological and methodological positions, a description of the tenets of grounded theory to be addressed throughout the study, human subjects' protection, and an overview of procedures and data collection practices. Furthermore, preliminary data management and analysis plans will also be addressed along with concerns regarding rigor in qualitative research. A summary will close the chapter and highlight the major points of the chapter.

This grounded theory qualitative study will be guided by one major research question. The data collection and analysis procedures, which will be discussed later in the chapter, are expected to provide new insight into the following question:

RQ. What is the nature of the relationship between stereotype threat and the professional experiences and identities of practicing male teachers?

Qualitative Research

Qualitative research relies heavily on observations, text, and is greatly concerned with analysis of social phenomena and non-statistical methods of scientific inquiry (McRoy, 1996). Qualitative research involves observing things in their natural settings and making informed attempts to interpret phenomena through the lens of those being observed (Denzin & Lincoln, 2005). Miller and Crabtree (1999) offered three effective and systematic ways that qualitative researchers might interpret data from text: literally, reflexively, and interpretively. Reading text literally requires the researcher to take information at face value and strictly focusing on literal

content and form (Miller & Crabtree, 1999). However, interpreting data reflexively and interpretively encourages the researcher to focus on how personal orientation shapes interpretations and constructing interpretation of the text at one's own discretion, respectively (Miller & Crabtree, 1999). Participants in qualitative research are, more often than not, selected with purpose and intent (Denzin & Lincoln, 2005). Qualitative researchers rely on experiences and perspectives of research participants to develop and interpret meanings as opposed to making attempts to quantify phenomena (Denzin & Lincoln, 2005; McRoy, 1996). Noted advantages of qualitative methods over quantitative methods in education include, but are not limited to, observing participants in their natural habitat, collecting data over time which yields natural longitudinal analysis, providing a complete understanding of an entire situation, and providing more comprehensive information regarding phenomenon (McRoy, 1996). Qualitative research is purposeful as it provides researchers the opportunity to observe, analyze, and interpret phenomenon from the source in an attempt to develop an informed holistic perspective of a situation (Denzin & Lincoln, 2005). Qualitative methods, at their greatest, can assist researchers explain phenomena that have not been explored thoroughly, or at all (Strauss & Corbin, 1990). Additionally, qualitative methods provide researchers the opportunity to gain different perspectives on data already known and accepted (Strauss & Corbin, 1990). One specific type of qualitative method is grounded theory, which encourages researchers to develop theory from observable data.

Grounded Theory

While many qualitative methods seek to describe or paint a picture of a particular phenomenon, grounded theory aims to explain why a particular phenomenon being observed takes place (Birks & Mills, 2011). Ultimately, in grounded theory, the processes followed to collect and analyze data are used to develop a theory that explains a particular phenomenon with regard to those who experience it (Oktay, 2012). Grounded theory is heavily rooted in both pragmatism and symbolic interactionism (Oktay, 2012). Pragmatism states that truth, in any context, can only be measured by its connection to experimental results and its practical applicability, while symbolic interactionism states that individuals and environments are actively shaped by one another (Oktay, 2012). More specifically, pragmatism, a theoretical perspective based on the works of Charles Pierce and John Dewey, "claim[s] that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected" (McDermid, 2006). Though originally a philosophical movement, pragmatism has significantly influenced fields outside of philosophy such as education, psychology, and sociology. Symbolic interactionism was developed from the works of G. Herbert Mead and asserts that the actions of human beings, more often than not, are a direct response to social interactions with their environment (Oktay, 2012). The connection between pragmatism and symbolic interactionism was originally observed by Anselm Strauss, who later partnered with Barney Glaser and together ultimately published *The Discovery of Grounded Theory* (Glaser & Strauss, 1967). According to Glaser and Strauss (1967), the primary purpose of grounded theory is to develop explanatory models of human social processes that are grounded in data

Grounded Theory Methods

Grounded theory methods have evolved drastically over the years. In *The Discovery of Grounded Theory*, Glaser and Strauss (1967) originally encouraged researchers to use grounded theory methods malleably and in a way that is unique to the research being conducted. The defining components of early grounded theory practices included simultaneous involvement in collection of data and analysis, categorization and coding of collected data, use of the constant comparative method, and advancing theory development throughout each step of data collection and analysis. However, as Glaser and Strauss began to publish separate works, grounded theory became a dichotomy (Strauss, 1987; Strauss & Corbin, 1990). Though Glaser & Strauss shared similar ontological and epistemological views, their inability to compromise on methodological procedures ultimately yielded a diversion between grounded theory practices. As Glaser produced works that remained consistent with early grounded theory, Strauss went on to publish works that attached strict procedures to data analysis (Glaser, 1978; Glaser, 1992). Strauss' new techniques, which eventually evolved into the Straussian School of Grounded Theory, forced data into preconceived procedures and contradicted Glaser's fundamental grounded theory practices, now known as the Glaserian School of Grounded Theory (Glaser, 1992). Glaserian grounded theory places great emphasis on emergence of data, while Straussian grounded theory requires that the researcher actively obtain theory from data. Glaser and Strauss' inability to agree on grounded theory concepts and methods ultimately led to the development of what is now known as Constructivist Grounded Theory. Constructivist grounded theory, rooted in pragmatism and relativist epistemology, rivals Glaserian and Straussian grounded theory in that constructivists

believe that data and theories are constructed by the researcher upon interacting with the field and participants, rather than being discovered (Charmaz, 2006).

Constructivist Grounded Theory

Since its inception in *The Discovery of Grounded Theory* in 1967, grounded theory methods have remained a highly diversified method of research. Founding fathers, Glaser & Strauss (1967), originally defined grounded theory as “an approach for developing theory that is grounded in data, systematically gathered, and analyzed.” A number of researchers such as Juliet Corbin, Kathy Charmaz, and Adele Clarke have provided their own adaptations of grounded theory in the literature. Charmaz (2006), introduced constructivist grounded theory in an attempt to update 20th-century grounded theory epistemologies to 21st-century epistemologies. While fundamentalist grounded theory gives priority to the views of those conducting the research, constructivist grounded theory uses the views and voices of research participants to drive data collection and analysis (Charmaz, 2006). Charmaz asserted:

Glaser (1978, 1992) assumes that we can gather our data unfettered by bias or biography. Instead, a constructivist approach recognizes that the categories, concepts and theoretical level of an analysis emerge from the researcher’s interactions within the field and questions about the data (Charmaz, 2000, p. 522).

In keeping with Charmaz’s (2006) constructivist approach, the research process emerged from interaction between the researcher and the participants, researcher and participant positionality was taken into consideration, and the both the researcher and participants worked together to construct the data.

Formal Grounded Theory

This study examined male K-12 educators and develop explanatory models regarding the relationship between stereotype threat and the professional experiences and perceptions of men teaching grades K-12. Stereotype threat, which can be defined as the risk of confirming or perpetuating a negative stereotype associated with a group, or groups, in which one belongs, is already a substantially accepted theory and makes this particular study a more abstract level of theory development called formal grounded theory. Formal grounded theory, introduced in Glaser and Strauss' (1965) book "Awareness of Dying", uses grounded theory techniques to apply established theories to new phenomena or contexts. Substantive grounded theory, on the other hand, is the most commonly used of the two and focuses on building a theoretical explanation for a specified area (Glaser & Strauss, 1967). Originally, substantive theory regarding stereotype threatened populations was used to formulate new formal theory grounded on data collected from men who educate students in grades K-12.

Tenets of Grounded Theory

Theoretical sensitivity. Theoretical sensitivity, perhaps the most important feature of grounded theory, refers to a researcher's ability to understand, process, and give meaning to collected data (Bryant & Charmaz, 2007). According to Glaser (1978), theoretical sensitivity is the creative aspect of grounded theory and requires the researcher to bring adequate experience and expertise to an area of study prior to collection of data. Gaining theoretical sensitivity provides the researcher with the ability to conceptualize and formulate theory as it emerges from the data (Bryant & Charmaz, 2007). Building knowledge of coding families, strengthening conceptual

abilities, and keeping current on literature are three major ways to maintain theoretical sensitivity (Bryant & Charmaz, 2007).

Theoretical sensitivity was maintained throughout this study through constant review of literature relevant to the study and employing the constant comparative method throughout the data collection process. The constant comparative method involves comparing data across each stage of analysis in order to establish analytic distinctions throughout the data collected (Glaser & Strauss, 1967).

Theoretical sampling of data from participants. Glaser and Strauss (1967) originally defined theoretical sampling as the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyzes data and decides what data to collect next and where to find said data, in order to develop the theory as it emerges. As the major purpose of theoretical sampling is to generate theory, participants are chosen based off of their knowledge of the phenomenon that is being observed (Glaser & Strauss, 1967). Once a theory has been observed and developed, one is allowed to focus on and selectively produce further data relevant to the elaboration or refinement of existing categories.

Sampling of participants in this study was directed by the emerging theory. More specifically, constant comparative analysis actively dictated who was interviewed, decisions regarding what interview questions were asked, the need for follow-up interviews, and when enough interviews had been conducted. Theoretical sampling ultimately allowed me to identify emergent themes, continuously acquire data, and maximize the opportunity to make meaningful

observations. A total of seven males who shared common characteristics, such as gender and current occupational status, participated in the study.

Participant recruitment. In *The Discovery of Grounded Theory*, Glaser & Strauss (1967) indicated that it is impossible for a researcher to predetermine groups that could possibly separate all categories in an emerging theory. The sampling process in grounded theory research requires that sampling of specific data sources continue until categorical saturation occurs. The initial sample group for this study consisted of three purposively sampled male K-12 educators. One of the original sources declined, another was rejected, and the last provided preliminary data. The rejected participant was aware of the original direction of the research and was at risk of introducing bias at the start of the study. The study ultimately began with the one purposively sampled male participant who provided preliminary, or initial, data. Upon the analysis and coding of the initial data, additional participants were selected for concurrent data collection and analysis through snowballing. More specifically, the first participant directed me to the next participant and the pattern continued with each of the following participants as the study continued. Theoretical sampling guided the recruitment of participants and the process dictated the emerging theory.

Human Subjects Protection

Auburn University Institutional Review Board approval was obtained prior to conducting the study. All participants were provided an informed consent form prior to participating in the study and were granted the opportunity to withdraw from the research study, with no penalty, at any time

that they felt appropriate. Consent forms, field notes, and audiotapes were maintained in a file cabinet throughout the course of the study. Pseudonyms were assigned to each participant and used to maintain each participant's confidentiality. Participants were given the opportunity to select their own pseudonym. The researcher transcribed all audio recordings in an attempt to maintain confidentiality.

Data Collection Procedures

Pilot study. A pilot study was conducted to prevent complications upon actual data collection. A total of four educators, two men and two women, were contacted by phone and asked to participate in the study. Written consent was forwarded to all parties involved prior to conducting the interviews. Data were collected through unstructured interviews lasting between forty minutes to an hour. Unstructured interviews are a form of informal interview and provide researchers the opportunity to engage in meaningful and guided conversations with the participant. Unstructured interviews also allow the participant to control the content of the interview (Charmaz, 2006). Bryant & Charmaz (2007) indicated that researchers tend to employ unstructured interviews when little is known about the topic being researched. Unstructured interviews ultimately provide the participant the opportunity to freely share their experiences, as there is no official sequence of questions to be asked. Each participant was interviewed once and was encouraged to provide reference to any other educators that may be interested in participating in the actual study. Throughout the pilot study, special attention was paid to the clarity of the directions, the flow and intuitiveness of the questions, and the reliability of the data analyzed.

Slight changes were made to the questions used in the pilot study as some were misunderstood by the participants, vague, or didn't yield feedback valuable to the study.

Interviewing process. Basic background information, such as educational status, field of study, years teaching, and subject taught was collected at the time of each interview, along with information pertaining to each participant's identity and professional experiences as a K-12 educator. All interviews conducted were audiotaped. Though Glaser (1978) believes that audiotaping interviews prevents researchers from connecting with field notes and memos, interviews were audiotaped for use just in case they were needed to improve accuracy of field notes and memos. Field notes regarding setting, reactions to questions, mannerisms, and behavior were recorded through the interviews and ultimately played a major role in the actual outcome of the study.

Examples of Interview Questions. In an attempt to remain consistent with the tenets of grounded theory research, participants will be interviewed using an interview guide made up of brief, general questions regarding their experiences and personal perceptions as educators (Charmaz, 2006). The following general questions, or variations of the general questions, were presented to all participants:

1. What factors led you to you to become an educator?
2. Upon deciding to become an educator, where there any factors that made you question your decision?
3. Give me an example of a typical day in your life as an educator.

4. Do you believe that your gender plays a part in how you are perceived by students and teachers?
5. Does your gender introduce difference dimensions to the atmosphere of the education environment?
6. Do you have any experience with gender-based education? If so, do you believe in its premise or do you believe that everyone is unique regardless of gender?
7. Do you believe men can be as nurturing to students as women can be? Why or why not? In what ways?
8. What are common stereotypes associated with being a male in education? Have any been directed at you? How did you handle it?
9. What are the reasons, if any, for the gender disparity in the educational field?

The interview guide was made up of 9 questions that often lead to general probing questions such as "would you care to elaborate?" or "how does that make you feel?" The list of questions did not evolve as the study progressed but the accompanying, or probing, questions shifted as participants changed.

Data Management and Analysis

Data analysis for the study followed the principles of grounded theory. Grounded theory data collection and analysis takes place in cycles and can be described as an iterative cycle of induction and deduction. Data collection and analysis is conducted simultaneously as constant comparison between results of the ongoing analysis and new findings are used to guide further collection of data (Strauss & Corbin, 1990). These practices are fundamental to all schools of grounded theory and are the reason why development and identification of variables takes place

during the data collection process and not prior to data collection. As a result, variables and concepts presented by the interviewee can be further developed and conceptualized by the researcher. All interviews, field notes, and transcripts were reviewed and analyzed using the constant comparative method. Oktay (2006) describes constant comparison as the basic method employed in grounded theory that yields the creation of theory from empirical data. The process of constant comparison, which ultimately generates theoretical constructs through analysis of substantive codes and categories, advances as the researcher consistently goes over the data. As data was collected in this study, conceptual categories were specified and described based on the data. Data was collected up until theoretical saturation was achieved, or no new or relevant data emerged from the data collection process.

Constant Comparison Analysis. According to Glaser & Strauss (1967), constant comparative analysis is made up of four stages:

1. comparing incidents applicable to each category
2. Integrating categories and their properties
3. Delimiting theory
4. and Writing theory

Formal grounded theory encourages researchers to make comparisons between different groups (Gibson & Hartman, 2014). According to Gibson and Hartman (2014), while conducting formal grounded theory, it is important that the researcher pay more attention to sources of variation, such as qualifying conditions for different categories, between two groups as opposed to focusing on if groups are comparable. Ultimately, constant comparison in formal grounded

theory research requires that the researcher focus on the comparisons that facilitate in generalizing an emerging theory and broaden the scope of the theory by making it applicable to new populations (Gibson & Hartman, 2014).

The purpose of the experiment was to examine the relationship between stereotype threat and the experiences and personal perceptions of men teaching grades K-12. Constant comparison analysis in this experiment included extensive review of existing stereotype threat and stereotype boost research, observation and exploration of stereotype threat and stereotype boost as they manifested in the educational setting for men teaching grades K-12, and finally increasing the conceptual generality of the emerging theory.

Coding & Categorizing Data. Interview data from qualitative studies are often analyzed through coding. Coding, as defined by Glaser & Strauss (1967), is the most fundamental step in data analysis and actively transforms specific statements collected from research participants into abstract interpretations of the data collected. These abstract interpretations are what eventually become information used to ground and develop new theory. Three levels of coding techniques: initial, intermediate, and advanced coding take place while conducting grounded theory research. Initial coding, as the name suggests, is the first step upon collecting and analyzing. Intermediate coding follows initial coding and involves connecting categories and sub-categories developed after initial coding (Charmaz, 2006). Intermediate coding takes place upon collecting and analyzing concurrent data, all while following tenets of constant comparison of data (Charmaz, 2006). Advanced coding is the third stage of data analysis and follows intermediate coding.

Advanced coding is the most critical stage of data analysis as it should lead to an emergent theory (Charmaz, 2006).

In this study, Atlas.ti was used to organize data collected from the participants. Initial coding took place upon conducting the first interview. Information collected from the first participant was transcribed from the original recording on Microsoft Word and field notes were transferred to the transcripts. Each sentence from the first transcript was coded paying special attention to important key words. Upon developing a list of codes for the first interview, subsequent interviews were conducted following the same procedures. Additional codes were added upon transcribing and coding each interview up until the fourth interview. Intermediate coding took place upon conducting the fifth interview up until the seventh, and the last, interview. Initial codes were combined and clustered to yield larger themes during intermediate coding which ultimately lead to advanced coding. Advanced coding ultimately led to the emergent theory.

Summary

This chapter introduced formal constructivist grounded theory as the research method used to conduct this study. The principles of grounded theory were discussed along with tenets of formal grounded theory and Kathy Charmaz's constructivist grounded theory. Information regarding data collection and management were outlined. The chapter concluded by providing a description of the sampling methods and plan for coding and theory development.

CHAPTER IV: FINDINGS

This chapter will present findings from the data gathered from seven male secondary school teachers throughout the United States in relation to the following research question:

RQ: What is the nature of the relationship between stereotype threat and the professional experiences and identities of practicing male teachers?

The first section will provide a glimpse into the lives of each of the seven participants in the study. Each description will provide a brief glimpse into the professional experiences of each individual participant. The next section of this chapter will present and explain how stereotype threat theory manifests in the field education for male teachers. Following the presentation and explanation of the theory, the chapter will conclude with a summary of all that was discussed.

Participant Biographies

I interviewed a total of seven men who taught in secondary schools across the United States. Though each participant was male they represent a wide range of educational backgrounds, grade levels taught, subjects taught, and overall experiences. Men in the study ranged in age from 26 to 45 years old and vary in the amount of years, from three to 13, invested in the field. Common themes regarding the reason each participant entered the field included, but were not limited to, being influenced by a family member or mentor within the field and wanting to make a difference in lives of others. Three of the seven participants held a degree in education upon entering the field and six of the seven currently hold a degree in education. Each participant was employed with a public or private middle or high school. With the exception of one participant who was a principal, all of the participants were classroom teachers at the time of interviewing.

Participant #1: Alton Bass. Alton Bass was a sixth year music teacher with a Master of Arts degree in Music Education. A jack-of-all-trades, Mr. Bass served as the instructor of record for Concert Band, String Orchestra, Symphony Orchestra, Jazz Band and Marching Band at a small high school in the Southeast. Mr. Bass went into K-12 education immediately after earning his undergraduate degree in Music Composition and completing a short stint as a substitute teacher. Influenced by his mother, a daycare administrator, and several friends who entered the field, Mr. Bass worked at the same school throughout his teaching career. Mr. Bass regularly worked 10 to 12 hours a day in efforts to improve his students' musicianship as well as to create a safe space for his students to congregate. With "saving lives one note at a time" as his mantra, Mr. Bass believed that there was "power in music" and that the force is strong enough to positively influence students' decisions, behavior, academic achievement, and ultimately their lives.

Participant #2: Ashton Wright. Ashton Wright was a husband, father, mathematician, entrepreneur, coach, and educator with 11 years of K-12 teaching experience. Possessing a natural affinity for numbers, Mr. Wright holds three degrees in Mathematics, with an Education Specialist degree being his highest degree earned. Mr. Wright has taught Mathematics to students from ninth grade to twelfth grade and indicated that his strengths include verbal and non-verbal communication skills, creativity, and the ability to aggregate data to drive instruction. Mr. Wright originally planned to enter the field of education part-time as a sports coach and had no interest in classroom teaching. However, upon coming to the realization that he had no idea what to do with his college degree, Mr. Wright figured that teaching would be the natural thing to do with a degree in mathematics. Mr. Wright went from substitute teaching to full-time teaching, securing various

coaching positions along the way. Mr. Wright prided himself on being a facilitator of learning and believed that teaching self-reliance is the key to success for today's students. Mr. Wright eventually gave up coaching at the school in which he worked to focus on coaching his son's football team and running several non-profits.

Participant #3: Jacob Black. With a total of 12 years in K-12, Dr. Jacob Black's experiences in the field have been varied and unique. Dr. Black began his career as a high school math teacher and was promoted to a Graduation Coach soon after. After completing his first year as a middle school Graduation Coach, Dr. Black became an assistant principal, which ultimately led to a position as a middle school principal. Though his trajectory was not part of his original plan, Dr. Black believed that his path played a major part in the successes that he experienced in his position as a principal. Having aspirations of becoming an educator since elementary school, Dr. Black believed that teaching and reaching students is a gift and not something that can be taught in a classroom or professional development. Dr. Black expressed an unwavering commitment to transformative pedagogy and prided himself on being a role model and mentor to all students. Dr. Black spoke of returning to the classroom, but as a faculty member at the collegiate level.

Participant #4: Travis Holland. Travis Holland was a fifth year science teacher with a background in Molecular Biology. Mr. Holland taught Earth Science and Biology to 10th graders at a high-needs school located on the East Coast. Though his background is in science, Mr. Holland has taught at least one form of every core subject. In addition to his versatility, Mr.

Holland prided himself on his ability to treat students and colleagues with compassion and his extensive creative abilities. Outside of mastering science, Mr. Holland expressed that he often encouraged his students to be good people. Mr. Holland explained that he took every opportunity that he was granted to mentor a student, to assist in improving the quality of life for his students, and modeled the qualities that he expected his students to possess. Though Mr. Holland was successful in the classroom and enjoyed his role as a teacher, he provided examples of setbacks that led him to believe that secondary education may be an unsustainable career. From harsh policies and low pay to experiencing a large number of his colleagues exit the field to pursue more prestigious positions, Mr. Holland was not certain of his future as a teacher as he questioned how stable his life would be upon starting a family.

Participant #5: Stephen James. Selected as the 2014-2015 Teacher of the Year, to his colleagues, Stephen James was the prototype of what a competent educator is supposed to be. Mr. James entered the field of education three years ago as a direct response to his desire to give back to his community. Mr. James comes from a family of teachers and prided himself on his level of creativity, integrity, and natural affinity to yield success in others. Mr. James attributed his early successes in the field to his genuine love for the craft and his ability to build strong relationships with students and educational stakeholders. Mr. James indicated that he was often regarded as a big brother or father figure and was frequently mistaken for an administrator by parents, visitors, and newer teachers. Mr. James expressed that he taught his students that failure is not an option and that learning to be autonomous is the true key to success. Mr. James was looking forward to

a rewarding career in education for the next few years but ultimately planned to exit the field to pursue a career using his degree in Graphic Design.

Participant #6: Dennis Samford. Dennis Samford entered the field upon retiring from the United States Marine Corps. Inspired by his son who has autism, Mr. Samford majored in special education upon retirement with the sole intent to work with his son at home and to help other parents with children that have special needs. Mr. Samford started as an elementary school teacher teaching Kindergarten and later 4th, 5th, and 6th grade self-contained classes. After teaching elementary school for several years, Mr. Samford moved to high school where he became a collaborative special education teacher and a Jr. ROTC instructor. As the head Jr. ROTC instructor, one of Mr. Samford's goals is to "build better citizens and leaders in the community". The ultimate goal, in Mr. Samford's opinion, was to provide students with the discipline, leadership, and knowledge to excel in life beyond high school. After completing six successful years in the field, Mr. Samford expressed that he looked forward to a long tenure in K-12 education and often encourages other men to join the field.

Participant #7: Raymond McNair. Raymond McNair was a 13-year math educator, husband, and father, who spent the majority of his childhood assisting his mother in and out of her classroom. A paraprofessional, Mr. McNair's mother would task him with preparing materials for lessons, assisting with setting up the class for the following day, tutoring students struggling with class content after class, and providing feedback about lesson plan ideas. Upon exploring a number of possible majors during his undergraduate studies, McNair eventually chose Math education. McNair had spent the last 13 years teaching middle grades math and coaching various

sports and academic teams. McNair possessed a strong background in gender-based education and shared that he taught in an all-boys academy at a gender-based school for a number of years, where he eventually became the Teacher of the Year. Mr. McNair expressed a belief that the keys to his success were his mastery of his content area, engaging lessons, providing thorough and immediate feedback to students, and rewarding students for their accomplishments. Mr. McNair eventually left the gender-based school to teach in a co-ed setting where he shared stories of having to adjust to having young women in his class. More specifically, McNair indicated that the formula that worked for him in an all-male setting got him reported to administration in a co-ed setting. Though the school's investigation found no signs of foul play, the fact that things took such a negative turn put a huge damper on Mr. McNair's teaching philosophy and strategies. Though still in the field, Mr. McNair was actively seeking employment outside of the field and expressed an interest in financial advisement.

Discovering Stereotype Limbo

Stereotype limbo is an identity crisis that occurs when a person, who was once committed and secure in their identity, begins to question their identity after being placed in a stereotype threatened environment, a stereotype boosted environment, or an environment that is a combination of the two. Each participant experienced stereotype limbo in some form or capacity and responded to stereotype threat, boost, or a combination of the two by fighting, fleeing, freezing, or fawning. Glaser's (1998) concept of constant comparative analysis was used to identify the process of stereotype limbo. For the participants of this study, stereotype limbo involved experiencing realities of the field and being exposed to both stereotype threat and stereotype boost after making the commitment to teach K-12.

Causal Conditions of Stereotype Limbo

Thematic analysis revealed several causal conditions, or themes, that led to the core category of stereotype limbo. Participants in the study experienced stereotype limbo after (1) making a commitment to teaching K-12, (2) performing teaching tasks, receiving constructive feedback, and being expected to assimilate into standard teaching roles and (3) being exposed to stereotype threat, stereotype boost, or a combination of the two. As a result of these experiences and the way that these experiences were perceived, participants experienced their own personal professional identity crisis.

Commitment. All seven participants reported committing to the field with no doubts or reservations. Dr. Black stated, “I went into the field knowing that it’s exactly where I wanted to be”. During his interview, Mr. Holland exclaimed, “I went right into it. I felt like I belonged here. When I took the Myers-Briggs test, my results were called ‘Teacher’”. “I had great motivation. There was no doubt that [teaching was] what I wanted to do”, Mr. Samford shared, referring to his son, who has autism, as his source of motivation. Mr. James, a product of a long line of educators provided information stating:

My mother was a primary school teacher and my father is an administrator. My grandfather is a principal. They both (father and grandfather) started out as teachers. My dad went through the ranks, Social Studies to Assistant Principal to Principal and eventually started his own charter school. I knew that the field was something that I wanted to get into because it was in my blood.

Similar to Mr. James, Mr. Bass and Mr. McNair were influenced by and motivated to become educators by family members in the field. Mr. Bass stated in his interview, “My mother is a teacher, currently a director of a daycare center in NY, and has always been. Because of her, I’ve always enjoyed working with kids” while Mr. McNair stated in his interview, “My mother was a paraprofessional. I was always at [her] school before and after school...I couldn’t deny my calling.”

Occupational efficacy. Participants were encouraged to provide information regarding their experiences upon entering the field. Mr. Bass spoke vividly about his dedication to the field, “I had no problems with working from 7:30 am to 9:00 pm daily because I was living my dream. It was a beautiful thing.” Mr. Bass went on to provide examples of the “determination”, “hope”, and “fight” that he brought to the field. Mr. Samford and Mr. Holland both listed “knowledge” as one of their major strengths: “I think that my greatest strength is my knowledge. I teach so many classes and I do it effortlessly and effectively”, Mr. Holland expressed during his interview. Mr. Samford placed more emphasis on his knowledge of working with students with special needs by stating, “...being a parent of a student with special needs, I have a more personalized patience, understanding, and knowledge of what students and parents go through.” Mr. McNair spoke candidly about the bonds that he built with his students, “I connect with the [students] well, I relate to them easily. This allows me to bring students who are grade levels behind to perform on grade level and have the motivation to do better.” In addition to developing bonds, Dr. Black spoke of how he maintained “genuine and authentic” relationships with students by, “greeting them in the

morning, reading their facial expressions to see if things are going on, helping them seek the guidance that they need to focus in class.”

However, despite the wide range of strengths and positive influences that each participant brought to the field, participants also spoke of factors such as pressures to assimilate, stringent educational policies, low pay, and/or low occupational status that ultimately made their experiences more difficult. Upon being asked about instances of professional fatigue, Mr. Holland offered, “...it’s more so the other factors that come along with teaching not the actual teaching. I love teaching students but the other factors tell me that teaching is becoming an unsustainable career.” Mr. Holland continued, “Policies are taking away the joys of teaching.” Mr. Holland went on to elaborate about the policies that were of concern to him:

Once you include things such as standardized test preparation, teacher evaluations, and teacher rating systems, which have all been a major issue this year for teachers [in my region], you have a highly stressful environment. Additionally, I feel like I can’t keep up with the changes in education. There is always something new that they want us to do. Like two years ago it was common core and they didn’t give us enough time to implement it...teachers can’t constantly keep up with it. We can’t really master anything.

Dr. Black shared concerns similar to those of Mr. Holland regarding educational policies. Referring to standardized testing and the idea of his state adopting a teacher rating system that would reward teachers whose students performed well on standardized tests, Dr. Black asserted, “I’ve become increasingly disgusted by some of the distractions that lie within policies that force us to change our practice and take us away from the main thing.” Dr. Black also provided commentary on teacher pay and social status, “Income is a major issue...I’m trying to detach the

social value because that can include income as well as the lack of prominence for the profession.” Dr. Black continued, “There is a stigma attached to teaching that is not making it a viable option for young men and men in general.” Mr. Wright, who ultimately plans to entering the corporate arena after teaching for another few years provided a comparison between Corporate America and K-12 education, “Corporate America offers so much more for people that men tend to look at. [Men] typically leave [K-12 education] for fear of not making enough money or actualizing our true potential.” Information provided by the seven participants in the study confirms current research on K-12 teachers, regardless of gender (Sumison, 2000; Chmelynski, 2006). However, upon further investigation, more gender-specific issues were specified.

Stereotype threat. Analysis of the information collected provided various examples of Steel and Aronson’s (1995) theory of stereotype threat. Steel and Aronson (1995) defined stereotype threat as the risk of embodying, or confirming, a negative stereotype associated with a group, or groups, in which one belongs. In many instances, according to Steel and Aronson (1995), stereotype threat involves questioning, demeaning, or disregarding the abilities of a specific social group and the threatened group’s subsequent response to this stimulus. Data collected in the study revealed that each participant had his own personal experience with stereotype threat and made an attempt to triumph over whatever stereotype(s) he was associated with, including but not limited to pedagogical, intellectual, and sexual stereotypes. Glaser’s (1998) concept of constant comparative analysis was used to identify the process of stereotype limbo. For the participants in this study, stereotype threat encompassed three elements: identity salience, numerical minority status, and exposure to microaggressions.

Group identity salience. Each of the participants reported instances of group identity salience, or felt that their identities had been highlighted extraneously across various educational situations (Hogg, Terry, & White, 1995). Dr. Black noted, “For me what was so interesting when I started teaching [was]...black males were automatically put in my class for me to be a role model.” Mr. Samford provided information indicating that, while teaching elementary, he was introduced to the staff as “the muscle” as he was one of two men that worked at the school. He went on to state that, in his experience, women “like having male teachers around” for various reasons and often “seek [them] out for just about anything.” Mr. Wright acknowledged experiencing group identity salience as early as his interview, “I was hired at my first school with the understanding that I was expected to be a role model for male students.” Beyond their masculinity being spotlighted, participants provided information indicating that they were often expected to perform gender-specific duties. Mr. Wright continued, “I agreed to coach their football team but was piled with a number of additional extracurricular activities.” According Dr. Black, his maleness has been highlighted throughout the course of his career. “They saw a black man that was great in math,” Dr. Black asserted. “I became the model for the struggling math student, the struggling young black male, the struggling minority student,” Dr. Black concluded.

Numerical minority status. Numerical minority status, which all participants agree is self-perpetuating, also played a part in creating a stereotype threatened environment. “More men need to get into the field because it’s needed,” Mr. Holland offered upon being asked about the number of men in the field. However, Mr. Holland was one of two participants who didn’t fully experience the disparity as a professional as he worked at a school with a significant number of men on staff,

“When I was in my grad program, there were a lot of male teachers but where I’m from there are a small number of males. My school has a large number. I never really thought much of it.” The remaining interviewees acknowledged how the small number of men in the field created a heightened sense of group identity. Mr. James commented, “We don’t have a lot of men in the field and people always look for men, strong men and smart men, in the field to guide them.” “As one of the few male teachers at my school, I think it’s my responsibility to be a visible and productive entity,” Mr. James added. Dr. Black spoke of efforts to diversify his staff, “In the new building that I’m in, I am currently working to increase the amount of minority and male teachers.” Throwing out a statistic that he found in an article, Mr. McNair spoke of the low number of men in education but questioned the need to recruit more men, “Men represent about a fifth of the teachers in the US but I don’t think we need more men. We need to focus on recruiting more effective teachers than simply recruiting men.” Mr. McNair concluded, “All men don’t belong in the field.”

Exposure to microaggressions. Microaggressions, or unintended and casual degradation of one’s identity, was a common thread that each participant shared. Participants noted instances of mistaken identity, setting of low expectations, insulting and dismissive commentary, and the questioning of intellect, sexual motives, and ability to nurture students. Mr. Bass had issues the first day of school at his first teaching assignment stating, “Parents believed that I was a thug. I don’t know what it was about my appearance when I first got here but the parents were skeptical about me, my motives, and what I was capable of.” Mr. Bass shared stories of a parent and a teacher, in different instances, who suggested that he was from the “rough” side of his community.

Mr. McNair shared similar issues with his aesthetic, “When I first started teaching, I had problems with the way I was perceived by just about everyone. I was 24 and I looked young. I got flack for how I looked, dressed, and interacted with students by everyone.” Mr. McNair went on to elaborate on how one colleague offered unwarranted job coaching regarding his performance, “She told me, ‘you’re a good looking guy, be mindful of how you interact with (female) students’. Girls coming in and out of your class before and after school could appear to be something more than what it is.” “I was basically being called a sexual deviant for assisting students, all students, struggling in my class,” Mr. McNair continued. During his interview, Mr. Samford offered that, “Administrators and teachers alike tend to have low expectations regarding what I can do as a teacher. I can recall teachers in the past offering to decorate my class and administrators micromanaging my class specifically.” Considering his gender and race to both yield these microaggressions, Mr. Samford offered, “I think my race had more to do with things, but then again I’ve never been anything but a black male, so I could be wrong. I’d say it was a combination of the two.” Similar to Mr. Samford, Mr. James felt that his abilities were under scrutiny, “[Colleagues] didn’t expect my pedagogy to be varied and innovative; it appeared that they were either surprised by the ideas that I came up with or challenged my teaching methods and strategies, which always turned out for the best.” Not only did the participants experience microaggressions from their colleagues, they received them from parents and students. “When you’re dealing with the deep inner city, being a male can be viewed as a negative,” stated Mr. Wright. “You basically look like every male in the community and are often subjected to the stigmas connected to them. Whether their perceptions of men were positive or negative, students and parents often transfer

those feelings to male teachers,” Mr. Wright added. Mr. Wright concluded, “It just makes being a teacher more difficult.” As a teacher and coach, Mr. James found that his interactions with students were limited by administration, “When coaching girls, administration didn’t give us much time to practice or do any activities outside of practice and games. However, when coaching males, we were permitted to go on retreats, the movies, my house, and other field trips.” Dr. Black shared a poignant point that was alluded to by Mr. James and Mr. Wright, “There is just that expectation that if you are a Black male, you should be able to help with black boys. That’s a major expectation.” Dr. Black continued, “However, it kind of limits who I influence and my reach as an educator. I am able to reach all students, not just black boys. I reach all students no matter their race, gender, culture, or nationality.”

Similar to Dr. Black’s sentiments, Mr. Samford indicated that specific members of the administration and a select few teachers underestimated his abilities and made attempts to limit his reach, “I was expected to be a role model for children of color by the sense of me just being there, but not expected to have much impact on their progress or their ability to improve their performance.”

Stereotype boost. Examples of stereotype boost were just as prominent as stereotype threat throughout the analysis of data collected. Stereotype boost parallels stereotype threat as stereotype boost theory examines positive stereotypes and how they may, or may not, improve performance (Shih et al., 2002). Stereotype boost theory ultimately suggests that individuals who identify with social groups that are positively stereotyped tend to experience a boost when placed in a setting that pits them against others who happen to be negatively stereotyped (Shih et al.,

2002). Similar to stereotype threat, data collected in the study revealed that each participant had his own personal experience with stereotype boost. Glaser's (1998) concept of constant comparative analysis was used to identify the processes of stereotype boost. For the participants in this study, stereotype boost encompassed two elements in common with stereotype threat: group identity salience and numerical minority status. Similar to stereotype threat, one must be aware of their minority status and be reminded of their status by outside factors to experience stereotype boost. However, the major factor that separates stereotype threat from stereotype boost is tokenism.

Tokenism. Tokenism for the seven participants involved experiencing unconditional positive regard in specific situations, specifically gender-related tasks. "In many cases, I was highly accepted by just being a man," Mr. Samford stated. Mr. Samford continued, "I guess I was the 'model male figure' for the kids and teachers like having males around. Especially when it comes to discipline and things of that sort." Dr. Black shared a similar experience, "I think being a man gave me the shock factor, because it gave me the opportunity to shine." He continued adding race into the equation, "Unfortunately, society has negative stereotypes for black males, they don't expect us to succeed in academic settings and I did. It gave me an opportunity to shine because I was constantly breaking down barriers and stereotypes." Mr. James also spoke of "shining, "I was always improving and growing and my students were an example of that. I was already on [administrations] radar because I was a man but I was able to shine more as a teacher because of my qualities." Mr. James concluded, "It was like I could do no wrong." Beyond teachers and administrators, Mr. McNair and Mr. Holland indicated that they were automatically

accepted and celebrated by their male students. “My male students gravitate to me,” Mr. Holland started. “They seek me out in the morning before school and in the afternoon when school is over, I can’t escape,” Mr. Holland added. Mr. McNair could relate, “My maleness gives me an ‘in’ when it comes to young males. They can relate to me.” Mr. James indicated that his students often compared him to the positive male role models in their lives:

To my students, I’m probably seen as either an older brother or father figure. Students always tell me that I remind them of either of them [brother or father] and it’s normally someone that they admire. Students tend to take what I say with a little more weight as well. Especially those lacking a male figure in their lives.

Mr. Samford attributed his high regard to his gender and military status, “With the ROTC, and me being a male marine, I’m seen as a positive role model for their (parents) sons, and just a positive role model as a man.” Mr. Samford continued, “I epitomize how they (parents) want their sons to be and how they (teachers) want their students to be taught. I embody the discipline and the respect that parents and teachers want their students to display.” Mr. James, voted his school’s Teacher of the Year, stated, “My coworkers always perceived me to be more levelheaded than themselves in situations of crisis and I am also pushed into leadership positions by my colleagues.” Mr. James added, “They view me to be a leader and I rise to the occasion. Parents are the same way as coworkers. Parents seem to challenge my female counterparts a lot more easily than they do myself.”

Consequences of Stereotype Limbo

Participants were not initially familiar with stereotype threat or boost but managed to provide insight on how they responded when placed in either situation. Each of the seven participants shared stories of experiencing difficult circumstances and shared information regarding their ability to withstand the pressures of being a male K-12 educator. Individual responses to experiencing stereotype limbo involved a number of responses that are not mutually exclusive in occurrence. In fact, it is quite possible for some responses to occur simultaneously. These responses make up the core category developed from the main themes found in the data collected. Glaser (1978) described the core category as the main theme of the data that aids in linking subcategories together used to provide an explanation of the data variation. The four responses to stereotype limbo that emerged during data analysis were variations of Pete Walker's (2013) four basic defensive responses to stimuli: fight, flight, freeze, and fawn.

Fight. Fight is the approach that only two of the seven participants chose to take upon experiencing stereotype limbo. Mr. McNair and Mr. Bass intentionally decided not to submit to the established social constructs and gendered educational norms that didn't fall in line with their pedagogy. Mr. McNair expressed the ability to stage a protest without bringing too much attention to himself or his actions. When asked about his teaching strategies and how they differed from others, Mr. McNair declared:

My methods are totally different from my female counterparts. I'm not as enthusiastic and outgoing as female staff. However, that shouldn't have any effect on how I'm perceived

as a teacher. But it does. If I taught elementary school, that may make a difference but not in middle and high school. There is a difference between the two.

Mr. McNair continued about how he rejects the teaching methods common to his peers and encouraged in professional development as he believes that they do not fit his approach to teaching. Instead Mr. McNair focuses on mastery and accountability stating, “I don’t really follow learning models anymore. I tried and it didn’t work. My track record proves that providing direct instruction along with immediate and thorough feedback works.” Mr. Bass took a similar approach to rejecting norms set forth at his school. Mr. Bass spoke of making adjustments to his class in an attempt to avoid being “micromanaged” which ultimately made him rebel. Mr. Bass explained, “I had to change a few minor things around after my first year to keep administration off my back. It didn’t work but after that I had to put up a fight.” The minor changes included changing practice times and limiting the amount of off-campus performances. However, putting up a fight to Mr. Bass meant doing the complete opposite of what was expected of him throughout the year. Mr. Bass elaborated:

We didn’t see eye to eye on anything. I was all about empowering my students and providing them with exposure while, at the time, I thought that the principal wanted the complete opposite. I gave up extra practices and performances to fulfill what seemed like a job for somebody else. I had hall monitoring duties, lunch monitoring, professional development workshops, everything that wasn’t teaching my students. I wanted nothing to do with it so I stopped attending.

Mr. Bass explained that his defiance got him written up and he later realized that his defiance created more issues for others than it did himself stating, “What I eventually learned is that I was thinking more about myself and my students than the school as a whole. I was a weak link and it’s because I tried to overcompensate for feeling like I was being controlled.”

Flight. Flight describes how specific participants chose to seek or commit to other professions upon experiencing stereotype limbo. Dr. Black, a principal with several K-12-focused degrees, revealed that he regretted his failure to explore options outside of K-12 education, “If I could go back again, I would have gotten my Masters in Math Education. I could’ve gotten into adjuncting a little earlier. I really wouldn’t have focused on curriculum and instruction.” Dr. Black went on to add, “I am currently searching for adjuncting and faculty positions.” Dr. Black isn’t the only participant seeking new employment. Mr. McNair had concerns major concerns regarding his future, “I can see myself teaching for many years but I can’t see myself making the same amount of money for years or dealing with the same issues.”

Immediately following his statement, Mr. McNair added, “Better yet, I’m leaving the field. I’m looking into going into financial advising with Edward Jones.” Minutes earlier Mr. McNair had shared a few issues with a student misreading a touch on the shoulder during class as an advance and the subsequent investigation that ensued. Though the results of the investigation concluded that the situation was a misunderstanding and no corrective action had taken place, he was clearly upset while reliving the situation. Mr. McNair exclaimed, “How do you go from being Teacher of the Year at one school with one group of students to being accused of foul play at another while using the same techniques?” Like Mr. McNair and Dr. Black, Mr. James was also exploring

options outside of K-12 education. During his interview, Mr. James stated, “I wanted to do graphic design and entertainment animation. I still plan to go into the field (graphic design) but I’m doing what I can to make a difference now and going into what I enjoy later.” When asked if he enjoys teaching, Mr. James stated, “I enjoy teaching and the students more than I do everything else.” Mr. Wright shared similar sentiments but chose to remain in the field until his businesses take off stating, “My main focus is to become self-sufficient outside of teaching and eventually transition out.” After being asked about his future in the field, Mr. Holland offered, “I can’t see myself doing this forever, its stressful...It’s like education is a lose-lose [situation], like you’re being punished for wanting to make a difference in the field.” Though he’d like to remain in the field as long as he could, Mr. Holland stated, “I don’t know where I’ll be in 5 years, if I teach I teach, if I’m not I’m not. Although I’d like to stay, I have to make sure that I do what’s right for me.”

Freeze. Freeze references the participants who purposefully withdrew from at least one role and or responsibility that they deemed as important to being an effective educator and subsequently disconnected specific important teaching practices from their pedagogies. Freeze responses ranged from one teacher mentally disconnecting from the field and another cutting back positive practices that yielded negative responses from colleagues. Upon initially contacting Mr. Wright for an interview, he started the conversation stating that, outside of school, he doesn’t identify with being a teacher. Mr. Wright asked, “who told you that I was a teacher?” After being informed of the person who provided his contact information, Mr. Wright laughed and explained, “Before I am an educator, I am a business owner. The only people that know me as a teacher are those that I work with.” Moreover, after being asked about his current coaching efforts and if he

still makes attempts to expose students to potential opportunities for advancement, Mr. Wright insisted, “No, not so much. [Teaching] is just a job. I tend to save that for the personal things in life. My son, his friends, my nonprofits, things that I have an investment in.” After entering the field of education to coach students, Mr. Wright indicated that he gave up coaching school sports for several reasons but listed disinterest and the influx of personal responsibilities, “I’m taking the time to help my son and his endeavors and developing more nonprofits around that.” Dr. Black shared an instance of when his efforts to get to know his students and their surroundings at a new school yielded mixed reviews. Dr. Black started, “I can recall instances when I would attend activities outside of class like football games and basketball games.” Dr. Black continued, “We had a community basketball court outside of an elementary school and I would be there playing basketball with them. However, this became an issue because some felt that I became too friendly with students.” Though Dr. Black knew that his efforts yielded a sense of respect and trust from his students, Dr. Black ultimately discontinued attending games and participating in student matches to avoid trouble from colleagues.

Fawn. Fawning, the last consequence of stereotype limbo, involves conformity and codependency. Participants who responded to pressures by fawning allowed stereotypes to take precedent over their personal beliefs or allowed the ideas of others to dictate what is right and looked to others for assistance with things that they could normally do on their own. “Though I never questioned my decision to continue teaching, I found myself questioning my effectiveness,” Mr. Bass recalled. Mr. Bass continued, “I came in with an idea of what type of educator I wanted to be and how I would run my class, but all of that changed over time.” Mr. Bass concluded, “The

dedication that I showed during my first few years ultimately became a source of scrutiny. I was questioned about everything from my long hours to my over-dedication to the students to my teaching practices.” Mr. Bass explained that he was able to operate under the radar for his first year due to being located in a small building tucked away from the main building. However, after increasing the number of students interested in each band course and showing evidence of improvement during performances, Mr. Bass felt the pressures of high-visibility, “As soon as we started to sound like a real band, I found myself under a microscope...I know how to pick my battles so I just decided to fall back.” Falling back for Mr. Bass included decreasing the amount of hours he made the band room available to students and moving from student-centered pedagogy to teacher-centered. More specifically, Mr. Bass eliminated morning practices, developed a strict two-hour practice policy in the afternoons, and limited the amount of direction that he took from students when selecting music and accepting performances. Mr. Samford had a similar story of shifting gears, “I went from special education to general education to teaching students to become better leaders.” Mr. Samford originally entered K-12 to assist his son, who has autism, and other students with disabilities and their parents, “special education hit me because I figured that I would be able to work with my son at home and help other parents with students who have special needs.” Mr. Samford eventually shifted his focus from teaching core classes to instructing Jr. ROTC as a few stakeholders suggested that his qualities would be put to better use there:

The ultimate goal is to build better citizens and get them ready to graduate high school. Whether they go to the military, college, or the workforce, I want them to have the discipline and leadership qualities that they’ll need to excel.

Though, Mr. Samford's goals as an educator have shifted, he still has student success as the core of his efforts. Beyond accepting the roles expected of them, Mr. Samford, Mr. McNair, and Mr. Wright all looked to their female colleagues to fix minor problems involving classroom aesthetics and addressing their female students. Mr. McNair stated:

I'm a little more hands-on with my male students than I am with my female students. I have to be a little more guarded with girls. It's all about perception and I don't want anyone to perceive something that I do or say the wrong way. [For example], when it comes to dress code violations, that's something that I have to report to female teachers.

Mr. Samford, when sharing a story about a young lady who was pregnant but unable to afford maternity clothing, shared similar sentiments, "the girls were uneasy and the boys were as well. I tend to address female students and their issues by consulting my female colleagues and other women who could be of assistance." Mr. Wright indicated that he often seeks the assistance of his colleagues to develop bulletin boards and other classroom related visuals, "At this point, since they don't think that I can do it, I don't. It works out for all of us."

Summary of Chapter

This chapter presented the findings from the data collected for this research study. The chapter opened with a brief professional biography of each participant. An explanation of the causal factors of stereotype limbo and subsequent responses were provided following the participant biographies. The narratives of seven male K-12 teachers provided the framework for the constructivist grounded theory, stereotype limbo. Excerpts from interviews with the seven

participants indicated that participants responded through fight, flight, freeze, or fawn or a combination of the four.

CHAPTER 5: CONCLUSIONS, DISCUSSION, & RECOMMENDATIONS

Research affirming the importance of a more diverse teaching force is abundant (Jones, 2003; Warren 2005). Current federal initiatives are rigorously addressing the gender disparity in K-12 education. In an attempt to build on the knowledgebase and inform recruitment, retention, and training practices, this study takes a critical look into the professional lives of practicing male K-12 teachers and examines the role that stereotype factors play in shaping their identities and experiences. The literature review discussed teacher gender disparities in the K-12 education and the effect that these differences have on both students and teachers. This study represents the voices of seven men who lived the gender disparity in education every day in their career and personal lives. The rich data mined from candid interviews conducted with seven men who were committed to their jobs as teachers has provided insight into their experiences leading to the discovery of stereotype limbo. One experiences stereotype limbo when in a situation or setting that stereotype threat, stereotype boost or both are prominent and ultimately triggers an identity crisis, which yields a fight, flight, freeze, or fawn response. This concluding chapter is made up of five sections that will provide a brief summary of the literature review, integrate the emergent theory into the literature, conclusions drawn from the findings, implications for practice, and recommendations for future research.

Summary of the Literature Review

The literature review provided an in-depth look into the role, experiences, and impact of male K-12 educators. Men represent a disproportionate number of the educators in the United States and the lack of men in the field ultimately plays a major role in students' academic

achievement, behavior, and motivation. Additionally, several studies indicate that the gender disparity in education is self-perpetuating, explaining that the ratio of men to women in the K-12 setting lowers interest in the field and may ultimately give the impression that K-12 education is not a practical field for males. Due to these findings, efforts such as Arne Duncan's TEACH campaign, Clemson University's "Call Me MISTER" Program, and the Black Men Teaching Consortium have been developed to increase the amount of male teachers across the United States. Despite these efforts, the gender disparity in K-12 teaching persists. Recent and past research cites lack of pay, prestige, and the feminization of education as major reasons why the gender gap in education remains an issue. Moreover, several research studies identified the disparity itself as a major issue. More specifically, the absence of men in K-12 education is self-perpetuating as the visual absence of men speaks to and confirms social constructs that steer men from the field. Research on socialization theory focused on gender-typing of occupations, which at its core, links gender roles with occupational roles. Gender-typing often supports the stereotype that "women take care" while "men take charge" in the workplace (Catalyst, 2005). Stereotypes such as these have the ability to shape, shift, or alter an individual's occupational identity. I used Steele and Aronson's (1995) theory of stereotype threat to examine the impact that stereotype threat had on the occupational identity and experiences of the male teachers that participated in the study. Articles pertaining to stereotype threat discussed a variety of possible factors influencing one's performance in any specific field in which stereotypes exist and are not properly addressed. Common consequences of stereotype threat, the causes or situations that lead up to stereotype threat, and the mechanisms behind stereotype threat were discussed. Research ultimately indicated

that stereotype threat triggers negative psychological outcomes that may yield to underperformance and underachievement in stereotype threatened individuals (Croizet, et. al., 2004). The common thread of the research examined was the impact that social constructs have on individuals as they make the decision to explore and commit to ideals and positions that make up their teaching identities. Each participant within this study made the commitment to teach K-12 but the events that led up to their decision, their experiences, and their identities varied.

Integrating the Literature

The theory that emerged from the data analysis was stereotype limbo. Stereotype limbo is an identity crisis that occurs when a person, who was once committed and secure in their professional identity, begins to question their identity after being placed in a stereotype threatened environment, a stereotype boosted environment, or an environment that is a combination of the two. Each participant experienced stereotype limbo in some form or capacity and responded to stereotype threat, boost, or a combination of the two by fighting, fleeing, freezing, or fawning. The following sections will briefly connect the information regarding stereotype threat and stereotype boost collected from this study to the research examined in the literature review.

Group Identity Salience. The results from this study are consistent with literature regarding instances of group identity salience with stereotype threatened individuals. Each participant in the study reported an experience where their gender had been highlighted, praised, or exploited. From being the face of racial and gender diversity to being expected to be able to work better with gender-typed students, the participants experienced instances of group identity

salience similar to those described by Steel, James, and Barnett (2002) whose research documented the perceptions and experiences of women in male-dominated academic fields.

Numerical Minority Status. Statistics indicate that men represent roughly one-quarter of the teaching force in the United States. This statistic alone provides evidence of the numerical minority status aspect of stereotype threat. The participants who majored in education reported being aware of their minority status as early as their undergraduate education classes that happened to be dominated by women. However, those who went into the field with no prior knowledge indicated that they were made aware as early as their interview. Their minority status yielded higher expectations, excessive visibility, and ultimately stress, which are all similar to the results from the research spearheaded by Stone and McWhinnie (2008) which placed women in situations where their athletic performance was assessed by either men or women while under blatant stereotype threatened circumstances.

Exposure to Microaggressions. Participants noted instances of microaggressions ranging from the setting of low expectations to insulting and dismissive commentary. These instances of microaggressions parallel the concepts of stereotype salience and evaluative scrutiny noted in the literature review. One major example of the microaggressions experienced by several of the participants were lowered expectations and instances of mistaken identity by students, parents, and their colleagues. More specifically, the participants indicated that they were often mistaken as menacing or unintelligible by other educational stakeholders. These microaggressions are similar to Campbell and Collaer's (2009) research on gender differences between visuospatial abilities

and Cotner and Burkley's (2013) research examining fashion knowledge of homosexual compared to heterosexual men.

Conclusions

I found that the male teachers in this study experienced both stereotype threat and stereotype boost in their professional roles. I have termed this dual experience stereotype limbo—an identity crisis marked by fight, flight, freeze, or fawn responses. One may experience stereotype limbo when under the pressure of both stereotype threat and stereotype boost in any given setting.

When under the forces of stereotype limbo, participants either responded by fight, flight, freeze, or fawn. Participants who responded by fighting rejected established social constructs and gendered educational norms that did not fall in line with their pedagogy. Participants who responded by flying actively sought or committed to other professions. Freeze references the participants who purposefully withdrew from at least one role and or responsibility that they deemed as important to being an effective educator and subsequently disconnected specific important teaching practices from their pedagogies. Participants who responded by fawning allowed stereotypes to take precedent over their personal beliefs or allowed the ideas of others to dictate what is right and looked to others for assistance with things that they could normally do on their own.

Stereotype boost, the antithesis of stereotype threat, may yield achievement, promotion, and satisfaction. In short, stereotype boost encourages through identifying and affirming one's

positive qualities in any given setting causing one to actively and intentionally perform at their best. Two participants in the study who happened to be Teachers of the Year at their respective schools attributed their successes to performing under conditions of stereotype boost. Another participant, now a principal at the school in which he taught, attributed his promotion to his response to stereotype boost. All participants provided individual stories of success when performing under the context of stereotype boost.

Both stereotype threat and stereotype boost work together to create stereotype limbo in the male K-12 teachers that participated in this study. Each educator entered the field with no doubts or fears about their decision to become an educator. Neither of the participants reported being subjected to the occupational stereotypes that exist within the field of education prior to entering the field. Each participant admitted to being informed, to an extent, about what came along with being a male K-12 educator and provided legitimate examples regarding preparations made to meet the obstacles and challenges ahead. However, the participants were met with more challenges than originally expected. Along the way, the participants faced both positive and negative stereotypes regarding men in K-12, were targets of microaggressions, and were required to adjust their individual gender identities to meet the expectations of standardized teaching norms. The participants reported various reactions to the pressures of their occupational identity, they were experiencing stereotype limbo. Some participants fought to maintain their teaching identities despite being pressured to change by their environment while some decided to succumb to the pressures of their environment. Moreover, some participants dissociated themselves from pressures within the environment while others decided to exit the environment as a whole. Upon

being faced with the pressures of stereotype threat and stereotype boost, the participants' experienced some form of occupational identity crisis which yielded some form of response. The pressures of stereotype factors and the subsequent response leads to either individual and occupational growth or a shift in identity and aspirations.

Implications

The literature review contained various examples of programs and initiatives developed to aid in the recruitment of male teachers in K-12 education (Chmelynski, 2006; Maine Boys Network, 2008)). These examples were proactive as they actively scouted competent males to enter the field of education and provided them with the support and mentorship that they need to successfully enter the field. However, these programs do not address shifts in education reform and policies, ongoing career professional development or efforts to retain the men recruited, all of which also impact the total number of men in K-12 education. This section aims to discuss implications for stakeholders who aim to recruit, retain, and develop male K-12 teachers from the perspective of stereotype limbo. Recommendations include: (a) providing incoming male educators and those interested in becoming educators the realities of being an educator, (b) encouraging educational stakeholders to broaden their perspectives on the roles of educators of different genders, (c) developing an encouraging teaching environment that allows for all identities to be accepted, (d) examining occupational gender-typing research and its impact on individuals in the minority, (e) proactively attending to the male K-12 educator in stereotype limbo, and (f) reducing in-field gendered stereotypes.

Educational stakeholders on the local, state, and federal level would be remiss if they did not consider incorporating courses in teacher education programs that address gender-typing in education. Courses can include, but are not limited to, introductory courses on the impact that gender-typing may have on educators, the impact that gender-typing may have on students, and how those in gender-typed environments can remedy the situation. An orientation course aimed at college students that addressed gender-typing research, what the information means for those involved, and how to limit the pressures that come along with being the gendered minority in a gender-typed field. Additional orientations or classes include first-year seminars for first-year teachers and in-service workshops and annual review monitoring for more established educators.

A huge step in increasing the number of men in the field lies in encouraging educational stakeholders to broaden their perspectives on the roles of educators of different genders. Colleagues should be encouraged not to have predetermined roles based on gender. Male K-12 educators should be encouraged and granted the opportunity and support in exercising the full range of practices available to all K-12 educators.

Recommendations for Future Research

As federal, state, and local initiatives focus more attention on developing a more diverse educational setting for American students, it is important that more attention be focused on exploring the interactions of gender identity, teaching identity, and the various stereotype conditions across race, age, and class. Examining this concept through a more focused lens will provide further insight into combating the influence of stereotype threat, boost, and limbo involving the performance of male K-12 educators. Results from this grounded theory study

provide a framework for future research in the areas of teacher recruitment, teacher retention, teacher training, and teaching policy. Expanding research to include a more diverse population would be beneficial to enhance the understanding of stereotype threat, stereotype boost, microaggressions, and stereotype limbo. Male teacher recruitment programs may need to be tailored to incorporate the actual issues that males may face upon entering the field. A broadened understanding of what male teachers experience as K-12 educators should guide these efforts.

Conclusion

The drive and impact that the participants within the study possess is inspiring. Their willingness to share their experiences leading to stereotype limbo ultimately yielded rich data that provided new insight into the experiences of male K-12 teachers. More specifically, the information painted a picture of how one's occupational identity, or lack thereof, can be weakened, altered, or changed altogether depending on their response to the positive and negative stereotypes associated with their occupational identity. An occupational identity crisis may also be inevitable when one's individual, social, and ideological identities are challenged as well. The grounded theory methods led to the discovery of stereotype limbo and the subsequent responses to stereotype limbo. These discoveries will be valuable in the development of programs built to recruit, retain, and professionally develop male educators.

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Appendix A

Interview Protocol

I. Interviewee Information

Date of Interview:

Interviewee name (pseudonym) & title:

Region:

Teaching Setting:

Survey Section(s) Used:

- Interviewer Background
- Identity
- Pedagogy
- Teaching Experiences
- Perception of Gendered Experiences

Other Topics

Discussed:

Documents Obtained:

Post Interview Comments or Leads:

II. Introductory Protocol

To facilitate note taking, I would like to audio tape our conversation today. Please sign the Information Letter. For your information, I will be the only person privy to the audio recordings, which will be eventually erased after they are transcribed. In addition, you must sign a form devised to meet our human subject requirements.

Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) we do not intend to inflict any harm.

III. Opening

- a. (Establish Rapport) My name is Leonard Towns and I'm a doctoral student studying Educational Psychology at Auburn University. I am currently examining the role of men in K-12 education and how these roles are shaped by their identities and environment.
- b. (Purpose) I would like to ask you a series of questions about your identity, teaching experiences, and teaching pedagogy in order to learn more about how these factors are shaped by the institution of education as it is recognized today.
- c. (Motivation) I hope to use this information to improve current educational recruitment efforts, professional standards, leadership practices, and reform.
- d. (Time Line) I have planned this interview to last no longer than 60 minutes. During this time, we have several questions that we will cover. If time begins to run short, it may be necessary to interrupt the order of the interview to push ahead and complete the line of questioning.

(Transition: Lets begin with a few questions about your: Background Identity Teaching Pedagogy Teaching Experiences Perception of Experiences)

IV. Questions

1. Background

- a. What is your highest degree earned?
- b. What is your field of study?
- c. How long have you been teaching K-12?
- d. How long have you been at your present position?
- e. What subject(s) do you teach?
 - a. What subject(s) have you taught in the past?
- f. What grade-level(s) do you teach?
 - a. What other grade-levels have you taught?

2. Identity

- a. What factors led you to you to become an educator?
- b. Upon deciding to become an educator, what doubts or fears did you have upon making the decision?
 - i. Have these doubts or fears changed over time?
 - ii. Have you developed any doubts or fears over time?
 - iii. Give an example of an instance where you may have questioned your decision to continue teaching.
- c. Provide at least three strengths that you bring to the field of education.
- d. Explain how your purpose as an educator has changed between now and when your teaching career first began.

3. *Pedagogy*

- a. What learning model(s) do you prefer to use and what do you see as the primary benefit to of this approach?
- b. In what ways do you nurture students?
 - i. In what ways can male teachers nurture students?
- c. Identify the most important content-related and non content-related qualities that you expect your students to attain by the end of the year.

4. *Teaching Experiences*

- a. Give me an example of a typical day in your life as an educator.
- b. Provide an example of an instance where your gender impacted a decision made regarding your classroom or your interaction with students.
- c. How does your gender play a part in how you are perceived by students/parents/teachers?

5. *Perception of Gendered Experiences*

- a. Can you provide an example of how your gender has shaped your experiences as an educator?
 - i. Have these experiences been more positive or negative than you originally expected?
- b. What role does your gender play in the field of education that may or may not be recognized or acknowledged by others?

- c. What are common stereotypes associated with being a male in education?
 - i. Have any been directed at you?
 - ii. How did you handle it?
- d. What are the top three reasons for the gender disparity in the educational field?

V. Closing

- 1. **(Summarize)**
- 2. **(Question)** Is there anything that I haven't asked that I should be?
- 3. **(Maintain Rapport)** I appreciate the time you took for this interview. Is there anything else that you believe would be important or helpful to the study?
- 4. **(Action to be taken)** I should have all the information I need. Would it be okay to call you at the number that you've provided if I have any more questions?

Thanks again for your time.

Appendix B

ATLAS.TI Coding Book Sample

HU: Leob
File: [C:\Users\ldt0007\Desktop\new\Leob.hpr7]
Edited by: Super
Date/Time: 2015-06-06 15:35:03

Alternative Route to Teaching
Alternative Source of Income
Background
Bridging the Gap
Building Relationships
Code Switching
Content Knowledge Strength
Exposure to Opportunities
Fears Before Entering the Field
Female Interactions (Students)
Female Interactions (Teachers)
Field of Study
Gender-Based Education
Gender and Teaching
Gender has NO impact on experiences
Gender has NO impact on perception
Gender has NO impact on practices
Grade Level
Harsh Realities
Highest Degree Earned
How Personal Students Learn
Identity
Inconsistency in Curriculum
Influenced by Family/Mentor
Initial Anticipation
Lack of Resources
Lack of Teacher Mentorship
Lack of Teacher Training
Lacked Mentorship Growing Up
Negative Male/Male Teacher Relations
Nurturing Strategies
Obligation as Role Model
On Elementary
Original Career Plan
Parental Perceptions
Pedagogy
Perception of Gendered Experiences

Personal Qualities that led to Teaching
Plans for the Future
Poor Teacher Pay
Poor Teacher Stigma
Poor Teacher Treatment
Promotions to Administrator
Qualities Male Educators Possess
Race in Education
Rebellion
Reflection of Teaching Effectiveness
Resourcefulness
Self-Perpetuating Absence
Soft Skills
Sources of Mentorship
STEM
Stereotype Lift
Stereotypes
Student Perceptions
Student/Teacher Gender Issues
Students Seeking Role Model
Subject(s) Taught
Teaching Bug Bit
Teaching Experiences
Teaching Methods Used
Teaching Purpose
Teaching Various Subjects
Team Player
The Cost of Current Ed. Policies
Threats to Patriarchy
Variable that led to teaching
Why Men Avoid Education
Why Men Leave
Years at Current School
Years in Field

Appendix C

ATLAS.TI Co-Occurring Codes

HU: Leob
File: [C:\Users\ldt0007\Desktop\new\Leob.hpr7]
Edited by: Super
Date/Time: 2015-06-06 15:48:43

Alternative Route to Teaching {4-0} [7]

- Identity {47-0} [6]
 - 3:6 I was good at math so I taught.. (65:67):
 - 3:9 I went into it initially to co.. (75:75):
 - 3:37 I was good at math so I taught.. (65:65):
 - 3:39 It was the only thing that I k.. (67:67):
 - 3:44 I went into it initially to co.. (75:75):
 - 5:16 I graduated with a degree in m.. (76:76):
- Lack of Teacher Training {3-0} [1]
 - 3:39 It was the only thing that I k.. (67:67):
- Lacked Mentorship Growing Up {4-0} [2]
 - 3:37 I was good at math so I taught.. (65:65):
 - 3:39 It was the only thing that I k.. (67:67):
- Original Career Plan {5-0} [1]
 - 3:37 I was good at math so I taught.. (65:65):
- Personal Qualities that led to Teaching {9-0} [1]
 - 3:37 I was good at math so I taught.. (65:65):
- Teaching Purpose {6-0} [1]
 - 3:44 I went into it initially to co.. (75:75):
- Variable that led to teaching {13-0} [1]
 - 3:37 I was good at math so I taught.. (65:65):

Alternative Source of Income {1-0} [2]

- Perception of Gendered Experiences {34-0} [2]
 - 5:8 A lot of the teachers at my sc.. (115:115):
 - 5:105 A lot of the teachers at my sc.. (115:115):
- Poor Teacher Pay {11-0} [1]
 - 5:105 A lot of the teachers at my sc.. (115:115):

Background {42-0} [11]

- Field of Study {14-0} [8]
 - 2:2 Music (40:40):
 - 3:2 Mathematics (56:56):
 - 4:2 My bachelor's degree was in ma.. (60:60):
 - 5:2 Biology (56:56):
 - 6:2 My major was art with a concen.. (41:41):

- 8:2 Mathematics, Middle Grades Edu.. (53:53):
- 9:1 I have a Master's degree in Cu.. (38:38):
- 9:2 I am a Marine Corps Veteran, I.. (40:40):
- Grade Level {5-0} [7]
 - 2:6 9-12 Specifically, beginning, .. (48:48):
 - 2:23 9-12 Specifically, beginning, .. (48:48):
 - 5:7 I currently teach 10th grade b.. (68:68):
 - 5:45 I currently teach 10th grade b.. (68:68):
 - 6:7 I've taught 6th, 10th, and 11t.. (52:52):
 - 8:6 I'm teaching 7th grade this ye.. (61:61):
 - 9:6 I teach majority freshman but .. (48:48):
- Highest Degree Earned {7-0} [8]
 - 2:1 Master in Music Ed (38:38):
 - 3:1 Ed Specialist (54:54):
 - 3:36 Ed Specialist (54:54):
 - 4:1 Ph. D in curriculum and instru.. (58:58):
 - 5:1 Masters in Science Education w.. (54:54):
 - 6:1 A Bachelor's degree. (39:39):
 - 8:1 I have a Bachelor of Science i.. (51:51):
 - 9:1 I have a Master's degree in Cu.. (38:38):
- Promotions to Administrator {10-0} [2]
 - 4:5 I taught high school math for .. (68:68):
 - 4:31 I didn't originally plan to ha.. (68:68):
- Resourcefulness {4-0} [3]
 - 5:7 I currently teach 10th grade b.. (68:68):
 - 5:46 At my school, I'm the one that.. (68:68):
 - 5:47 My school is a public school, .. (68:68):
- STEM {1-0} [1]
 - 5:1 Masters in Science Education w.. (54:54):
- Subject(s) Taught {10-0} [13]
 - 2:5 I teach music. More specifical.. (46:46):
 - 2:22 I teach music. More specifical.. (46:46):
 - 3:5 Math and only math. (62:62):
 - 4:5 I taught high school math for .. (68:68):
 - 4:29 I taught high school math for .. (68:68):
 - 4:30 I worked as a Graduation Coach.. (68:68):
 - 5:5 I currently teach earth scienc.. (62:62):
 - 5:6 In the past, I've taught Marin.. (65:65):
 - 6:5 I teach math, 6th grade level... (47:47):
 - 6:6 At Stephenson High, I taught m.. (49:49):
 - 6:27 At Stephenson High, I taught m.. (49:49):
 - 8:5 Mathematics. (59:59):
 - 9:5 I'm a Collaborate Special Educ.. (46:46):
- Teaching Various Subjects {1-0} [1]
 - 5:6 In the past, I've taught Marin.. (65:65):
- Team Player {3-0} [3]
 - 5:7 I currently teach 10th grade b.. (68:68):
 - 5:46 At my school, I'm the one that.. (68:68):

5:47 My school is a public school, .. (68:68):
Years at Current School {7-0} [8]
2:4 6 years (44:44):
3:4 I've been at my present positi.. (60:60):
4:4 I've been a middle school prin.. (65:65):
4:28 this is my first year in a new.. (65:65):
5:4 I've been here since I started.. (60:60):
6:4 This will be my third year tea.. (45:45):
8:4 I've been at my present employ.. (57:57):
9:4 This is my third year at my pr.. (44:44):
Years in Field {7-0} [7]
2:3 6 Years (42:42):
3:3 11 years. (58:58):
4:3 This is my twelfth year in edu.. (63:63):
5:3 This is my 5th year teaching. (58:58):
6:3 I've been teaching for three y.. (43:43):
8:3 I've been teaching for 13 year.. (55:55):
9:3 I've been in the field since 2.. (42:42):

Bridging the Gap {4-0} [11]

Female Interactions (Teachers) {40-0} [2]
4:87 t gave me an opportunity to sh.. (101:101):
4:88 I was always improving and gro.. (101:101):
Gender-Based Education {20-0} [1]
4:49 All of my experiences have lai.. (81:81):
Gender and Teaching {58-0} [3]
4:49 All of my experiences have lai.. (81:81):
4:87 t gave me an opportunity to sh.. (101:101):
4:88 I was always improving and gro.. (101:101):
Identity {47-0} [2]
4:9 The purpose behind what I do h.. (81:81):
4:49 All of my experiences have lai.. (81:81):
Obligation as Role Model {34-0} [1]
4:49 All of my experiences have lai.. (81:81):
Perception of Gendered Experiences {34-0} [3]
4:15 I think my gender gave me the .. (101:101):
4:87 t gave me an opportunity to sh.. (101:101):
4:88 I was always improving and gro.. (101:101):
Qualities Male Educators Possess {28-0} [1]
4:49 All of my experiences have lai.. (81:81):
Race in Education {12-0} [1]
4:49 All of my experiences have lai.. (81:81):
Self-Perpetuating Absence {9-0} [1]
4:26 In the new building that I'm i.. (28:28):
Stereotype Lift {9-0} [2]
4:87 t gave me an opportunity to sh.. (101:101):
4:89 I liken it to, unfortunately, .. (101:101):
Teaching Experiences {28-0} [2]
4:20 In the new building that I'm i.. (28:28):
4:26 In the new building that I'm i.. (28:28):

Building Relationships {35-0} [19]

Female Interactions (Students) {38-0} [8]
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):

3:31 My "getting to know you phase" .. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
Female Interactions (Teachers) {40-0} [8]
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase" .. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
Gender and Teaching {58-0} [10]
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase" .. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
4:71 Another instance would be with.. (92:92):
5:103 And to teach, you have to be c.. (112:112):
Identity {47-0} [15]
5:19 I teach at a high-needs school.. (85:85):
5:20 I think that my greatest stren.. (89:89):
5:54 I live like two blocks away fr.. (85:85):
5:74 I hardly have any issues that .. (89:89):
5:75 Honestly, at my school, the st.. (89:89):
5:76 As long as you're genuine they.. (89:89):
6:11 I think people can see when yo.. (65:65):
6:34 I respect my kids, and I provi.. (65:65):
6:35 I have strong relationships wi.. (65:65):
6:36 And a lot of the ways I appoa.. (65:65):
6:37 And strong leadership (65:65):
8:9 I connect with the kids well, .. (69:69):
8:48 I connect with the kids well, .. (69:69):
8:49 Being able to get students who.. (69:69):
8:50 I genuinely care about student.. (69:69):
Nurturing Strategies {52-0} [23]
3:26 the relationship piece is the .. (27:27):
3:27 You have to develop relationsh.. (27:27):
4:50 I think it's maintaining a gen.. (85:85):
4:51 Greeting them in the morning, (85:85):
4:52 reading their facial expressio.. (85:85):
4:53 helping them seek the guidance.. (85:85):
4:54 I nurture their ability to mak.. (85:85):
4:55 why they may or may not do the.. (85:85):
4:56 to motivate and encourage them.. (85:85):
4:57 Letting them know that they sh.. (85:85):
4:58 Encouraging them to do their b.. (85:85):
4:59 I can recall instances when I .. (85:85):
4:61 That way when we were back in .. (85:85):
4:71 Another instance would be with.. (92:92):
5:103 And to teach, you have to be c.. (112:112):
5:104 Be compassionate, empathetic, .. (112:112):
6:34 I respect my kids, and I provi.. (65:65):
6:35 I have strong relationships wi.. (65:65):

6:36 And a lot of the ways I appraa.. (65:65):
 6:37 And strong leadership (65:65):
 8:48 I connect with the kids well, .. (69:69):
 8:49 Being able to get students who.. (69:69):
 8:50 I genuinely care about student.. (69:69):

Obligation as Role Model {34-0} [4]
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 4:71 Another instance would be with.. (92:92):
 5:104 Be compassionate, empathetic, .. (112:112):

Pedagogy {17-0} [15]
 3:22 I don't know if it was asked, .. (27:27):
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 4:10 I think it's maintaining a gen.. (85:85):
 4:50 I think it's maintaining a gen.. (85:85):
 4:51 Greeting them in the morning, (85:85):
 4:52 reading their facial expressio.. (85:85):
 4:53 helping them seek the guidance.. (85:85):
 4:54 I nurture their ability to mak.. (85:85):
 4:55 why they may or may not do the.. (85:85):
 4:56 to motivate and encourage them.. (85:85):
 4:57 Letting them know that they sh.. (85:85):
 4:58 Encouraging them to do their b.. (85:85):
 4:59 I can recall instances when I .. (85:85):
 4:61 That way when we were back in .. (85:85):

Perception of Gendered Experiences {34-0} [3]
 5:9 Respect has to be one of them,.. (112:112):
 5:103 And to teach, you have to be c.. (112:112):
 5:104 Be compassionate, empathetic, .. (112:112):

Qualities Male Educators Possess {28-0} [8]
 5:74 I hardly have any issues that .. (89:89):
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I appraa.. (65:65):
 6:37 And strong leadership (65:65):
 8:48 I connect with the kids well, .. (69:69):
 8:49 Being able to get students who.. (69:69):
 8:50 I genuinely care about student.. (69:69):

Reflection of Teaching Effectiveness {11-0} [4]
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I appraa.. (65:65):
 6:37 And strong leadership (65:65):

Sources of Mentorship {10-0} [3]
 4:59 I can recall instances when I .. (85:85):
 4:61 That way when we were back in .. (85:85):
 4:71 Another instance would be with.. (92:92):

Stereotypes {11-0} [1]
 5:103 And to teach, you have to be c.. (112:112):

Student/Teacher Gender Issues {22-0} [8]
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):

Students Seeking Role Model {11-0} [3]
 5:75 Honestly, at my school, the st.. (89:89):
 5:76 As long as you're genuine they.. (89:89):
 5:104 Be compassionate, empathetic, .. (112:112):

Teaching Experiences {28-0} [12]
 3:23 I was marked negatively in obs.. (31:31):
 3:24 My "getting to know you phase".. (33:33):
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 4:12 Another instance would be with.. (92:92):
 4:71 Another instance would be with.. (92:92):

Threats to Patriarchy {13-0} [2]
 5:102 nd to teach, you have to be ca.. (112:112):
 5:103 And to teach, you have to be c.. (112:112):

Variable that led to teaching {13-0} [3]
 8:48 I connect with the kids well, .. (69:69):
 8:50 I genuinely care about student.. (69:69):
 8:51 And I'm a genuine person. I ge.. (69:69):

Why Men Avoid Education {16-0} [1]
 3:35 A lot of guys don't even want .. (33:33):

Why Men Leave {22-0} [1]
 3:34 A woman teacher can call a stu.. (33:33):

Code Switching {2-0} [2]

Identity {47-0} [3]
 4:9 The purpose behind what I do h.. (81:81):
 4:42 And I guess this probably goes.. (81:81):
 4:44 when I started teaching, the v.. (81:81):

Race in Education {12-0} [2]
 4:42 And I guess this probably goes.. (81:81):
 4:44 when I started teaching, the v.. (81:81):

Content Knowledge Strength {5-0} [8]

Female Interactions (Teachers) {40-0} [1]
 8:34 Women are viewed as being smar.. (23:23):

Gender and Teaching {58-0} [3]
 8:29 It's rare that you see male ac.. (19:19):
 8:34 Women are viewed as being smar.. (23:23):
 8:36 It's rare that you see male ac.. (19:19):

Harsh Realities {8-0} [2]
 8:32 It's rare that you see male ac.. (19:19):
 8:36 It's rare that you see male ac.. (19:19):

Identity {47-0} [3]
 5:20 I think that my greatest stren.. (89:89):
 5:63 I think that my greatest stren.. (89:89):
 5:64 I teach so many classes and I .. (89:89):

Pedagogy {17-0} [2]
 8:13 I expect for students to love .. (81:81):
 8:57 Hold the next educator account.. (81:81):

Perception of Gendered Experiences {34-0} [4]

- 8:24 Men and women have the same op.. (19:19):
 - 8:25 Women are viewed as being smar.. (23:23):
 - 8:34 Women are viewed as being smar.. (23:23):
 - 8:36 It's rare that you see male ac.. (19:19):
 - Qualities Male Educators Possess {28-0} [2]**
 - 5:63 I think that my greatest stren.. (89:89):
 - 5:64 I teach so many classes and I.. (89:89):
 - Stereotypes {11-0} [1]**
 - 8:34 Women are viewed as being smar.. (23:23):
-

Exposure to Opportunities {4-0} [7]

- Harsh Realities {8-0} [1]**
 - 3:25 No, not so much. It's a job. I.. (23:23):
 - Identity {47-0} [2]**
 - 3:21 No, not so much. It's a job. I.. (23:23):
 - 3:25 No, not so much. It's a job. I.. (23:23):
 - Lack of Teacher Mentorship {2-0} [1]**
 - 3:25 No, not so much. It's a job. I.. (23:23):
 - Lack of Teacher Training {3-0} [1]**
 - 3:25 No, not so much. It's a job. I.. (23:23):
 - Lacked Mentorship Growing Up {4-0} [1]**
 - 3:25 No, not so much. It's a job. I.. (23:23):
 - Obligation as Role Model {34-0} [1]**
 - 3:25 No, not so much. It's a job. I.. (23:23):
 - Pedagogy {17-0} [5]**
 - 9:12 Mentoring them by senior leade.. (67:67):
 - 9:13 The ultimate goal is to build .. (70:70):
 - 9:32 Whether they go to the militar.. (70:70):
 - 9:33 All of my students look into j.. (67:67):
 - 9:34 I teach my senior cadets to wo.. (67:67):
-

Fears Before Entering the Field {7-0} [1]

- Identity {47-0} [12]**
 - 2:10 No doubts, fears, or anything... (58:58):
 - 2:28 No doubts, fears, or anything (58:58):
 - 3:7 I didn't have any doubts or fe.. (70:70):
 - 3:40 I didn't have any doubts or fe.. (70:70):
 - 4:7 There were none. I went into t.. (75:75):
 - 5:17 No doubts or fears. I went rig.. (79:79):
 - 5:51 No doubts or fears. I went rig.. (79:79):
 - 6:9 I didn't have any. My mother w.. (58:58):
 - 6:30 I didn't have any. (58:58):
 - 8:8 I had zero. (67:67):
 - 9:8 Not really, I had great motiva.. (54:54):
 - 9:26 Not really, I had great motiva.. (54:54):
-

Female Interactions (Students) {38-0} [13]

- Building Relationships {35-0} [8]**
- 3:28 I was marked negatively in obs.. (31:31):
- 3:29 I use terms like "my man" and .. (31:31):
- 3:30 While women use terms such as .. (31:31):
- 3:31 My "getting to know you phase".. (33:33):
- 3:32 If I were to connect on the le.. (33:33):
- 3:33 You run the risk of always see.. (33:33):
- 3:34 A woman teacher can call a stu.. (33:33):

- 3:35 A lot of guys don't even want .. (33:33):
- Female Interactions (Teachers) {40-0} [14]**
- 2:43 I actually used my gender to t.. (74:74):
- 3:28 I was marked negatively in obs.. (31:31):
- 3:29 I use terms like "my man" and .. (31:31):
- 3:30 While women use terms such as .. (31:31):
- 3:31 My "getting to know you phase".. (33:33):
- 3:32 If I were to connect on the le.. (33:33):
- 3:33 You run the risk of always see.. (33:33):
- 3:34 A woman teacher can call a stu.. (33:33):
- 3:35 A lot of guys don't even want .. (33:33):
- 6:38 I was mistaken by a lot of tea.. (65:65):
- 6:39 We don't have a lot of men in .. (69:69):
- 6:40 The women in the school always.. (69:69):
- 9:35 Coming into a high school sett.. (79:79):
- 9:36 I definitely leave doors open .. (79:79):

Field of Study {14-0} [6]

- 8:61 As a matter of fact, I can't a.. (89:89):
- 8:62 You have to be really careful .. (89:89):
- 8:63 While making an attempt to hel.. (89:89):
- 8:64 It was simply a matter of maki.. (89:89):
- 8:65 Social norms of general intera.. (89:89):
- 8:66 I tend to speak softer to fema.. (91:91):

Gender-Based Education {20-0} [14]

- 6:48 I'm a little more hands on wit.. (82:82):
- 6:49 I have to be a little more gua.. (82:82):
- 6:50 It's all about perception and .. (82:82):
- 6:51 when it comes to dress code vi.. (82:82):
- 6:52 Especially, when you're dealin.. (82:82):
- 6:53 Other than that, I don't belie.. (82:82):
- 8:58 I hold them to the same expect.. (85:85):
- 8:60 They can relate. I can't do th.. (89:89):
- 8:61 As a matter of fact, I can't a.. (89:89):
- 8:62 You have to be really careful .. (89:89):
- 8:63 While making an attempt to hel.. (89:89):
- 8:64 It was simply a matter of maki.. (89:89):
- 8:65 Social norms of general intera.. (89:89):
- 8:66 I tend to speak softer to fema.. (91:91):

Gender and Teaching {58-0} [25]

- 3:28 I was marked negatively in obs.. (31:31):
- 3:29 I use terms like "my man" and .. (31:31):
- 3:30 While women use terms such as .. (31:31):
- 3:31 My "getting to know you phase".. (33:33):
- 3:32 If I were to connect on the le.. (33:33):
- 3:33 You run the risk of always see.. (33:33):
- 3:34 A woman teacher can call a stu.. (33:33):
- 3:35 A lot of guys don't even want .. (33:33):
- 3:52 When I first started, I had to.. (88:88):
- 6:48 I'm a little more hands on wit.. (82:82):
- 6:49 I have to be a little more gua.. (82:82):
- 6:50 It's all about perception and .. (82:82):
- 6:51 when it comes to dress code vi.. (82:82):
- 6:52 Especially, when you're dealin.. (82:82):
- 6:53 Other than that, I don't belie.. (82:82):
- 8:58 I hold them to the same expect.. (85:85):
- 8:60 They can relate. I can't do th.. (89:89):
- 8:62 You have to be really careful .. (89:89):
- 8:63 While making an attempt to hel.. (89:89):
- 8:64 It was simply a matter of maki.. (89:89):
- 8:65 Social norms of general intera.. (89:89):

8:66 I tend to speak softer to fema.. (91:91):
 8:67 I tend to speak softer to fema.. (91:91):
 9:35 Coming into a high school sett.. (79:79):
 9:36 I definitely leave doors open .. (79:79):

Identity {47-0} [5]

6:11 I think people can see when yo.. (65:65):
 6:12 Absolutely, that was a major r.. (69:69):
 6:38 I was mistaken by a lot of tea.. (65:65):
 6:39 We don't have a lot of men in .. (69:69):
 6:40 The women in the school always.. (69:69):

Nurturing Strategies {52-0} [6]

3:52 When I first started, I had to.. (88:88):
 4:64 She had issues finding materni.. (90:90):
 4:65 I changed the group work and s.. (90:90):
 4:66 I tend to address female stude.. (90:90):
 4:67 This was an ongoing theme in h.. (90:90):
 4:68 and on the surface if you thin.. (90:90):

Obligation as Role Model {34-0} [2]

6:39 We don't have a lot of men in .. (69:69):
 6:41 We don't have a lot of men in .. (69:69):

Parental Perceptions {22-0} [3]

6:38 I was mistaken by a lot of tea.. (65:65):
 6:39 We don't have a lot of men in .. (69:69):
 6:40 The women in the school always.. (69:69):

Student/Teacher Gender Issues {22-0} [16]

3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 3:52 When I first started, I had to.. (88:88):
 4:64 She had issues finding materni.. (90:90):
 4:65 I changed the group work and s.. (90:90):
 4:66 I tend to address female stude.. (90:90):
 4:67 This was an ongoing theme in h.. (90:90):
 4:68 and on the surface if you thin.. (90:90):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):

Teaching Experiences {28-0} [45]

2:18 Some of the female students wa.. (74:74):
 2:41 Some of the female students wa.. (74:74):
 2:42 I was very vocal about appropri.. (74:74):
 2:43 I actually used my gender to t.. (74:74):
 3:13 Not in the classroom but it di.. (88:88):
 3:23 I was marked negatively in obs.. (31:31):
 3:24 My "getting to know you phase".. (33:33):
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 3:52 When I first started, I had to.. (88:88):
 4:11 Okay, it was not necessarily i.. (90:90):
 4:62 I had a pregnant student (90:90):

4:63 . I noticed that the student s.. (90:90):
 4:64 She had issues finding materni.. (90:90):
 4:65 I changed the group work and s.. (90:90):
 4:66 I tend to address female stude.. (90:90):
 4:67 This was an ongoing theme in h.. (90:90):
 4:68 and on the surface if you thin.. (90:90):
 6:16 I'm a little more hands on wit.. (82:82):
 6:48 I'm a little more hands on wit.. (82:82):
 6:49 I have to be a little more gua.. (82:82):
 6:50 It's all about perception and .. (82:82):
 6:51 when it comes to dress code vi.. (82:82):
 6:52 Especially, when you're dealin.. (82:82):
 6:53 Other than that, I don't belie.. (82:82):
 8:14 (laughs) That's so easy. Gende.. (85:85):
 8:15 Yes, my maleness gives me an ".. (89:89):
 8:16 I tend to speak softer to fema.. (91:91):
 8:58 I hold them to the same expect.. (85:85):
 8:60 They can relate. I can't do th.. (89:89):
 8:61 As a matter of fact, I can't a.. (89:89):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
 8:64 It was simply a matter of maki.. (89:89):
 8:65 Social norms of general intera.. (89:89):
 8:66 I tend to speak softer to fema.. (91:91):
 9:16 When I was in Marine Corps, I .. (79:79):
 9:35 Coming into a high school sett.. (79:79):
 9:36 I definitely leave doors open .. (79:79):

Why Men Avoid Education {16-0} [1]

3:35 A lot of guys don't even want .. (33:33):

Why Men Leave {22-0} [1]

3:34 A woman teacher can call a stu.. (33:33):

Female Interactions (Teachers) {40-0} [20]

Bridging the Gap {4-0} [2]

4:87 t gave me an opportunity to sh.. (101:101):
 4:88 I was always improving and gro.. (101:101):

Building Relationships {35-0} [8]

3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):

Content Knowledge Strength {5-0} [1]

8:34 Women are viewed as being smar.. (23:23):

Female Interactions (Students) {38-0} [14]

2:43 I actually used my gender to t.. (74:74):
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 6:38 I was mistaken by a lot of tea.. (65:65):

6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):
9:35 Coming into a high school sett.. (79:79):
9:36 I definitely leave doors open .. (79:79):

Gender and Teaching {58-0} [25]

3:16 To female teachers, we're the .. (95:95):
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
4:72 With regard to the teachers, t. (95:95):
4:73 There is just that expectation.. (95:95):
4:74 I am also subjected to a bunch.. (95:95):
4:75 it kind of limits the who I in.. (95:95):
4:76 I am able to reach all student.. (95:95):
4:86 I think my gender gave me the .. (101:101):
4:87 t gave me an opportunity to sh.. (101:101):
4:88 I was always improving and gro.. (101:101):
6:19 Parents are the same way as co.. (90:90):
8:34 Women are viewed as being smar.. (23:23):
8:68 My male students gravitate to .. (94:94):
8:69 When I first started teaching .. (94:94):
8:72 However, that shouldn't have a.. (98:98):
9:35 Coming into a high school sett.. (79:79):
9:36 I definitely leave doors open .. (79:79):
9:48 Women liked the fact that I am.. (93:93):

Identity {47-0} [5]

6:11 I think people can see when yo.. (65:65):
6:12 Absolutely, that was a major r.. (69:69):
6:38 I was mistaken by a lot of tea.. (65:65):
6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):

Obligation as Role Model {34-0} [2]

6:39 We don't have a lot of men in .. (69:69):
6:41 We don't have a lot of men in .. (69:69):

On Elementary {13-0} [2]

9:46 Elementary students are more a.. (93:93):
9:48 Women liked the fact that I am.. (93:93):

Parental Perceptions {22-0} [10]

6:19 Parents are the same way as co.. (90:90):
6:38 I was mistaken by a lot of tea.. (65:65):
6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):
8:68 My male students gravitate to .. (94:94):
8:69 When I first started teaching .. (94:94):
8:72 However, that shouldn't have a.. (98:98):
9:37 With the ROTC, and me being a .. (82:82):
9:38 I epitomize how they want thei.. (82:82):
9:39 I embody the discipline and th.. (82:82):

Perception of Gendered Experiences {34-0} [16]

4:15 I think my gender gave me the .. (101:101):
4:16 I think my race had more to do.. (104:104):
4:86 I think my gender gave me the .. (101:101):
4:87 t gave me an opportunity to sh.. (101:101):
4:88 I was always improving and gro.. (101:101):
4:93 They didn't expect my pedagogy.. (104:104):

8:18 My methods are totally differe.. (98:98):
8:25 Women are viewed as being smar.. (23:23):
8:34 Women are viewed as being smar.. (23:23):
8:72 However, that shouldn't have a.. (98:98):
9:20 I think it is more in elementa.. (91:94):
9:21 I think that the big thing tha.. (97:97):
9:23 They expect men to work miracl.. (101:101):
9:48 Women liked the fact that I am.. (93:93):
9:49 I think the biggest stereotype.. (97:97):
9:50 They expect men to work miracl.. (101:101):

Promotions to Administrator {10-0} [2]

6:59 I am also pushed into leadersh.. (88:88):
6:62 They view me to be a leader an.. (88:88):

Race in Education {12-0} [5]

4:72 With regard to the teachers, t. (95:95):
4:73 There is just that expectation.. (95:95):
4:74 I am also subjected to a bunch.. (95:95):
4:75 it kind of limits the who I in.. (95:95):
4:76 I am able to reach all student.. (95:95):

Stereotype Lift {9-0} [5]

4:87 t gave me an opportunity to sh.. (101:101):
4:89 I liken it to, unfortunately, .. (101:101):
6:59 I am also pushed into leadersh.. (88:88):
6:61 I am also pushed into leadersh.. (88:88):
6:62 They view me to be a leader an.. (88:88):

Stereotypes {11-0} [5]

4:91 They didn't expect my pedagogy.. (104:104):
4:93 They didn't expect my pedagogy.. (104:104):
8:34 Women are viewed as being smar.. (23:23):
9:49 I think the biggest stereotype.. (97:97):
9:50 They expect men to work miracl.. (101:101):

Student Perceptions {7-0} [3]

8:68 My male students gravitate to .. (94:94):
8:72 However, that shouldn't have a.. (98:98):
9:37 With the ROTC, and me being a .. (82:82):

Student/Teacher Gender Issues {22-0} [8]

3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):

Teaching Experiences {28-0} [36]

2:18 Some of the female students wa.. (74:74):
2:43 I actually used my gender to t.. (74:74):
3:16 To female teachers, we're the .. (95:95):
3:23 I was marked negatively in obs.. (31:31):
3:24 My "getting to know you phase".. (33:33):
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
4:13 With regard to the teachers, t. (95:95):
4:72 With regard to the teachers, t. (95:95):

4:73 There is just that expectation.. (95:95):
4:74 I am also subjected to a bunch.. (95:95):
4:75 it kind of limits the who I in.. (95:95):
4:76 I am able to reach all student.. (95:95):
4:78 I am expected to not be as inn.. (95:95):
4:79 I believe that peers expect ve.. (95:95):
6:18 My coworkers perceive me to be.. (88:88):
6:19 Parents are the same way as co.. (90:90):
6:58 My coworkers perceive me to be.. (88:88):
6:59 I am also pushed into leadersh.. (88:88):
6:62 They view me to be a leader an.. (88:88):
8:17 My male students gravitate to .. (94:94):
8:68 My male students gravitate to .. (94:94):
8:69 When I first started teaching .. (94:94):
9:16 When I was in Marine Corps, I .. (79:79):
9:17 With the ROTC, and me being a .. (82:82):
9:35 Coming into a high school sett.. (79:79):
9:36 I definitely leave doors open .. (79:79):
9:37 With the ROTC, and me being a .. (82:82):
9:38 I epitomize how they want thei.. (82:82):
9:39 I embody the discipline and th.. (82:82):
Teaching Methods Used {10-0} [1]
8:72 However, that shouldn't have a.. (98:98):
Why Men Avoid Education {16-0} [1]
3:35 A lot of guys don't even want .. (33:33):
Why Men Leave {22-0} [1]
3:34 A woman teacher can call a stu.. (33:33):

Field of Study {14-0} [7]

Background {42-0} [8]
2:2 Music (40:40):
3:2 Mathematics (56:56):
4:2 My bachelor's degree was in ma.. (60:60):
5:2 Biology (56:56):
6:2 My major was art with a concen.. (41:41):
8:2 Mathematics, Middle Grades Edu.. (53:53):
9:1 I have a Master's degree in Cu.. (38:38):
9:2 I am a Marine Corps Veteran, I.. (40:40):
Female Interactions (Students) {38-0} [6]
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):
Gender-Based Education {20-0} [6]
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):
Gender and Teaching {58-0} [6]
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):

8:67 I tend to speak softer to fema.. (91:91):
Highest Degree Earned {7-0} [1]
9:1 I have a Master's degree in Cu.. (38:38):
Student/Teacher Gender Issues {22-0} [2]
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
Teaching Experiences {28-0} [8]
8:15 Yes, my maleness gives me an .. (89:89):
8:16 I tend to speak softer to fema.. (91:91):
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):

Gender-Based Education {20-0} [16]

Bridging the Gap {4-0} [1]
4:49 All of my experiences have lai.. (81:81):
Female Interactions (Students) {38-0} [14]
6:48 I'm a little more hands on wit.. (82:82):
6:49 I have to be a little more gua.. (82:82):
6:50 It's all about perception and .. (82:82):
6:51 when it comes to dress code vi.. (82:82):
6:52 Especially, when you're dealin.. (82:82):
6:53 Other than that, I don't belie.. (82:82):
8:58 I hold them to the same expect.. (85:85):
8:60 They can relate. I can't do th.. (89:89):
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):
Field of Study {14-0} [6]
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):
Gender and Teaching {58-0} [18]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):
6:48 I'm a little more hands on wit.. (82:82):
6:49 I have to be a little more gua.. (82:82):
6:50 It's all about perception and .. (82:82):
6:51 when it comes to dress code vi.. (82:82):
6:52 Especially, when you're dealin.. (82:82):
6:53 Other than that, I don't belie.. (82:82):
8:58 I hold them to the same expect.. (85:85):
8:59 Yes, my maleness gives me an .. (89:89):
8:60 They can relate. I can't do th.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):

8:66 I tend to speak softer to fema.. (91:91):
 8:67 I tend to speak softer to fema.. (91:91):

Identity {47-0} [4]
 4:9 The purpose behind what I do h.. (81:81):
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):

Nurturing Strategies {52-0} [2]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):

Obligation as Role Model {34-0} [5]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 5:82 I was their shoulder, their ea.. (96:96):
 5:83 Well at my school, we have som.. (96:96):

Parental Perceptions {22-0} [2]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):

Pedagogy {17-0} [2]
 5:14 Well at my school, we have som.. (96:96):
 5:83 Well at my school, we have som.. (96:96):

Perception of Gendered Experiences {34-0} [3]
 4:46 hey saw a black man that was g.. (81:81):
 5:23 More men need to get into the .. (21:21):
 5:31 They tend to be more comfortab.. (21:21):

Qualities Male Educators Possess {28-0} [1]
 4:49 All of my experiences have lai.. (81:81):

Race in Education {12-0} [3]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):

Sources of Mentorship {10-0} [2]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):

Student/Teacher Gender Issues {22-0} [4]
 5:30 A lot of the male students don.. (21:21):
 5:31 They tend to be more comfortab.. (21:21):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):

Students Seeking Role Model {11-0} [2]
 5:30 A lot of the male students don.. (21:21):
 5:31 They tend to be more comfortab.. (21:21):

Teaching Experiences {28-0} [19]
 6:16 I'm a little more hands on wit.. (82:82):
 6:48 I'm a little more hands on wit.. (82:82):
 6:49 I have to be a little more gua.. (82:82):
 6:50 It's all about perception and .. (82:82):
 6:51 when it comes to dress code vi.. (82:82):
 6:52 Especially, when you're dealin.. (82:82):
 6:53 Other than that, I don't belie.. (82:82):
 8:14 (laughs) That's so easy. Gende.. (85:85):
 8:15 Yes, my maleness gives me an ".. (89:89):
 8:16 I tend to speak softer to fema.. (91:91):
 8:58 I hold them to the same expect.. (85:85):
 8:59 Yes, my maleness gives me an ".. (89:89):
 8:60 They can relate. I can't do th.. (89:89):
 8:61 As a matter of fact, I can't a.. (89:89):
 8:62 You have to be really careful .. (89:89):

8:63 While making an attempt to hel.. (89:89):
 8:64 It was simply a matter of maki.. (89:89):
 8:65 Social norms of general intera.. (89:89):
 8:66 I tend to speak softer to fema.. (91:91):

Gender and Teaching {58-0} [27]

Bridging the Gap {4-0} [3]

4:49 All of my experiences have lai.. (81:81):
 4:87 t gave me an opportunity to sh.. (101:101):
 4:88 I was always improving and gro.. (101:101):

Building Relationships {35-0} [10]

3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 4:71 Another instance would be with.. (92:92):
 5:103 And to teach, you have to be c.. (112:112):

Content Knowledge Strength {5-0} [3]

8:29 It's rare that you see male ac.. (19:19):
 8:34 Women are viewed as being smar.. (23:23):
 8:36 It's rare that you see male ac.. (19:19):

Female Interactions (Students) {38-0} [25]

3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 3:52 When I first started, I had to.. (88:88):
 6:48 I'm a little more hands on wit.. (82:82):
 6:49 I have to be a little more gua.. (82:82):
 6:50 It's all about perception and .. (82:82):
 6:51 when it comes to dress code vi.. (82:82):
 6:52 Especially, when you're dealin.. (82:82):
 6:53 Other than that, I don't belie.. (82:82):
 8:58 I hold them to the same expect.. (85:85):
 8:60 They can relate. I can't do th.. (89:89):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
 8:64 It was simply a matter of maki.. (89:89):
 8:65 Social norms of general intera.. (89:89):
 8:66 I tend to speak softer to fema.. (91:91):
 8:67 I tend to speak softer to fema.. (91:91):
 9:35 Coming into a high school sett.. (79:79):
 9:36 I definitely leave doors open .. (79:79):

Female Interactions (Teachers) {40-0} [25]

3:16 To female teachers, we're the .. (95:95):
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):

- 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 4:72 With regard to the teachers, t.. (95:95):
 4:73 There is just that expectation.. (95:95):
 4:74 I am also subjected to a bunch.. (95:95):
 4:75 it kind of limits the who I in.. (95:95):
 4:76 I am able to reach all student.. (95:95):
 4:86 I think my gender gave me the .. (101:101):
 4:87 t gave me an opportunity to sh.. (101:101):
 4:88 I was always improving and gro.. (101:101):
 6:19 Parents are the same way as co.. (90:90):
 8:34 Women are viewed as being smar.. (23:23):
 8:68 My male students gravitate to .. (94:94):
 8:69 When I first started teaching .. (94:94):
 8:72 However, that shouldn't have a.. (98:98):
 9:35 Coming into a high school sett.. (79:79):
 9:36 I definitely leave doors open .. (79:79):
 9:48 Women liked the fact that I am.. (93:93):
- Field of Study {14-0} [6]**
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
 8:64 It was simply a matter of maki.. (89:89):
 8:65 Social norms of general intera.. (89:89):
 8:66 I tend to speak softer to fema.. (91:91):
 8:67 I tend to speak softer to fema.. (91:91):
- Gender-Based Education {20-0} [18]**
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 6:48 I'm a little more hands on wit.. (82:82):
 6:49 I have to be a little more gua.. (82:82):
 6:50 It's all about perception and .. (82:82):
 6:51 when it comes to dress code vi.. (82:82):
 6:52 Especially, when you're dealin.. (82:82):
 6:53 Other than that, I don't belie.. (82:82):
 8:58 I hold them to the same expect.. (85:85):
 8:59 Yes, my maleness gives me an .. (89:89):
 8:60 They can relate. I can't do th.. (89:89):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
 8:64 It was simply a matter of maki.. (89:89):
 8:65 Social norms of general intera.. (89:89):
 8:66 I tend to speak softer to fema.. (91:91):
 8:67 I tend to speak softer to fema.. (91:91):
- Gender has NO impact on practices {3-0} [1]**
 5:95 I haven't had any issues with .. (103:103):
- Harsh Realities {8-0} [4]**
 8:29 It's rare that you see male ac.. (19:19):
 8:30 Women are more often assistant.. (19:19):
 8:32 It's rare that you see male ac.. (19:19):
 8:33 Women are more often assistant.. (19:19):
- Identity {47-0} [8]**
 4:8 Three strengths are commitment.. (78:78):
 4:9 The purpose behind what I do h.. (81:81):
 4:39 I was always going to do since.. (78:78):
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 8:27 We're there to be role models .. (30:30):
- 8:44 I don't believe that a woman c.. (30:30):
- Nurturing Strategies {52-0} [6]**
 3:52 When I first started, I had to.. (88:88):
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:70 I could visit them at their ga.. (90:90):
 4:71 Another instance would be with.. (92:92):
 5:103 And to teach, you have to be c.. (112:112):
- Obligation as Role Model {34-0} [7]**
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 4:71 Another instance would be with.. (92:92):
 8:44 I don't believe that a woman c.. (30:30):
 9:40 I many cases, I was highly acc.. (86:86):
 9:41 Especially when it comes to di.. (86:86):
- On Elementary {13-0} [3]**
 4:39 I was always going to do since.. (78:78):
 9:46 Elementary students are more a.. (93:93):
 9:48 Women liked the fact that I am.. (93:93):
- Parental Perceptions {22-0} [6]**
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 6:19 Parents are the same way as co.. (90:90):
 8:68 My male students gravitate to .. (94:94):
 8:69 When I first started teaching .. (94:94):
 8:72 However, that shouldn't have a.. (98:98):
- Perception of Gendered Experiences {34-0} [24]**
 4:15 I think my gender gave me the .. (101:101):
 4:46 hey saw a black man that was g.. (81:81):
 4:86 I think my gender gave me the .. (101:101):
 4:87 t gave me an opportunity to sh.. (101:101):
 4:88 I was always improving and gro.. (101:101):
 5:9 Respect has to be one of them,.. (112:112):
 5:103 And to teach, you have to be c.. (112:112):
 8:18 My methods are totally differe.. (98:98):
 8:24 Men and women have the same op.. (19:19):
 8:25 Women are viewed as being smar.. (23:23):
 8:26 I've already touched on the fa.. (26:26):
 8:28 Men and women have the same op.. (19:19):
 8:29 It's rare that you see male ac.. (19:19):
 8:30 Women are more often assistant.. (19:19):
 8:31 And in my experience, I've see.. (19:19):
 8:34 Women are viewed as being smar.. (23:23):
 8:41 Beyond that we can get away wi.. (26:26):
 8:42 I've done plenty of things tha.. (26:26):
 8:72 However, that shouldn't have a.. (98:98):
 9:18 I many cases, I was highly acc.. (86:86):
 9:20 I think it is more in elementa.. (91:94):
 9:40 I many cases, I was highly acc.. (86:86):
 9:41 Especially when it comes to di.. (86:86):
 9:48 Women liked the fact that I am.. (93:93):
- Qualities Male Educators Possess {28-0} [3]**
 4:38 And last, I'll say passion. Te.. (78:78):
 4:39 I was always going to do since.. (78:78):
 4:49 All of my experiences have lai.. (81:81):
- Race in Education {12-0} [8]**
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):

4:72 With regard to the teachers, t. (95:95):
 4:73 There is just that expectation.. (95:95):
 4:74 I am also subjected to a bunch.. (95:95):
 4:75 it kind of limits the who I in.. (95:95):
 4:76 I am able to reach all student.. (95:95):
Sources of Mentorship {10-0} [4]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:70 I could visit them at their ga.. (90:90):
 4:71 Another instance would be with.. (92:92):
Stereotype Lift {9-0} [9]
 4:87 t gave me an opportunity to sh.. (101:101):
 4:89 I liken it to, unfortunately, .. (101:101):
 8:38 Beyond that we can get away wi.. (26:26):
 8:39 I've done plenty of things tha.. (26:26):
 8:40 However, it's just overlooked .. (26:26):
 8:41 Beyond that we can get away wi.. (26:26):
 8:42 I've done plenty of things tha.. (26:26):
 9:40 I many cases, I was highly acc.. (86:86):
 9:41 Especially when it comes to di.. (86:86):
Stereotypes {11-0} [2]
 5:103 And to teach, you have to be c.. (112:112):
 8:34 Women are viewed as being smar.. (23:23):
Student Perceptions {7-0} [2]
 8:68 My male students gravitate to .. (94:94):
 8:72 However, that shouldn't have a.. (98:98):
Student/Teacher Gender Issues {22-0} [11]
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 3:52 When I first started, I had to.. (88:88):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
Teaching Experiences {28-0} [51]
 3:13 Not in the classroom but it di.. (88:88):
 3:16 To female teachers, we're the .. (95:95):
 3:23 I was marked negatively in obs.. (31:31):
 3:24 My "getting to know you phase".. (33:33):
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 3:52 When I first started, I had to.. (88:88):
 4:11 Okay, it was not necessarily i.. (90:90):
 4:12 Another instance would be with.. (92:92):
 4:13 With regard to the teachers, t. (95:95):
 4:69 With the males, I felt that I .. (90:90):
 4:70 I could visit them at their ga.. (90:90):
 4:71 Another instance would be with.. (92:92):
 4:72 With regard to the teachers, t. (95:95):
 4:73 There is just that expectation.. (95:95):

4:74 I am also subjected to a bunch.. (95:95):
 4:75 it kind of limits the who I in.. (95:95):
 4:76 I am able to reach all student.. (95:95):
 5:12 I haven't had any issues with .. (103:103):
 5:95 I haven't had any issues with .. (103:103):
 6:16 I'm a little more hands on wit.. (82:82):
 6:19 Parents are the same way as co.. (90:90):
 6:48 I'm a little more hands on wit.. (82:82):
 6:49 I have to be a little more gua.. (82:82):
 6:50 It's all about perception and .. (82:82):
 6:51 when it comes to dress code vi.. (82:82):
 6:52 Especially, when you're dealin.. (82:82):
 6:53 Other than that, I don't belie.. (82:82):
 8:14 (laughs) That's so easy. Gende.. (85:85):
 8:15 Yes, my maleness gives me an .. (89:89):
 8:16 I tend to speak softer to fema.. (91:91):
 8:17 My male students gravitate to .. (94:94):
 8:58 I hold them to the same expect.. (85:85):
 8:59 Yes, my maleness gives me an .. (89:89):
 8:60 They can relate. I can't do th.. (89:89):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
 8:64 It was simply a matter of maki.. (89:89):
 8:65 Social norms of general intera.. (89:89):
 8:67 I tend to speak softer to fema.. (91:91):
 8:68 My male students gravitate to .. (94:94):
 8:69 When I first started teaching .. (94:94):
 9:16 When I was in Marine Corps, I .. (79:79):
 9:35 Coming into a high school sett.. (79:79):
 9:36 I definitely leave doors open .. (79:79):
Teaching Methods Used {10-0} [1]
 8:72 However, that shouldn't have a.. (98:98):
Threats to Patriarchy {13-0} [2]
 5:102 nd to teach, you have to be ca.. (112:112):
 5:103 And to teach, you have to be c.. (112:112):
Why Men Avoid Education {16-0} [1]
 3:35 A lot of guys don't even want .. (33:33):
Why Men Leave {22-0} [1]
 3:34 A woman teacher can call a stu.. (33:33):

Gender has NO impact on experiences {2-0} [3]

Gender has NO impact on perception {3-0} [1]
 3:54 It's not positive or negative,.. (99:99):
 Gender has NO impact on practices {3-0} [1]
 3:54 It's not positive or negative,.. (99:99):
 Perception of Gendered Experiences {34-0} [3]
 2:45 It didn't have any effect. (80:80):
 3:17 It's not positive or negative,.. (99:99):
 3:54 It's not positive or negative,.. (99:99):

Gender has NO impact on perception {3-0} [4]

Gender has NO impact on experiences {2-0} [1]
 3:54 It's not positive or negative,.. (99:99):
 Gender has NO impact on practices {3-0} [2]
 3:54 It's not positive or negative,.. (99:99):
 9:19 None that I am aware of. (89:89):

Perception of Gendered Experiences {34-0} [3]
3:17 It's not positive or negative,.. (99:99):
3:54 It's not positive or negative,.. (99:99):
9:19 None that I am aware of. (89:89):
Teaching Experiences {28-0} [1]
5:11 I would apply the same rule to.. (106:106):

Gender has NO impact on practices {3-0} [5]

Gender and Teaching {58-0} [1]
5:95 I haven't had any issues with .. (103:103):
Gender has NO impact on experiences {2-0} [1]
3:54 It's not positive or negative,.. (99:99):
Gender has NO impact on perception {3-0} [2]
3:54 It's not positive or negative,.. (99:99):
9:19 None that I am aware of. (89:89):
Perception of Gendered Experiences {34-0} [3]
3:17 It's not positive or negative,.. (99:99):
3:54 It's not positive or negative,.. (99:99):
9:19 None that I am aware of. (89:89):
Teaching Experiences {28-0} [2]
5:12 I haven't had any issues with .. (103:103):
5:95 I haven't had any issues with .. (103:103):

Grade Level {5-0} [1]

Background {42-0} [7]
2:6 9-12 Specifically, beginning, .. (48:48):
2:23 9-12 Specifically, beginning, .. (48:48):
5:7 I currently teach 10th grade b.. (68:68):
5:45 I currently teach 10th grade b.. (68:68):
6:7 I've taught 6th, 10th, and 11t.. (52:52):
8:6 I'm teaching 7th grade this ye.. (61:61):
9:6 I teach majority freshman but .. (48:48):

Harsh Realities {8-0} [17]

Content Knowledge Strength {5-0} [2]
8:32 It's rare that you see male ac.. (19:19):
8:36 It's rare that you see male ac.. (19:19):
Exposure to Opportunities {4-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Gender and Teaching {58-0} [4]
8:29 It's rare that you see male ac.. (19:19):
8:30 Women are more often assistant.. (19:19):
8:32 It's rare that you see male ac.. (19:19):
8:33 Women are more often assistant.. (19:19):
Identity {47-0} [6]
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
8:10 I'm no longer trying to save t.. (72:72):
8:52 I'm no longer trying to save t.. (72:72):
8:53 I'm trying to save the ones th.. (72:72):
8:54 I was told early in my career,.. (72:72):
Initial Anticipation {9-0} [3]
8:52 I'm no longer trying to save t.. (72:72):
8:53 I'm trying to save the ones th.. (72:72):
8:54 I was told early in my career,.. (72:72):

Lack of Teacher Mentorship {2-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Lack of Teacher Training {3-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Lacked Mentorship Growing Up {4-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Obligation as Role Model {34-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Perception of Gendered Experiences {34-0} [6]
5:8 A lot of the teachers at my sc.. (115:115):
5:114 Passion in teaching will only .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
8:24 Men and women have the same op.. (19:19):
8:32 It's rare that you see male ac.. (19:19):
8:33 Women are more often assistant.. (19:19):
Plans for the Future {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Pay {11-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Stigma {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Treatment {7-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Reflection of Teaching Effectiveness {11-0} [3]
8:52 I'm no longer trying to save t.. (72:72):
8:53 I'm trying to save the ones th.. (72:72):
8:54 I was told early in my career,.. (72:72):
The Cost of Current Ed. Policies {5-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Threats to Patriarchy {13-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):

Highest Degree Earned {7-0} [3]

Background {42-0} [8]
2:1 Master in Music Ed (38:38):
3:1 Ed Specialist (54:54):
3:36 Ed Specialist (54:54):
4:1 Ph. D in curriculum and instru.. (58:58):
5:1 Masters in Science Education w.. (54:54):
6:1 A Bachelor's degree. (39:39):
8:1 I have a Bachelor of Science i.. (51:51):
9:1 I have a Master's degree in Cu.. (38:38):
Field of Study {14-0} [1]
9:1 I have a Master's degree in Cu.. (38:38):
STEM {1-0} [1]
5:1 Masters in Science Education w.. (54:54):

How Personal Students Learn {1-0} [1]

Identity {47-0} [2]
5:20 I think that my greatest stren.. (89:89):

5:70 My students are visual, artist.. (89:89):

Identity {47-0} [46]

Alternative Route to Teaching {4-0} [6]

3:6 I was good at math so I taught.. (65:67):
3:9 I went into it initially to co.. (75:75):
3:37 I was good at math so I taught.. (65:65):
3:39 It was the only thing that I k.. (67:67):
3:44 I went into it initially to co.. (75:75):
5:16 I graduated with a degree in m.. (76:76):

Bridging the Gap {4-0} [2]

4:9 The purpose behind what I do h.. (81:81):
4:49 All of my experiences have lai.. (81:81):

Building Relationships {35-0} [15]

5:19 I teach at a high-needs school.. (85:85):
5:20 I think that my greatest stren.. (89:89):
5:54 I live like two blocks away fr.. (85:85):
5:74 I hardly have any issues that .. (89:89):
5:75 Honestly, at my school, the st.. (89:89):
5:76 As long as you're genuine they.. (89:89):
6:11 I think people can see when yo.. (65:65):
6:34 I respect my kids, and I provi.. (65:65):
6:35 I have strong relationships wi.. (65:65):
6:36 And a lot of the ways I approa.. (65:65):
6:37 And strong leadership (65:65):
8:9 I connect with the kids well, .. (69:69):
8:48 I connect with the kids well, .. (69:69):
8:49 Being able to get students who.. (69:69):
8:50 I genuinely care about student.. (69:69):

Code Switching {2-0} [3]

4:9 The purpose behind what I do h.. (81:81):
4:42 And I guess this probably goes.. (81:81):
4:44 when I started teaching, the v.. (81:81):

Content Knowledge Strength {5-0} [3]

5:20 I think that my greatest stren.. (89:89):
5:63 I think that my greatest stren.. (89:89):
5:64 I teach so many classes and I .. (89:89):

Exposure to Opportunities {4-0} [2]

3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):

Fears Before Entering the Field {7-0} [12]

2:10 No doubts, fears, or anything... (58:58):
2:28 No doubts, fears, or anything (58:58):
3:7 I didn't have any doubts or fe.. (70:70):
3:40 I didn't have any doubts or fe.. (70:70):
4:7 There were none. I went into t.. (75:75):
5:17 No doubts or fears. I went rig.. (79:79):
5:51 No doubts or fears. I went rig.. (79:79):
6:9 I didn't have any. My mother w.. (58:58):
6:30 I didn't have any. (58:58):
8:8 I had zero. (67:67):
9:8 Not really, I had great motiva.. (54:54):
9:26 Not really, I had great motiva.. (54:54):

Female Interactions (Students) {38-0} [5]

6:11 I think people can see when yo.. (65:65):
6:12 Absolutely, that was a major r.. (69:69):
6:38 I was mistaken by a lot of tea.. (65:65):
6:39 We don't have a lot of men in .. (69:69):

6:40 The women in the school always.. (69:69):

Female Interactions (Teachers) {40-0} [5]

6:11 I think people can see when yo.. (65:65):
6:12 Absolutely, that was a major r.. (69:69):
6:38 I was mistaken by a lot of tea.. (65:65):
6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):

Gender-Based Education {20-0} [4]

4:9 The purpose behind what I do h.. (81:81):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):

Gender and Teaching {58-0} [8]

4:8 Three strengths are commitment.. (78:78):
4:9 The purpose behind what I do h.. (81:81):
4:39 I was always going to do since.. (78:78):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):
8:27 We're there to be role models .. (30:30):
8:44 I don't believe that a woman c.. (30:30):

Harsh Realities {8-0} [6]

3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
8:10 I'm no longer trying to save t.. (72:72):
8:52 I'm no longer trying to save t.. (72:72):
8:53 I'm trying to save the ones th.. (72:72):
8:54 I was told early in my career.. (72:72):

How Personal Students Learn {1-0} [2]

5:20 I think that my greatest stren.. (89:89):
5:70 My students are visual, artist.. (89:89):

Inconsistency in Curriculum {5-0} [6]

5:19 I teach at a high-needs school.. (85:85):
5:58 I feel like I can't keep up wi.. (85:85):
5:59 There is always something new .. (85:85):
5:60 two years ago it was common co.. (85:85):
5:61 We can't really master anythin.. (85:85):
5:62 There is always something new .. (85:85):

Influenced by Family/Mentor {8-0} [12]

2:7 My mother is a teacher, curren.. (52:52):
2:24 My mother is a teacher, curren.. (52:52):
4:6 I believe that I was influence.. (72:72):
4:32 I believe that I was influence.. (72:72):
4:33 They told me that I was bright.. (72:72):
4:34 At the time I thought that I w.. (72:72):
6:9 I didn't have any. My mother w.. (58:58):
6:31 My mother was a primary school.. (58:58):
6:32 My dad went through the ranks.. (58:58):
8:7 My mother was a paraprofession.. (64:64):
8:46 My mother was a paraprofession.. (64:64):
8:47 I was always at someone's scho.. (64:64):

Initial Anticipation {9-0} [11]

4:9 The purpose behind what I do h.. (81:81):
4:40 The purpose behind what I do h.. (81:81):
5:21 I think I've held true to my p.. (92:92):
5:81 However, my view of the field .. (92:92):
6:8 It was a desire to see success.. (55:55):
6:28 It was a desire to see success.. (55:55):
6:29 I started as a substitute and .. (55:55):

- 8:10 I'm no longer trying to save t.. (72:72):
8:52 I'm no longer trying to save t.. (72:72):
8:53 I'm trying to save the ones th.. (72:72):
8:54 I was told early in my career,.. (72:72):
- Lack of Resources {2-0} [4]**
5:19 I teach at a high-needs school.. (85:85):
5:21 I think I've held true to my p.. (92:92):
5:55 there are a lack of resources,.. (85:85):
5:81 However, my view of the field .. (92:92):
- Lack of Teacher Mentorship {2-0} [4]**
2:10 No doubts, fears, or anything... (58:58):
2:29 When I got hired I just got ke.. (58:58):
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
- Lack of Teacher Training {3-0} [6]**
2:10 No doubts, fears, or anything... (58:58):
2:29 When I got hired I just got ke.. (58:58):
3:6 I was good at math so I taught.. (65:67):
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
3:39 It was the only thing that I k.. (67:67):
- Lacked Mentorship Growing Up {4-0} [6]**
3:6 I was good at math so I taught.. (65:67):
3:20 Absolutely, I didn't even know.. (19:19):
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
3:37 I was good at math so I taught.. (65:65):
3:39 It was the only thing that I k.. (67:67):
- Negative Male/Male Teacher Relations {1-0} [2]**
2:13 Hope: One of things that I bro.. (63:63):
2:37 The football director/coach an.. (63:63):
- Nurturing Strategies {52-0} [16]**
2:14 Fight: I have no problems stan.. (64:64):
2:38 Fight: I have no problems stan.. (64:64):
4:9 The purpose behind what I do h.. (81:81):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
6:11 I think people can see when yo.. (65:65):
6:34 I respect my kids, and I provi.. (65:65):
6:35 I have strong relationships wi.. (65:65):
6:36 And a lot of the ways I approa.. (65:65):
6:37 And strong leadership (65:65):
8:9 I connect with the kids well, .. (69:69):
8:48 I connect with the kids well, .. (69:69):
8:49 Being able to get students who.. (69:69):
8:50 I genuinely care about student.. (69:69):
9:10 I went from Special Education .. (60:60):
9:30 I went from Special Education .. (60:60):
- Obligation as Role Model {34-0} [26]**
2:12 Determination: I had no proble.. (62:62):
2:13 Hope: One of things that I bro.. (63:63):
2:34 Determination: I had no proble.. (62:62):
2:36 I made students do what people.. (63:63):
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
4:9 The purpose behind what I do h.. (81:81):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):
5:20 I think that my greatest stren.. (89:89):
- 5:21 I think I've held true to my p.. (92:92):
5:22 A lot of my students don't hav.. (19:19):
5:27 A lot of my students don't hav.. (19:19):
5:28 I even had students that would.. (19:19):
5:73 I literally have to run or hid.. (89:89):
5:79 Students need role models and .. (92:92):
5:80 I wish that I had a mentor gro.. (92:92):
6:12 Absolutely, that was a major r.. (69:69):
6:41 We don't have a lot of men in .. (69:69):
8:27 We're there to be role models .. (30:30):
8:43 We're there to be role models .. (30:30):
8:44 I don't believe that a woman c.. (30:30):
8:45 We're there to discipline prov.. (30:30):
9:10 I went from Special Education .. (60:60):
9:30 I went from Special Education .. (60:60):
- On Elementary {13-0} [7]**
4:6 I believe that I was influence.. (72:72):
4:8 Three strengths are commitment.. (78:78):
4:19 I believe that math was the re.. (23:23):
4:25 I believe that math was the re.. (23:23):
4:34 At the time I thought that I w.. (72:72):
4:35 I think my desire to connect t.. (72:72):
4:39 I was always going to do since.. (78:78):
- Original Career Plan {5-0} [9]**
3:6 I was good at math so I taught.. (65:67):
3:37 I was good at math so I taught.. (65:65):
4:18 I have some reservations about.. (19:19):
4:23 If I could go back again, I wo.. (19:19):
4:24 I am currently searching for a.. (19:19):
5:15 I didn't want to teach until m.. (73:73):
5:48 I didn't want to teach until m.. (73:73):
9:7 The biggest factor is my son W.. (51:51):
9:29 military, (51:51):
- Parental Perceptions {22-0} [8]**
4:9 The purpose behind what I do h.. (81:81):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
6:11 I think people can see when yo.. (65:65):
6:12 Absolutely, that was a major r.. (69:69):
6:38 I was mistaken by a lot of tea.. (65:65):
6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):
- Perception of Gendered Experiences {34-0} [2]**
4:9 The purpose behind what I do h.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
- Personal Qualities that led to Teaching {9-0} [12]**
2:7 My mother is a teacher, curren.. (52:52):
2:25 I've always enjoyed working wi.. (52:52):
2:26 And music saved my life in hig.. (52:52):
2:27 I was part of a gang called th.. (52:52):
3:6 I was good at math so I taught.. (65:67):
3:8 I read people well, I'm creati.. (72:72):
3:37 I was good at math so I taught.. (65:65):
3:41 I read people well, I'm creati.. (72:72):
3:42 I'm able to segregate data to .. (72:72):
6:8 It was a desire to see success.. (55:55):
6:28 It was a desire to see success.. (55:55):
6:29 I started as a substitute and .. (55:55):
- Plans for the Future {8-0} [6]**
4:18 I have some reservations about.. (19:19):

- 4:23 If I could go back again, I wo.. (19:19):
 4:24 I am currently searching for a.. (19:19):
 6:24 I wanted to do graphic design .. (18:18):
 6:25 I wanted to do graphic design .. (18:18):
 6:26 I still plan to go into the fi.. (18:18):
- Poor Teacher Pay {11-0} [9]**
 5:15 I didn't want to teach until m.. (73:73):
 5:18 You, know, I have, it's more s.. (82:82):
 5:19 I teach at a high-needs school.. (85:85):
 5:21 I think I've held true to my p.. (92:92):
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:56 I can barely survive with the .. (85:85):
 5:81 However, my view of the field .. (92:92):
- Poor Teacher Stigma {8-0} [9]**
 5:15 I didn't want to teach until m.. (73:73):
 5:18 You, know, I have, it's more s.. (82:82):
 5:19 I teach at a high-needs school.. (85:85):
 5:21 I think I've held true to my p.. (92:92):
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:57 Once you include things such a.. (85:85):
 5:81 However, my view of the field .. (92:92):
- Poor Teacher Treatment {7-0} [9]**
 5:15 I didn't want to teach until m.. (73:73):
 5:18 You, know, I have, it's more s.. (82:82):
 5:19 I teach at a high-needs school.. (85:85):
 5:21 I think I've held true to my p.. (92:92):
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:57 Once you include things such a.. (85:85):
 5:81 However, my view of the field .. (92:92):
- Promotions to Administrator {10-0} [8]**
 4:21 I definitely came in only want.. (32:32):
 5:25 I thought about it in grad sch.. (28:28):
 5:36 I thought about it in grad sch.. (28:28):
 5:37 I admire my principal and admi.. (28:28):
 5:38 There was a teacher who became.. (28:28):
 5:39 So clearly, there's a disconne.. (28:28):
 5:40 And more than anything, I want.. (28:28):
 5:41 I went into the field to inter.. (28:28):
- Qualities Male Educators Possess {28-0} [37]**
 2:12 Determination: I had no proble.. (62:62):
 2:13 Hope: One of things that I bro.. (63:63):
 2:34 Determination: I had no proble.. (62:62):
 2:36 I made students do what people.. (63:63):
 3:8 I read people well, I'm creati.. (72:72):
 3:41 I read people well, I'm creati.. (72:72):
 3:42 I'm able to segregate data to .. (72:72):
 4:8 Three strengths are commitment.. (78:78):
 4:9 The purpose behind what I do h.. (81:81):
 4:36 commitment, I'm committed to e.. (78:78):
 4:37 committed to children because .. (78:78):
 4:38 And last, I'll say passion. Te.. (78:78):
 4:47 The passion for the student th.. (81:81):
 4:48 The students that you just don.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
- 5:20 I think that my greatest stren.. (89:89):
 5:63 I think that my greatest stren.. (89:89):
 5:64 I teach so many classes and I .. (89:89):
 5:65 I'm a very worldly person (89:89):
 5:66 I like learning and teaching a.. (89:89):
 5:67 I'm super versatile. (89:89):
 5:68 I'm also creative. (89:89):
 5:69 I am a creative person and my .. (89:89):
 5:71 The third thing is compassion (89:89):
 5:72 I'm very empathetic and am abl.. (89:89):
 5:74 I hardly have any issues that .. (89:89):
 6:10 I'd say creativity, vision, an.. (61:61):
 6:11 I think people can see when yo.. (65:65):
 6:33 I'd say creativity, vision, an.. (61:61):
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):
 8:9 I connect with the kids well, .. (69:69):
 8:48 I connect with the kids well, .. (69:69):
 8:49 Being able to get students who.. (69:69):
 8:50 I genuinely care about student.. (69:69):
- Race in Education {12-0} [7]**
 4:9 The purpose behind what I do h.. (81:81):
 4:42 And I guess this probably goes.. (81:81):
 4:43 I was accepted more by my whit.. (81:81):
 4:44 when I started teaching, the v.. (81:81):
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
- Reflection of Teaching Effectiveness {11-0} [15]**
 2:11 I never questioned my decision.. (60:60):
 2:14 Fight: I have no problems stan.. (64:64):
 2:15 It evolved from I'm here to sa.. (66:66):
 2:32 I never questioned my decision.. (60:60):
 2:33 I wanted to "save" all of my s.. (60:60):
 2:38 Fight: I have no problems stan.. (64:64):
 2:39 I wanted resources and I got t.. (64:64):
 6:11 I think people can see when yo.. (65:65):
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):
 8:10 I'm no longer trying to save t.. (72:72):
 8:52 I'm no longer trying to save t.. (72:72):
 8:53 I'm trying to save the ones th.. (72:72):
- Resourcefulness {4-0} [2]**
 2:14 Fight: I have no problems stan.. (64:64):
 2:39 I wanted resources and I got t.. (64:64):
- Self-Perpetuating Absence {9-0} [3]**
 5:18 You, know, I have, it's more s.. (82:82):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
- Sources of Mentorship {10-0} [8]**
 2:10 No doubts, fears, or anything.. (58:58):
 2:11 I never questioned my decision.. (60:60):
 2:30 I just used my mother as a sou.. (58:58):
 2:31 My administrator was supportiv.. (58:58):
 2:33 I wanted to "save" all of my s.. (60:60):
 4:9 The purpose behind what I do h.. (81:81):

4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 Student/Teacher Gender Issues {22-0} [2]
 5:21 I think I've held true to my p.. (92:92):
 5:81 However, my view of the field .. (92:92):
 Students Seeking Role Model {11-0} [7]
 5:20 I think that my greatest stren.. (89:89):
 5:22 A lot of my students don't hav.. (19:19):
 5:27 A lot of my students don't hav.. (19:19):
 5:28 I even had students that would.. (19:19):
 5:73 I literally have to run or hid.. (89:89):
 5:75 Honestly, at my school, the st.. (89:89):
 5:76 As long as you're genuine they.. (89:89):
 Teaching Bug Bit {1-0} [2]
 5:15 I didn't want to teach until m.. (73:73):
 5:48 I didn't want to teach until m.. (73:73):
 Teaching Purpose {6-0} [8]
 3:9 I went into it initially to co.. (75:75):
 3:44 I went into it initially to co.. (75:75):
 5:21 I think I've held true to my p.. (92:92):
 5:77 I think I've held true to my p.. (92:92):
 5:78 I not only wanted to educate s.. (92:92):
 5:80 I wish that I had a mentor gro.. (92:92):
 9:10 I went from Special Education .. (60:60):
 9:30 I went from Special Education .. (60:60):
 The Cost of Current Ed. Policies {5-0} [2]
 4:9 The purpose behind what I do h.. (81:81):
 4:41 The purpose behind what I do h.. (81:81):
 Variable that led to teaching {13-0} [18]
 3:6 I was good at math so I taught.. (65:67):
 3:37 I was good at math so I taught.. (65:65):
 3:38 I went into it to be a footbal.. (65:65):
 4:6 I believe that I was influence.. (72:72):
 4:32 I believe that I was influence.. (72:72):
 4:33 They told me that I was bright.. (72:72):
 4:34 At the time I thought that I w.. (72:72):
 5:15 I didn't want to teach until m.. (73:73):
 5:50 I joined an organization in my.. (73:73):
 8:9 I connect with the kids well, .. (69:69):
 8:48 I connect with the kids well, .. (69:69):
 8:51 And I'm a genuine person. I ge.. (69:69):
 9:7 The biggest factor is my son W.. (51:51):
 9:9 Being a parent of a student wi.. (57:57):
 9:24 The biggest factor is my son W.. (51:51):
 9:25 special education hit me becau.. (51:51):
 9:27 Being a parent of a student wi.. (57:57):
 9:28 My biggest thing is I wanted t.. (57:57):
 Why Men Leave {22-0} [4]
 4:9 The purpose behind what I do h.. (81:81):
 4:41 The purpose behind what I do h.. (81:81):
 6:24 I wanted to do graphic design .. (18:18):
 6:26 I still plan to go into the fi.. (18:18):

Inconsistency in Curriculum {5-0} [1]

Identity {47-0} [6]
 5:19 I teach at a high-needs school.. (85:85):
 5:58 I feel like I can't keep up wi.. (85:85):
 5:59 There is always something new .. (85:85):

5:60 two years ago it was common co.. (85:85):
 5:61 We can't really master anythin.. (85:85):
 5:62 There is always something new .. (85:85):

Influenced by Family/Mentor {8-0} [3]

Identity {47-0} [12]
 2:7 My mother is a teacher, curren.. (52:52):
 2:24 My mother is a teacher, curren.. (52:52):
 4:6 I believe that I was influence.. (72:72):
 4:32 I believe that I was influence.. (72:72):
 4:33 They told me that I was bright.. (72:72):
 4:34 At the time I thought that I w.. (72:72):
 6:9 I didn't have any. My mother w.. (58:58):
 6:31 My mother was a primary school.. (58:58):
 6:32 My dad went through the ranks,.. (58:58):
 8:7 My mother was a paraprofession.. (64:64):
 8:46 My mother was a paraprofession.. (64:64):
 8:47 I was always at someone's scho.. (64:64):
 On Elementary {13-0} [1]
 4:34 At the time I thought that I w.. (72:72):
 Variable that led to teaching {13-0} [3]
 4:32 I believe that I was influence.. (72:72):
 4:33 They told me that I was bright.. (72:72):
 4:34 At the time I thought that I w.. (72:72):

Initial Anticipation {9-0} [13]

Harsh Realities {8-0} [3]
 8:52 I'm no longer trying to save t.. (72:72):
 8:53 I'm trying to save the ones th.. (72:72):
 8:54 I was told early in my career,.. (72:72):
 Identity {47-0} [11]
 4:9 The purpose behind what I do h.. (81:81):
 4:40 The purpose behind what I do h.. (81:81):
 5:21 I think I've held true to my p.. (92:92):
 5:81 However, my view of the field .. (92:92):
 6:8 It was a desire to see success.. (55:55):
 6:28 It was a desire to see success.. (55:55):
 6:29 I started as a substitute and .. (55:55):
 8:10 I'm no longer trying to save t.. (72:72):
 8:52 I'm no longer trying to save t.. (72:72):
 8:53 I'm trying to save the ones th.. (72:72):
 8:54 I was told early in my career,.. (72:72):
 Lack of Resources {2-0} [1]
 5:81 However, my view of the field .. (92:92):
 Perception of Gendered Experiences {34-0} [3]
 5:26 After visiting my professor, s.. (32:32):
 5:43 After visiting my professor, s.. (32:32):
 5:44 The field itself hinders itsel.. (32:32):
 Personal Qualities that led to Teaching {9-0} [2]
 6:28 It was a desire to see success.. (55:55):
 6:29 I started as a substitute and .. (55:55):
 Poor Teacher Pay {11-0} [1]
 5:81 However, my view of the field .. (92:92):
 Poor Teacher Stigma {8-0} [1]
 5:81 However, my view of the field .. (92:92):
 Poor Teacher Treatment {7-0} [1]

5:81 However, my view of the field .. (92:92):
Reflection of Teaching Effectiveness {11-0} [3]
8:52 I'm no longer trying to save t.. (72:72):
8:53 I'm trying to save the ones th.. (72:72):
8:54 I was told early in my career,.. (72:72):
Self-Perpetuating Absence {9-0} [2]
5:42 The field itself hinders itsel.. (32:32):
5:44 The field itself hinders itsel.. (32:32):
Student/Teacher Gender Issues {22-0} [1]
5:81 However, my view of the field .. (92:92):
The Cost of Current Ed. Policies {5-0} [2]
4:40 The purpose behind what I do h.. (81:81):
4:41 The purpose behind what I do h.. (81:81):
Why Men Leave {22-0} [2]
4:40 The purpose behind what I do h.. (81:81):
4:41 The purpose behind what I do h.. (81:81):

Lack of Resources {2-0} [6]

Identity {47-0} [4]
5:19 I teach at a high-needs school.. (85:85):
5:21 I think I've held true to my p.. (92:92):
5:55 there are a lack of resources,.. (85:85):
5:81 However, my view of the field .. (92:92):
Initial Anticipation {9-0} [1]
5:81 However, my view of the field .. (92:92):
Poor Teacher Pay {11-0} [1]
5:81 However, my view of the field .. (92:92):
Poor Teacher Stigma {8-0} [1]
5:81 However, my view of the field .. (92:92):
Poor Teacher Treatment {7-0} [1]
5:81 However, my view of the field .. (92:92):
Student/Teacher Gender Issues {22-0} [1]
5:81 However, my view of the field .. (92:92):

Lack of Teacher Mentorship {2-0} [6]

Exposure to Opportunities {4-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Harsh Realities {8-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Identity {47-0} [4]
2:10 No doubts, fears, or anything... (58:58):
2:29 When I got hired I just got ke.. (58:58):
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
Lack of Teacher Training {3-0} [2]
2:29 When I got hired I just got ke.. (58:58):
3:25 No, not so much. It's a job. I.. (23:23):
Lacked Mentorship Growing Up {4-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Obligation as Role Model {34-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):

Lack of Teacher Training {3-0} [7]

Alternative Route to Teaching {4-0} [1]

3:39 It was the only thing that I k.. (67:67):
Exposure to Opportunities {4-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Harsh Realities {8-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Identity {47-0} [6]
2:10 No doubts, fears, or anything... (58:58):
2:29 When I got hired I just got ke.. (58:58):
3:6 I was good at math so I taught.. (65:67):
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
3:39 It was the only thing that I k.. (67:67):
Lack of Teacher Mentorship {2-0} [2]
2:29 When I got hired I just got ke.. (58:58):
3:25 No, not so much. It's a job. I.. (23:23):
Lacked Mentorship Growing Up {4-0} [2]
3:25 No, not so much. It's a job. I.. (23:23):
3:39 It was the only thing that I k.. (67:67):
Obligation as Role Model {34-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):

Lacked Mentorship Growing Up {4-0} [10]

Alternative Route to Teaching {4-0} [2]
3:37 I was good at math so I taught.. (65:65):
3:39 It was the only thing that I k.. (67:67):
Exposure to Opportunities {4-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Harsh Realities {8-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Identity {47-0} [6]
3:6 I was good at math so I taught.. (65:67):
3:20 Absolutely, I didn't even know.. (19:19):
3:21 No, not so much. It's a job. I.. (23:23):
3:25 No, not so much. It's a job. I.. (23:23):
3:37 I was good at math so I taught.. (65:65):
3:39 It was the only thing that I k.. (67:67):
Lack of Teacher Mentorship {2-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Lack of Teacher Training {3-0} [2]
3:25 No, not so much. It's a job. I.. (23:23):
3:39 It was the only thing that I k.. (67:67):
Obligation as Role Model {34-0} [1]
3:25 No, not so much. It's a job. I.. (23:23):
Original Career Plan {5-0} [1]
3:37 I was good at math so I taught.. (65:65):
Personal Qualities that led to Teaching {9-0} [1]
3:37 I was good at math so I taught.. (65:65):
Variable that led to teaching {13-0} [1]
3:37 I was good at math so I taught.. (65:65):

Negative Male/Male Teacher Relations {1-0} [1]

Identity {47-0} [2]
2:13 Hope: One of things that I bro.. (63:63):
2:37 The football director/coach an.. (63:63):

Nurturing Strategies {52-0} [24]

Building Relationships {35-0} [23]

- 3:26 the relationship piece is the .. (27:27):
- 3:27 You have to develop relationsh.. (27:27):
- 4:50 I think it's maintaining a gen.. (85:85):
- 4:51 Greeting them in the morning, (85:85):
- 4:52 reading their facial expressio.. (85:85):
- 4:53 helping them seek the guidance.. (85:85):
- 4:54 I nurture their ability to mak.. (85:85):
- 4:55 why they may or may not do the.. (85:85):
- 4:56 to motivate and encourage them.. (85:85):
- 4:57 Letting them know that they sh.. (85:85):
- 4:58 Encouraging them to do their b.. (85:85):
- 4:59 I can recall instances when I .. (85:85):
- 4:61 That way when we were back in .. (85:85):
- 4:71 Another instance would be with.. (92:92):
- 5:103 And to teach, you have to be c.. (112:112):
- 5:104 Be compassionate, empathetic, .. (112:112):
- 6:34 I respect my kids, and I provi.. (65:65):
- 6:35 I have strong relationships wi.. (65:65):
- 6:36 And a lot of the ways I approa.. (65:65):
- 6:37 And strong leadership (65:65):
- 8:48 I connect with the kids well, .. (69:69):
- 8:49 Being able to get students who.. (69:69):
- 8:50 I genuinely care about student.. (69:69):

Female Interactions (Students) {38-0} [6]

- 3:52 When I first started, I had to.. (88:88):
- 4:64 She had issues finding materni.. (90:90):
- 4:65 I changed the group work and s.. (90:90):
- 4:66 I tend to address female stude.. (90:90):
- 4:67 This was an ongoing theme in h.. (90:90):
- 4:68 and on the surface if you thin.. (90:90):

Gender-Based Education {20-0} [2]

- 4:45 Black males were automatically.. (81:81):
- 4:46 hey saw a black man that was g.. (81:81):

Gender and Teaching {58-0} [6]

- 3:52 When I first started, I had to.. (88:88):
- 4:45 Black males were automatically.. (81:81):
- 4:46 hey saw a black man that was g.. (81:81):
- 4:70 I could visit them at their ga.. (90:90):
- 4:71 Another instance would be with.. (92:92):
- 5:103 And to teach, you have to be c.. (112:112):

Identity {47-0} [16]

- 2:14 Fight: I have no problems stan.. (64:64):
- 2:38 Fight: I have no problems stan.. (64:64):
- 4:9 The purpose behind what I do h.. (81:81):
- 4:45 Black males were automatically.. (81:81):
- 4:46 hey saw a black man that was g.. (81:81):
- 6:11 I think people can see when yo.. (65:65):
- 6:34 I respect my kids, and I provi.. (65:65):
- 6:35 I have strong relationships wi.. (65:65):
- 6:36 And a lot of the ways I approa.. (65:65):
- 6:37 And strong leadership (65:65):
- 8:9 I connect with the kids well, .. (69:69):
- 8:48 I connect with the kids well, .. (69:69):
- 8:49 Being able to get students who.. (69:69):
- 8:50 I genuinely care about student.. (69:69):
- 9:10 I went from Special Education .. (60:60):
- 9:30 I went from Special Education .. (60:60):

Obligation as Role Model {34-0} [10]

- 3:26 the relationship piece is the .. (27:27):
- 3:27 You have to develop relationsh.. (27:27):
- 4:45 Black males were automatically.. (81:81):
- 4:46 hey saw a black man that was g.. (81:81):
- 4:71 Another instance would be with.. (92:92):
- 5:92 They don't know how to talk to.. (99:99):
- 5:93 I have to lead my kids. (99:99):
- 5:94 Although I was given 15 boys t.. (99:99):
- 5:104 Be compassionate, empathetic, .. (112:112):
- 9:30 I went from Special Education .. (60:60):

Parental Perceptions {22-0} [2]

- 4:45 Black males were automatically.. (81:81):
- 4:46 hey saw a black man that was g.. (81:81):

Pedagogy {17-0} [40]

- 2:16 By making them believe in them.. (69:69):
- 2:40 By making them believe in them.. (69:69):
- 3:11 I prepare them to prepare them.. (82:82):
- 3:12 Self-reliance. (85:85):
- 3:22 I don't know if it was asked, .. (27:27):
- 3:26 the relationship piece is the .. (27:27):
- 3:27 You have to develop relationsh.. (27:27):
- 3:50 I prepare them to prepare them.. (82:82):
- 3:51 It's not about remembering wha.. (82:82):
- 4:10 I think it's maintaining a gen.. (85:85):
- 4:50 I think it's maintaining a gen.. (85:85):
- 4:51 Greeting them in the morning, (85:85):
- 4:52 reading their facial expressio.. (85:85):
- 4:53 helping them seek the guidance.. (85:85):
- 4:54 I nurture their ability to mak.. (85:85):
- 4:55 why they may or may not do the.. (85:85):
- 4:56 to motivate and encourage them.. (85:85):
- 4:57 Letting them know that they sh.. (85:85):
- 4:58 Encouraging them to do their b.. (85:85):
- 4:59 I can recall instances when I .. (85:85):
- 4:61 That way when we were back in .. (85:85):
- 5:13 I want my kids to be good peop.. (99:99):
- 5:14 Well at my school, we have som.. (96:96):
- 5:85 I give them words of encourage.. (96:96):
- 5:86 I like to work on the individu.. (96:96):
- 5:87 I don't turn anyone down for a.. (96:96):
- 5:92 They don't know how to talk to.. (99:99):
- 5:93 I have to lead my kids. (99:99):
- 5:94 Although I was given 15 boys t.. (99:99):
- 6:14 Be persistent and inspiring. Y.. (75:75):
- 6:15 Teaching students to do things.. (78:78):
- 6:42 Be persistent and inspiring. (75:75):
- 6:43 You have to show them their po.. (75:75):
- 6:44 You have to mold their mindset.. (75:75):
- 6:45 And teaching students to do th.. (75:75):
- 6:46 I like to guide students, show.. (75:75):
- 6:47 Teaching students to do things.. (78:78):
- 8:12 Immediate and thorough feedbac.. (78:78):
- 8:55 Immediate and thorough feedbac.. (78:78):
- 8:56 I also make it a point to rewa.. (78:78):

Perception of Gendered Experiences {34-0} [4]

- 4:46 hey saw a black man that was g.. (81:81):
- 5:9 Respect has to be one of them,.. (112:112):
- 5:103 And to teach, you have to be c.. (112:112):
- 5:104 Be compassionate, empathetic, .. (112:112):

Qualities Male Educators Possess {28-0} [7]
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):
 8:48 I connect with the kids well, .. (69:69):
 8:49 Being able to get students who.. (69:69):
 8:50 I genuinely care about student.. (69:69):

Race in Education {12-0} [2]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):

Reflection of Teaching Effectiveness {11-0} [5]
 2:38 Fight: I have no problems stan.. (64:64):
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):

Resourcefulness {4-0} [1]
 5:94 Although I was given 15 boys t.. (99:99):

Soft Skills {5-0} [1]
 5:92 They don't know how to talk to.. (99:99):

Sources of Mentorship {10-0} [6]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:59 I can recall instances when I .. (85:85):
 4:61 That way when we were back in .. (85:85):
 4:70 I could visit them at their ga.. (90:90):
 4:71 Another instance would be with.. (92:92):

Stereotypes {11-0} [1]
 5:103 And to teach, you have to be c.. (112:112):

Student/Teacher Gender Issues {22-0} [6]
 3:52 When I first started, I had to.. (88:88):
 4:64 She had issues finding materni.. (90:90):
 4:65 I changed the group work and s.. (90:90):
 4:66 I tend to address female stude.. (90:90):
 4:67 This was an ongoing theme in h.. (90:90):
 4:68 and on the surface if you thin.. (90:90):

Students Seeking Role Model {11-0} [2]
 5:94 Although I was given 15 boys t.. (99:99):
 5:104 Be compassionate, empathetic, .. (112:112):

Teaching Experiences {28-0} [11]
 3:13 Not in the classroom but it di.. (88:88):
 3:52 When I first started, I had to.. (88:88):
 4:11 Okay, it was not necessarily i.. (90:90):
 4:12 Another instance would be with.. (92:92):
 4:64 She had issues finding materni.. (90:90):
 4:65 I changed the group work and s.. (90:90):
 4:66 I tend to address female stude.. (90:90):
 4:67 This was an ongoing theme in h.. (90:90):
 4:68 and on the surface if you thin.. (90:90):
 4:70 I could visit them at their ga.. (90:90):
 4:71 Another instance would be with.. (92:92):

Teaching Methods Used {10-0} [5]
 3:12 Self-reliance. (85:85):
 3:48 I prepare them to prepare them.. (82:82):
 3:49 It's not about remembering wha.. (82:82):
 3:50 I prepare them to prepare them.. (82:82):
 3:51 It's not about remembering wha.. (82:82):

Teaching Purpose {6-0} [1]

9:30 I went from Special Education .. (60:60):

Team Player {3-0} [1]
 5:94 Although I was given 15 boys t.. (99:99):

Threats to Patriarchy {13-0} [2]
 5:102 nd to teach, you have to be ca.. (112:112):
 5:103 And to teach, you have to be c.. (112:112):

Variable that led to teaching {13-0} [3]
 8:48 I connect with the kids well, .. (69:69):
 8:50 I genuinely care about student.. (69:69):
 8:51 And I'm a genuine person. I ge.. (69:69):

Obligation as Role Model {34-0} [27]

Bridging the Gap {4-0} [1]
 4:49 All of my experiences have lai.. (81:81):

Building Relationships {35-0} [4]
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 4:71 Another instance would be with.. (92:92):
 5:104 Be compassionate, empathetic, .. (112:112):

Exposure to Opportunities {4-0} [1]
 3:25 No, not so much. It's a job. I.. (23:23):

Female Interactions (Students) {38-0} [2]
 6:39 We don't have a lot of men in .. (69:69):
 6:41 We don't have a lot of men in .. (69:69):

Female Interactions (Teachers) {40-0} [2]
 6:39 We don't have a lot of men in .. (69:69):
 6:41 We don't have a lot of men in .. (69:69):

Gender-Based Education {20-0} [5]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 5:82 I was their shoulder, their ea.. (96:96):
 5:83 Well at my school, we have som.. (96:96):

Gender and Teaching {58-0} [7]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 4:71 Another instance would be with.. (92:92):
 8:44 I don't believe that a woman c.. (30:30):
 9:40 I many cases, I was highly acc.. (86:86):
 9:41 Especially when it comes to di.. (86:86):

Harsh Realities {8-0} [1]
 3:25 No, not so much. It's a job. I.. (23:23):

Identity {47-0} [26]
 2:12 Determination: I had no proble.. (62:62):
 2:13 Hope: One of things that I bro.. (63:63):
 2:34 Determination: I had no proble.. (62:62):
 2:36 I made students do what people.. (63:63):
 3:21 No, not so much. It's a job. I.. (23:23):
 3:25 No, not so much. It's a job. I.. (23:23):
 4:9 The purpose behind what I do h.. (81:81):
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 5:20 I think that my greatest stren.. (89:89):
 5:21 I think I've held true to my p.. (92:92):
 5:22 A lot of my students don't hav.. (19:19):
 5:27 A lot of my students don't hav.. (19:19):

5:28 I even had students that would.. (19:19):
 5:73 I literally have to run or hid.. (89:89):
 5:79 Students need role models and .. (92:92):
 5:80 I wish that I had a mentor gro.. (92:92):
 6:12 Absolutely, that was a major r.. (69:69):
 6:41 We don't have a lot of men in .. (69:69):
 8:27 We're there to be role models .. (30:30):
 8:43 We're there to be role models .. (30:30):
 8:44 I don't believe that a woman c.. (30:30):
 8:45 We're there to discipline prov.. (30:30):
 9:10 I went from Special Education .. (60:60):
 9:30 I went from Special Education .. (60:60):

Lack of Teacher Mentorship {2-0} [1]
 3:25 No, not so much. It's a job. I.. (23:23):

Lack of Teacher Training {3-0} [1]
 3:25 No, not so much. It's a job. I.. (23:23):

Lacked Mentorship Growing Up {4-0} [1]
 3:25 No, not so much. It's a job. I.. (23:23):

Nurturing Strategies {52-0} [10]
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:71 Another instance would be with.. (92:92):
 5:92 They don't know how to talk to.. (99:99):
 5:93 I have to lead my kids. (99:99):
 5:94 Although I was given 15 boys t.. (99:99):
 5:104 Be compassionate, empathetic, .. (112:112):
 9:30 I went from Special Education .. (60:60):

Parental Perceptions {22-0} [6]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 6:39 We don't have a lot of men in .. (69:69):
 6:41 We don't have a lot of men in .. (69:69):
 8:73 More often than not, when stud.. (102:102):
 8:74 parents, they're more open to .. (102:102):

Pedagogy {17-0} [10]
 3:22 I don't know if it was asked, .. (27:27):
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 5:13 I want my kids to be good peop.. (99:99):
 5:14 Well at my school, we have som.. (96:96):
 5:82 I was their shoulder, their ea.. (96:96):
 5:84 It's hard to explain but even .. (96:96):
 5:92 They don't know how to talk to.. (99:99):
 5:93 I have to lead my kids. (99:99):
 5:94 Although I was given 15 boys t.. (99:99):

Perception of Gendered Experiences {34-0} [11]
 4:46 hey saw a black man that was g.. (81:81):
 5:9 Respect has to be one of them,.. (112:112):
 5:23 More men need to get into the .. (21:21):
 5:29 More men need to get into the .. (21:21):
 5:104 Be compassionate, empathetic, .. (112:112):
 8:19 Little small issues, but they'.. (102:102):
 8:73 More often than not, when stud.. (102:102):
 8:74 parents, they're more open to .. (102:102):
 9:18 I many cases, I was highly acc.. (86:86):
 9:40 I many cases, I was highly acc.. (86:86):
 9:41 Especially when it comes to di.. (86:86):

Qualities Male Educators Possess {28-0} [3]
 2:34 Determination: I had no proble.. (62:62):
 2:36 I made students do what people.. (63:63):
 4:49 All of my experiences have lai.. (81:81):

Race in Education {12-0} [3]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:49 All of my experiences have lai.. (81:81):

Resourcefulness {4-0} [1]
 5:94 Although I was given 15 boys t.. (99:99):

Soft Skills {5-0} [1]
 5:92 They don't know how to talk to.. (99:99):

Sources of Mentorship {10-0} [3]
 4:45 Black males were automatically.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):
 4:71 Another instance would be with.. (92:92):

Stereotype Lift {9-0} [2]
 9:40 I many cases, I was highly acc.. (86:86):
 9:41 Especially when it comes to di.. (86:86):

Student Perceptions {7-0} [4]
 6:54 To my students, I'm probably s.. (86:86):
 6:55 Students always tell me that I.. (86:86):
 6:56 Students tend to take what I s.. (86:86):
 6:57 Especially those lacking a mal.. (86:86):

Students Seeking Role Model {11-0} [6]
 5:27 A lot of my students don't hav.. (19:19):
 5:28 I even had students that would.. (19:19):
 5:73 I literally have to run or hid.. (89:89):
 5:84 It's hard to explain but even .. (96:96):
 5:94 Although I was given 15 boys t.. (99:99):
 5:104 Be compassionate, empathetic, .. (112:112):

Teaching Experiences {28-0} [7]
 4:12 Another instance would be with.. (92:92):
 4:71 Another instance would be with.. (92:92):
 6:17 To my students, I'm probably s.. (86:86):
 6:54 To my students, I'm probably s.. (86:86):
 6:55 Students always tell me that I.. (86:86):
 6:56 Students tend to take what I s.. (86:86):
 6:57 Especially those lacking a mal.. (86:86):

Teaching Purpose {6-0} [2]
 5:80 I wish that I had a mentor gro.. (92:92):
 9:30 I went from Special Education .. (60:60):

Team Player {3-0} [1]
 5:94 Although I was given 15 boys t.. (99:99):

On Elementary {13-0} [8]

Female Interactions (Teachers) {40-0} [2]
 9:46 Elementary students are more a.. (93:93):
 9:48 Women liked the fact that I am.. (93:93):

Gender and Teaching {58-0} [3]
 4:39 I was always going to do since.. (78:78):
 9:46 Elementary students are more a.. (93:93):
 9:48 Women liked the fact that I am.. (93:93):

Identity {47-0} [7]
 4:6 I believe that I was influence.. (72:72):
 4:8 Three strengths are commitment.. (78:78):
 4:19 I believe that math was the re.. (23:23):

4:25 I believe that math was the re.. (23:23):
4:34 At the time I thought that I w.. (72:72):
4:35 I think my desire to connect t.. (72:72):
4:39 I was always going to do since.. (78:78):
Influenced by Family/Mentor {8-0} [1]
4:34 At the time I thought that I w.. (72:72):
Perception of Gendered Experiences {34-0} [11]
6:20 Men are generally known to wan.. (94:94):
6:21 Probably because of gender rol.. (98:98):
6:63 Probably because of gender rol.. (98:98):
6:64 Men probably feel as if they d.. (98:98):
9:20 I think it is more in elementa.. (91:94):
9:42 I think it is more in elementa.. (91:91):
9:43 In elementary, there are not t.. (91:91):
9:44 Even in kindergarten, I assume.. (91:91):
9:45 1 year of kindergarten, I taug.. (92:92):
9:46 Elementary students are more a.. (93:93):
9:47 Parents were just as open (94:94):
Qualities Male Educators Possess {28-0} [2]
4:38 And last, I'll say passion. Te.. (78:78):
4:39 I was always going to do since.. (78:78):
Variable that led to teaching {13-0} [1]
4:34 At the time I thought that I w.. (72:72):
Why Men Avoid Education {16-0} [3]
6:20 Men are generally known to wan.. (94:94):
6:63 Probably because of gender rol.. (98:98):
6:64 Men probably feel as if they d.. (98:98):

Original Career Plan {5-0} [7]

Alternative Route to Teaching {4-0} [1]
3:37 I was good at math so I taught.. (65:65):
Identity {47-0} [9]
3:6 I was good at math so I taught.. (65:67):
3:37 I was good at math so I taught.. (65:65):
4:18 I have some reservations about.. (19:19):
4:23 If I could go back again, I wo.. (19:19):
4:24 I am currently searching for a.. (19:19):
5:15 I didn't want to teach until m.. (73:73):
5:48 I didn't want to teach until m.. (73:73):
9:7 The biggest factor is my son W.. (51:51):
9:29 military, (51:51):
Lacked Mentorship Growing Up {4-0} [1]
3:37 I was good at math so I taught.. (65:65):
Personal Qualities that led to Teaching {9-0} [1]
3:37 I was good at math so I taught.. (65:65):
Plans for the Future {8-0} [2]
4:23 If I could go back again, I wo.. (19:19):
4:24 I am currently searching for a.. (19:19):
Teaching Bug Bit {1-0} [1]
5:48 I didn't want to teach until m.. (73:73):
Variable that led to teaching {13-0} [1]
3:37 I was good at math so I taught.. (65:65):

Parental Perceptions {22-0} [14]

Female Interactions (Students) {38-0} [3]
6:38 I was mistaken by a lot of tea.. (65:65):

6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):
Female Interactions (Teachers) {40-0} [10]
6:19 Parents are the same way as co.. (90:90):
6:38 I was mistaken by a lot of tea.. (65:65):
6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):
8:68 My male students gravitate to .. (94:94):
8:69 When I first started teaching .. (94:94):
8:72 However, that shouldn't have a.. (98:98):
9:37 With the ROTC, and me being a .. (82:82):
9:38 I epitomize how they want thei.. (82:82):
9:39 I embody the discipline and th.. (82:82):
Gender-Based Education {20-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Gender and Teaching {58-0} [6]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
6:19 Parents are the same way as co.. (90:90):
8:68 My male students gravitate to .. (94:94):
8:69 When I first started teaching .. (94:94):
8:72 However, that shouldn't have a.. (98:98):
Identity {47-0} [8]
4:9 The purpose behind what I do h.. (81:81):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
6:11 I think people can see when yo.. (65:65):
6:12 Absolutely, that was a major r.. (69:69):
6:38 I was mistaken by a lot of tea.. (65:65):
6:39 We don't have a lot of men in .. (69:69):
6:40 The women in the school always.. (69:69):
Nurturing Strategies {52-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Obligation as Role Model {34-0} [6]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
6:39 We don't have a lot of men in .. (69:69):
6:41 We don't have a lot of men in .. (69:69):
8:73 More often than not, when stud.. (102:102):
8:74 parents, they're more open to .. (102:102):
Perception of Gendered Experiences {34-0} [6]
4:46 hey saw a black man that was g.. (81:81):
8:18 My methods are totally differe.. (98:98):
8:19 Little small issues, but they'.. (102:102):
8:72 However, that shouldn't have a.. (98:98):
8:73 More often than not, when stud.. (102:102):
8:74 parents, they're more open to .. (102:102):
Race in Education {12-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Self-Perpetuating Absence {9-0} [1]
4:85 Maybe they didn't have male te.. (97:97):
Sources of Mentorship {10-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Student Perceptions {7-0} [3]
8:68 My male students gravitate to .. (94:94):

8:72 However, that shouldn't have a.. (98:98):
 9:37 With the ROTC, and me being a .. (82:82):
Teaching Experiences {28-0} [18]
 2:19 Only one. Only black one. Cont.. (76:77):
 2:44 Parents believed that I was a .. (77:77):
 3:15 Parents want the role model, b.. (93:93):
 4:14 As far as parents are concerne.. (97:97):
 4:80 As far as parents are concerne.. (97:97):
 4:81 and again along with that they.. (97:97):
 4:82 I think that there are some lo.. (97:97):
 4:83 and I'm assuming that it is ba.. (97:97):
 4:84 They didn't except for me to h.. (97:97):
 4:85 Maybe they didn't have male te.. (97:97):
 6:19 Parents are the same way as co.. (90:90):
 8:17 My male students gravitate to .. (94:94):
 8:68 My male students gravitate to .. (94:94):
 8:69 When I first started teaching .. (94:94):
 9:17 With the ROTC, and me being a .. (82:82):
 9:37 With the ROTC, and me being a .. (82:82):
 9:38 I epitomize how they want thei.. (82:82):
 9:39 I embody the discipline and th.. (82:82):
Teaching Methods Used {10-0} [1]
 8:72 However, that shouldn't have a.. (98:98):

Pedagogy {17-0} [16]

Building Relationships {35-0} [15]
 3:22 I don't know if it was asked, .. (27:27):
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 4:10 I think it's maintaining a gen.. (85:85):
 4:50 I think it's maintaining a gen.. (85:85):
 4:51 Greeting them in the morning, (85:85):
 4:52 reading their facial expressio.. (85:85):
 4:53 helping them seek the guidance.. (85:85):
 4:54 I nurture their ability to mak.. (85:85):
 4:55 why they may or may not do the.. (85:85):
 4:56 to motivate and encourage them.. (85:85):
 4:57 Letting them know that they sh.. (85:85):
 4:58 Encouraging them to do their b.. (85:85):
 4:59 I can recall instances when I .. (85:85):
 4:61 That way when we were back in .. (85:85):
Content Knowledge Strength {5-0} [2]
 8:13 I expect for students to love .. (81:81):
 8:57 Hold the next educator account.. (81:81):
Exposure to Opportunities {4-0} [5]
 9:12 Mentoring them by senior leade.. (67:67):
 9:13 The ultimate goal is to build .. (70:70):
 9:32 Whether they go to the militar.. (70:70):
 9:33 All of my students look into j.. (67:67):
 9:34 I teach my senior cadets to wo.. (67:67):
Gender-Based Education {20-0} [2]
 5:14 Well at my school, we have som.. (96:96):
 5:83 Well at my school, we have som.. (96:96):
Nurturing Strategies {52-0} [40]
 2:16 By making them believe in them.. (69:69):
 2:40 By making them believe in them.. (69:69):
 3:11 I prepare them to prepare them.. (82:82):
 3:12 Self-reliance. (85:85):

3:22 I don't know if it was asked, .. (27:27):
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 3:50 I prepare them to prepare them.. (82:82):
 3:51 It's not about remembering wha.. (82:82):
 4:10 I think it's maintaining a gen.. (85:85):
 4:50 I think it's maintaining a gen.. (85:85):
 4:51 Greeting them in the morning, (85:85):
 4:52 reading their facial expressio.. (85:85):
 4:53 helping them seek the guidance.. (85:85):
 4:54 I nurture their ability to mak.. (85:85):
 4:55 why they may or may not do the.. (85:85):
 4:56 to motivate and encourage them.. (85:85):
 4:57 Letting them know that they sh.. (85:85):
 4:58 Encouraging them to do their b.. (85:85):
 4:59 I can recall instances when I .. (85:85):
 4:61 That way when we were back in .. (85:85):
 5:13 I want my kids to be good peop.. (99:99):
 5:14 Well at my school, we have som.. (96:96):
 5:85 I give them words of encourage.. (96:96):
 5:86 I like to work on the individu.. (96:96):
 5:87 I don't turn anyone down for a.. (96:96):
 5:92 They don't know how to talk to.. (99:99):
 5:93 I have to lead my kids. (99:99):
 5:94 Although I was given 15 boys t.. (99:99):
 6:14 Be persistent and inspiring. Y.. (75:75):
 6:15 Teaching students to do things.. (78:78):
 6:42 Be persistent and inspiring. (75:75):
 6:43 You have to show them their po.. (75:75):
 6:44 You have to mold their mindset.. (75:75):
 6:45 And teaching students to do th.. (75:75):
 6:46 I like to guide students, show.. (75:75):
 6:47 Teaching students to do things.. (78:78):
 8:12 Immediate and thorough feedbac.. (78:78):
 8:55 Immediate and thorough feedbac.. (78:78):
 8:56 I also make it a point to rewa.. (78:78):
Obligation as Role Model {34-0} [10]
 3:22 I don't know if it was asked, .. (27:27):
 3:26 the relationship piece is the .. (27:27):
 3:27 You have to develop relationsh.. (27:27):
 5:13 I want my kids to be good peop.. (99:99):
 5:14 Well at my school, we have som.. (96:96):
 5:82 I was their shoulder, their ea.. (96:96):
 5:84 It's hard to explain but even .. (96:96):
 5:92 They don't know how to talk to.. (99:99):
 5:93 I have to lead my kids. (99:99):
 5:94 Although I was given 15 boys t.. (99:99):
Personal Qualities that led to Teaching {9-0} [2]
 4:22 My kindergarten teacher fought.. (36:36):
 4:27 My kindergarten teacher fought.. (36:36):
Rebellion {1-0} [1]
 8:11 Are we really going to go into.. (76:76):
Resourcefulness {4-0} [2]
 5:13 I want my kids to be good peop.. (99:99):
 5:94 Although I was given 15 boys t.. (99:99):
Soft Skills {5-0} [6]
 5:13 I want my kids to be good peop.. (99:99):
 5:88 I want my kids to be good peop.. (99:99):
 5:89 As a teacher and advisor, the .. (99:99):
 5:90 Even if you don't learn scienc.. (99:99):

5:91 A lot of our students lack soc.. (99:99):
 5:92 They don't know how to talk to.. (99:99):
Sources of Mentorship {10-0} [4]
 4:10 I think it's maintaining a gen.. (85:85):
 4:59 I can recall instances when I .. (85:85):
 4:60 we had a community basketball .. (85:85):
 4:61 That way when we were back in .. (85:85):
Students Seeking Role Model {11-0} [4]
 5:13 I want my kids to be good peop.. (99:99):
 5:14 Well at my school, we have som.. (96:96):
 5:84 It's hard to explain but even .. (96:96):
 5:94 Although I was given 15 boys t.. (99:99):
Teaching Methods Used {10-0} [10]
 3:10 I use Socratic methods and pro.. (79:79):
 3:11 I prepare them to prepare them.. (82:82):
 3:12 Self-reliance. (85:85):
 3:45 I use Socratic methods and pro.. (79:79):
 3:46 I don't like to talk in front .. (79:79):
 3:47 I am a facilitator more than a.. (79:79):
 3:48 I prepare them to prepare them.. (82:82):
 3:49 It's not about remembering wha.. (82:82):
 9:11 I expose students to leadershi.. (64:64):
 9:31 I expose students to leadershi.. (64:64):
Teaching Purpose {6-0} [2]
 9:11 I expose students to leadershi.. (64:64):
 9:31 I expose students to leadershi.. (64:64):
Team Player {3-0} [2]
 5:13 I want my kids to be good peop.. (99:99):
 5:94 Although I was given 15 boys t.. (99:99):
Variable that led to teaching {13-0} [2]
 4:22 My kindergarten teacher fought.. (36:36):
 4:27 My kindergarten teacher fought.. (36:36):

Perception of Gendered Experiences {34-0} [34]

Alternative Source of Income {1-0} [2]
 5:8 A lot of the teachers at my sc.. (115:115):
 5:105 A lot of the teachers at my sc.. (115:115):
Bridging the Gap {4-0} [3]
 4:15 I think my gender gave me the .. (101:101):
 4:87 t gave me an opportunity to sh.. (101:101):
 4:88 I was always improving and gro.. (101:101):
Building Relationships {35-0} [3]
 5:9 Respect has to be one of them,.. (112:112):
 5:103 And to teach, you have to be c.. (112:112):
 5:104 Be compassionate, empathetic, .. (112:112):
Content Knowledge Strength {5-0} [4]
 8:24 Men and women have the same op.. (19:19):
 8:25 Women are viewed as being smar.. (23:23):
 8:34 Women are viewed as being smar.. (23:23):
 8:36 It's rare that you see male ac.. (19:19):
Female Interactions (Teachers) {40-0} [16]
 4:15 I think my gender gave me the .. (101:101):
 4:16 I think my race had more to do.. (104:104):
 4:86 I think my gender gave me the .. (101:101):
 4:87 t gave me an opportunity to sh.. (101:101):
 4:88 I was always improving and gro.. (101:101):
 4:93 They didn't expect my pedagogy.. (104:104):
 8:18 My methods are totally differe.. (98:98):

8:25 Women are viewed as being smar.. (23:23):
 8:34 Women are viewed as being smar.. (23:23):
 8:72 However, that shouldn't have a.. (98:98):
 9:20 I think it is more in elementa.. (91:94):
 9:21 I think that the big thing tha.. (97:97):
 9:23 They expect men to work mira.. (101:101):
 9:48 Women liked the fact that I am.. (93:93):
 9:49 I think the biggest stereotype.. (97:97):
 9:50 They expect men to work mira.. (101:101):
Gender-Based Education {20-0} [3]
 4:46 hey saw a black man that was g.. (81:81):
 5:23 More men need to get into the .. (21:21):
 5:31 They tend to be more comfortab.. (21:21):
Gender and Teaching {58-0} [24]
 4:15 I think my gender gave me the .. (101:101):
 4:46 hey saw a black man that was g.. (81:81):
 4:86 I think my gender gave me the .. (101:101):
 4:87 t gave me an opportunity to sh.. (101:101):
 4:88 I was always improving and gro.. (101:101):
 5:9 Respect has to be one of them,.. (112:112):
 5:103 And to teach, you have to be c.. (112:112):
 8:18 My methods are totally differe.. (98:98):
 8:24 Men and women have the same op.. (19:19):
 8:25 Women are viewed as being smar.. (23:23):
 8:26 I've already touched on the fa.. (26:26):
 8:28 Men and women have the same op.. (19:19):
 8:29 It's rare that you see male ac.. (19:19):
 8:30 Women are more often assistant.. (19:19):
 8:31 And in my experience, I've see.. (19:19):
 8:34 Women are viewed as being smar.. (23:23):
 8:41 Beyond that we can get away wi.. (26:26):
 8:42 I've done plenty of things tha.. (26:26):
 8:72 However, that shouldn't have a.. (98:98):
 9:18 I many cases, I was highly acc.. (86:86):
 9:20 I think it is more in elementa.. (91:94):
 9:40 I many cases, I was highly acc.. (86:86):
 9:41 Especially when it comes to di.. (86:86):
 9:48 Women liked the fact that I am.. (93:93):
Gender has NO impact on experiences {2-0} [3]
 2:45 It didn't have any effect. (80:80):
 3:17 It's not positive or negative,.. (99:99):
 3:54 It's not positive or negative,.. (99:99):
Gender has NO impact on perception {3-0} [3]
 3:17 It's not positive or negative,.. (99:99):
 3:54 It's not positive or negative,.. (99:99):
 9:19 None that I am aware of. (89:89):
Gender has NO impact on practices {3-0} [3]
 3:17 It's not positive or negative,.. (99:99):
 3:54 It's not positive or negative,.. (99:99):
 9:19 None that I am aware of. (89:89):
Harsh Realities {8-0} [6]
 5:8 A lot of the teachers at my sc.. (115:115):
 5:114 Passion in teaching will only .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):
 8:24 Men and women have the same op.. (19:19):
 8:32 It's rare that you see male ac.. (19:19):
 8:33 Women are more often assistant.. (19:19):
Identity {47-0} [2]
 4:9 The purpose behind what I do h.. (81:81):
 4:46 hey saw a black man that was g.. (81:81):

Initial Anticipation {9-0} [3]

- 5:26 After visiting my professor, s.. (32:32):
- 5:43 After visiting my professor, s.. (32:32):
- 5:44 The field itself hinders itsel.. (32:32):

Nurturing Strategies {52-0} [4]

- 4:46 hey saw a black man that was g.. (81:81):
- 5:9 Respect has to be one of them,.. (112:112):
- 5:103 And to teach, you have to be c.. (112:112):
- 5:104 Be compassionate, empathetic, .. (112:112):

Obligation as Role Model {34-0} [11]

- 4:46 hey saw a black man that was g.. (81:81):
- 5:9 Respect has to be one of them,.. (112:112):
- 5:23 More men need to get into the .. (21:21):
- 5:29 More men need to get into the .. (21:21):
- 5:104 Be compassionate, empathetic, .. (112:112):
- 8:19 Little small issues, but they'.. (102:102):
- 8:73 More often than not, when stud.. (102:102):
- 8:74 parents, they're more open to .. (102:102):
- 9:18 I many cases, I was highly acc.. (86:86):
- 9:40 I many cases, I was highly acc.. (86:86):
- 9:41 Especially when it comes to di.. (86:86):

On Elementary {13-0} [11]

- 6:20 Men are generally known to wan.. (94:94):
- 6:21 Probably because of gender rol.. (98:98):
- 6:63 Probably because of gender rol.. (98:98):
- 6:64 Men probably feel as if they d.. (98:98):
- 9:20 I think it is more in elementa.. (91:94):
- 9:42 I think it is more in elementa.. (91:91):
- 9:43 In elementary, there are not t.. (91:91):
- 9:44 Even in kindergarten, I assume.. (91:91):
- 9:45 1 year of kindergarten, I taug.. (92:92):
- 9:46 Elementary students are more a.. (93:93):
- 9:47 Parents were just as open (94:94):

Parental Perceptions {22-0} [6]

- 4:46 hey saw a black man that was g.. (81:81):
- 8:18 My methods are totally differe.. (98:98):
- 8:19 Little small issues, but they'.. (102:102):
- 8:72 However, that shouldn't have a.. (98:98):
- 8:73 More often than not, when stud.. (102:102):
- 8:74 parents, they're more open to .. (102:102):

Plans for the Future {8-0} [7]

- 5:8 A lot of the teachers at my sc.. (115:115):
- 5:115 I don't know where I'll be in .. (115:115):
- 5:116 I don't know where I'll be in .. (115:115):
- 8:22 Honestly, I can't answer that .. (107:107):
- 8:23 I can see myself teaching got .. (108:108):
- 8:82 Better yet, I'm leaving the fi.. (107:107):
- 8:83 I can see myself teaching got .. (108:108):

Poor Teacher Pay {11-0} [8]

- 2:21 Money myth (82:82):
- 5:8 A lot of the teachers at my sc.. (115:115):
- 5:9 Respect has to be one of them,.. (112:112):
- 5:99 Money has a lot to do with. I .. (112:112):
- 5:105 A lot of the teachers at my sc.. (115:115):
- 5:106 We even go to grad school to i.. (115:115):
- 5:115 I don't know where I'll be in .. (115:115):
- 5:116 I don't know where I'll be in .. (115:115):

Poor Teacher Stigma {8-0} [5]

- 5:8 A lot of the teachers at my sc.. (115:115):

- 5:9 Respect has to be one of them,.. (112:112):
- 5:100 Respect has to be one of them,.. (112:112):
- 5:106 We even go to grad school to i.. (115:115):
- 5:115 I don't know where I'll be in .. (115:115):

Poor Teacher Treatment {7-0} [4]

- 5:8 A lot of the teachers at my sc.. (115:115):
- 5:9 Respect has to be one of them,.. (112:112):
- 5:100 Respect has to be one of them,.. (112:112):
- 5:115 I don't know where I'll be in .. (115:115):

Race in Education {12-0} [3]

- 4:16 I think my race had more to do.. (104:104):
- 4:46 hey saw a black man that was g.. (81:81):
- 4:90 I was expected to be a role mo.. (104:104):

Self-Perpetuating Absence {9-0} [8]

- 5:10 Not really, when I was in my g.. (109:109):
- 5:24 One more thing, when you hear .. (23:24):
- 5:26 After visiting my professor, s.. (32:32):
- 5:34 One more thing, when you hear .. (23:23):
- 5:35 My whole elementary school was.. (24:24):
- 5:42 The field itself hinders itsel.. (32:32):
- 5:96 Not really, when I was in my g.. (109:109):
- 5:97 But in New York there is a lar.. (109:109):

Sources of Mentorship {10-0} [1]

- 4:46 hey saw a black man that was g.. (81:81):

Stereotype Lift {9-0} [10]

- 4:15 I think my gender gave me the .. (101:101):
- 4:89 I liken it to, unfortunately, .. (101:101):
- 8:26 I've already touched on the fa.. (26:26):
- 8:37 I've already touched on the fa.. (26:26):
- 8:38 Beyond that we can get away wi.. (26:26):
- 8:39 I've done plenty of things tha.. (26:26):
- 8:40 However, it's just overlooked .. (26:26):
- 9:18 I many cases, I was highly acc.. (86:86):
- 9:40 I many cases, I was highly acc.. (86:86):
- 9:41 Especially when it comes to di.. (86:86):

Stereotypes {11-0} [17]

- 2:21 Money myth (82:82):
- 3:18 None that I'm aware of. That w.. (102:102):
- 3:55 None that I'm aware of. That w.. (102:102):
- 4:16 I think my race had more to do.. (104:104):
- 4:90 I was expected to be a role mo.. (104:104):
- 4:91 They didn't expect my pedagogy.. (104:104):
- 4:92 I believe that students need t.. (104:104):
- 5:9 Respect has to be one of them,.. (112:112):
- 5:98 Respect has to be one of them,.. (112:112):
- 5:103 And to teach, you have to be c.. (112:112):
- 8:25 Women are viewed as being smar.. (23:23):
- 8:34 Women are viewed as being smar.. (23:23):
- 8:35 It is a long standing myth tha.. (23:23):
- 9:21 I think that the big thing tha.. (97:97):
- 9:23 They expect men to work mira.. (101:101):
- 9:49 I think the biggest stereotype.. (97:97):
- 9:50 They expect men to work mira.. (101:101):

Student Perceptions {7-0} [2]

- 8:18 My methods are totally differe.. (98:98):
- 8:72 However, that shouldn't have a.. (98:98):

Student/Teacher Gender Issues {22-0} [5]

- 5:23 More men need to get into the .. (21:21):
- 5:30 A lot of the male students don.. (21:21):

5:31 They tend to be more comfortab.. (21:21):
 5:32 I substituted an advisory for .. (21:21):
 5:33 I substituted an advisory for .. (21:21):
Students Seeking Role Model {11-0} [5]
 5:9 Respect has to be one of them,.. (112:112):
 5:23 More men need to get into the .. (21:21):
 5:30 A lot of the male students don.. (21:21):
 5:31 They tend to be more comfortab.. (21:21):
 5:104 Be compassionate, empathetic, .. (112:112):
Teaching Methods Used {10-0} [4]
 8:18 My methods are totally differe.. (98:98):
 8:70 My methods are totally differe.. (98:98):
 8:71 I'm not as enthusiastic and ou.. (98:98):
 8:72 However, that shouldn't have a.. (98:98):
The Cost of Current Ed. Policies {5-0} [5]
 5:8 A lot of the teachers at my sc.. (115:115):
 5:111 They are often really highly e.. (115:115):
 5:112 I've experienced at least 4 to.. (115:115):
 5:113 They're working so hard to get.. (115:115):
 5:115 I don't know where I'll be in .. (115:115):
Threats to Patriarchy {13-0} [17]
 3:19 Corporate America offers so mu.. (105:105):
 4:17 Number one is income and the s.. (106:106):
 4:101 There is a stigma attached to .. (106:106):
 4:102 the lack of prominence for the.. (106:106):
 4:103 , [men] are expected be breadw.. (106:106):
 5:8 A lot of the teachers at my sc.. (115:115):
 5:9 Respect has to be one of them,.. (112:112):
 5:100 Respect has to be one of them,.. (112:112):
 5:101 Money has a lot to do with. I .. (112:112):
 5:102 nd to teach, you have to be ca.. (112:112):
 5:106 We even go to grad school to i.. (115:115):
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):
 8:22 Honestly, I can't answer that .. (107:107):
 8:78 It's like a Charles Darwin nat.. (107:107):
 8:79 Single males can typically be .. (107:107):
 8:80 If men can't take care of thei.. (107:107):
Why Men Avoid Education {16-0} [20]
 3:19 Corporate America offers so mu.. (105:105):
 4:17 Number one is income and the s.. (106:106):
 4:94 Number one is income (106:106):
 4:95 the social value of educators .. (106:106):
 4:96 I think honestly, the disparit.. (106:106):
 4:97 You can't be what you can't se.. (106:106):
 4:98 There is a stigma attached to .. (106:106):
 4:99 What I'm attempting to say is .. (106:106):
 4:100 Income, the disparity itself, .. (106:106):
 6:20 Men are generally known to wan.. (94:94):
 6:21 Probably because of gender rol.. (98:98):
 6:22 People were really cautious of.. (100:100):
 6:63 Probably because of gender rol.. (98:98):
 6:64 Men probably feel as if they d.. (98:98):
 6:65 People would wonder how I coul.. (100:100):
 8:20 Oh, that's simple, education i.. (105:105):
 8:21 I say increase pay, increase t.. (106:106):
 8:75 education isn't a glamorous fi.. (105:105):
 8:76 People, and kids especially, w.. (105:105):
 8:77 Education isn't an obvious cho.. (106:106):
Why Men Leave {22-0} [25]

2:21 Money myth (82:82):
 3:19 Corporate America offers so mu.. (105:105):
 4:17 Number one is income and the s.. (106:106):
 4:94 Number one is income (106:106):
 4:95 the social value of educators .. (106:106):
 4:96 I think honestly, the disparit.. (106:106):
 4:97 You can't be what you can't se.. (106:106):
 4:98 There is a stigma attached to .. (106:106):
 4:99 What I'm attempting to say is .. (106:106):
 4:100 Income, the disparity itself, .. (106:106):
 5:8 A lot of the teachers at my sc.. (115:115):
 5:107 I can't see myself doing this .. (115:115):
 5:108 It's like education is a lose.. (115:115):
 5:109 you're being punished for want.. (115:115):
 5:110 I've experienced at least 4 to.. (115:115):
 5:111 They are often really highly e.. (115:115):
 8:20 Oh, that's simple, education i.. (105:105):
 8:21 I say increase pay, increase t.. (106:106):
 8:22 Honestly, I can't answer that .. (107:107):
 8:23 I can see myself teaching got .. (108:108):
 8:75 education isn't a glamorous fi.. (105:105):
 8:76 People, and kids especially, w.. (105:105):
 8:77 Education isn't an obvious cho.. (106:106):
 8:81 There's not enough money to ta.. (107:107):
 8:83 I can see myself teaching got .. (108:108):

Personal Qualities that led to Teaching {9-0} [8]

Alternative Route to Teaching {4-0} [1]
 3:37 I was good at math so I taught.. (65:65):
Identity {47-0} [12]
 2:7 My mother is a teacher, curren.. (52:52):
 2:25 I've always enjoyed working wi.. (52:52):
 2:26 And music saved my life in hig.. (52:52):
 2:27 I was part of a gang called th.. (52:52):
 3:6 I was good at math so I taught.. (65:67):
 3:8 I read people well, I'm creati.. (72:72):
 3:37 I was good at math so I taught.. (65:65):
 3:41 I read people well, I'm creati.. (72:72):
 3:42 I'm able to segregate data to .. (72:72):
 6:8 It was a desire to see success.. (55:55):
 6:28 It was a desire to see success.. (55:55):
 6:29 I started as a substitute and .. (55:55):
Initial Anticipation {9-0} [2]
 6:28 It was a desire to see success.. (55:55):
 6:29 I started as a substitute and .. (55:55):
Lacked Mentorship Growing Up {4-0} [1]
 3:37 I was good at math so I taught.. (65:65):
Original Career Plan {5-0} [1]
 3:37 I was good at math so I taught.. (65:65):
Pedagogy {17-0} [2]
 4:22 My kindergarten teacher fought.. (36:36):
 4:27 My kindergarten teacher fought.. (36:36):
Qualities Male Educators Possess {28-0} [2]
 3:41 I read people well, I'm creati.. (72:72):
 3:42 I'm able to segregate data to .. (72:72):
Variable that led to teaching {13-0} [2]
 3:37 I was good at math so I taught.. (65:65):
 4:27 My kindergarten teacher fought.. (36:36):

Plans for the Future {8-0} [10]

- Harsh Realities {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Identity {47-0} [6]
4:18 I have some reservations about.. (19:19):
4:23 If I could go back again, I wo.. (19:19):
4:24 I am currently searching for a.. (19:19):
6:24 I wanted to do graphic design .. (18:18):
6:25 I wanted to do graphic design .. (18:18):
6:26 I still plan to go into the fi.. (18:18):
- Original Career Plan {5-0} [2]
4:23 If I could go back again, I wo.. (19:19):
4:24 I am currently searching for a.. (19:19):
- Perception of Gendered Experiences {34-0} [7]
5:8 A lot of the teachers at my sc.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
8:22 Honestly, I can't answer that .. (107:107):
8:23 I can see myself teaching got .. (108:108):
8:82 Better yet, I'm leaving the fi.. (107:107):
8:83 I can see myself teaching got .. (108:108):
- Poor Teacher Pay {11-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Poor Teacher Stigma {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Poor Teacher Treatment {7-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- The Cost of Current Ed. Policies {5-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Threats to Patriarchy {13-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Why Men Leave {22-0} [2]
6:26 I still plan to go into the fi.. (18:18):
8:83 I can see myself teaching got .. (108:108):

Poor Teacher Pay {11-0} [15]

- Alternative Source of Income {1-0} [1]
5:105 A lot of the teachers at my sc.. (115:115):
- Harsh Realities {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Identity {47-0} [9]
5:15 I didn't want to teach until m.. (73:73):
5:18 You, know, I have, it's more s.. (82:82):
5:19 I teach at a high-needs school.. (85:85):
5:21 I think I've held true to my p.. (92:92):
5:49 I never wanted to be a teacher.. (73:73):
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):

- 5:56 I can barely survive with the .. (85:85):
5:81 However, my view of the field .. (92:92):
- Initial Anticipation {9-0} [1]
5:81 However, my view of the field .. (92:92):
- Lack of Resources {2-0} [1]
5:81 However, my view of the field .. (92:92):
- Perception of Gendered Experiences {34-0} [8]
2:21 Money myth (82:82):
5:8 A lot of the teachers at my sc.. (115:115):
5:9 Respect has to be one of them,.. (112:112):
5:99 Money has a lot to do with. I .. (112:112):
5:105 A lot of the teachers at my sc.. (115:115):
5:106 We even go to grad school to i.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Plans for the Future {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Poor Teacher Stigma {8-0} [7]
5:49 I never wanted to be a teacher.. (73:73):
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):
5:81 However, my view of the field .. (92:92):
5:106 We even go to grad school to i.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Poor Teacher Treatment {7-0} [6]
5:49 I never wanted to be a teacher.. (73:73):
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):
5:81 However, my view of the field .. (92:92):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Self-Perpetuating Absence {9-0} [2]
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):
- Stereotypes {11-0} [1]
2:21 Money myth (82:82):
- Student/Teacher Gender Issues {22-0} [1]
5:81 However, my view of the field .. (92:92):
- The Cost of Current Ed. Policies {5-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Threats to Patriarchy {13-0} [5]
5:99 Money has a lot to do with. I .. (112:112):
5:101 Money has a lot to do with. I .. (112:112):
5:106 We even go to grad school to i.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Why Men Leave {22-0} [1]
2:21 Money myth (82:82):

Poor Teacher Stigma {8-0} [13]

- Harsh Realities {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
- Identity {47-0} [9]

5:15 I didn't want to teach until m.. (73:73):
 5:18 You, know, I have, it's more s.. (82:82):
 5:19 I teach at a high-needs school.. (85:85):
 5:21 I think I've held true to my p.. (92:92):
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:57 Once you include things such a.. (85:85):
 5:81 However, my view of the field .. (92:92):

Initial Anticipation {9-0} [1]
 5:81 However, my view of the field .. (92:92):

Lack of Resources {2-0} [1]
 5:81 However, my view of the field .. (92:92):

Perception of Gendered Experiences {34-0} [5]
 5:8 A lot of the teachers at my sc.. (115:115):
 5:9 Respect has to be one of them,.. (112:112):
 5:100 Respect has to be one of them,.. (112:112):
 5:106 We even go to grad school to i.. (115:115):
 5:115 I don't know where I'll be in .. (115:115):

Plans for the Future {8-0} [2]
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):

Poor Teacher Pay {11-0} [7]
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:81 However, my view of the field .. (92:92):
 5:106 We even go to grad school to i.. (115:115):
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):

Poor Teacher Treatment {7-0} [7]
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:57 Once you include things such a.. (85:85):
 5:81 However, my view of the field .. (92:92):
 5:100 Respect has to be one of them,.. (112:112):
 5:115 I don't know where I'll be in .. (115:115):

Self-Perpetuating Absence {9-0} [2]
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):

Stereotypes {11-0} [2]
 5:98 Respect has to be one of them,.. (112:112):
 5:100 Respect has to be one of them,.. (112:112):

Student/Teacher Gender Issues {22-0} [1]
 5:81 However, my view of the field .. (92:92):

The Cost of Current Ed. Policies {5-0} [1]
 5:115 I don't know where I'll be in .. (115:115):

Threats to Patriarchy {13-0} [4]
 5:100 Respect has to be one of them,.. (112:112):
 5:106 We even go to grad school to i.. (115:115):
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):

Poor Teacher Treatment {7-0} [13]

Harsh Realities {8-0} [2]
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):

Identity {47-0} [9]

5:15 I didn't want to teach until m.. (73:73):
 5:18 You, know, I have, it's more s.. (82:82):
 5:19 I teach at a high-needs school.. (85:85):
 5:21 I think I've held true to my p.. (92:92):
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:57 Once you include things such a.. (85:85):
 5:81 However, my view of the field .. (92:92):

Initial Anticipation {9-0} [1]
 5:81 However, my view of the field .. (92:92):

Lack of Resources {2-0} [1]
 5:81 However, my view of the field .. (92:92):

Perception of Gendered Experiences {34-0} [4]
 5:8 A lot of the teachers at my sc.. (115:115):
 5:9 Respect has to be one of them,.. (112:112):
 5:100 Respect has to be one of them,.. (112:112):
 5:115 I don't know where I'll be in .. (115:115):

Plans for the Future {8-0} [2]
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):

Poor Teacher Pay {11-0} [6]
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:81 However, my view of the field .. (92:92):
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):

Poor Teacher Stigma {8-0} [7]
 5:49 I never wanted to be a teacher.. (73:73):
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):
 5:57 Once you include things such a.. (85:85):
 5:81 However, my view of the field .. (92:92):
 5:100 Respect has to be one of them,.. (112:112):
 5:115 I don't know where I'll be in .. (115:115):

Self-Perpetuating Absence {9-0} [2]
 5:52 I love teaching students but t.. (82:82):
 5:53 policies are taking away the j.. (82:82):

Stereotypes {11-0} [2]
 5:98 Respect has to be one of them,.. (112:112):
 5:100 Respect has to be one of them,.. (112:112):

Student/Teacher Gender Issues {22-0} [1]
 5:81 However, my view of the field .. (92:92):

The Cost of Current Ed. Policies {5-0} [1]
 5:115 I don't know where I'll be in .. (115:115):

Threats to Patriarchy {13-0} [3]
 5:100 Respect has to be one of them,.. (112:112):
 5:115 I don't know where I'll be in .. (115:115):
 5:116 I don't know where I'll be in .. (115:115):

Promotions to Administrator {10-0} [6]

Background {42-0} [2]
 4:5 I taught high school math for .. (68:68):
 4:31 I didn't originally plan to ha.. (68:68):

Female Interactions (Teachers) {40-0} [2]

6:59 I am also pushed into leadersh.. (88:88):
 6:62 They view me to be a leader an.. (88:88):

Identity {47-0} [8]

4:21 I definitely came in only want.. (32:32):
 5:25 I thought about it in grad sch.. (28:28):
 5:36 I thought about it in grad sch.. (28:28):
 5:37 I admire my principal and admi.. (28:28):
 5:38 There was a teacher who became.. (28:28):
 5:39 So clearly, there's a disconne.. (28:28):
 5:40 And more than anything, I want.. (28:28):
 5:41 I went into the field to inter.. (28:28):

Stereotype Lift {9-0} [3]

6:59 I am also pushed into leadersh.. (88:88):
 6:61 I am also pushed into leadersh.. (88:88):
 6:62 They view me to be a leader an.. (88:88):

Subject(s) Taught {10-0} [2]

4:30 I worked as a Graduation Coach.. (68:68):
 4:31 I didn't originally plan to ha.. (68:68):

Teaching Experiences {28-0} [3]

6:18 My coworkers perceive me to be.. (88:88):
 6:59 I am also pushed into leadersh.. (88:88):
 6:62 They view me to be a leader an.. (88:88):

Qualities Male Educators Possess {28-0} [13]

Bridging the Gap {4-0} [1]

4:49 All of my experiences have lai.. (81:81):

Building Relationships {35-0} [8]

5:74 I hardly have any issues that .. (89:89):
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):
 8:48 I connect with the kids well, .. (69:69):
 8:49 Being able to get students who.. (69:69):
 8:50 I genuinely care about student.. (69:69):

Content Knowledge Strength {5-0} [2]

5:63 I think that my greatest stren.. (89:89):
 5:64 I teach so many classes and I .. (89:89):

Gender-Based Education {20-0} [1]

4:49 All of my experiences have lai.. (81:81):

Gender and Teaching {58-0} [3]

4:38 And last, I'll say passion. Te.. (78:78):
 4:39 I was always going to do since.. (78:78):
 4:49 All of my experiences have lai.. (81:81):

Identity {47-0} [37]

2:12 Determination: I had no proble.. (62:62):
 2:13 Hope: One of things that I bro.. (63:63):
 2:34 Determination: I had no proble.. (62:62):
 2:36 I made students do what people.. (63:63):
 3:8 I read people well, I'm creati.. (72:72):
 3:41 I read people well, I'm creati.. (72:72):
 3:42 I'm able to segregate data to .. (72:72):
 4:8 Three strengths are commitment.. (78:78):
 4:9 The purpose behind what I do h.. (81:81):
 4:36 commitment, I'm committed to e.. (78:78):
 4:37 committed to children because .. (78:78):
 4:38 And last, I'll say passion. Te.. (78:78):
 4:47 The passion for the student th.. (81:81):

4:48 The students that you just don.. (81:81):
 4:49 All of my experiences have lai.. (81:81):
 5:20 I think that my greatest stren.. (89:89):
 5:63 I think that my greatest stren.. (89:89):
 5:64 I teach so many classes and I .. (89:89):
 5:65 I'm a very worldly person (89:89):
 5:66 I like learning and teaching a.. (89:89):
 5:67 I'm super versatile. (89:89):
 5:68 I'm also creative. (89:89):
 5:69 I am a creative person and my .. (89:89):
 5:71 The third thing is compassion (89:89):
 5:72 I'm very empathetic and am abl.. (89:89):
 5:74 I hardly have any issues that .. (89:89):
 6:10 I'd say creativity, vision, an.. (61:61):
 6:11 I think people can see when yo.. (65:65):
 6:33 I'd say creativity, vision, an.. (61:61):
 6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):
 8:9 I connect with the kids well, .. (69:69):
 8:48 I connect with the kids well, .. (69:69):
 8:49 Being able to get students who.. (69:69):
 8:50 I genuinely care about student.. (69:69):

Nurturing Strategies {52-0} [7]

6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):
 8:48 I connect with the kids well, .. (69:69):
 8:49 Being able to get students who.. (69:69):
 8:50 I genuinely care about student.. (69:69):

Obligation as Role Model {34-0} [3]

2:34 Determination: I had no proble.. (62:62):
 2:36 I made students do what people.. (63:63):
 4:49 All of my experiences have lai.. (81:81):

On Elementary {13-0} [2]

4:38 And last, I'll say passion. Te.. (78:78):
 4:39 I was always going to do since.. (78:78):

Personal Qualities that led to Teaching {9-0} [2]

3:41 I read people well, I'm creati.. (72:72):
 3:42 I'm able to segregate data to .. (72:72):

Race in Education {12-0} [1]

4:49 All of my experiences have lai.. (81:81):

Reflection of Teaching Effectiveness {11-0} [4]

6:34 I respect my kids, and I provi.. (65:65):
 6:35 I have strong relationships wi.. (65:65):
 6:36 And a lot of the ways I approa.. (65:65):
 6:37 And strong leadership (65:65):

Variable that led to teaching {13-0} [3]

8:48 I connect with the kids well, .. (69:69):
 8:50 I genuinely care about student.. (69:69):
 8:51 And I'm a genuine person. I ge.. (69:69):

Race in Education {12-0} [14]

Bridging the Gap {4-0} [1]

4:49 All of my experiences have lai.. (81:81):

Code Switching {2-0} [2]

4:42 And I guess this probably goes.. (81:81):
4:44 when I started teaching, the v.. (81:81):
Female Interactions (Teachers) {40-0} [5]
4:72 With regard to the teachers, t.. (95:95):
4:73 There is just that expectation.. (95:95):
4:74 I am also subjected to a bunch.. (95:95):
4:75 it kind of limits the who I in.. (95:95):
4:76 I am able to reach all student.. (95:95):
Gender-Based Education {20-0} [3]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):
Gender and Teaching {58-0} [8]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):
4:72 With regard to the teachers, t.. (95:95):
4:73 There is just that expectation.. (95:95):
4:74 I am also subjected to a bunch.. (95:95):
4:75 it kind of limits the who I in.. (95:95):
4:76 I am able to reach all student.. (95:95):
Identity {47-0} [7]
4:9 The purpose behind what I do h.. (81:81):
4:42 And I guess this probably goes.. (81:81):
4:43 I was accepted more by my whit.. (81:81):
4:44 when I started teaching, the v.. (81:81):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):
Nurturing Strategies {52-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Obligation as Role Model {34-0} [3]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:49 All of my experiences have lai.. (81:81):
Parental Perceptions {22-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Perception of Gendered Experiences {34-0} [3]
4:16 I think my race had more to do.. (104:104):
4:46 hey saw a black man that was g.. (81:81):
4:90 I was expected to be a role mo.. (104:104):
Qualities Male Educators Possess {28-0} [1]
4:49 All of my experiences have lai.. (81:81):
Sources of Mentorship {10-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Stereotypes {11-0} [1]
4:90 I was expected to be a role mo.. (104:104):
Teaching Experiences {28-0} [6]
4:13 With regard to the teachers, t.. (95:95):
4:72 With regard to the teachers, t.. (95:95):
4:73 There is just that expectation.. (95:95):
4:74 I am also subjected to a bunch.. (95:95):
4:75 it kind of limits the who I in.. (95:95):
4:76 I am able to reach all student.. (95:95):

Rebellion {1-0} [1]

Pedagogy {17-0} [1]

8:11 Are we really going to go into.. (76:76):

Reflection of Teaching Effectiveness {11-0} [8]

Building Relationships {35-0} [4]

6:34 I respect my kids, and I provi.. (65:65):

6:35 I have strong relationships wi.. (65:65):

6:36 And a lot of the ways I approa.. (65:65):

6:37 And strong leadership (65:65):

Harsh Realities {8-0} [3]

8:52 I'm no longer trying to save t.. (72:72):

8:53 I'm trying to save the ones th.. (72:72):

8:54 I was told early in my career,.. (72:72):

Identity {47-0} [15]

2:11 I never questioned my decision.. (60:60):

2:14 Fight: I have no problems stan.. (64:64):

2:15 It evolved from I'm here to sa.. (66:66):

2:32 I never questioned my decision.. (60:60):

2:33 I wanted to "save" all of my s.. (60:60):

2:38 Fight: I have no problems stan.. (64:64):

2:39 I wanted resources and I got t.. (64:64):

6:11 I think people can see when yo.. (65:65):

6:34 I respect my kids, and I provi.. (65:65):

6:35 I have strong relationships wi.. (65:65):

6:36 And a lot of the ways I approa.. (65:65):

6:37 And strong leadership (65:65):

8:10 I'm no longer trying to save t.. (72:72):

8:52 I'm no longer trying to save t.. (72:72):

8:53 I'm trying to save the ones th.. (72:72):

Initial Anticipation {9-0} [3]

8:52 I'm no longer trying to save t.. (72:72):

8:53 I'm trying to save the ones th.. (72:72):

8:54 I was told early in my career,.. (72:72):

Nurturing Strategies {52-0} [5]

2:38 Fight: I have no problems stan.. (64:64):

6:34 I respect my kids, and I provi.. (65:65):

6:35 I have strong relationships wi.. (65:65):

6:36 And a lot of the ways I approa.. (65:65):

6:37 And strong leadership (65:65):

Qualities Male Educators Possess {28-0} [4]

6:34 I respect my kids, and I provi.. (65:65):

6:35 I have strong relationships wi.. (65:65):

6:36 And a lot of the ways I approa.. (65:65):

6:37 And strong leadership (65:65):

Resourcefulness {4-0} [1]

2:39 I wanted resources and I got t.. (64:64):

Sources of Mentorship {10-0} [1]

2:33 I wanted to "save" all of my s.. (60:60):

Resourcefulness {4-0} [8]

Background {42-0} [3]

5:7 I currently teach 10th grade b.. (68:68):

5:46 At my school, I'm the one that.. (68:68):

5:47 My school is a public school, .. (68:68):

Identity {47-0} [2]

2:14 Fight: I have no problems stan.. (64:64):
2:39 I wanted resources and I got t.. (64:64):
Nurturing Strategies {52-0} [1]
5:94 Although I was given 15 boys t.. (99:99):
Obligation as Role Model {34-0} [1]
5:94 Although I was given 15 boys t.. (99:99):
Pedagogy {17-0} [2]
5:13 I want my kids to be good peop.. (99:99):
5:94 Although I was given 15 boys t.. (99:99):
Reflection of Teaching Effectiveness {11-0} [1]
2:39 I wanted resources and I got t.. (64:64):
Students Seeking Role Model {11-0} [1]
5:94 Although I was given 15 boys t.. (99:99):
Team Player {3-0} [3]
5:46 At my school, I'm the one that.. (68:68):
5:47 My school is a public school, .. (68:68):
5:94 Although I was given 15 boys t.. (99:99):

Self-Perpetuating Absence {9-0} [9]

Bridging the Gap {4-0} [1]
4:26 In the new building that I'm i.. (28:28):
Identity {47-0} [3]
5:18 You, know, I have, it's more s.. (82:82):
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):
Initial Anticipation {9-0} [2]
5:42 The field itself hinders itsel.. (32:32):
5:44 The field itself hinders itsel.. (32:32):
Parental Perceptions {22-0} [1]
4:85 Maybe they didn't have male te.. (97:97):
Perception of Gendered Experiences {34-0} [8]
5:10 Not really, when I was in my g.. (109:109):
5:24 One more thing, when you hear .. (23:24):
5:26 After visiting my professor, s.. (32:32):
5:34 One more thing, when you hear .. (23:23):
5:35 My whole elementary school was.. (24:24):
5:42 The field itself hinders itsel.. (32:32):
5:96 Not really, when I was in my g.. (109:109):
5:97 But in New York there is a lar.. (109:109):
Poor Teacher Pay {11-0} [2]
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):
Poor Teacher Stigma {8-0} [2]
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):
Poor Teacher Treatment {7-0} [2]
5:52 I love teaching students but t.. (82:82):
5:53 policies are taking away the j.. (82:82):
Teaching Experiences {28-0} [4]
4:14 As far as parents are concerne.. (97:97):
4:20 In the new building that I'm i.. (28:28):
4:26 In the new building that I'm i.. (28:28):
4:85 Maybe they didn't have male te.. (97:97):

Soft Skills {5-0} [3]

Nurturing Strategies {52-0} [1]

5:92 They don't know how to talk to.. (99:99):
Obligation as Role Model {34-0} [1]
5:92 They don't know how to talk to.. (99:99):
Pedagogy {17-0} [6]
5:13 I want my kids to be good peop.. (99:99):
5:88 I want my kids to be good peop.. (99:99):
5:89 As a teacher and advisor, the .. (99:99):
5:90 Even if you don't learn scienc.. (99:99):
5:91 A lot of our students lack soc.. (99:99):
5:92 They don't know how to talk to.. (99:99):

Sources of Mentorship {10-0} [12]

Building Relationships {35-0} [3]
4:59 I can recall instances when I .. (85:85):
4:61 That way when we were back in .. (85:85):
4:71 Another instance would be with.. (92:92):
Gender-Based Education {20-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Gender and Teaching {58-0} [4]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:70 I could visit them at their ga.. (90:90):
4:71 Another instance would be with.. (92:92):
Identity {47-0} [8]
2:10 No doubts, fears, or anything... (58:58):
2:11 I never questioned my decision.. (60:60):
2:30 I just used my mother as a sou.. (58:58):
2:31 My administrator was supportiv.. (58:58):
2:33 I wanted to "save" all of my s.. (60:60):
4:9 The purpose behind what I do h.. (81:81):
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Nurturing Strategies {52-0} [6]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:59 I can recall instances when I .. (85:85):
4:61 That way when we were back in .. (85:85):
4:70 I could visit them at their ga.. (90:90):
4:71 Another instance would be with.. (92:92):
Obligation as Role Model {34-0} [3]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
4:71 Another instance would be with.. (92:92):
Parental Perceptions {22-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):
Pedagogy {17-0} [4]
4:10 I think it's maintaining a gen.. (85:85):
4:59 I can recall instances when I .. (85:85):
4:60 we had a community basketball .. (85:85):
4:61 That way when we were back in .. (85:85):
Perception of Gendered Experiences {34-0} [1]
4:46 hey saw a black man that was g.. (81:81):
Race in Education {12-0} [2]
4:45 Black males were automatically.. (81:81):
4:46 hey saw a black man that was g.. (81:81):

Reflection of Teaching Effectiveness {11-0} [1]

2:33 I wanted to "save" all of my s.. (60:60):

Teaching Experiences {28-0} [4]

4:11 Okay, it was not necessarily i.. (90:90):

4:12 Another instance would be with.. (92:92):

4:70 I could visit them at their ga.. (90:90):

4:71 Another instance would be with.. (92:92):

STEM {1-0} [2]

Background {42-0} [1]

5:1 Masters in Science Education w.. (54:54):

Highest Degree Earned {7-0} [1]

5:1 Masters in Science Education w.. (54:54):

Stereotype Lift {9-0} [7]

Bridging the Gap {4-0} [2]

4:87 t gave me an opportunity to sh.. (101:101):

4:89 I liken it to, unfortunately, .. (101:101):

Female Interactions (Teachers) {40-0} [5]

4:87 t gave me an opportunity to sh.. (101:101):

4:89 I liken it to, unfortunately, .. (101:101):

6:59 I am also pushed into leadersh.. (88:88):

6:61 I am also pushed into leadersh.. (88:88):

6:62 They view me to be a leader an.. (88:88):

Gender and Teaching {58-0} [9]

4:87 t gave me an opportunity to sh.. (101:101):

4:89 I liken it to, unfortunately, .. (101:101):

8:38 Beyond that we can get away wi.. (26:26):

8:39 I've done plenty of things tha.. (26:26):

8:40 However, it's just overlooked .. (26:26):

8:41 Beyond that we can get away wi.. (26:26):

8:42 I've done plenty of things tha.. (26:26):

9:40 I many cases, I was highly acc.. (86:86):

9:41 Especially when it comes to di.. (86:86):

Obligation as Role Model {34-0} [2]

9:40 I many cases, I was highly acc.. (86:86):

9:41 Especially when it comes to di.. (86:86):

Perception of Gendered Experiences {34-0} [10]

4:15 I think my gender gave me the .. (101:101):

4:89 I liken it to, unfortunately, .. (101:101):

8:26 I've already touched on the fa.. (26:26):

8:37 I've already touched on the fa.. (26:26):

8:38 Beyond that we can get away wi.. (26:26):

8:39 I've done plenty of things tha.. (26:26):

8:40 However, it's just overlooked .. (26:26):

9:18 I many cases, I was highly acc.. (86:86):

9:40 I many cases, I was highly acc.. (86:86):

9:41 Especially when it comes to di.. (86:86):

Promotions to Administrator {10-0} [3]

6:59 I am also pushed into leadersh.. (88:88):

6:61 I am also pushed into leadersh.. (88:88):

6:62 They view me to be a leader an.. (88:88):

Teaching Experiences {28-0} [3]

6:18 My coworkers perceive me to be.. (88:88):

6:61 I am also pushed into leadersh.. (88:88):

6:62 They view me to be a leader an.. (88:88):

Stereotypes {11-0} [12]

Building Relationships {35-0} [1]

5:103 And to teach, you have to be c.. (112:112):

Content Knowledge Strength {5-0} [1]

8:34 Women are viewed as being smar.. (23:23):

Female Interactions (Teachers) {40-0} [5]

4:91 They didn't expect my pedagogy.. (104:104):

4:93 They didn't expect my pedagogy.. (104:104):

8:34 Women are viewed as being smar.. (23:23):

9:49 I think the biggest stereotype.. (97:97):

9:50 They expect men to work miracl.. (101:101):

Gender and Teaching {58-0} [2]

5:103 And to teach, you have to be c.. (112:112):

8:34 Women are viewed as being smar.. (23:23):

Nurturing Strategies {52-0} [1]

5:103 And to teach, you have to be c.. (112:112):

Perception of Gendered Experiences {34-0} [17]

2:21 Money myth (82:82):

3:18 None that I'm aware of. That w.. (102:102):

3:55 None that I'm aware of. That w.. (102:102):

4:16 I think my race had more to do.. (104:104):

4:90 I was expected to be a role mo.. (104:104):

4:91 They didn't expect my pedagogy.. (104:104):

4:92 I believe that students need t.. (104:104):

5:9 Respect has to be one of them,.. (112:112):

5:98 Respect has to be one of them,.. (112:112):

5:103 And to teach, you have to be c.. (112:112):

8:25 Women are viewed as being smar.. (23:23):

8:34 Women are viewed as being smar.. (23:23):

8:35 It is a long standing myth tha.. (23:23):

9:21 I think that the big thing tha.. (97:97):

9:23 They expect men to work miracl.. (101:101):

9:49 I think the biggest stereotype.. (97:97):

9:50 They expect men to work miracl.. (101:101):

Poor Teacher Pay {11-0} [1]

2:21 Money myth (82:82):

Poor Teacher Stigma {8-0} [2]

5:98 Respect has to be one of them,.. (112:112):

5:100 Respect has to be one of them,.. (112:112):

Poor Teacher Treatment {7-0} [2]

5:98 Respect has to be one of them,.. (112:112):

5:100 Respect has to be one of them,.. (112:112):

Race in Education {12-0} [1]

4:90 I was expected to be a role mo.. (104:104):

Threats to Patriarchy {13-0} [4]

5:98 Respect has to be one of them,.. (112:112):

5:100 Respect has to be one of them,.. (112:112):

5:102 nd to teach, you have to be ca.. (112:112):

5:103 And to teach, you have to be c.. (112:112):

Why Men Leave {22-0} [1]

2:21 Money myth (82:82):

Student Perceptions {7-0} [7]

Female Interactions (Teachers) {40-0} [3]

8:68 My male students gravitate to .. (94:94):

8:72 However, that shouldn't have a.. (98:98):
 9:37 With the ROTC, and me being a .. (82:82):
Gender and Teaching {58-0} [2]
 8:68 My male students gravitate to .. (94:94):
 8:72 However, that shouldn't have a.. (98:98):
Obligation as Role Model {34-0} [4]
 6:54 To my students, I'm probably s.. (86:86):
 6:55 Students always tell me that I.. (86:86):
 6:56 Students tend to take what I s.. (86:86):
 6:57 Especially those lacking a mal.. (86:86):
Parental Perceptions {22-0} [3]
 8:68 My male students gravitate to .. (94:94):
 8:72 However, that shouldn't have a.. (98:98):
 9:37 With the ROTC, and me being a .. (82:82):
Perception of Gendered Experiences {34-0} [2]
 8:18 My methods are totally differe.. (98:98):
 8:72 However, that shouldn't have a.. (98:98):
Teaching Experiences {28-0} [9]
 6:17 To my students, I'm probably s.. (86:86):
 6:54 To my students, I'm probably s.. (86:86):
 6:55 Students always tell me that I.. (86:86):
 6:56 Students tend to take what I s.. (86:86):
 6:57 Especially those lacking a mal.. (86:86):
 8:17 My male students gravitate to .. (94:94):
 8:68 My male students gravitate to .. (94:94):
 9:17 With the ROTC, and me being a .. (82:82):
 9:37 With the ROTC, and me being a .. (82:82):
Teaching Methods Used {10-0} [1]
 8:72 However, that shouldn't have a.. (98:98):

Student/Teacher Gender Issues {22-0} [18]

Building Relationships {35-0} [8]
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
Female Interactions (Students) {38-0} [16]
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 3:52 When I first started, I had to.. (88:88):
 4:64 She had issues finding materni.. (90:90):
 4:65 I changed the group work and s.. (90:90):
 4:66 I tend to address female stude.. (90:90):
 4:67 This was an ongoing theme in h.. (90:90):
 4:68 and on the surface if you thin.. (90:90):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
Female Interactions (Teachers) {40-0} [8]

3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
Field of Study {14-0} [2]
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
Gender-Based Education {20-0} [4]
 5:30 A lot of the male students don.. (21:21):
 5:31 They tend to be more comfortab.. (21:21):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
Gender and Teaching {58-0} [11]
 3:28 I was marked negatively in obs.. (31:31):
 3:29 I use terms like "my man" and .. (31:31):
 3:30 While women use terms such as .. (31:31):
 3:31 My "getting to know you phase".. (33:33):
 3:32 If I were to connect on the le.. (33:33):
 3:33 You run the risk of always see.. (33:33):
 3:34 A woman teacher can call a stu.. (33:33):
 3:35 A lot of guys don't even want .. (33:33):
 3:52 When I first started, I had to.. (88:88):
 8:62 You have to be really careful .. (89:89):
 8:63 While making an attempt to hel.. (89:89):
Identity {47-0} [2]
 5:21 I think I've held true to my p.. (92:92):
 5:81 However, my view of the field .. (92:92):
Initial Anticipation {9-0} [1]
 5:81 However, my view of the field .. (92:92):
Lack of Resources {2-0} [1]
 5:81 However, my view of the field .. (92:92):
Nurturing Strategies {52-0} [6]
 3:52 When I first started, I had to.. (88:88):
 4:64 She had issues finding materni.. (90:90):
 4:65 I changed the group work and s.. (90:90):
 4:66 I tend to address female stude.. (90:90):
 4:67 This was an ongoing theme in h.. (90:90):
 4:68 and on the surface if you thin.. (90:90):
Perception of Gendered Experiences {34-0} [5]
 5:23 More men need to get into the .. (21:21):
 5:30 A lot of the male students don.. (21:21):
 5:31 They tend to be more comfortab.. (21:21):
 5:32 I substituted an advisory for .. (21:21):
 5:33 I substituted an advisory for .. (21:21):
Poor Teacher Pay {11-0} [1]
 5:81 However, my view of the field .. (92:92):
Poor Teacher Stigma {8-0} [1]
 5:81 However, my view of the field .. (92:92):
Poor Teacher Treatment {7-0} [1]
 5:81 However, my view of the field .. (92:92):
Students Seeking Role Model {11-0} [3]
 3:53 Depends on your populations. W.. (91:91):
 5:30 A lot of the male students don.. (21:21):
 5:31 They tend to be more comfortab.. (21:21):
Teaching Experiences {28-0} [23]

3:13 Not in the classroom but it di.. (88:88):
3:14 Depends on your populations. W.. (91:91):
3:23 I was marked negatively in obs.. (31:31):
3:24 My "getting to know you phase".. (33:33):
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
3:52 When I first started, I had to.. (88:88):
3:53 Depends on your populations. W.. (91:91):
4:11 Okay, it was not necessarily i.. (90:90):
4:64 She had issues finding materni.. (90:90):
4:65 I changed the group work and s.. (90:90):
4:66 I tend to address female stude.. (90:90):
4:67 This was an ongoing theme in h.. (90:90):
4:68 and on the surface if you thin.. (90:90):
8:15 Yes, my maleness gives me an ".. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
Why Men Avoid Education {16-0} [1]
3:35 A lot of guys don't even want .. (33:33):
Why Men Leave {22-0} [1]
3:34 A woman teacher can call a stu.. (33:33):

Students Seeking Role Model {11-0} [11]

Building Relationships {35-0} [3]
5:75 Honestly, at my school, the st.. (89:89):
5:76 As long as you're genuine they.. (89:89):
5:104 Be compassionate, empathetic, .. (112:112):
Gender-Based Education {20-0} [2]
5:30 A lot of the male students don.. (21:21):
5:31 They tend to be more comfortab.. (21:21):
Identity {47-0} [7]
5:20 I think that my greatest stren.. (89:89):
5:22 A lot of my students don't hav.. (19:19):
5:27 A lot of my students don't hav.. (19:19):
5:28 I even had students that would.. (19:19):
5:73 I literally have to run or hid.. (89:89):
5:75 Honestly, at my school, the st.. (89:89):
5:76 As long as you're genuine they.. (89:89):
Nurturing Strategies {52-0} [2]
5:94 Although I was given 15 boys t.. (99:99):
5:104 Be compassionate, empathetic, .. (112:112):
Obligation as Role Model {34-0} [6]
5:27 A lot of my students don't hav.. (19:19):
5:28 I even had students that would.. (19:19):
5:73 I literally have to run or hid.. (89:89):
5:84 It's hard to explain but even .. (96:96):
5:94 Although I was given 15 boys t.. (99:99):
5:104 Be compassionate, empathetic, .. (112:112):
Pedagogy {17-0} [4]
5:13 I want my kids to be good peop.. (99:99):
5:14 Well at my school, we have som.. (96:96):
5:84 It's hard to explain but even .. (96:96):

5:94 Although I was given 15 boys t.. (99:99):
Perception of Gendered Experiences {34-0} [5]
5:9 Respect has to be one of them,.. (112:112):
5:23 More men need to get into the .. (21:21):
5:30 A lot of the male students don.. (21:21):
5:31 They tend to be more comfortab.. (21:21):
5:104 Be compassionate, empathetic, .. (112:112):
Resourcefulness {4-0} [1]
5:94 Although I was given 15 boys t.. (99:99):
Student/Teacher Gender Issues {22-0} [3]
3:53 Depends on your populations. W.. (91:91):
5:30 A lot of the male students don.. (21:21):
5:31 They tend to be more comfortab.. (21:21):
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3:14 Depends on your populations. W.. (91:91):
3:53 Depends on your populations. W.. (91:91):
Team Player {3-0} [1]
5:94 Although I was given 15 boys t.. (99:99):

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2:5 I teach music. More specifical.. (46:46):
2:22 I teach music. More specifical.. (46:46):
3:5 Math and only math. (62:62):
4:5 I taught high school math for .. (68:68):
4:29 I taught high school math for .. (68:68):
4:30 I worked as a Graduation Coach.. (68:68):
5:5 I currently teach earth scienc.. (62:62):
5:6 In the past, I've taught Marin.. (65:65):
6:5 I teach math, 6th grade level... (47:47):
6:6 At Stephenson High, I taught m.. (49:49):
6:27 At Stephenson High, I taught m.. (49:49):
8:5 Mathematics. (59:59):
9:5 I'm a Collaborate Special Educ.. (46:46):
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4:30 I worked as a Graduation Coach.. (68:68):
4:31 I didn't originally plan to ha.. (68:68):
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5:6 In the past, I've taught Marin.. (65:65):

Teaching Bug Bit {1-0} [2]

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5:15 I didn't want to teach until m.. (73:73):
5:48 I didn't want to teach until m.. (73:73):
Original Career Plan {5-0} [1]
5:48 I didn't want to teach until m.. (73:73):

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4:20 In the new building that I'm i.. (28:28):
4:26 In the new building that I'm i.. (28:28):
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3:23 I was marked negatively in obs.. (31:31):
3:24 My "getting to know you phase".. (33:33):
3:28 I was marked negatively in obs.. (31:31):

3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
4:12 Another instance would be with.. (92:92):
4:71 Another instance would be with.. (92:92):

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2:18 Some of the female students wa.. (74:74):
2:41 Some of the female students wa.. (74:74):
2:42 I was very vocal about appropri.. (74:74):
2:43 I actually used my gender to t.. (74:74):
3:13 Not in the classroom but it di.. (88:88):
3:23 I was marked negatively in obs.. (31:31):
3:24 My "getting to know you phase".. (33:33):
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
3:52 When I first started, I had to.. (88:88):
4:11 Okay, it was not necessarily i.. (90:90):
4:62 I had a pregnant student (90:90):
4:63 . I noticed that the student s.. (90:90):
4:64 She had issues finding materni.. (90:90):
4:65 I changed the group work and s.. (90:90):
4:66 I tend to address female stude.. (90:90):
4:67 This was an ongoing theme in h.. (90:90):
4:68 and on the surface if you thin.. (90:90):
6:16 I'm a little more hands on wit.. (82:82):
6:48 I'm a little more hands on wit.. (82:82):
6:49 I have to be a little more gua.. (82:82):
6:50 It's all about perception and .. (82:82):
6:51 when it comes to dress code vi.. (82:82):
6:52 Especially, when you're dealin.. (82:82):
6:53 Other than that, I don't belie.. (82:82):
8:14 (laughs) That's so easy. Gende.. (85:85):
8:15 Yes, my maleness gives me an ".. (89:89):
8:16 I tend to speak softer to fema.. (91:91):
8:58 I hold them to the same expect.. (85:85):
8:60 They can relate. I can't do th.. (89:89):
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):
9:16 When I was in Marine Corps, I .. (79:79):
9:35 Coming into a high school sett.. (79:79):
9:36 I definitely leave doors open .. (79:79):

Female Interactions (Teachers) {40-0} [36]

2:18 Some of the female students wa.. (74:74):
2:43 I actually used my gender to t.. (74:74):
3:16 To female teachers, we're the .. (95:95):
3:23 I was marked negatively in obs.. (31:31):

3:24 My "getting to know you phase".. (33:33):
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
4:13 With regard to the teachers, t.. (95:95):
4:72 With regard to the teachers, t.. (95:95):
4:73 There is just that expectation.. (95:95):
4:74 I am also subjected to a bunch.. (95:95):
4:75 it kind of limits the who I in.. (95:95):
4:76 I am able to reach all student.. (95:95):
4:78 I am expected to not be as inn.. (95:95):
4:79 I believe that peers expect ve.. (95:95):
6:18 My coworkers perceive me to be.. (88:88):
6:19 Parents are the same way as co.. (90:90):
6:58 My coworkers perceive me to be.. (88:88):
6:59 I am also pushed into leadersh.. (88:88):
6:62 They view me to be a leader an.. (88:88):
8:17 My male students gravitate to .. (94:94):
8:68 My male students gravitate to .. (94:94):
8:69 When I first started teaching .. (94:94):
9:16 When I was in Marine Corps, I .. (79:79):
9:17 With the ROTC, and me being a .. (82:82):
9:35 Coming into a high school sett.. (79:79):
9:36 I definitely leave doors open .. (79:79):
9:37 With the ROTC, and me being a .. (82:82):
9:38 I epitomize how they want thei.. (82:82):
9:39 I embody the discipline and th.. (82:82):

Field of Study {14-0} [8]

8:15 Yes, my maleness gives me an ".. (89:89):
8:16 I tend to speak softer to fema.. (91:91):
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):
8:66 I tend to speak softer to fema.. (91:91):

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6:16 I'm a little more hands on wit.. (82:82):
6:48 I'm a little more hands on wit.. (82:82):
6:49 I have to be a little more gua.. (82:82):
6:50 It's all about perception and .. (82:82):
6:51 when it comes to dress code vi.. (82:82):
6:52 Especially, when you're dealin.. (82:82):
6:53 Other than that, I don't belie.. (82:82):
8:14 (laughs) That's so easy. Gende.. (85:85):
8:15 Yes, my maleness gives me an ".. (89:89):
8:16 I tend to speak softer to fema.. (91:91):
8:58 I hold them to the same expect.. (85:85):
8:59 Yes, my maleness gives me an ".. (89:89):
8:60 They can relate. I can't do th.. (89:89):
8:61 As a matter of fact, I can't a.. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
8:64 It was simply a matter of maki.. (89:89):
8:65 Social norms of general intera.. (89:89):

8:66 I tend to speak softer to fema.. (91:91):

Gender and Teaching {58-0} [51]

3:13 Not in the classroom but it di.. (88:88):

3:16 To female teachers, we're the .. (95:95):

3:23 I was marked negatively in obs.. (31:31):

3:24 My "getting to know you phase".. (33:33):

3:28 I was marked negatively in obs.. (31:31):

3:29 I use terms like "my man" and .. (31:31):

3:30 While women use terms such as .. (31:31):

3:31 My "getting to know you phase".. (33:33):

3:32 If I were to connect on the le.. (33:33):

3:33 You run the risk of always see.. (33:33):

3:34 A woman teacher can call a stu.. (33:33):

3:35 A lot of guys don't even want .. (33:33):

3:52 When I first started, I had to.. (88:88):

4:11 Okay, it was not necessarily i.. (90:90):

4:12 Another instance would be with.. (92:92):

4:13 With regard to the teachers, t.. (95:95):

4:69 With the males, I felt that I .. (90:90):

4:70 I could visit them at their ga.. (90:90):

4:71 Another instance would be with.. (92:92):

4:72 With regard to the teachers, t.. (95:95):

4:73 There is just that expectation.. (95:95):

4:74 I am also subjected to a bunch.. (95:95):

4:75 it kind of limits the who I in.. (95:95):

4:76 I am able to reach all student.. (95:95):

5:12 I haven't had any issues with .. (103:103):

5:95 I haven't had any issues with .. (103:103):

6:16 I'm a little more hands on wit.. (82:82):

6:19 Parents are the same way as co.. (90:90):

6:48 I'm a little more hands on wit.. (82:82):

6:49 I have to be a little more gua.. (82:82):

6:50 It's all about perception and .. (82:82):

6:51 when it comes to dress code vi.. (82:82):

6:52 Especially, when you're dealin.. (82:82):

6:53 Other than that, I don't belie.. (82:82):

8:14 (laughs) That's so easy. Gende.. (85:85):

8:15 Yes, my maleness gives me an ".. (89:89):

8:16 I tend to speak softer to fema.. (91:91):

8:17 My male students gravitate to .. (94:94):

8:58 I hold them to the same expect.. (85:85):

8:59 Yes, my maleness gives me an ".. (89:89):

8:60 They can relate. I can't do th.. (89:89):

8:62 You have to be really careful .. (89:89):

8:63 While making an attempt to hel.. (89:89):

8:64 It was simply a matter of maki.. (89:89):

8:65 Social norms of general intera.. (89:89):

8:67 I tend to speak softer to fema.. (91:91):

8:68 My male students gravitate to .. (94:94):

8:69 When I first started teaching .. (94:94):

9:16 When I was in Marine Corps, I .. (79:79):

9:35 Coming into a high school sett.. (79:79):

9:36 I definitely leave doors open .. (79:79):

Gender has NO impact on perception {3-0} [1]

5:11 I would apply the same rule to.. (106:106):

Gender has NO impact on practices {3-0} [2]

5:12 I haven't had any issues with .. (103:103):

5:95 I haven't had any issues with .. (103:103):

Nurturing Strategies {52-0} [11]

3:13 Not in the classroom but it di.. (88:88):

3:52 When I first started, I had to.. (88:88):

4:11 Okay, it was not necessarily i.. (90:90):

4:12 Another instance would be with.. (92:92):

4:64 She had issues finding materni.. (90:90):

4:65 I changed the group work and s.. (90:90):

4:66 I tend to address female stude.. (90:90):

4:67 This was an ongoing theme in h.. (90:90):

4:68 and on the surface if you thin.. (90:90):

4:70 I could visit them at their ga.. (90:90):

4:71 Another instance would be with.. (92:92):

Obligation as Role Model {34-0} [7]

4:12 Another instance would be with.. (92:92):

4:71 Another instance would be with.. (92:92):

6:17 To my students, I'm probably s.. (86:86):

6:54 To my students, I'm probably s.. (86:86):

6:55 Students always tell me that I.. (86:86):

6:56 Students tend to take what I s.. (86:86):

6:57 Especially those lacking a mal.. (86:86):

Parental Perceptions {22-0} [18]

2:19 Only one. Only black one. Cont.. (76:77):

2:44 Parents believed that I was a .. (77:77):

3:15 Parents want the role model, b.. (93:93):

4:14 As far as parents are concerne.. (97:97):

4:80 As far as parents are concerne.. (97:97):

4:81 and again along with that they.. (97:97):

4:82 I think that there are some lo.. (97:97):

4:83 and I'm assuming that it is ba.. (97:97):

4:84 They didn't except for me to h.. (97:97):

4:85 Maybe they didn't have male te.. (97:97):

6:19 Parents are the same way as co.. (90:90):

8:17 My male students gravitate to .. (94:94):

8:68 My male students gravitate to .. (94:94):

8:69 When I first started teaching .. (94:94):

9:17 With the ROTC, and me being a .. (82:82):

9:37 With the ROTC, and me being a .. (82:82):

9:38 I epitomize how they want thei.. (82:82):

9:39 I embody the discipline and th.. (82:82):

Promotions to Administrator {10-0} [3]

6:18 My coworkers perceive me to be.. (88:88):

6:59 I am also pushed into leadersh.. (88:88):

6:62 They view me to be a leader an.. (88:88):

Race in Education {12-0} [6]

4:13 With regard to the teachers, t.. (95:95):

4:72 With regard to the teachers, t.. (95:95):

4:73 There is just that expectation.. (95:95):

4:74 I am also subjected to a bunch.. (95:95):

4:75 it kind of limits the who I in.. (95:95):

4:76 I am able to reach all student.. (95:95):

Self-Perpetuating Absence {9-0} [4]

4:14 As far as parents are concerne.. (97:97):

4:20 In the new building that I'm i.. (28:28):

4:26 In the new building that I'm i.. (28:28):

4:85 Maybe they didn't have male te.. (97:97):

Sources of Mentorship {10-0} [4]

4:11 Okay, it was not necessarily i.. (90:90):

4:12 Another instance would be with.. (92:92):

4:70 I could visit them at their ga.. (90:90):

4:71 Another instance would be with.. (92:92):

Stereotype Lift {9-0} [3]

6:18 My coworkers perceive me to be.. (88:88):

6:61 I am also pushed into leadersh.. (88:88):
6:62 They view me to be a leader an.. (88:88):
Student Perceptions {7-0} [9]
6:17 To my students, I'm probably s.. (86:86):
6:54 To my students, I'm probably s.. (86:86):
6:55 Students always tell me that I.. (86:86):
6:56 Students tend to take what I s.. (86:86):
6:57 Especially those lacking a mal.. (86:86):
8:17 My male students gravitate to .. (94:94):
8:68 My male students gravitate to .. (94:94):
9:17 With the ROTC, and me being a .. (82:82):
9:37 With the ROTC, and me being a .. (82:82):
Student/Teacher Gender Issues {22-0} [23]
3:13 Not in the classroom but it di.. (88:88):
3:14 Depends on your populations. W.. (91:91):
3:23 I was marked negatively in obs.. (31:31):
3:24 My "getting to know you phase".. (33:33):
3:28 I was marked negatively in obs.. (31:31):
3:29 I use terms like "my man" and .. (31:31):
3:30 While women use terms such as .. (31:31):
3:31 My "getting to know you phase".. (33:33):
3:32 If I were to connect on the le.. (33:33):
3:33 You run the risk of always see.. (33:33):
3:34 A woman teacher can call a stu.. (33:33):
3:35 A lot of guys don't even want .. (33:33):
3:52 When I first started, I had to.. (88:88):
3:53 Depends on your populations. W.. (91:91):
4:11 Okay, it was not necessarily i.. (90:90):
4:64 She had issues finding materni.. (90:90):
4:65 I changed the group work and s.. (90:90):
4:66 I tend to address female stude.. (90:90):
4:67 This was an ongoing theme in h.. (90:90):
4:68 and on the surface if you thin.. (90:90):
8:15 Yes, my maleness gives me an ".. (89:89):
8:62 You have to be really careful .. (89:89):
8:63 While making an attempt to hel.. (89:89):
Students Seeking Role Model {11-0} [2]
3:14 Depends on your populations. W.. (91:91):
3:53 Depends on your populations. W.. (91:91):
Why Men Avoid Education {16-0} [2]
3:24 My "getting to know you phase".. (33:33):
3:35 A lot of guys don't even want .. (33:33):
Why Men Leave {22-0} [2]
3:24 My "getting to know you phase".. (33:33):
3:34 A woman teacher can call a stu.. (33:33):

Teaching Methods Used {10-0} [8]

Female Interactions (Teachers) {40-0} [1]
8:72 However, that shouldn't have a.. (98:98):
Gender and Teaching {58-0} [1]
8:72 However, that shouldn't have a.. (98:98):
Nurturing Strategies {52-0} [5]
3:12 Self-reliance. (85:85):
3:48 I prepare them to prepare them.. (82:82):
3:49 It's not about remembering wha.. (82:82):
3:50 I prepare them to prepare them.. (82:82):
3:51 It's not about remembering wha.. (82:82):
Parental Perceptions {22-0} [1]

8:72 However, that shouldn't have a.. (98:98):
Pedagogy {17-0} [10]
3:10 I use Socratic methods and pro.. (79:79):
3:11 I prepare them to prepare them.. (82:82):
3:12 Self-reliance. (85:85):
3:45 I use Socratic methods and pro.. (79:79):
3:46 I don't like to talk in front .. (79:79):
3:47 I am a facilitator more than a.. (79:79):
3:48 I prepare them to prepare them.. (82:82):
3:49 It's not about remembering wha.. (82:82):
9:11 I expose students to leadershi.. (64:64):
9:31 I expose students to leadershi.. (64:64):
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8:18 My methods are totally differe.. (98:98):
8:70 My methods are totally differe.. (98:98):
8:71 I'm not as enthusiastic and ou.. (98:98):
8:72 However, that shouldn't have a.. (98:98):
Student Perceptions {7-0} [1]
8:72 However, that shouldn't have a.. (98:98):
Teaching Purpose {6-0} [1]
9:31 I expose students to leadershi.. (64:64):

Teaching Purpose {6-0} [6]

Alternative Route to Teaching {4-0} [1]
3:44 I went into it initially to co.. (75:75):
Identity {47-0} [8]
3:9 I went into it initially to co.. (75:75):
3:44 I went into it initially to co.. (75:75):
5:21 I think I've held true to my p.. (92:92):
5:77 I think I've held true to my p.. (92:92):
5:78 I not only wanted to educate s.. (92:92):
5:80 I wish that I had a mentor gro.. (92:92):
9:10 I went from Special Education .. (60:60):
9:30 I went from Special Education .. (60:60):
Nurturing Strategies {52-0} [1]
9:30 I went from Special Education .. (60:60):
Obligation as Role Model {34-0} [2]
5:80 I wish that I had a mentor gro.. (92:92):
9:30 I went from Special Education .. (60:60):
Pedagogy {17-0} [2]
9:11 I expose students to leadershi.. (64:64):
9:31 I expose students to leadershi.. (64:64):
Teaching Methods Used {10-0} [1]
9:31 I expose students to leadershi.. (64:64):

Teaching Various Subjects {1-0} [2]

Background {42-0} [1]
5:6 In the past, I've taught Marin.. (65:65):
Subject(s) Taught {10-0} [1]
5:6 In the past, I've taught Marin.. (65:65):

Team Player {3-0} [6]

Background {42-0} [3]
5:7 I currently teach 10th grade b.. (68:68):
5:46 At my school, I'm the one that.. (68:68):

5:47 My school is a public school, .. (68:68):
Nurturing Strategies {52-0} [1]
5:94 Although I was given 15 boys t.. (99:99):
Obligation as Role Model {34-0} [1]
5:94 Although I was given 15 boys t.. (99:99):
Pedagogy {17-0} [2]
5:13 I want my kids to be good peop.. (99:99):
5:94 Although I was given 15 boys t.. (99:99):
Resourcefulness {4-0} [3]
5:46 At my school, I'm the one that.. (68:68):
5:47 My school is a public school, .. (68:68):
5:94 Although I was given 15 boys t.. (99:99):
Students Seeking Role Model {11-0} [1]
5:94 Although I was given 15 boys t.. (99:99):

The Cost of Current Ed. Policies {5-0} [10]

Harsh Realities {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
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4:9 The purpose behind what I do h.. (81:81):
4:41 The purpose behind what I do h.. (81:81):
Initial Anticipation {9-0} [2]
4:40 The purpose behind what I do h.. (81:81):
4:41 The purpose behind what I do h.. (81:81):
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5:8 A lot of the teachers at my sc.. (115:115):
5:111 They are often really highly e.. (115:115):
5:112 I've experienced at least 4 to.. (115:115):
5:113 They're working so hard to get.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
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5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Pay {11-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Stigma {8-0} [1]
5:115 I don't know where I'll be in .. (115:115):
Poor Teacher Treatment {7-0} [1]
5:115 I don't know where I'll be in .. (115:115):
Threats to Patriarchy {13-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Why Men Leave {22-0} [4]
4:41 The purpose behind what I do h.. (81:81):
5:110 I've experienced at least 4 to.. (115:115):
5:111 They are often really highly e.. (115:115):
5:112 I've experienced at least 4 to.. (115:115):

Threats to Patriarchy {13-0} [13]

Building Relationships {35-0} [2]
5:102 nd to teach, you have to be ca.. (112:112):
5:103 And to teach, you have to be c.. (112:112):
Gender and Teaching {58-0} [2]
5:102 nd to teach, you have to be ca.. (112:112):

5:103 And to teach, you have to be c.. (112:112):
Harsh Realities {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Nurturing Strategies {52-0} [2]
5:102 nd to teach, you have to be ca.. (112:112):
5:103 And to teach, you have to be c.. (112:112):
Perception of Gendered Experiences {34-0} [17]
3:19 Corporate America offers so mu.. (105:105):
4:17 Number one is income and the s.. (106:106):
4:101 There is a stigma attached to .. (106:106):
4:102 the lack of prominence for the.. (106:106):
4:103 , [men] are expected be breadw.. (106:106):
5:8 A lot of the teachers at my sc.. (115:115):
5:9 Respect has to be one of them,.. (112:112):
5:100 Respect has to be one of them,.. (112:112):
5:101 Money has a lot to do with. I .. (112:112):
5:102 nd to teach, you have to be ca.. (112:112):
5:106 We even go to grad school to i.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
8:22 Honestly, I can't answer that .. (107:107):
8:78 It's like a Charles Darwin nat.. (107:107):
8:79 Single males can typically be .. (107:107):
8:80 If men can't take care of thei.. (107:107):
Plans for the Future {8-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Pay {11-0} [5]
5:99 Money has a lot to do with. I .. (112:112):
5:101 Money has a lot to do with. I .. (112:112):
5:106 We even go to grad school to i.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Stigma {8-0} [4]
5:100 Respect has to be one of them,.. (112:112):
5:106 We even go to grad school to i.. (115:115):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Poor Teacher Treatment {7-0} [3]
5:100 Respect has to be one of them,.. (112:112):
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Stereotypes {11-0} [4]
5:98 Respect has to be one of them,.. (112:112):
5:100 Respect has to be one of them,.. (112:112):
5:102 nd to teach, you have to be ca.. (112:112):
5:103 And to teach, you have to be c.. (112:112):
The Cost of Current Ed. Policies {5-0} [2]
5:115 I don't know where I'll be in .. (115:115):
5:116 I don't know where I'll be in .. (115:115):
Why Men Avoid Education {16-0} [3]
3:19 Corporate America offers so mu.. (105:105):
4:98 There is a stigma attached to .. (106:106):
4:101 There is a stigma attached to .. (106:106):
Why Men Leave {22-0} [3]
3:19 Corporate America offers so mu.. (105:105):
4:98 There is a stigma attached to .. (106:106):
4:101 There is a stigma attached to .. (106:106):

Variable that led to teaching {13-0} [11]

Alternative Route to Teaching {4-0} [1]

3:37 I was good at math so I taught.. (65:65):

Building Relationships {35-0} [3]

8:48 I connect with the kids well, .. (69:69):

8:50 I genuinely care about student.. (69:69):

8:51 And I'm a genuine person. I ge.. (69:69):

Identity {47-0} [18]

3:6 I was good at math so I taught.. (65:67):

3:37 I was good at math so I taught.. (65:65):

3:38 I went into it to be a footbal.. (65:65):

4:6 I believe that I was influence.. (72:72):

4:32 I believe that I was influence.. (72:72):

4:33 They told me that I was bright.. (72:72):

4:34 At the time I thought that I w.. (72:72):

5:15 I didn't want to teach until m.. (73:73):

5:50 I joined an organization in my.. (73:73):

8:9 I connect with the kids well, .. (69:69):

8:48 I connect with the kids well, .. (69:69):

8:51 And I'm a genuine person. I ge.. (69:69):

9:7 The biggest factor is my son W.. (51:51):

9:9 Being a parent of a student wi.. (57:57):

9:24 The biggest factor is my son W.. (51:51):

9:25 special education hit me becau.. (51:51):

9:27 Being a parent of a student wi.. (57:57):

9:28 My biggest thing is I wanted t.. (57:57):

Influenced by Family/Mentor {8-0} [3]

4:32 I believe that I was influence.. (72:72):

4:33 They told me that I was bright.. (72:72):

4:34 At the time I thought that I w.. (72:72):

Lacked Mentorship Growing Up {4-0} [1]

3:37 I was good at math so I taught.. (65:65):

Nurturing Strategies {52-0} [3]

8:48 I connect with the kids well, .. (69:69):

8:50 I genuinely care about student.. (69:69):

8:51 And I'm a genuine person. I ge.. (69:69):

On Elementary {13-0} [1]

4:34 At the time I thought that I w.. (72:72):

Original Career Plan {5-0} [1]

3:37 I was good at math so I taught.. (65:65):

Pedagogy {17-0} [2]

4:22 My kindergarten teacher fought.. (36:36):

4:27 My kindergarten teacher fought.. (36:36):

Personal Qualities that led to Teaching {9-0} [2]

3:37 I was good at math so I taught.. (65:65):

4:27 My kindergarten teacher fought.. (36:36):

Qualities Male Educators Possess {28-0} [3]

8:48 I connect with the kids well, .. (69:69):

8:50 I genuinely care about student.. (69:69):

8:51 And I'm a genuine person. I ge.. (69:69):

Why Men Avoid Education {16-0} [10]

Building Relationships {35-0} [1]

3:35 A lot of guys don't even want .. (33:33):

Female Interactions (Students) {38-0} [1]

3:35 A lot of guys don't even want .. (33:33):

Female Interactions (Teachers) {40-0} [1]

3:35 A lot of guys don't even want .. (33:33):

Gender and Teaching {58-0} [1]

3:35 A lot of guys don't even want .. (33:33):

On Elementary {13-0} [3]

6:20 Men are generally known to wan.. (94:94):

6:63 Probably because of gender rol.. (98:98):

6:64 Men probably feel as if they d.. (98:98):

Perception of Gendered Experiences {34-0} [20]

3:19 Corporate America offers so mu.. (105:105):

4:17 Number one is income and the s.. (106:106):

4:94 Number one is income (106:106):

4:95 the social value of educators .. (106:106):

4:96 I think honestly, the disparit.. (106:106):

4:97 You can't be what you can't se.. (106:106):

4:98 There is a stigma attached to .. (106:106):

4:99 What I'm attempting to say is .. (106:106):

4:100 Income, the disparity itself, .. (106:106):

6:20 Men are generally known to wan.. (94:94):

6:21 Probably because of gender rol.. (98:98):

6:22 People were really cautious of.. (100:100):

6:63 Probably because of gender rol.. (98:98):

6:64 Men probably feel as if they d.. (98:98):

6:65 People would wonder how I coul.. (100:100):

8:20 Oh, that's simple, education i.. (105:105):

8:21 I say increase pay, increase t.. (106:106):

8:75 education isn't a glamorous fi.. (105:105):

8:76 People, and kids especially, w.. (105:105):

8:77 Education isn't an obvious cho.. (106:106):

Student/Teacher Gender Issues {22-0} [1]

3:35 A lot of guys don't even want .. (33:33):

Teaching Experiences {28-0} [2]

3:24 My "getting to know you phase".. (33:33):

3:35 A lot of guys don't even want .. (33:33):

Threats to Patriarchy {13-0} [3]

3:19 Corporate America offers so mu.. (105:105):

4:98 There is a stigma attached to .. (106:106):

4:101 There is a stigma attached to .. (106:106):

Why Men Leave {22-0} [11]

3:19 Corporate America offers so mu.. (105:105):

4:94 Number one is income (106:106):

4:95 the social value of educators .. (106:106):

4:96 I think honestly, the disparit.. (106:106):

4:97 You can't be what you can't se.. (106:106):

4:98 There is a stigma attached to .. (106:106):

4:99 What I'm attempting to say is .. (106:106):

4:100 Income, the disparity itself, .. (106:106):

8:75 education isn't a glamorous fi.. (105:105):

8:76 People, and kids especially, w.. (105:105):

8:77 Education isn't an obvious cho.. (106:106):

Why Men Leave {22-0} [15]

Building Relationships {35-0} [1]

3:34 A woman teacher can call a stu.. (33:33):

Female Interactions (Students) {38-0} [1]

3:34 A woman teacher can call a stu.. (33:33):

Female Interactions (Teachers) {40-0} [1]

3:34 A woman teacher can call a stu.. (33:33):
Gender and Teaching {58-0} [1]
3:34 A woman teacher can call a stu.. (33:33):
Identity {47-0} [4]
4:9 The purpose behind what I do h.. (81:81):
4:41 The purpose behind what I do h.. (81:81):
6:24 I wanted to do graphic design .. (18:18):
6:26 I still plan to go into the fi.. (18:18):
Initial Anticipation {9-0} [2]
4:40 The purpose behind what I do h.. (81:81):
4:41 The purpose behind what I do h.. (81:81):
Perception of Gendered Experiences {34-0} [25]
2:21 Money myth (82:82):
3:19 Corporate America offers so mu.. (105:105):
4:17 Number one is income and the s.. (106:106):
4:94 Number one is income (106:106):
4:95 the social value of educators .. (106:106):
4:96 I think honestly, the disparit.. (106:106):
4:97 You can't be what you can't se.. (106:106):
4:98 There is a stigma attached to .. (106:106):
4:99 What I'm attempting to say is .. (106:106):
4:100 Income, the disparity itself, .. (106:106):
5:8 A lot of the teachers at my sc.. (115:115):
5:107 I can't see myself doing this .. (115:115):
5:108 It's like education is a lose-.. (115:115):
5:109 you're being punished for want.. (115:115):
5:110 I've experienced at least 4 to.. (115:115):
5:111 They are often really highly e.. (115:115):
8:20 Oh, that's simple, education i.. (105:105):
8:21 I say increase pay, increase t.. (106:106):
8:22 Honestly, I can't answer that .. (107:107):
8:23 I can see myself teaching got .. (108:108):
8:75 education isn't a glamorous fi.. (105:105):
8:76 People, and kids especially, w.. (105:105):
8:77 Education isn't an obvious cho.. (106:106):
8:81 There's not enough money to ta.. (107:107):
8:83 I can see myself teaching got .. (108:108):
Plans for the Future {8-0} [2]
6:26 I still plan to go into the fi.. (18:18):
8:83 I can see myself teaching got .. (108:108):
Poor Teacher Pay {11-0} [1]
2:21 Money myth (82:82):
Stereotypes {11-0} [1]
2:21 Money myth (82:82):
Student/Teacher Gender Issues {22-0} [1]
3:34 A woman teacher can call a stu.. (33:33):
Teaching Experiences {28-0} [2]
3:24 My "getting to know you phase".. (33:33):

3:34 A woman teacher can call a stu.. (33:33):
The Cost of Current Ed. Policies {5-0} [4]
4:41 The purpose behind what I do h.. (81:81):
5:110 I've experienced at least 4 to.. (115:115):
5:111 They are often really highly e.. (115:115):
5:112 I've experienced at least 4 to.. (115:115):
Threats to Patriarchy {13-0} [3]
3:19 Corporate America offers so mu.. (105:105):
4:98 There is a stigma attached to .. (106:106):
4:101 There is a stigma attached to .. (106:106):
Why Men Avoid Education {16-0} [11]
3:19 Corporate America offers so mu.. (105:105):
4:94 Number one is income (106:106):
4:95 the social value of educators .. (106:106):
4:96 I think honestly, the disparit.. (106:106):
4:97 You can't be what you can't se.. (106:106):
4:98 There is a stigma attached to .. (106:106):
4:99 What I'm attempting to say is .. (106:106):
4:100 Income, the disparity itself, .. (106:106):
8:75 education isn't a glamorous fi.. (105:105):
8:76 People, and kids especially, w.. (105:105):
8:77 Education isn't an obvious cho.. (106:106):

Years at Current School {7-0} [1]

Background {42-0} [8]
2:4 6 years (44:44):
3:4 I've been at my present positi.. (60:60):
4:4 I've been a middle school prin.. (65:65):
4:28 this is my first year in a new.. (65:65):
5:4 I've been here since I started.. (60:60):
6:4 This will be my third year tea.. (45:45):
8:4 I've been at my present employ.. (57:57):
9:4 This is my third year at my pr.. (44:44):

Years in Field {7-0} [1]

Background {42-0} [7]
2:3 6 Years (42:42):
3:3 11 years. (58:58):
4:3 This is my twelfth year in edu.. (63:63):
5:3 This is my 5th year teaching. (58:58):
6:3 I've been teaching for three y.. (43:43):
8:3 I've been teaching for 13 year.. (55:55):
9:3 I've been in the field since 2.. (42:42):

Appendix D

Approved Consent Form



COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS,
LEADERSHIP AND TECHNOLOGY

(NOTE: DO NOT SIGN THIS DOCUMENT UNLESS AN IRB APPROVAL STAMP WITH CURRENT DATES HAS BEEN APPLIED TO THIS DOCUMENT.)

INFORMED CONSENT

For a Research Study entitled:

“Exploring the Relationship Between Stereotype Threat & the Professional Experiences & Identities of Practicing Male Teachers”

You are invited to participate in a research study to gain an understanding of the role, identity, and experiences of male teachers in K12 education. The study is being conducted by Leonard D. Towns, M.A., under the direction of Dr. Paris Strom in the Auburn University Department of Educational Foundations, Leadership, & Technology. You were selected as a possible participant because you are a man, over the age of 19, teaching grades K through 12.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to answer a battery of questions related to your professional identity and experiences as a K12 teacher. Interviews will be audio recorded for transcription purposes using a handheld recorder and will be destroyed upon transcription. Your total time commitment will be approximately sixty minutes.

Are there any risks or discomforts? There are no risks associated with participating in this study.

Are there any benefits to yourself or others? If you participate in this study, there will be no tangible reward for your services. However, a copy of the executive summary of the study will be provided to you upon conclusion of the study.

Will you receive compensation for participating? No compensation will be offered for your participation in this study.

Are there any costs? If you decide to participate, you will incur no costs.



Participant's Initials _____

Page 1 of 2

The Auburn University Institutional Review Board has approved this document for use from
 10/10/14 to 10/19/17
 Protocol # 14-322EX 1410

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Educational Foundations, Leadership, & Technology or this researcher.

Your privacy will be protected. Any information obtained in connection with this study will remain anonymous and confidential. Information obtained through your participation will be used to fulfill an educational requirement, published in a professional journal, and presented at a professional meeting.

If you have questions about this study, please ask them now or contact Leonard D. Towns at leonard_towns@auburn.edu or 678.360.7912. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Participant's Signature	Date	Investigator Obtaining Consent	Date	
Printed Name		Printed Name		

Appendix E

Auburn University Institutional Review Board (IRB) Approval

**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
REQUEST FOR EXEMPT CATEGORY RESEARCH**

For information or help completing this form, contact: THE OFFICE OF RESEARCH COMPLIANCE, 115 Ramsay Hall
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpri/ohs/index.htm>

Revised 2/1/2014 Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.
Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.
Project activities may not begin until you have received approval from the Auburn University IRB.

1. PROJECT PERSONNEL & TRAINING

PRINCIPAL INVESTIGATOR (PI):

Name Leonard D. Towns Title Doctoral Candidates Dept./School EFLT/Education
Address 4315 Golf Club Dr. 2109 Auburn, AL 36830 AU Email ldt0007@auburn.edu
Phone 678-360-7912 Dept. Head Sherida Downer

FACULTY ADVISOR (if applicable):

Name Dr. Paris Strom Title Professor, Ed. Psych. Dept./School EFLT/Education
Address 4082 Haley Center Auburn, AL 36849
Phone 334-844-3077 AU Email stromps@auburn.edu

KEY PERSONNEL: List Key Personnel (other than PI and FA). Additional personnel may be listed in an attachment.

Name	Title	Institution	Responsibilities

The Auburn University Institutional Review Board has approved this document for use from
10/10/14 to 10/9/17
Protocol # 14-322 EX 1410

KEY PERSONNEL TRAINING: Have all Key Personnel completed CITI Human Research Training (including elective modules related to this research) within the last 3 years? YES NO

TRAINING CERTIFICATES: Please attach CITI completion certificates for all Key Personnel.

2. PROJECT INFORMATION

Title: Exploring the Relationship between Stereotype Threat and the Professional Experiences and Identities of Practicing Male Teachers

Source of Funding: Investigator Internal External

List External Agency & Grant Number: n/a

List any contractors, sub-contractors, or other entities associate with this project.

n/a

List any other IRBs associated with this project (including those involved with reviewing, deferring, or determinations).

n/a

FOR ORC OFFICE USE ONLY			
DATE RECEIVED IN ORC:	<u>9-2-14</u>	by <u>BK</u>	APPROVAL # <u>14-322 EX 1410</u>
DATE OF IRB REVIEW:		by	APPROVAL CATEGORY: <u>45CFR 46.101 (b)(2)</u>
DATE OF ORC REVIEW:		by	INTERVAL FOR CONTINUING REVIEW: <u>3 years</u>
DATE OF APPROVAL:	<u>10/10/14</u>	by <u>BO</u>	
COMMENTS:			

3. **PROJECT SUMMARY**

- a. Does the research involve any special populations?
- YES NO Minors (under age 19)
- YES NO Pregnant women, fetuses, or any products of conception
- YES NO Prisoners or Wards
- YES NO Individuals with compromised autonomy and/or decisional capacity
- b. Does the research pose more than minimal risk to participants? YES NO
Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests. 42 CFR 46.102(i)
- c. Does the study involve any of the following?
- YES NO Procedures subject to FDA Regulation Ex. Drugs, biological products, medical devices, etc.
- YES NO Use of school records of identifiable students or information from instructors about specific students
- YES NO Protected health or medical information when there is a direct or indirect link that could identify the participant
- YES NO Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or use of alcohol
- YES NO Deception of participants

If you checked "YES" to any response in Question #3 STOP. It is likely that your study does not meet the "EXEMPT" requirements. Please complete a PROTOCOL FORM for Expedited or Full Board Review. You may contact IRB Administration for more information. (Phone: 334-844-5966 or Email: IRBAdmin@auburn.edu)

4. **PROJECT DESCRIPTION**

- a. **Subject Population** (Describe, include age, special population characteristics, etc.)

The population will consist of men who currently teach grades K-12. All participants will be over the age of 21. Factors such as race, culture, religious affiliation, sexual orientation, and political views will not be taken into account. Sampling of participants in this study will be directed by the emerging theory. More specifically, constant comparative analysis will dictate who is interviewed, what interview questions will be asked, and when enough interviews have been conducted. Theoretical sampling will ultimately identify emergent themes, continuously acquire data, and maximize the opportunity to make meaningful observations.

- b. Describe, step by step, all procedures and methods that will be used to consent participants.

N/A (Existing data will be used)

All participants, verified and potential, will be sent an email providing information about the nature of the study inviting them to participate. Interested participants will be provided with a consent form indicating that they understand the purpose of the study, agree to provide information regarding their experiences, and consent that their data may be used in the write-up. Please refer to the attached Consent Release and Interview Schedule attached at the end of the document for additional details.

- c. **Brief summary of project.** (Include the research question(s) and a brief description of the methodology, including recruitment and how data will be collected and protected.)

The proposed study will be formal constructivist grounded theory in nature and will be guided by one major research question: "What is the nature of the relationship between stereotype threat and the professional experiences and perceptions of practicing male teachers?"

Substantive theory regarding stereotype threatened populations will be used to formulate new formal theory grounded on data collected from men who educate students in grades K-12. The sampling process in grounded theory research requires that sampling of specific data sources continue until categorical saturation occurs. **The sample group for this study will consist of no more than 13 male K-12 educators.** One male teacher will be interviewed to collect the initial data. **Upon the analysis and coding of the initial data, additional participants will be referred by existing participants or identified by the researchers network of educators and selected for concurrent data collection.** Theoretical sampling will guide the recruitment of participants and the process will be dictated by the emerging theory. The actual sample selection and size will be dependent on the point at which theoretical saturation occurs.

Interviews will take place in the homes of the participants and other private settings. Each participant will be interviewed using an interview schedule made up of brief, general questions regarding their identity and experiences as an educator. Interview questions will be selected through the card sort process. Interviews will be audio recorded, from start to finish, using a handheld recorder. Please refer to the interview schedule provided.

Field notes, transcribed interviews, and memos will be analyzed, coded, and categorized concurrently throughout the study with the intent on establishing a formal grounded theory.

Filed notes and memos will be stored in a locked file cabinet in this PI's home office. Electronic information will be stored on my personal computer that is password protected.

- d. **Waivers.** Check any waivers that apply and describe how the project meets the criteria for the waiver.

- Waiver of Consent (Including existing de-identified data)
- Waiver of Documentation of Consent (Use of Information Letter)
- Waiver of Parental Permission (for college students)**

This study will not be collecting data on school grounds and the interview topic is not directly related to anyone who would require parental permission.

- e. **Attachments.** Please attach Informed Consents, Information Letters, data collection instrument(s), advertisements/recruiting materials, or permission letters/site authorizations as appropriate.

Signature of Investigator	<u>Leonard Towns</u> <small>Digitally signed by Leonard Towns DN: cn=Leonard Towns, o=Eastern University, ou=Faculty, email=ltowns@eastern.edu, c=US Date: 2014.10.09 01:05:00 -0500</small>	Date	<u>10/8/14</u>
Signature of Faculty Advisor	<u><i>Paul Thom</i></u>	Date	<u>10/9/14</u>
Signature of Department Head	<u><i>Shirley Damm</i></u>	Date	<u>10/9/14</u>

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