PROFESSIONAL LOSS AND GRIEF IN TEACHERS WHO TAUGHT AT LEAST FIVE

YEARS PRIOR TO THE IMPLEMENTATION OF *NO CHILD LEFT BEHIND*


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**Title**

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The Supervisory Committee certifies that this ***disquisition*** complies with North Dakota State

University's regulations and meets the accepted standards for the degree of

**MASTER OF SCIENCE**

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**ABSTRACT**

In this mixed methods study, the researcher, a former classroom teacher, examines the impact of *No Child Left Behind* on teacher's emotions. Specifically, the researcher seeks to understand whether or not and to what extent teachers who taught before and during the implementation of *No Child Left Behind* experienced loss and grief. The researcher administrated an electronic survey. Participants recalled teaching expectations and practices from the time period prior to the implementation of *No Child Left Behind* and the time period during which *No Child Left Behind* was implemented. The researcher then sought to determine which practices teachers perceived as professional gains and which practices were perceived as professional losses. Finally, the researcher situated survey data and responses into six stages of grief. Quantitative and qualitative results indicate that most teachers who had taught prior to the implementation of *No Child Left Behind* experienced loss and grief during its implementation.

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education. You are my life. I love you.

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**DEDICATION**

To my colleagues, 1986-2009, in Hemet Unified School District. We taught together, we laughed

together, we grew together, we changed together, we grieved together. And somehow, we

survived.

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# LIST OF ABBREVIATIONS

AYP ..............................................................Adequate Yearly Progress

NCLB..........................................................*No Child Left Behind*

OEQ-II ........................................................Overexcitabilities Questionnaire II Inventory

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**CHAPTER 1. INTRODUCTION**

In *The Death and Life of the Great American School System*, Ravitch (2010), purports that testing and choice—tenets inculcated by the policies of *No Child Left Behind* (*No Child Left Behind* [NCLB], 2002) and discharged with the help of venture capitalism—have all but killed public education. According to Ravitch, an educational historian who worked under the Bush administration in the early years of *No Child Left Behind* (NCLB, 2002) to implement its policies but later resigned from her position, "What once was the standards movement was replaced by the accountability movement. What once was an effort to improve the quality of education turned into an accounting strategy: Measure, then punish or reward" (p. 16. Kindle edition). Ravitch believes the punish and reward strategy set *No Child Left Behind* (NCLB, 2002) apart from previous efforts to reform and improve education.

Where there is death—or even impending death—there is likely also loss, as well as a sense of grief (Kubler-Ross, 1969). If the public school system—as many knew it, at least—is dead or near death, it would stand to reason that public school teachers who remember the system as it was prior to *No Child Left Behind* (NCLB, 2002) have experienced loss and grief.

**Research questions**

The topic of this study is professional loss and grief. Specifically, this mixed-methods study will attempt to ascertain whether or not teachers who had taught at least five years *before* the advent of *No Child Left Behind* (NCLB, 2002) perceived the practices that resulted from its implementation as gains or losses to their profession, and to what extent the teachers grieved the perceived professional loss. As such, the questions addressed by this study include:

1. What expectations and practices do teachers associate with teaching in the years prior to *No Child Left Behind*?

2. What expectations and practices do teachers associate with teaching in the years during the implementation of *No Child Left Behind*?

3. Which expectations and practices from the two time periods did teachers perceive as professional gains?

4. Which expectations and practices from the two time periods did teachers perceive as professional losses?

5. To what extent did teachers grieve perceived professional losses during the implementation of *No Child Left Behind*?

6. How did teachers experience changes in expectations and practices in relationship to their professionalism?

7. How did teachers experience changes in expectation and practices in relationship to loss and grief?

**Background**

**Teaching practices and job expectations before *NCLB***

In the early 1980's, when this researcher began teaching, the K-12 classroom was different than it is today. Individualized education–the idea that teachers could meet differing student needs at the same time (Blackburn & Powell, 1976; Kaplan, 1973)—was a concept first applied in the 1970's (Rothenburg, 1989). As late as the 1980's, Individualized Education was still emphasized in many schools, even in those that had not completely adopted an Individually Guided Education (Willis & Bahner, 1974) program model. Additionally, many classrooms were "open" classrooms (George, 1972; Rothenburg, 1989), modeled after the British primary schools (Silberman, 1970), where individualized education was common practice, facilitated by classrooms without walls.

In the district where this researcher began her career, the focal point of the school was often the "media center" (Poston, 1978, p. 198), a spacious room the size of a tennis court, with no outer walls. Grade level pods of "learning communities" (Willis & Bahner, 1974, p. 103)—clusters of classrooms with no inner walls—surrounded the media center. The district administration encouraged team teaching; teachers grouped and regrouped students according to ability or need. At different times of the day, learning might be independent, one-to-one, or via small or large group instruction.

Teachers during the pre-education reform era were in control of their own curriculum, and curriculum was whatever the teacher set out to teach. Many teachers taught whatever was in the textbooks. However, some teachers also supplemented textbook curriculum with units they created themselves. These units were often based on the teachers' own interests, or those of their students. Teacher-created units often became signature units of instruction that students looked forward to year after year. Teachers were also in control of their daily schedules, except for start and end times, lunch, recess, and special classes, such as art and physical education. Learning was often integrated and thematic. Assessment was important, but it was still used primarily to determine the achievement of each child or to facilitate grouping and regrouping for instruction (Willis & Bahner, 1974).

During the 1980's, many teachers embraced cooperative learning (Kagan, 1985; Slavin, 1980). Teachers of the 1980's also held a growing belief that environmental and outdoor education produced stronger learners (Shaw & Mills, 1981). In many school districts the arts flourished. Learning was increasingly tied to student interests (Betts, 1985; Reis & Renzulli; 1978; Renzulli, 1977; Rothenberg, 1989). The teacher was sometimes a director, sometimes an instructor, and sometimes a record keeper (Rothenberg, 1989). The climate, for the most part,

was still one "where the teacher was free to combine the appropriate materials and activities for an individual child's learning objectives and needs" (Willis & Bahner, 1974, pp. 104-105).

Gifted and talented education grew in the 1970's and 1980's in many states, fueled by the *Marland Report to Congress* (1972), which defined giftedness at a federal level and chastised the United States government for its failure to acknowledge the gifted by providing services. The movement to meet the needs of gifted students gained momentum from phrases in the *A Nation at Risk* (1983) report: "over half the population of gifted students do not match their tested ability with comparable achievement in school" (p. 11); "our goal must be to develop the talents of all to their fullest" (p. 14); and "the search for solutions . . . must include a commitment to lifelong learning" (p. 14). Formal gifted programming models emerged (Betts, 1985; Reis & Renzulli, 1985; Renzulli, Reis, & Smith, 1981). The Javits Act (1987) provided funding for further research in the education of gifted and talented students. Some of the tenets of gifted education—activities for fostering creativity and leadership, flexible pacing, and lifelong learning, for example—spilled over into the general education classroom (Owen, 1988; Parke, 1989).

Despite giving some support to gifted education, the writers of *A Nation at Risk* (1983) also criticized the "curricular smorgasbord" of student-centered curriculum (p.18). Additionally, its authors suggested that teachers had decreased homework and classroom expectations and were creating less demanding coursework while simultaneously inflating grades; that teachers were poorly managing instructional time; that students were expected to meet only minimal expectations; that half of math, science, and English teachers were not qualified for their jobs. *A Nation at Risk* provided the first nudge towards educational reform. State content recommendations emerged, along with requirements in instructional minutes for different content areas (Harris & Harrington, 2006). In schools where this researcher taught, teachers'

annual evaluations included conversations about achievement test scores from the previous year's classes, and administrators formed Student Study Teams so that students with low test scores could receive services leading to higher achievement. The administration clearly wanted better results, but there was a steadfast belief that if teachers followed state recommendations, allotted enough time for each subject, increased student "time on task" (p. 6), and made sure that underachieving students had documented support, everyone at the higher levels of administration—school, district, and state—would be happy.

**Teaching practices and job expectations during NCLB**

On January 8, 2001, George W. Bush signed an amendment to, and reauthorization of, the *Elementary and Secondary Education Act* (ESEA). Known as the *No Child Left Behind Act of 2001* (NCLB), the amendment had bipartisan support and was designed to be a "landmark in education reform designed to improve student achievement and change the culture of America's schools" (U.S. Department of Education, 2003, p. 3). The goal of the act was academic proficiency for all students, on standards set by individual states, by the end of the 2013-2014 school year. The act was "built on four common-sense pillars: accountability for results, an emphasis on doing what works based on scientific research, expanded parental options and expanded local control and flexibility" (p. 3). Each state defined Adequate Yearly Progress (AYP) for its districts and schools (*No Child Left Behind: A Toolkit for Teachers,* 2003) to assess growth over time. Districts and schools that met progress goals were rewarded; those that did not faced potential punishments that included withdrawal of funds and state takeover of underperforming schools.

Of the four pillars, accountability and research-based practices had the most impact at the classroom level in the district where this researcher taught in California. Professional

development increased as the district sought ways to improve Adequate Yearly Progress (AYP) through more effective teaching. Research-based practices replaced teaching strategies that had been developed and used for years by experienced teachers. Teachers attended mandated professional development—often during the school day while substitutes taught their classes—on direct instruction, strategies for increasing reading fluency and comprehension, writing, spelling, *Whole Brain Teaching* (Biffle, 2011) writing SMART goals (Neill, 2006) and myriad other topics. Scripted lessons became the norm.  Almost overnight, teachers were required to post all standards in the classroom, write specific standards--pertaining to each lesson taught--on the board each day, and discuss standards with students during each lesson. Teachers were often asked to have their students recite standards. Teachers sent standards home to parents, and teachers and parents discussed standards in detail at parent teacher conferences. Even bulletin boards were standards-based. A model classroom—devoid of students but filled with visual representations of the strategies and methods teachers were expected to use—exemplified what teachers were to follow when setting up their classrooms for increased student learning. Teachers collaborated to create common schedules, set common goals, and create common assessments to use as benchmarks prior to students taking practice tests and high stakes tests. District-created pacing guides dictated what standards and curriculum teachers were to teach each day; teachers were expected to follow the pacing guides precisely, so that instruction between classrooms was consistent. In the researcher's school district, "consistent" meant that when district administrators visited, they were able to see the beginning of a lesson in one room, the middle of the lesson in the next, and the last part of the lesson in the third.

For teachers in schools and districts placed in program improvement for failing to make Adequate Yearly Progress (AYP), the changes in teaching practices and job expectations may

have been more pronounced (McCarthy, 2008). Under *No Child Left Behind*, especially in failing schools, instruction was to be at the same pace, of the same curriculum, aimed at the same assessments, and delivered to all students at the same grade level using the same (often mandated) practices. As a result, teaching during the *No Child Left Behind* era has commonly been referred to by some as "one size fits all" instruction.

In the lunchrooms of schools where this researcher taught, teacher conversations during the implementation of *No Child Left Behind* focused on changes that were seen as unpopular. The more unpopular changes included what some felt was too much emphasis on:

- teaching to the standards.

- the development of pacing guides.

- an increase in mandated (rather than optional) professional development.

- the targeting of low-performing students at the expense of higher performing students.

- an emphasis on fidelity to the adopted curriculum.

- more frequent assessment and collection of data.

- an increase in the role of administrators in the management of classroom teaching and learning.

- the increased implementation of scripted lessons.

During the implementation of *No Child Left Behind*, the researcher and the researcher's colleagues frequently voiced feelings of frustration, anger, and disillusionment. Frustration often extended beyond the school day, into social situations. The researcher recalls a conversation with the spouse of a colleague, "James," held at a staff Christmas party a few years after the implementation of *No Child Left Behind.* "I don't know what's wrong with James," said the

spouse. "I've never seen him like this. Is something going on at school?" The spouse then described James' observed behaviors, which included angry outbursts, a loss of energy and enthusiasm for his job, and a growing disillusionment with the educational system as a whole. The intuitive response of this researcher, after listening, was, "It sounds to me like what you're describing is grief. We've been going through a lot of changes this year because of *NCLB*. Could James simply be grieving the loss of the profession?" James' spouse quickly agreed that loss and grief were good descriptors of what she had been observing in James. Upon reflection, the researcher noted similar behaviors in herself and in other colleagues. These experiences led to the researcher to question whether or not teachers who had taught before and during the implementation of *No Child Left Behind* (and subsequent reform measures) might have experienced feelings of loss and grief, and if so, to what extent.

## Problem

Professional frustration toward changes in classroom practices brought about with the inception of *No Child Left Behind* is evident in extant literature. Lacking in extant literature is a description of processes or tools for measuring if and to what extent teachers experienced loss and grief due to the implementation of educational reform measures. A way of determining if and to what extent teachers experience loss and grief due to educational reform is needed. The purpose of this mixed methods study is to develop and implement a survey instrument to determine if and to what extent teachers who taught before and during the implementation of *No Child Left Behind* experienced loss and grief.

## Practical need

Major systemic change has been a continual focal point in the U.S. political climate towards education since the implementation of *No Child Left Behind,* as evidenced by the federal

funding measure, *Race to the Top* (2011), and in the current marketing and implementation (Ravitch, 2010; 2013) of *Common Core Standards* (2010). Knowing how teachers respond emotionally to systemic policy shifts that result in changes in job expectations and practices at the classroom level could help inform local educational leaders who are responsible for implementing change, including administrators, staff development leaders, and teacher coaches. Teacher preparation programs might also utilize this information to better prepare teacher candidates to receive change. In addition, psychologists and other health care professionals could draw on knowledge from this study in order to more fully understand the effect that change in education has on the psyche of teachers.

**Theoretical need**

Understanding the impact of educational reform could be helpful as new approaches to teaching and learning emerge from current and future research. Understanding the effect that educational reform has on teachers and whether or not teacher personality contributes to that effect could also be critical during times of policy change. Increased understanding could lead to establishing an effective rate of implementation of reform measures, determining strategies for effective staff development when changes in practice are imminent, understanding the likelihood of different reform-based practices succeeding at the classroom level, and understanding the longitudinal impact of reform measures on the teaching profession as a whole.

**Limitations of the study**

One limitation of this study is the potential for memory bias, as respondents were asked to recall two different eras in education, spanning at least two decades. Did respondents have accurate memories of the time periods? Or, were respondents' memories of the two time periods jaded by the passage of time? The researcher believes that both respondents' hindsight and

distance in time from the context of both time periods might have contributed to memory bias. Section 1 of the survey attempted to compensate for this limitation by having respondents sort items into categories: the years prior to the implementation of *No Child Left Behind*, or the years during the implementation of *No Child Left Behind*. Just the same, limitations of this study due to memory bias are openly acknowledged.

A second limitation of this study is the potential for researcher bias. The researcher spent 29 years as a classroom teacher prior to conducting this research. The span of time in which the researcher was a classroom teacher includes 20 years prior to the implementation of *No Child Left Behind*, and 9 years during the implementation of *No Child Left Behind*. As such, the researcher has lived the experience that is being studied; the researcher personally identifies with many of the comments made by respondents because she has viewed the experience through a similar lens. This personal identification helped to strengthen the researcher's understanding, but also validated opinions the researcher had already formed about the impact of *No Child Left Behind* on the experienced teacher. This validation of previously formed opinions could be interpreted as researcher bias.

An additional limitation of the study pertains to the length of time respondents taught in a school that was in program improvement during the years that *No Child Left Behind* was implemented. Several reviewers of the initial survey—reviewers who had taught in schools that had been designated program improvement schools during the early years of the implementation of *No Child Left Behind*—said they felt confident in their answers. A reviewer who had been in a school that had *not* been in program improvement until 2010—the later years of *No Child Left Behind*—said that she had a more difficult time with the survey, because she could see that her answers would have changed if her school had spent more years in program improvement. She

said that she had heard other teachers voice some of the feelings that she read about in the survey, but she did not begin to feel that way herself until the last two years of *No Child Left Behind*. The reviewer believed her feelings of loss were not as strong as some of her friends who had worked at schools that had been in program improvement almost from the beginning. Because of the reviewer's comments, this researcher added a question—one that asked about the number of years spent in program improvement—to the demographics section of the instrument.

The researcher acknowledges that similarities exist between this study and a study that might be conducted within the field of cultural psychology (Miller, 1999). For the purpose of this study, the cultures being examined are 1) the perceived cultural context of the schools for teachers prior to *No Child Left Behind*, and 2) the perceived cultural context of the schools for teachers after the implementation of *No Child Left Behind.* This emphasis on the cultural context is consistent with the description of the intent of *No Child Left Behind*, which was to "improve student achievement and change the culture of America's schools" (*No Child Left Behind: A Toolkit for Teachers,* 2003, p. 3). However, as the study of culture is complex, the researcher acknowledges that there could be additional limitations and sources of error within this study.

**Organization of the study**

Chapter 1 of this study introduced the topic, the research questions, and the background related to the development of the topic into a research study. A statement of the problem was also included in Chapter 1, and both a practical need and theoretical need for the study were posited. Limitations of the study were described.

Chapter 2 contains a review of the literature, including literature on loss and grief and the five stages of grief initially outlined by Kubler-Ross (1967), as well as a description of anticipatory grief (Kubler-Ross & Kessler, 2005). Chapter 2 also contains a brief description of

"overexciteabilities" (Dabrowski, 1967; Daniels & Piechowski, 2009), as the Overexciteabilities II Questionnaire (Falk, Lind, Miller, Piechowski, & Silverman, 1999) was used to establish validity for the survey instrument designed for the initial quantitative phase of this study. In addition, in Chapter 2 the researcher provides an anecdotal sample that echoes some of the reactions teachers she has known have had to *No Child Left Behind*. The researcher concludes Chapter 2 by suggesting a lack of research connecting *No Child Left Behind* with feelings of professional loss and grief may indicate a need for research on this topic.

Chapter 3 contains a description of the methodology of both the quantitative phase of the study, which the researcher started and reported on in a doctoral class, and the qualitative phase of the study, which the researcher completed solely for this thesis. Chapter 3 details the instrument design process, describes the sampling method, explains how the survey instrument was reviewed, and explains how survey data was collected and handled. Data collection and data handling are also explained in Chapter 3. Finally, Chapter 3 contains a description of the phenomenographic methodology utilized in the qualitative phase of the study and an explanation of how data from the open-ended survey responses was handled and analyzed.

The results of the quantitative phase of the study are contained in Chapter 4. The results of the qualitative phase of the study are contained in Chapter 5. In Chapter 6, the researcher summarizes both phases of the mixed-methods study, synthesizes the data from both the survey and the open-ended questions, and distills the synthesis into possible answers to the research questions. Also in Chapter 6, the researcher suggests recommendations for further study.

## CHAPTER 2. REVIEW OF LITERATURE

### Loss and grief

Loss and grief are connected. Loss is understood to be an event; grief is the response to the event. Freud, in his essay "Mourning and Melancholia" (1917), was one of the first to write about grief. Common understandings about grief include the belief that responses to grief can be physical, emotional, social, and/or behavioral. It is commonly accepted that physical grief responses can include changes in appetite, in sleep patterns, or in level of activity. Symptoms such as chest pains, abdominal pains, headaches, or nausea also typify the physical grief response. It is commonly accepted that emotional grief responses can include sadness, anger, fear, guilt, loneliness, anxiety, a feeling that life has no meaning, and feelings of abandonment. It is commonly accepted that social responses to grief can include withdrawal and a lack of initiative or interest. It is commonly accepted that behavioral responses to grief can include forgetfulness, slowed thinking, and telling stories of the one lost.

Loss and grief are typically associated with the death of living, breathing entities: family members, close friends, or beloved pets. Most research on loss and grief can be found on the loss and subsequent grieving connected to death. However, studies on loss and grief have included other situations, including the grief of seriously ill patients prior to impending death (Periyakoil, Kraemer, & Noda, A., 2012); in cases of miscarriage (Brier, 2008), the loss of a job (Armstrong-Stassen 1994), divorce (Baum, 2004), following the birth of a child with special needs (Kingsley, 1987; Owen, J. 1994, 2013), and the grief experienced by caregivers of dementia patients (Marwit & Kaye, 2006).

## Stages of grief

Kubler-Ross gave voice to the dying. Her first book, *On Death and Dying* (1969), captured and retold stories associated with imminent death. She identified five stages of grief related to the loss of a loved one through death: denial, anger, bargaining, depression, and acceptance. The stages are not necessarily linear; Kubler-Ross suggested that it is not unusual for a grieving person to vacillate back and forth from one stage to another. She also acknowledged a pre-grief stage, preparatory grief, which she and Kessler (Kubler-Ross & Kessler, 2005) later referred to as "anticipatory grief" (p. 1). According to Kubler-Ross and Kessler, anticipatory grief is the grief that accompanies the realization of impending loss. During anticipatory grief, the person may experience fear of the unknown and may worry about what is to come. The person may have "a strange feeling in the pit of the stomach or an ache in the heart" (p. 2). Kubler-Ross and Kessler note that anticipatory grief is separate from the stages of grief and is often more silent than the grief that follows a loss.

According to Kubler-Ross & Kessler (2005), denial, the first stage of grief, looks like disbelief. The person grieving may respond with numbness and may question the reality of the loss.  In the anger stage, which Kubler-Ross and Kessler explain "does not have to be logical or valid" (p. 11), the person grieving is angry with the situation, but underneath the anger may be feelings that the situation is "unexpected, undeserved, and unwanted" (p. 12). Additionally, the grieving person may also feel that the situation is unfair. The third stage, bargaining, is the stage in which the grieving person wants "life returned to what it was" (p. 17). In order to achieve the return to what was, the person may try to strike deals or achieve a "temporary truce" (p. 17) by offering something in exchange for a return to reality. Guilt is often part of the bargaining stage. The person grieving thinks "if only, if only, if only" (p. 17), and as a result of "if only" thinking,

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tends to try to remain living in the past. In the fourth stage, depression, the grieving person may stop caring. Not caring may simply be a way of coping—albeit by shutting down the emotions— with what the grieving person feels ill equipped to handle. Acceptance is the final stage of grief. During the acceptance stage, the grieving person tries "to put back the pieces that have been ripped away" (p. 25). The person both acknowledges and learns to live with what is, and begins to see possibilities in the new life ahead.

While the stage theory of grief has, in the past decade, been criticized both in research and commentary (Konigsberg, 2011), the Kubler-Ross model remains a popular, working model for those who are trying to understand their own grief, for laypersons leading grief support groups, and for many professionals counseling clients following the experience of major loss (J. Fuher, personal communication, February 2014).

### Educational change and the Kubler-Ross model

Parallels have been noted between grief and the loss associated with change (Woodward and Buchholz, 1987). Two studies suggested direct ties between educational change and the Kubler-Ross Model on grief. In a small (n = 9) qualitative study examining the impact of change on the emotions in individuals of an educational organization, Kearney and Hyle (2003) interviewed faculty and non-faculty employees of a technology training school that had been subject to "far reaching changes" (p. 34). Although the employees viewed most of the changes as positive, the employees still associated the changes with loss. Of the Kubler-Ross stages of grief, emotions associated with bargaining were experienced the most, while emotions associated with depression and anger were reported less than half as frequently as those associated with bargaining. Emotions associated with denial were experienced less than a quarter as frequently as

those associated with bargaining. Noteworthy is that every participant experienced acceptance, which was the second most emotional stage reported, after bargaining.

In a larger (n = 208) quantitative study, Clapper (1998) utilized the Kubler-Ross model to examine, through survey, emotions related to mandated educational change. Respondents included teachers and administrators. Clapper found that responses associated with denial were not statistically significant, while responses associated with acceptance were statistically significant and responses associated with anger, bargaining, and depression were highly statistically significant.

**Teacher reactions to expectations and practices resulting from NCLB**

Teacher reactions to job expectations and practices during the implementation of *No Child Left Behind* have been voiced anecdotally and studied empirically. Many of the reactions have been negative. A study out of Harvard University found:

Teachers confirm that the NCLB accountability system is influencing the instructional and curricular practices of teachers, but it is producing unintended and possibly negative consequences. (Teachers) reported that, in response to NCLB accountability, they ignored important aspects of the curriculum, de-emphasized or neglected untested topics, and focused instruction on the tested subjects, probably excessively. Teachers rejected the idea that the NCLB testing requirements would focus teacher's instruction or improve the curriculum. (Sunderman, Tracy, Kim, & Orfield, 2004, p. 3).

Other studies have yielded similar findings. Guggino and Brint (2010) asked National Board Certified teachers to appraise the impact that *No Child Left Behind* had on their professionalism. 84% of the respondents saw *No Child Left Behind* as unfavorable. In a study of English teachers, McCarthy (2008) found that *No Child Left Behind* had a negative effect on

teacher morale. McCarthy also noted that years of teaching experience mattered in how teachers perceived the impact of *No Child Left Behind* on their teaching. More experienced teachers tended to have a more cavalier attitude, which included a "let 'em fire me" (p. 498) approach to change, and may also have had more persistence and resilience towards changing job expectations and practices.

Similarly, in a mixed-methods study of the relationship between teacher stress and the policies set in place by *No Child Left Behind*, Berryhill, Linny, and Fromewick (2009) concluded that role conflict and a reduced sense of accomplishment increased teacher stress and led to burnout. The three noted that that teachers felt pressured by factors that were beyond teacher control. Identified factors beyond teacher control included students' personal lives and a lack of time to sufficiently teach so many standards. In a possible allusion to pacing guides, Berryhill, Linny, and Fromewick also noted that "the most common change in teaching, mentioned by 35 percent of teachers, was no longer emphasizing that all students master principles before moving to the next topic" (p. 7). In addition, Berryhill, Linny, and Fromewick found that 85% of the teachers had "concerns about the fairness of standardized test scores" (p. 7).

In another mixed-methods study of teacher beliefs and morale, Byrd-Blake, Afolayan, Hunt, Fabunmi, Pryor & Leander (2010) found that the pressures of *No Child Left Behind* had an adverse effect on the morale of urban teachers teaching in high poverty schools. Byrd-Blake et al. noted that among elementary, middle school, and high school urban teachers in high-poverty schools, teachers most often disliked "the pressures of test-driven instruction and high stakes testing" (p. 458). Byrd-Blake et al. also described teacher frustrations with a narrowed curriculum, vigorous pacing to ensure that all content could be covered prior to high stakes

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testing, and a lack of enrichment and/or extracurricular activities for students because of the intense focus for tested content areas.

Teacher viewpoints on *No Child Left Behind* may be influenced by years of experience as well as the context in which the experience took place. In a small (n = 39) study on the effects of teachers' perceptions of *No Child Left Behind* on teacher morale, Deniston and Gerrity (2010) suggested a relationship between years of teaching experience and teacher morale: as years of teaching experience increased, teacher morale during the implementation of *No Child Left Behind* decreased. In another study, Pennington (2007) compared and contrasted educational policies with the changes in practice. Pennington noted that teacher and other stakeholder's perceptions of *No Child Left Behind* may be "constructed realities" (p. 466), and that teachers may view the effects of *No Child Left Behind* differently because their contextual world—based on their experiences—is different than that of policy makers. Pennington also contended that teachers' perceptions of the changes brought about by *No Child Left Behind* are also "historically situated" (p. 466) in a teaching context that, prior to the implementation of *No Child Left Behind*, involved more teacher control of instruction and less emphasis on testing and accountability.

### *No Child Left Behind* and loss and grief

Although low morale was frequently mentioned in studies of the effects of *No Child Left Behind* on teachers, no studies were found that directly connected *No Child Left Behind* to grief. However, loss was a major theme voiced by Callejo Perez (2005) in an essay that lamented the effects of *No Child Left Behind*, including the loss of the joy of teaching and the loss of teacher autonomy. He wrote, of a school that was labeled failing because of one standardized test, despite a strong attendance rate, low teacher turnover, and strong parental support. "What I saw were teachers who viewed their professional lives being slowly drained by the sieve of the best

practice, essential curriculum, and broad criterion reference assessment" (p. 75-76). Notable in this description is the reference to *lives being slowly drained*, which could also describe people with terminal illnesses—the very group given voice by Kubler-Ross.

The feelings that teachers experienced during the implementation of *No Child Left Behind* may be different from burnout. Santoro (2011) coupled literature on ethics and evidence from one case study to demarcate teacher burnout from professional demoralization. Santoro posited that burnout best describes situations in which teachers no longer have the internal resources to deal with career demands, while demoralization occurs when experienced, effective teachers who have the internal resources are no longer allowed to teach in ways that they believe are right for "one's students, the teaching profession, and themselves" (p. 2). In short, Santoro suggested that when teachers engage in practices that seem wrong or are contrary to past practices, the effect on the teacher can be "moral depression" (p. 5). Santoro further suggested that moral depression is "the precursor to demoralization" (p. 5). Santoro posed the argument that when experienced teachers, who prior to the implementation of *No Child Left Behind* had been considered to be good teachers, were suddenly subject to policies that prevented them from practicing the kind of teaching that had previously served their students well, the result was a negative effect on teachers' psyche. This negative effect, according to Santoro, is different from burnout:

> Burnout may be an appropriate diagnosis in some cases where individual teachers' *personal* resources cannot meet the challenge of the difficulties presented by the work. However, the "burnout" explanation fails to account for situations where the conditions of teaching change so dramatically that the moral rewards, previously available in ever-

challenging work, are now inaccessible. In this case, the phenomenon is better termed

"demoralization." (p. 3)

Use of the term *demoralization* may not be hyperbolic; Callejo Perez (2005) used similar strong verbiage to describe the professional experience during the implementation of *No Child Left Behind,* by referring to education reform as "the dehumanization of the professional" (p. 77). Alluding to the death-like effects of curriculum reform in describing a visit to a failing school, Callejo Perez wrote:

. . . school curriculum has become an endeavor of death, a living death similar to that

seen in the grotesqueness of George Romero or in the fatalism of George Orwell. . . I

gazed as a frustrated third grade teacher read from a script . . . on procedures for

determining the best choice to fill in the blank of an inane but grammatically correct

sentence.  I saw the joy of teaching drained from her . . . (Callejo Perez, 2005, p. 75)

Callejo Perez further noted the underlying connection between curriculum and teaching by defining curriculum not as an entity that leads students to successful test completion, but as a "set of goals and values that gain life through an exchange between teachers and learners" (p.76). As a result of education reform, lamented Callejo Perez, some "have forgotten that people are the essential element of the educational enterprise" (p. 76). Callejo Perez contended that controlled curriculum of education reform has been both "delegitimizing" (p. 77) and "dehumanizing" (p. 77) to teachers.

In the examples listed above, the verbiage used to describe the effect that *No Child Left Behind* had on teachers, especially skilled, experienced teachers, included phrases and words such as "lives being slowly drained" (Callejo Perez, 2005, p. 75), "demoralization" (Santoro, 2011, p. 2-3), "an endeavor of death" (Callejo Perez, 2005, p. 75), "delegitimizing," (Callejo

Perez, 2005, p. 77) and "dehumanizing" (Callejo Perez, 2005, p. 77). This is similar language to what has been used to describe death, trauma, or terminal illnesses and the accompanying feelings of loss and grief (Kubler-Ross, 1969).

From the time that *No Child Left Behind* was first implemented, this researcher heard anecdotal evidence, in break rooms, in the graduate courses she taught, and at social gatherings attended by teachers, that teachers were being emotionally affected by new expectations and practices associated with *No Child Left Behind*. Further anecdotal evidence, echoing what this researcher has heard in conversations time and time, is not difficult to find on the Internet. One National Board Certified teacher wrote:

> I'm a teacher. I've taught elementary school for eleven years. I've always told people, 'I have the best job in the world.' I crafted curriculum that made students think, and they had fun while learning. At the end of the day, I felt energized. Today, more often than not, I feel demoralized . . . what I know is that I'm not the teacher I used to be. And it takes a toll. I used to be the one who raved about my classroom, even after a long week. Pollyanna, people called me. Today, when I speak with former colleagues, they are amazed at the cynicism creeping into my voice. (Hobart, 2008).

Descriptions such as the one above prompted this researcher formally to study professional loss and grief in teachers who experienced teaching before and during the implementation of *No Child Left Behind.* This study will explore the intersection of the Kubler-Ross grief model with the changes in job expectations and practices that accompanied intense educational reform.

### Overexcitabilities

The survey designed for this study includes a section to identify tendencies in respondents towards overexcitabilities (Dabrowski, 1967; Daniels & Piechowski, 2009) as a

personality characteristic. Overexcitabilities are five areas of heightened sensitivity: psychomotor, intellectual, social, emotional, and imaginational. Characteristics of emotional overexcitability can include sensitivity, empathy, compassion, intense concern for others and relationships, and depression (Lind, 2001). Overexcitabilities have been identified in groups of people, including the gifted (Falk & Institute for the Study of Advanced Development, 1999). A common tool for measuring overexciteabilities in adults and children is the Overexciteabilities Questionnaire II Inventory—OEQ-II (Falk, Lind, Miller, Piechowski, & Silverman, 1999). The researcher utilized the OEQ-II to establish validity for the survey instrument designed for this study. While the intent of the current study is not to identify correlations between overexcitabilities and feelings of loss and grief, the researcher acknowledges possible connections. Data collected from the OEQ-II section of the study could potentially be explored in a much-expanded, future study.

# CHAPTER 3. METHODOLOGY

## A mixed-methods study

This is a mixed-methods study. From the onset of the researcher's interest in professional loss and grief in teachers, the researcher's intent was to design a study that would yield quantifiable data, additional qualitative data, and a possibility for more in-depth research over time. This intent is in keeping with Denzin's (1978) definition of methodical triangulation (in Patton, 1990) as "the use of multiple methods to study a single problem or program," (p. 247). The problem being studied both quantitatively and qualitatively, using two distinct methods, is professional loss and grief in teachers who taught before and during the implementation of *No Child Left Behind*.

The researcher developed the quantitative phase of this study during enrollment in the doctoral course EDUC 779: Survey Research Methods. Research materials developed by the researcher during the course included a pre-notice letter, a research invitation, follow up letters, the consent to participate, and the actual survey (Appendix A). Also during EDUC 779: Survey Research Methods, the researcher wrote and submitted an IRB (Appendix B). The researcher's original intent had been to develop and complete the qualitative phase of the study in a future course. However, towards the end of the semester in which the researcher was enrolled in Survey Research Methods, the researcher made the decision to leave the Education Doctoral Program. The researcher was subsequently given permission to 1) apply accumulated credits from the Education Doctoral Program to a second Master's degree, 2) develop and complete the qualitative phase of this study, and 3) synthesize the findings from the two phases of the study into a thesis pursuant to the fulfillment of the requirements for a Master's Degree.

## Methodology for quantitative phase of study

The methodology for the quantitative phase of this study was developed during the researcher's enrollment in the doctoral course EDUC 779: Survey Research Methods. However, as stated previously, the researcher's original intent was to design a study that would yield both quantitative and qualitative data. To this end, the researcher designed a survey instrument that included a) Likert-type questions specific to the quantitative phase of the study, and b) prompts with open-ended response boxes specific to the qualitative phase of the study.

Prior to beginning work on this thesis, the researcher had examined and reported only the quantitative data from the first three survey sections; the researcher had neither examined nor reported the qualitative data, nor had the researcher examined nor reported the data from the fourth section of the survey, the Overexciteabilities Questionnaire II Inventory (Falk, Lind, Miller, Piechowski, & Silverman, 1999; Appendix G). To clarify, the researcher had already started the quantitative phase of this study in a doctoral course. The researcher had already presented a preliminary report of the quantitative data in the same doctoral course. The researcher's main focus of this thesis was the qualitative phase of the research study. However, inasmuch as the quantitative phase is an integral part of this mixed-methods study, this thesis includes a reiteration and expanded presentation of the quantitative data initially presented within the doctoral course.

## Instrument design

### Survey introduction

The researcher provided an electronic consent to participate form, which served as an introduction prior to the start of the survey questions. The consent to participate form included information about the study. Respondents were given a full disclosure of what they would be

asked to do, the risks and benefits of taking the survey, and all other information as required by the IRB. Respondents were also told that by continuing with the survey, they were consenting to participate in the survey.

**Survey section 1: Expectations and practices**

The survey addressed seven research questions. Survey Section 1 addressed the first two research questions: "What expectations and practices do teachers associate with teaching in the years prior to *No Child Left Behind*?" and "What expectations and practices do teachers associate with teaching in the years during the implementation of *No Child Left Behind*?" In order to answer these questions, she needed to activate respondents' memories and perceptions of teaching during both time periods. The researcher also needed to have respondents sort their memories into the two time periods.

To accomplish the task of having teachers recall perceptions from two different time periods, the researcher brainstormed a list of job expectations and teaching practices the researcher and colleagues had experienced personally in the K-12 school system prior to and during the implementation of *No Child Left Behind*. The researcher recalled many conversations with former colleagues from different areas of Southern California. The researcher also asked teacher friends on social media to list what they remembered most about teaching before and during the implementation of *No Child Left Behind*. The researcher combined lists and wrote nine descriptors to represent job expectations and practices commonly associated with teaching prior to the implementation of *No Child Left Behind*. The researcher also wrote nine descriptors of contrasting practices commonly associated with teaching during the implementation of *No Child Left Behind*. For example, the researcher identified the descriptor "pace of instruction determined by teachers" as a practice commonly associated with the years prior to the

implementation of *No Child Left Behind*, and the descriptor "pace of instruction determined by pacing guides" as an practice commonly associated with the years during the implementation of *No Child Left Behind*. The researcher randomized the eighteen descriptors from both time periods. These descriptors became Section 1 of the survey. In the survey directions for Section 1, respondents were asked to read each descriptor, then sort each according to the time period with which the respondent associated that descriptor (Appendix D).

**Survey section 2: Perceptions of expectations and practices**

Survey Section 2 addressed the third and fourth research questions: "Which expectations and practices from the two time periods did teachers perceive as professional gains?" and "Which expectations and practices from the two time periods did teachers perceive as professional losses?" To answer these questions, the researcher rewrote the eighteen descriptors, from section one of the survey, into statements. These statements reflected the degree to which respondents might feel their teaching was strengthened by each job expectation or practice. For example, the researcher embedded the descriptor "pace of instruction determined by teachers" into the statement "My teaching was stronger when I was able to set the pace of instruction myself." Similarly, the researcher embedded the descriptor "pace of instruction determined by pacing guides" into the statement "My teaching was stronger when pacing guides determined the pace of instruction." The researcher randomized the eighteen statements, which became Section 2 of the survey (Appendix E).

In Section 2 of the survey, respondents were asked to read each statement. Respondents were provided a five point Likert-type scale with the options to strongly disagree, disagree, somewhat agree, agree, or strongly agree with each statement. The researcher's intent was to enable respondents to move beyond situating each expectation and practice into a time period

and begin to attach attributes to each expectation and practice. Specifically, the researcher's objective was to ascertain which expectations and practices were perceived as gains that made the respondent a stronger teacher, and which expectations were perceived as losses that made the respondent a weaker teacher.

**Survey section 3: Perceptions of professional loss**

Section 3 of the survey addressed the fifth research question: "To what extent did teachers grieve perceived professional losses during the implementation of *No Child Left Behind*?" In this section of the survey, the researcher aimed to situate teachers' feelings into the stages of grief, including anticipatory grief, proposed by Kubler-Ross. The researcher wrote a new set of statements by embedding descriptions from each of the stages of grief found in *On Grief and Grieving* (Kubler-Ross & Kessler, 2005). The researcher wrote three statements for each stage of grief and three statements for anticipatory grief. Thus, the Kubler-Ross description, "But most of all, you may be angry at this unexpected, undeserved, and unwanted situation in which you find yourself" (p.12) was transformed into the survey statement "I felt that I had been put in an unexpected, undeserved, and unwanted situation." As with previous survey sections, the researcher utilized a Likert-type scale of strongly disagree, disagree, somewhat agree, agree, strongly agree (Appendix F).

The researcher revised Survey Section 3 significantly during its development. Initially, the researcher had adapted the *Marwit-Meuser Caregiver Grief Inventory Short Form* (MM-CGI-SF; Marwit & Kaye, 2006) to gather additional data on respondents' stages of grief and to help establish reliability for other sections of the survey. Using language that reflected education and teaching, rather than caregiving, the researcher had written statements that paralleled those on the MM-CGI-SF. For example, the researcher changed the statement "I've had to give up a

great deal to be a caregiver" to "I gave up many of the teaching practices I loved." Again using a Likert-type scale and the responses strongly disagree, disagree, somewhat agree, agree, and strongly agree, respondents were asked to indicate how strongly they agreed or disagreed with each statement as it applied to teaching during the implementation of *No Child Left Behind*.

During the pilot of the survey instrument, several reviewers suggested that they felt that the adapted MM-CGI-SF survey questions were both redundant and negative compared to the survey questions the researcher had written by embedding Kubler-Ross descriptions of grief. Reviewers also reported that the addition of the adapted MM-CGI-SF questions gave the impression that the survey was biased. The reviewers suggested that the researcher remove the questions adapted from the MM-CGI-SF. In considering the reviewers' suggestions, the researcher's quandary was that the parallels in survey construct from the adaptation of an existing survey may have helped establish reliability. However, on the other hand, the adaptation of the MM-CGI-SF may have also added a sense of unnecessary repetitiveness, as the questions were similar in intent to the questions asked about the stages of grief. Eventually, the researcher removed the adaptation of the MM-CGI-SF from the final version of the survey.

After receiving reviewer feedback during the pilot, the researcher concluded that the fifth research question, "To what extent did teachers grieve perceived professional losses during the implementation of *No Child Left Behind*?" would be addressed only through an analysis of responses to the statements on grief the researcher had written by embedding descriptions from each of the stages of grief found in *On Grief and Grieving* (Kubler-Ross & Kessler, 2005). The researcher elected not to use any questions adapted from the MM-CGI-SF. The eighteen embedded statements on the stages of grief, three representing each stage of grief and three representing anticipatory grief, became survey Section 3.

**Survey section 4: OEQ II inventory**

Section 4 of the survey did not address a specific research question. Instead, Section 4 was used to establish reliability for the survey instrument. The researcher selected a personality development questionnaire, the Overexciteabilities Questionnaire II Inventory (Falk, Lind, Miller, Piechowski, & Silverman, 1999), for this purpose (Appendix G). The Overexciteabilities Questionnaire II Inventory (OEQ-II) is an inventory of Dabrowski's Overexciteabilities (Dąbrowski, 1967; Daniels & Piechowski, 2009). Overexciteabilities have been defined as, "a greater capacity to be stimulated by and responsive to external and internal stimuli"(p. 20) and have been linked to giftedness.

Though data obtained from Section 4 was neither included nor analyzed in this study, data collected from the OEQ-II within this study could be used in future analyses to provide additional information about the personality characteristics of survey respondents as a group. Analysis of group characteristics is consistent with the intent of the OEQ-II (p. 4).

**Open-ended response boxes**

The sixth and seventh research questions were: "How did teachers experience changes in expectations and practices in relationship to their professionalism?" and "How did teachers experience changes in expectation and practices in relationship to loss and grief?" In order to answer these questions, the researcher collected statements in open-ended response boxes at the end of each of the first three sections of the survey.

At the end of survey section 1, the researcher posed the prompts: 1) "Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with teaching in the *years prior to the implementation* of NCLB," and 2) "Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with teaching in the *years during the implementation* of NCLB." At the end

of Survey Section 2, the researcher posed the prompt "In the box below, you are invited to share specific thoughts, feelings, opinions, experiences, etc., related to the strength of your teaching prior to and/or during the implementation of NCLB. You may take as much space as you need." At the end of survey section 3, the researcher posed the prompt: "In the box below, you are invited to share specific thoughts, feelings, opinions, experiences, etc., related to the implementation of NCLB. You may share positives as well as negatives, or both. You may take as much space as you need." The researcher used data from these prompts, viewed through a lens of phenomenographic analysis, to answer research questions six and seven.

**Survey section 5: Demographic information**

The researcher collected respondents' demographic data in the fifth section of the survey (Appendix H). In this section the researcher asked respondents to indicate the state and grade level in which they spent the most time teaching prior to and during the implementation of *No Child Left Behind*; how many years their school and district did not meet AYP; the grade level they were currently teaching; if they left teaching, why they left; their highest degree earned; credentials held; gender; and whether or not they would like an electronic report of the findings. The last question asked respondents to submit email addresses of other teachers whom they believed might be willing to take the survey.

*End survey*

The researcher used a second survey to facilitate asking respondents two questions that would have eliminated anonymity. The first question was: "You are entitled to an electronic report of the findings from this study. If you would like a copy of the report when it is available, please provide your email address in the space below. Your email address will be sent to me separately from your survey answers, so that confidentiality can be maintained." The second

question was: "Are you willing to be interviewed about professional loss and grief in teachers related to changes in teaching expectations and practices? Please indicate below and provide an email address if requested. Your email address will be sent to me separately from your survey answers, so that confidentiality can be maintained."

**Survey instrument**

The final survey instrument contained an introduction, five survey sections, and a linked end survey. Section 1 questions were intended to activate respondents' memory by asking respondents to sort expectations and practices according to the time period—before the implementation of *No Child Left Behind*, or during the implementation of *No Child Left Behind* with which the respondent associated the expectation or practice. Section 2 questions were intended to help the researcher ascertain whether each expectation or practice was perceived as a gain that made the respondent a stronger teacher, or a loss that made the respondent a weaker teacher. Section 3 questions situated respondents' feelings of loss into the stages of grief proposed by Kubler-Ross. Open ended prompts and response boxes at the end of sections 1-3 were intended to help the researcher ascertain how teachers experienced changes and practices in their profession. Section 4, the Overexciteabilities Questionnaire II (Falk & Institute for the Study of Advanced Development, 1999), was used to help establish reliability for the first three sections of the survey instrument. Section 5 questions collected demographic information on respondents. The first survey, containing Sections 1-5, linked at the end to the second survey, which asked respondents if they would like to receive a copy of the report and if they would like to be interviewed at a later date.

**Survey instrument review**

The researcher asked three classroom teachers, one retired teacher, several colleagues who hold PhDs, and a national certified, licensed professional clinical counselor to review the initial survey instrument. In their feedback, reviewers suggested that data errors due to nonresponse may exist in Section 1. The researcher queried reviewers as to whether or not a sixth column should be added for the response "N = "With **neither** the years prior to nor during NCLB." Some reviewers felt that the addition of a sixth column was not advisable, that answers should be forced. One reviewer felt that some respondents would not answer unless there was an additional column. After consultation with her professor, the researcher added a sixth column for an "N = "With **neither** the years prior to nor during NCLB" response. The researcher also had concerns about survey fatigue, as the five-section survey has 122 survey items and 12 additional demographic items. However, reviewers did not mention survey fatigue. The researcher did not make any changes to the survey questions because of the concerns about survey fatigue, but was cognizant of the potential for survey fatigue as she approached the visual design and layout of the survey.

**Sampling**

The researcher used Qualtrics to write the final version of both the main survey (Sections 1-4) and the end survey (Section 5). The researcher utilized snowball sampling. Initially, she sent invitations to participate, via email, to former colleagues and teachers the researcher knows in California, Nevada, Utah, Wyoming, Illinois, North Dakota, South Dakota, and Texas. Invitations to participate were also posted on the researcher's facebook page. The researcher asked respondents to forward the link to the survey to colleagues who might be interested in the survey. The researcher collected initial responses and analyzed the responses collected two

weeks following the launch date. The researcher reported initial results for a final project in a doctoral research class in April 2014. For the purposes of this paper, the researcher again collected and downloaded a larger set of responses in November 2015. The survey remains open at the writing of this paper, though no additional responses beyond the collection date have been included in this study.

**Methodology for qualitative phase of study**

In sections 1-3 of the survey, the researcher provided open-ended comment boxes to collect qualitative data. These comment boxes provided opportunities for respondents to elaborate on answers they had selected in the survey sections. For the quantitative phase of this study, the researcher analyzed data collected from the surveys. For the qualitative phase of this study, the researcher analyzed data collected from the comment boxes.

This focus of the qualitative phase of the study was to obtain a preliminary understanding of how teachers experienced changes and expectations in practices as they made the transition to the *No Child Left Behind* era. More specifically, in the qualitative phase of the study the researcher sought answers to the questions "How did teachers experience changes in expectations and practices in relationship to their professionalism?" and "How did teachers experience changes in expectation and practices in relationship to loss and grief?"

In the tradition of phenomenographic research, the emphasis of the qualitative phase of the study was on direct experiences. Specifically, the direct experiences of teachers who taught before and during the implementation of *No Child Left Behind* were studied.

The research process for the qualitative phase was as follows, the researcher:

- sought to identify categories of meaning within the Kubler-Ross model for loss and grief, but also wanted to be open to categories of meaning that might emerge beyond the Kubler-Ross model.

- collected respondents' comments, as written in response to prompts at the end of survey sections 1-3.

- analyzed collected comments, one section at a time, in an iterative manner, through repeated readings.

- searched for similarities and differences, meanings, themes, and/or focal points that suggested placement within each of the stages of the Kubler-Ross model, or placement outside of the model provided by Kubler-Ross.

- coded emerging categories of description.

- first identified and labeled categories of meaning within the six categories of the Kubler-Ross Model.

- continued analysis until the researcher determined consistent subsets of categories of meaning within each Kubler-Ross category had been identified and labels. To minimize researcher bias, the researcher sought advice from a professor from the NDSU Graduate School who reviewed some of the her work, and answered the her questions.

The researcher identified categories of meaning for each of the stages of the Kubler-Ross Model: Anticipatory Grief, Denial, Anger, Depression, Bargaining, and Acceptance. The researcher then synthesized, mapped, and described the outcomes of the analysis within each stage of the Kubler Ross Model. The researcher sought to include the range of meanings experienced by the teachers, as well as the description of the variations within the range of

meanings experienced. The researcher sought to include evidence from the separate sections of the survey as well as within the survey as a whole.

The researcher wishes to note that a final question at the end of the entire survey—"Are you willing to be interviewed about professional loss and grief in teachers related to changes in teaching expectations and practices?"—could at some point further expand the scope of this study to include in-depth personal interviews.  The interview phase of this study, however, was not effectuated towards fulfillment of the thesis requirements of the Master's Degree.

## Data collection

### Launch issues

The researcher launched the survey via Qualtrics on April 1, 2014 believing that the survey would be accessible from both computer and mobile devices. Within a few days, respondents emailed that they had encountered problems when attempting to take the survey from some mobile devices. Issues reported by respondents using mobile devices included spontaneous freezing of the Qualtrics program, illegible survey answers, the inability to click on bubbles in some sections, and the survey recording before the respondents had finished answering questions in all sections.

The researcher reported the problems to the North Dakota State University Group Decision Center. After several hours of problem solving, a technician at the North Dakota State University Group Decision Center ascertained that a change in background color and font color during survey design was responsible for the mobile device issues. The researcher had changed the survey colors from the preset institutional colors—bold hues, which the researcher felt could contribute to survey fatigue—to softer versions of the same colors. However, the change in colors had caused—in some cases, specifically when a respondent was using a mobile device—

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an inability either to view or complete the survey, or both. Additionally, in many cases, respondents using mobile devices were not able to link to the demographic portion of the survey. The technician and researcher were not able to ascertain which brands or models of devices were problematic. The issues were eventually resolved when the technician changed the color of the survey background and text. However, since survey had been already launched, the researcher was not able to ascertain which surveys were incomplete due to technical issues related to background color, font color, and use of a mobile device, and which surveys were incomplete for other reasons, including survey fatigue, disinterest, the realization on the part of the respondent that the respondent's experiences did not match the intent of the survey, or other factors.

**Dropout rate**

The dropout rate in the survey was high—at different points, between 56% and 70%. Most of the dropouts occurred shortly after the survey was launched. Because most of the dropouts occurred just after the survey was launched, the dropout rate is likely due to the aforementioned technical issues that resulted in many surveys not being able to be completed on mobile devices. Most of those who dropped out did so after completing only 2-3 questions.

**Survey elimination**

One month after the survey was launched, 767 surveys had been started, but only 469 surveys had been completed. From the 469 completed surveys, the researcher eliminated 289 surveys with fewer than 3 responses. Nearly all of the surveys the researcher eliminated had been started during the first two days after the survey had launched, during the time period when there had been technical problems. The researcher also eliminated 11 surveys because entire sections had been skipped. The researcher omitted 7 surveys due to unlikely response patterns—only the first bubbles checked on all surveys, for example. Following the elimination of suspect surveys,

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the researcher determined that 161 surveys were usable; data for this report was collected from those 161 surveys. While the sample of 161 usable surveys out of an initial response of 767 started surveys seems small, the researcher notes that the small sample may be because of the 289 surveys eliminated because of fewer than three responses. The eliminated surveys were not completed because of mobile device issues. The researcher made every attempt to eliminate all suspect surveys. In the elimination process, it is possible that some valid surveys were unknowingly eliminated. The possible accidental elimination of some valid surveys is another potential limitation of the survey.

**Collection of demographic data**

The researcher collected demographic data at the end of the survey. The researcher asked respondents ten questions that reflected respondents' teaching experience:

1. **Prior to** the implementation of NCLB (before the 2001-2002 school year), in what grade levels did you spend the most time teaching?

2. **During** the implementation of NCLB (beginning with the 2001-2002 school year), in what grade levels did you spend the most time teaching?

3. During the ten-year implementation of NCLB, to the best of your knowledge, how many years did your <u>school</u> NOT meet AYP?

    a. 0-2 years

    b. 3-4 years

    c. 5-6 years

    d. 7-8 years

    e. 9-10 years

4. During the ten-year implementation of NCLB, to the best of your knowledge, how many years did your <u>district</u> NOT meet AYP?

    a. 0-2 years

    b. 3-4 years

    c. 5-6 years

    d. 7-8 years

    e. 9-10 years

5. What grade level you are now teaching?

6. During the implementation of NCLB (beginning with the 2001-2002 school year), in what state did you spend the most time teaching?

7. If you are no longer teaching, why did you leave teaching?

8. Highest degree earned: (drop down menu)

    a. BA/BS _____

    b. MA/MS _____

    c. Ed.S, Ed.D., PhD _____

    d. Other: _____

9. What credentials do you hold? (check all that apply)

    a. Elementary

    b. Secondary content area: _____

    c. Administrator

    d. Title 1/Reading

    e. Special Education

    f. Kindergarten/Early Childhood Education

       g. STEM

       h. ELL

       i. Gifted and Talented

       j. Middle School

       k. National Board Certification

       l. Other: (specify) _____

10. Gender:

       a. Woman

       b. Man

**End survey**

As previously noted on page 30, two questions were added that facilitated both the preservation of anonymity and the solicitation of respondents willing to be interviewed personally.

**Data handling**

The researcher handled initial data and analysis through reports generated by Qualtrics. The researcher used standard word processing and spreadsheet software to communicate descriptive charts, graphs, and tables.

## Dataset—population and sample

The dataset utilized in this study is from 161 usable responses to the Professional Loss and Grief in Teachers Survey (Owen, 2014).

**Years respondents began teaching**

The following characterize the year each respondent in the population set began teaching, as reported by respondents to the end survey (Figure 1):
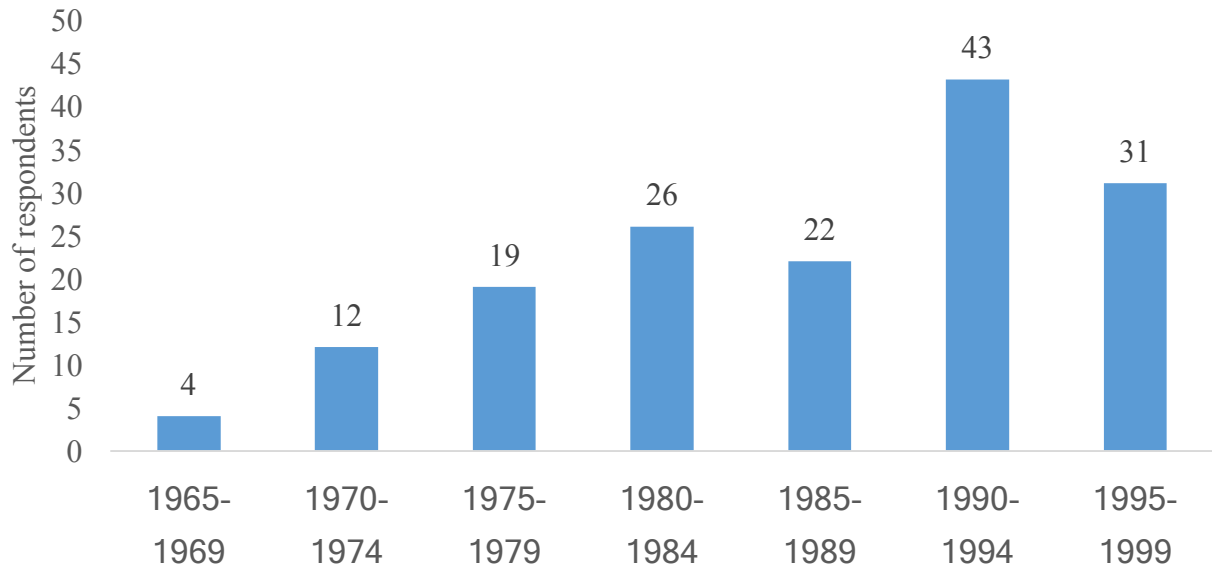


*Figure* 1.   Year respondents started teaching, in 5-year increments *(n = 157)*.

**Number of years taught**

Data collected included the number of years respondents taught before and after the implementation of *No Child Left Behind*. To find out how many years respondents had taught before the implementation of *No Child Left Behind*, the researcher asked directly, "Prior to the implementation of *No Child Left Behind* during the 2001-2002 school year, about how many years did you teach in a K-12 public school classroom? You may count full time teaching years, as well as years in which you job shared with at least 50% participation." More than half of the respondents taught 14 or less years prior to the implementation of *No Child Left Behind.* Less than half (34%) of the respondents taught 15 or more years prior to the implementation of *No Child Left Behind* (Figure 2).
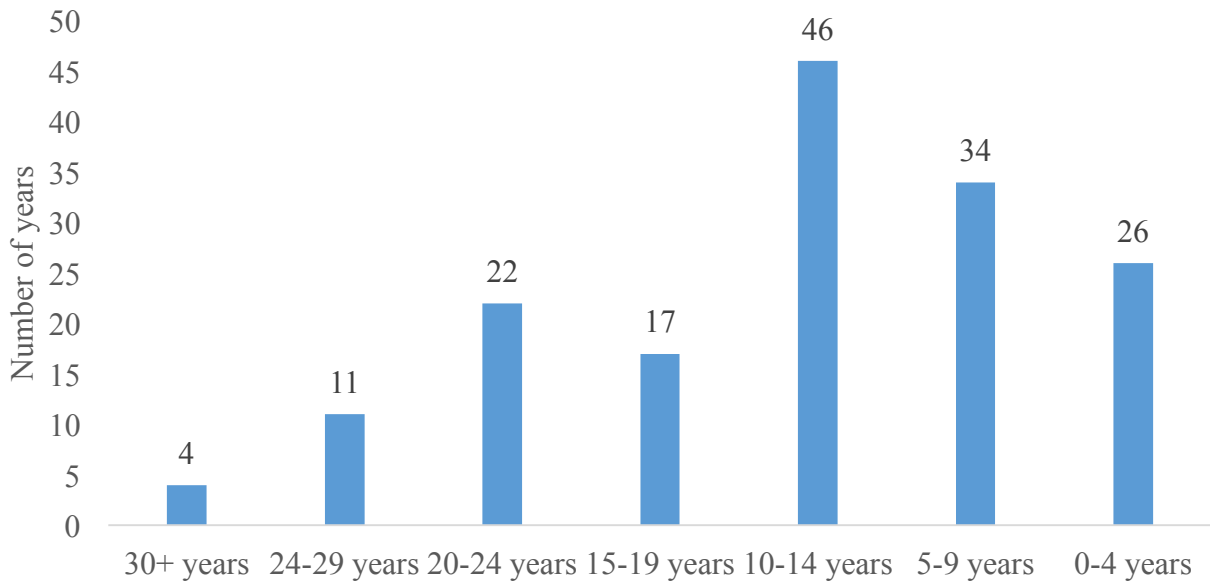
*Figure* 2.   Number of years respondents taught in a K-12 public classroom prior to the implementation of NCLB *(n = 160)*.

To find out how many years respondents taught in a public school classroom after the implementation of *No Child Left Behind*, the researcher worded the question differently. The researcher asked the respondents to "mark all years in which you taught in a K-12 public school classroom." The researcher worded this question differently because in the her experience, following the implementation of *No Child Left Behind*, some teachers were asked by their school districts to leave the classroom for a few years to serve as teacher coaches or curriculum consultants before returning to the classroom. Additionally, the researcher realized that some teachers may have retired early. The purpose of having respondents "mark all years in which you taught in a K-12 public school classroom" was to eliminate confusion for respondents who may have taught for several years, then moved into a non-teaching position, then returned to the classroom. Over 90% of the respondents continued to teach in a public school classroom for five years following the implementation of *No Child Left Behind*.   Over 75% of the respondents

continued to teach in a public school classroom for ten or more years following the

implementation of *No Child Left Behind* (Figure 3).
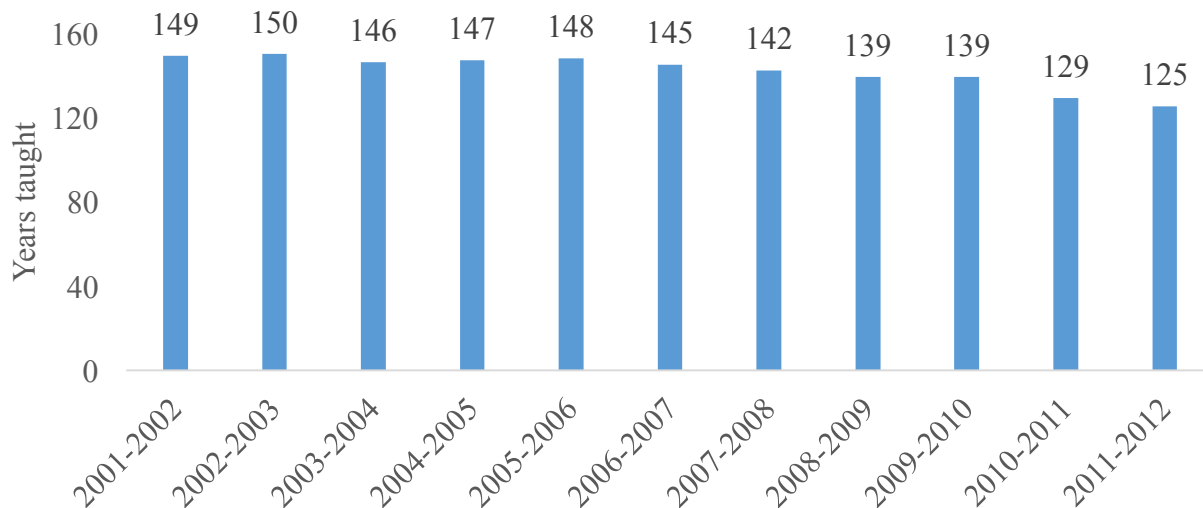


*Figure* 3.   Years respondents taught in a public classroom during the implementation of NCLB

*(n = 158)*.

Figure note: Respondents may have taught for more than one year.


**Adequate yearly progress (AYP) standing**

The researcher asked respondents one question about Adequate Yearly Progress (AYP)

standing. The researcher asked, "During the ten-year implementation of NCLB, to the best of

your knowledge, how many years did your school NOT meet AYP?" The researcher provided a

drop-down menu with a range of answers. Over half of the respondents indicated that they taught

at schools that had not met AYP for two or less years. In other words, over half of the

respondents indicated that the schools in which they taught had met AYP for eight or more years

following the implementation of *No Child Left Behind.*  The following figure characterizes the

dataset with regards to AYP standing (Figure 4):
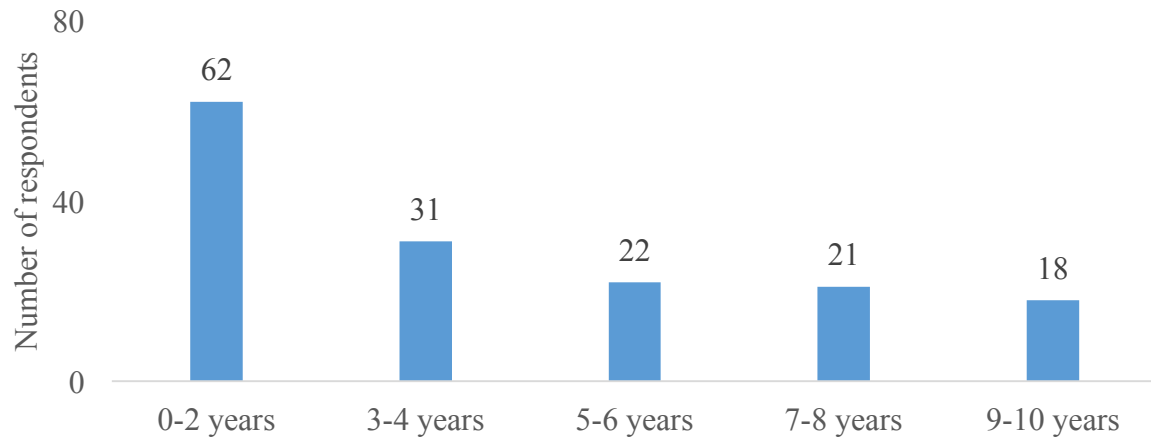
*Figure* 4.  Number of years respondents' schools did not meet AYP following the implementation of NCLB *(n = 154)*.

**Teaching placement**

The researcher asked three questions about teaching placement.  First, respondents were asked to report the grade level they spent the most time teaching prior to the implementation of *No Child Left Behind* (Figure 5).  Respondents were distributed across grade levels. Most respondents taught primary elementary (grades K-3) prior to the implementation of *No Child Left Behind*; fewest taught middle school or junior high. Respondents who indicated that they taught "other" clarified in a write in box that they had taught Special Education, or a variety of grades, including adult education. The researcher also asked respondents to report the grade level they were currently teaching (Figure 6). Respondents were distributed across grade levels. Most respondents taught upper elementary; fewest taught mostly middle school or junior high. Some indicated that they taught "other," then clarified what they meant with a write-in statement. Write-in statements included Special Education, middle school and high school equally, administration, and music.  The following figures characterize the dataset with regards to grade level (Figures 5, 6):
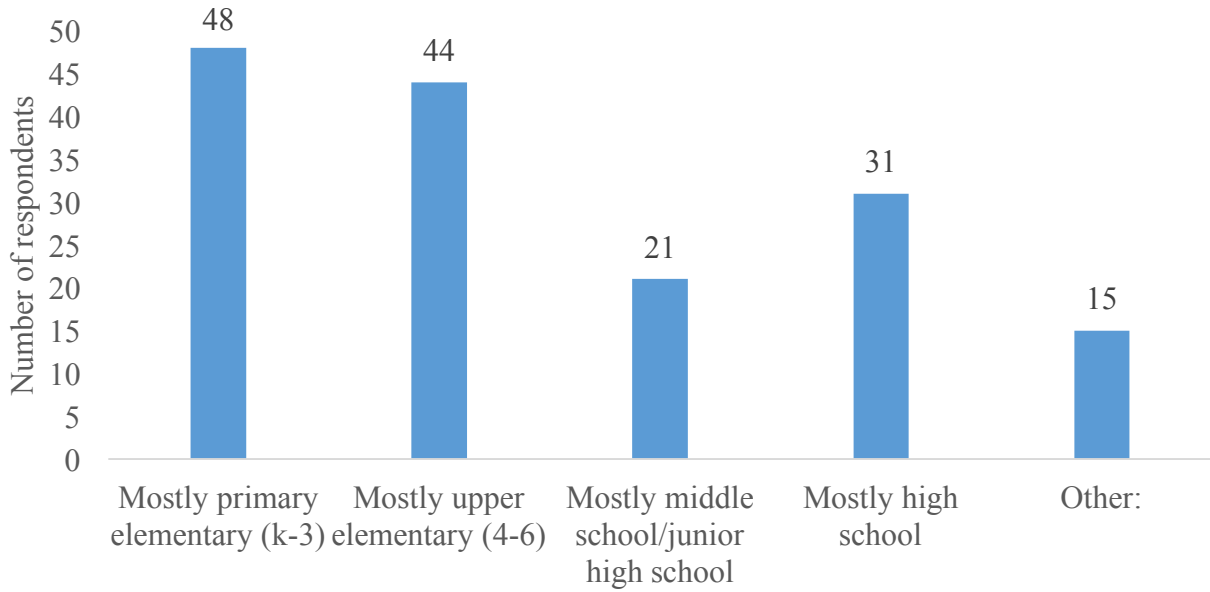
*Figure* 5.   Grade level respondents spent most of their time teaching prior to the implementation
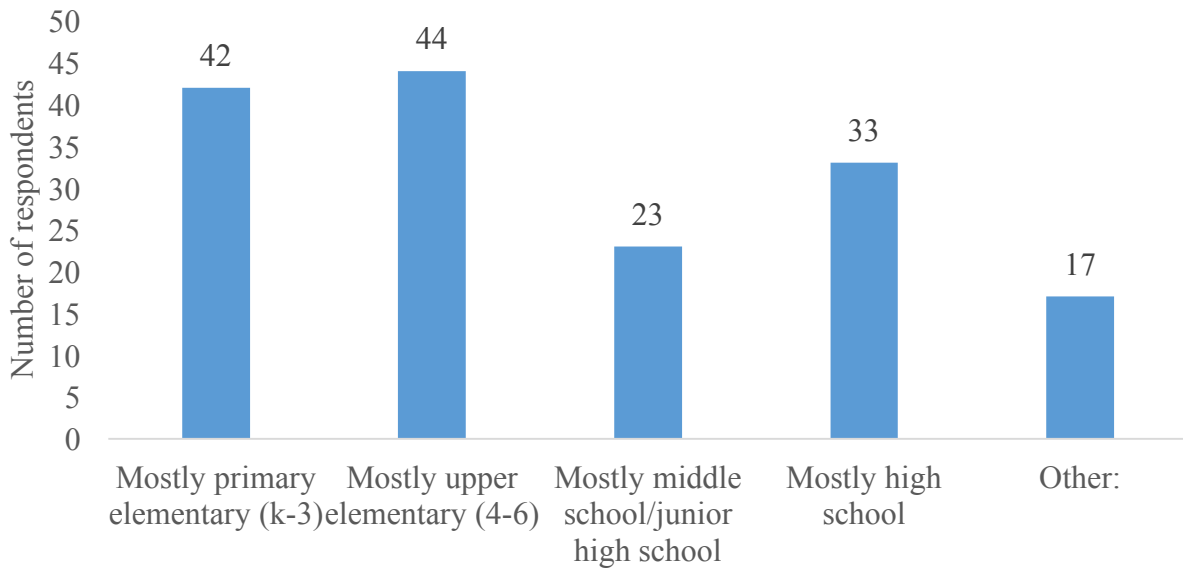
of NCLB *(n = 159)*.



*Figure* 6.   Grade level respondents spent most of the time teaching during the implement of

NCLB *(n = 159)*.

The researcher also asked respondents to report the state in which they had had spent the most time teaching during the implementation of *No Child Left Behind*. Respondents represented 33 states. One third (33%) of the respondents had spent the most time teaching in California; 9% of the respondents had spent the most time teaching in New York, 7% of the respondents had spent the most time teaching in Minnesota, 5% of the respondents had spent the most time teaching in North Dakota, and 4% of the respondents had spent the most time teaching in Colorado or Oregon. The percentage of respondents representing other states was minimal. The researcher provided a drop-down menu with a range of answers for each question. The following graph characterize the dataset with regards to teaching placement:
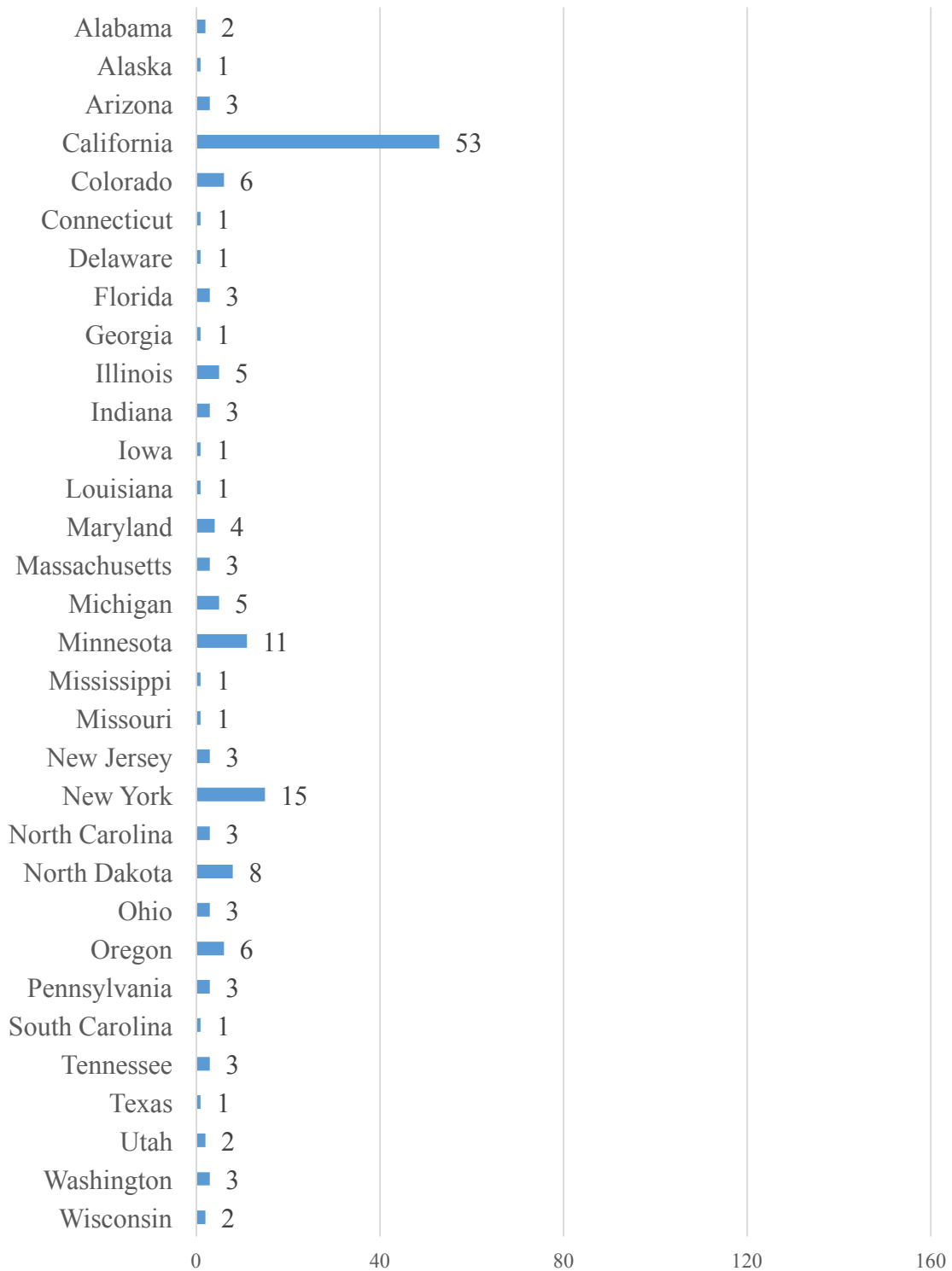
*Figure* 7.   State in which respondents spent the most time teaching following the implementation of NCLB (n = 159).

**Reason for leaving teaching**

The researcher asked, "If you are no longer teaching, why did you leave teaching?" The researcher provided a response box with unlimited space for respondents to answer. Forty-eight respondents indicated, through writing in the response box, that they were no longer teaching. Respondents' reasons for leaving teaching included: retirement, stress, burnout, needed at home, pursuit of a terminal degree, hostile environment, medical leave.

**Degrees and credentials**

The researcher asked two questions about degrees and credentials. In the eighth question of the end survey, the researcher asked respondents to select their highest degree earned. The researcher provided a drop-down menu with possible answers, including "other" with a text box. In the ninth question of the end survey, the researcher asked respondents to identify all credentials held. The researcher provided a list of possible credentials, including "other" with a text box. The researcher asked respondents to check all that apply. Most respondents held master's degrees. About one fifth held only bachelor's degrees. A few (5%) of the respondents held terminal degrees. Of those who responded "Other," two indicated that they were close to having a terminal degree, and three indicated that they were close to having a master's degree. The following figure characterizes the dataset with regards to degrees and credentials (Figure 8):
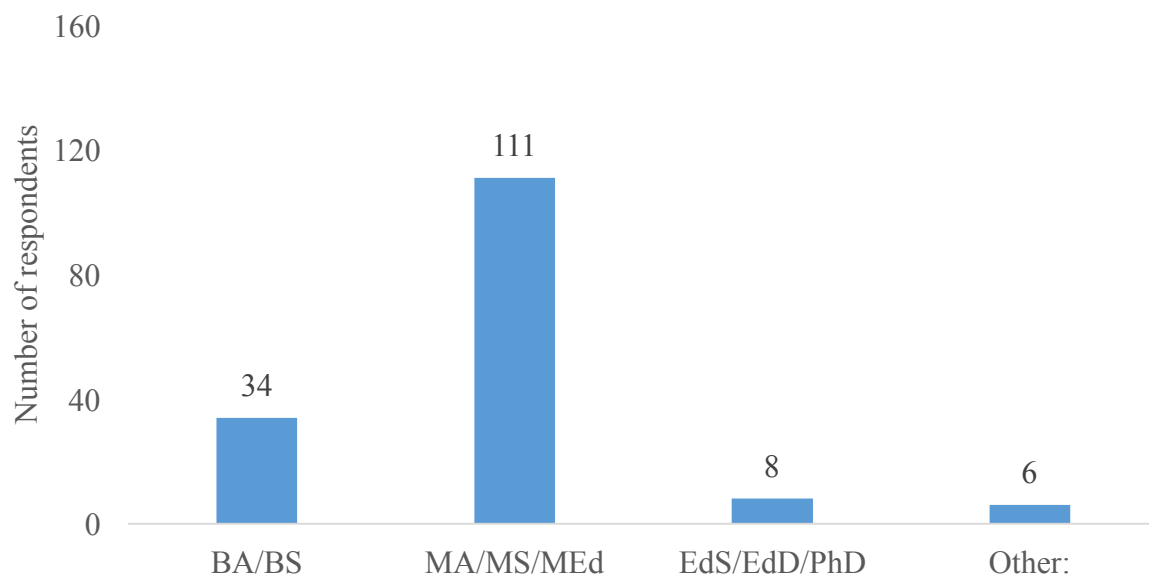
*Figure* 8.   Highest Degrees held by respondents *(n = 159)*.


Respondents held a variety of credentials. Over half of the respondents held elementary credentials. Over one third of the respondents held secondary credentials. Different content areas represented by those holding secondary credentials included English, Math, Science, Social Studies, Physical Education, Foreign Language, Music, Technology, and Family and Consumer Science. Nearly 20% of the respondents held an English Language Learner credential. Over 15% of the respondents held special education credentials of some kind. 13% of the respondents were credentialed to teach Title 1; 11% were certified to teach Gifted and Talented; 11% were certified to teach kindergarten. Less than 10% held an administrative credential. Less than 10% were National Board Certified. The following figure characterizes the dataset with regards to credentials held (Figure 9):
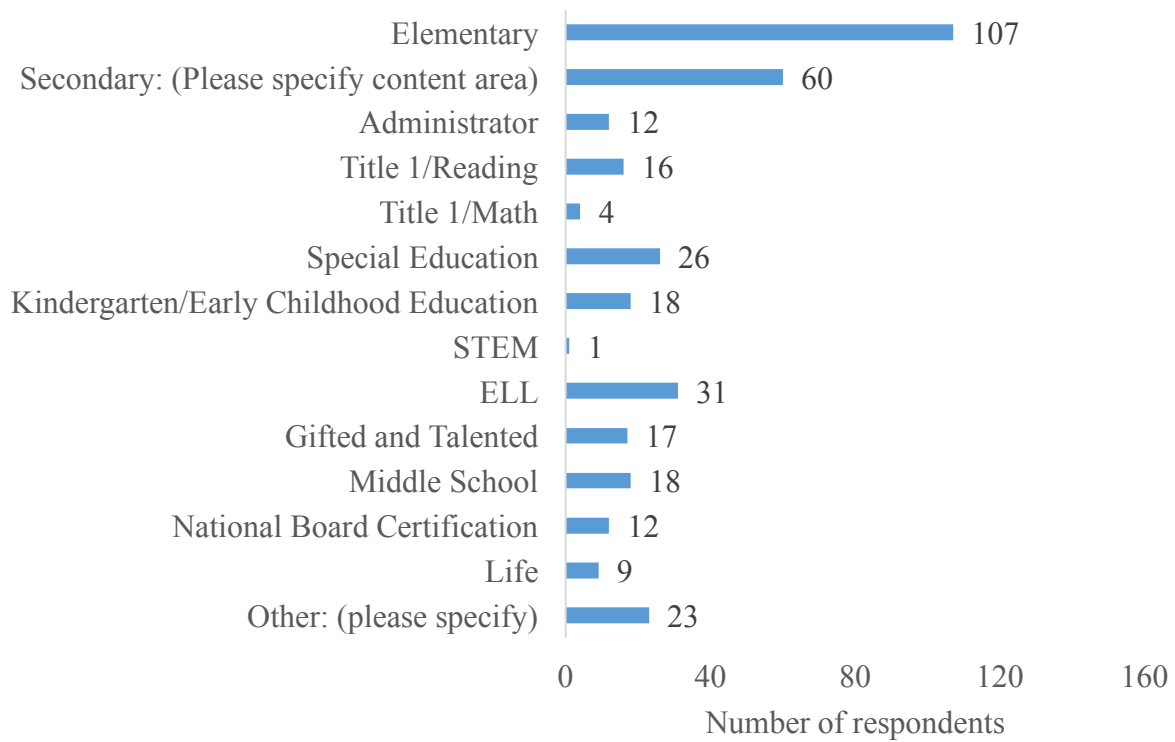
*Figure* 9.   Credentials held by respondents *(n = 159)*.

**Gender**

In the tenth question of the end survey, the researcher asked respondents to indicate gender. The researcher provided two options. The following figure characterize the dataset with regards to gender (Figure 10):
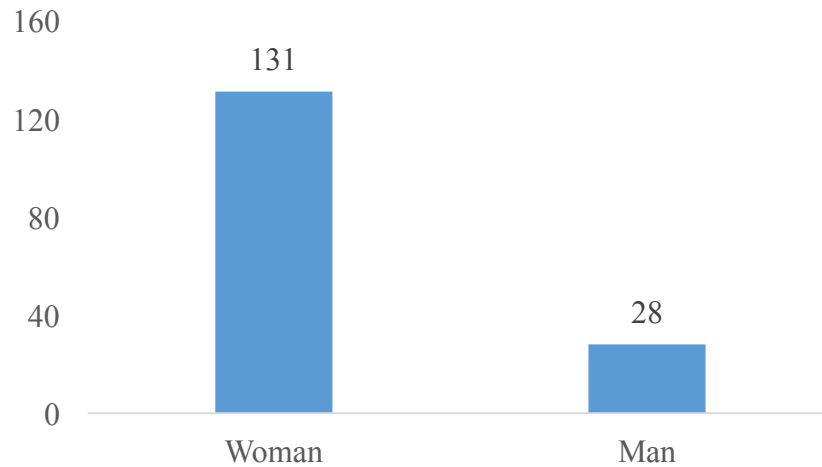
*Figure* 10. Gender by respondent *(n = 159)*.

## Summary

Chapter three contained a description of this mixed-methods study, including a description of the methodology for the quantitative phase of the study and a description of the methodology for the qualitative phase of the study. The researcher described the instrument design by detailing each of the five sections of the survey. The researcher described the survey introduction. The researcher described survey Section 1: Expectations and Practices, which consisted of 18 questions and two open-ended response boxes. The researcher described Survey Section 2: Perceptions of Expectations and Practices, which consisted of 18 questions and one open-ended response box. The researcher described section 3: Perceptions of Professional Loss, which consisted of 18 questions and one open-ended response box. The researcher described section 4, which consisted of the OEQ-II survey for Overexciteabilities. The researcher described section 5, which consisted of demographic questions. The researcher described an end survey, which queried whether or not respondents would like to be interviewed in a future study, and whether or not respondents would like a copy of the report. Chapter three also contained a

description of the data collection, including launch issues, dropout rate, survey elimination, and

data handling, as well as description of the dataset utilized in this study. Chapter four contains

the results of the quantitative phase of the mixed-methods study.

# CHAPTER 4. ANALYSIS OF QUANTITATIVE DATA

The topic of this study was professional loss and grief. Specifically, this study attempted to ascertain, via survey, whether or not teachers who taught five years before the advent of *No Child Left Behind* and five years after *No Child Left Behind* (NCLB, 2002) perceived the practices that resulted from its implementation as gains or losses to their profession, and to what extent the teachers grieved any perceived professional loss. This chapter contains the results of the quantitative phase of the study.

In order to address these questions, the researcher created a survey instrument. The researcher collected data for the quantitative stage from the first three sections of the instrument. Within Chapter 4, an introduction contains an explanation of the purpose of the survey instrument and a description of the different sections of the survey instrument. Following the Introduction, sections 1-4 contain a description of surveys 1-4, respectively; descriptions of the data collected in each section; and a discussion of the findings for that section.

## Introduction

The purpose of the first three sections of the instrument was to ascertain if and to what extent teachers who taught before and during the implementation of *No Child Left Behind* experienced loss and grief. Likert-style questions, 18 in each of the first three sections of the survey, provided the means of data collection for the data that is being reported in this chapter. Survey Section 1: *Expectations and Practices*, activated respondents' memories of teaching before and during the implementation of *No Child Left Behind*. In Survey Section 2: *Perceptions of Expectations and Practices*, respondents were presented with statements to help the researcher determine which expectations and practices were perceived by respondents as professional gains, and which expectations and practices were perceived as professional losses. In Survey Section 3:

*Perceptions of Professional Loss*, respondents were presented with three statements from Kubler-Ross's stages of grief, including anticipatory grief, which respondents rated to help the researcher determine what stages of grief had been experienced by respondents.

The researcher intended the fourth section of the survey, the 50 question Overexciteabilities Questionnaire II Inventory—OEQII (Falk, Lind, Miller, Piechowski, & Silverman, 1999), to be used to establish reliability. Descriptive results of the OEQ—II questionnaire are included in this chapter in order to provide a snapshot of the respondents' tendencies, as a population, toward "overexciteabilities" (Dabrowski, 1967; Daniels & Piechowski, 2009). However, any attempt to establish a correlation between personality and professional loss and grief are beyond the scope of this study. For the purposes of this study, the researcher sought only to ascertain whether or not and to what extent respondents experienced loss and grief.

**Section 1: Expectations and practices**

The purpose of first section of the survey, Section 1: *Expectations and Practices*, was to activate the memories of respondents. Section 1: *Expectations and Practices* addressed the research questions: a) What expectations and practices do teachers associate with teaching in the years prior to *No Child Left Behind*? and b) What expectations and practices do teachers associate with teaching in the years during the implementation of *No Child Left Behind*?

During the creation of the survey instrument, the researcher identified nine areas of expectations and practices that teachers felt had changed during the implementation of *No Child Left Behind*. The nine areas are: Pacing of Instruction, Types of Lessons, Management of Teaching and Learning, Curriculum Focus, Student Emphasis, Instruction, Teacher Focus/Time, Freedom vs. Fidelity, and Professional Development. The researcher then identified two

expectations or practices, one commonly associated with the time period prior to *No Child Left Behind*, and one commonly associated with the time period during *No Child Left Behind*, for each of the nine areas. In all, the researcher identified 18 expectations, nine of which were commonly associated with the time period prior to *No Child Left Behind*, and nine of which were commonly associated with the time period during *No Child Left Behind*. During Section 1 of the survey, respondents were presented the with 18 expectations and practices and asked to rate the expectations and practices according to the degree to which the respondent associated the expectation or practice with teaching prior to or during the implementation of *No Child Left Behind*. The eighteen expectations and practices are listed below, in the same order that they appeared in Section 1 of the survey.

- Teacher created lessons

- Mandated participation in professional development

- Emphasis on designing creative learning activities

- Teacher self-managing teaching and learning

- Pace of instruction determined by pacing guides

- Freedom to create curriculum

- "One size fits all" instruction

- Scripted lessons

- Emphasis primarily on meeting the needs of learners below proficiency levels

- Emphasis on testing and data collection

- Instruction based on individual needs

- Pace of instruction determined by teachers

- Teaching to the standards

- Emphasis on meeting the needs of all learners, including those at higher proficiency levels

- Fidelity to adopted curriculum

- Optional participation in professional development

- Micro-management of teaching and learning

- Teaching to the developmental level of the child

Respondents rated the expectations on a 5 point Likert-type scale:

I associate (expectation or practice) . . .

1 **Completely or almost completely** with the **years prior** to NCLB

2 **Mostly** with the **years prior** to NCLB

3 **Equally** with the years prior to and the years during NCLB

4 **Mostly** with the **years during** NCLB

5 **Completely or almost completely** with the **years during** NCLB

N **With neither** the years prior to nor during NCLB.

Survey responses to Section 1: *Expectations and Practices* were dichotomous. Responses representing the majority of respondents were clear; often, over 80% of the respondents expressed their overall agreement or disagreement with the question. This left the researcher with the dilemma of how to clearly communicate results representing those who did not express the viewpoint of the majority. In order to facilitate clear presentation of nuances in the data, especially data relating to the viewpoints that did not represent the majority, the researcher elected, within the narrative that follows, to use percentages and the terms "most," "many," "some," "few," and "very few" as descriptors. The researcher used the following terms to describe response rates:

- "most" to describe percentages of 51% or greater.

- "many" to describe percentages from 31% to 50%.

- "some" to describe percentages from 11% to 30%.

- "few" to describe percentages from 6% to 10%.

- "very few" to describe percentages from 1% to 5%.

**Section 1: Results**

*Pace of Instruction.* Two survey questions in Section 1 were connected with pace of instruction. The survey questions connected with pace of instruction were "I associate pace of instruction determined by teachers . . ." and "I associate pace of instruction determined by pacing guides . . .". Most respondents (93%) associated the pace of instruction determined by teachers with the years prior to *No Child Left Behind*. Some respondents (6%) associated pace of instruction determined by teachers equally with both time periods. Few respondents (2%) associated pace of instruction determined by teachers with the years during the implementation of *No Child Left Behind* (Figure 11).
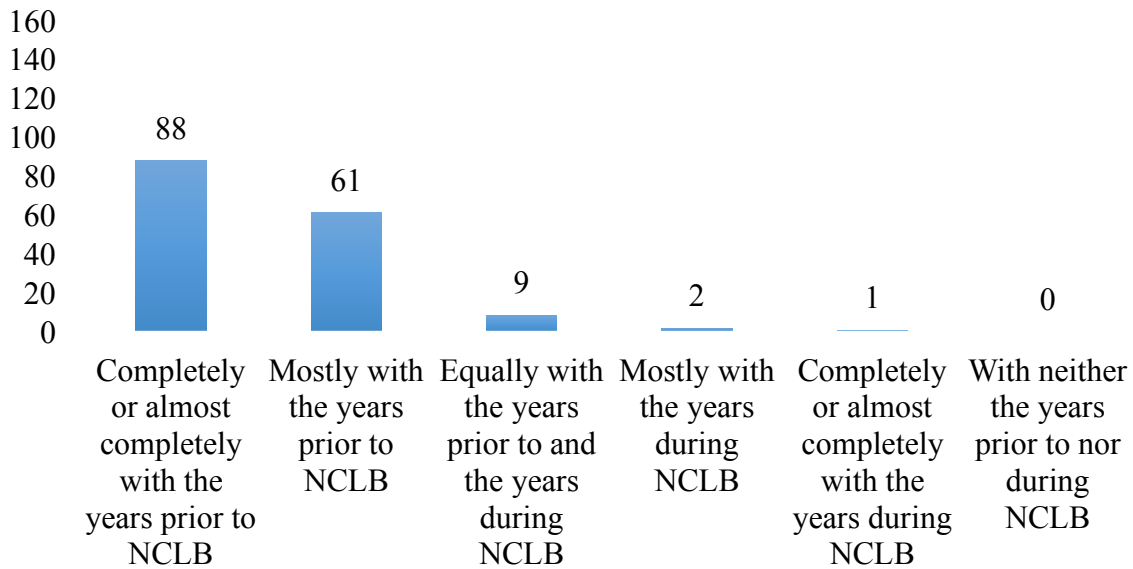
*Figure* 11. I associate pace of instruction determined by teachers *(n = 161)*.

Most respondents (79%) associated pace of instruction determined by pacing guides with the years during the implementation of *No Child Left Behind.* Some respondents (11%) associated pace of instruction determined by pacing guides with the years prior to the implementation of *No Child Left Behind*. A few respondents (9%) associated pace of instruction determined by pacing guides with both time periods (Figure 12).
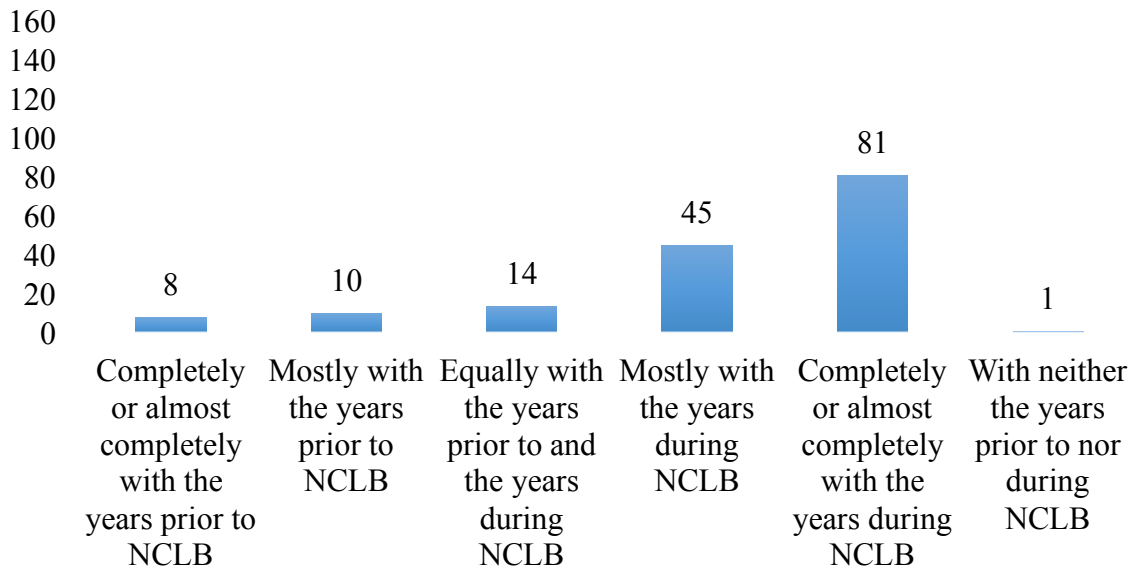
*Figure* 12. I associate pace of instruction determined by pacing guides *(n = 159)*.

***Types of lessons.*** Two survey questions in Section 1 were connected with types of lessons. The survey questions connected with types of lessons were "I associate teacher created lessons . . ." and "I associate scripted lessons . . ."

Most respondents **(**86%) associated teacher created lessons with the years prior to the implementation of *No Child Left Behind*. Some respondents (12%) associated teacher created lessons equally with both time periods. Very few respondents (2%) associated teacher created lessons with the years following the implementation of *No Child Left Behind* (Figure 13).
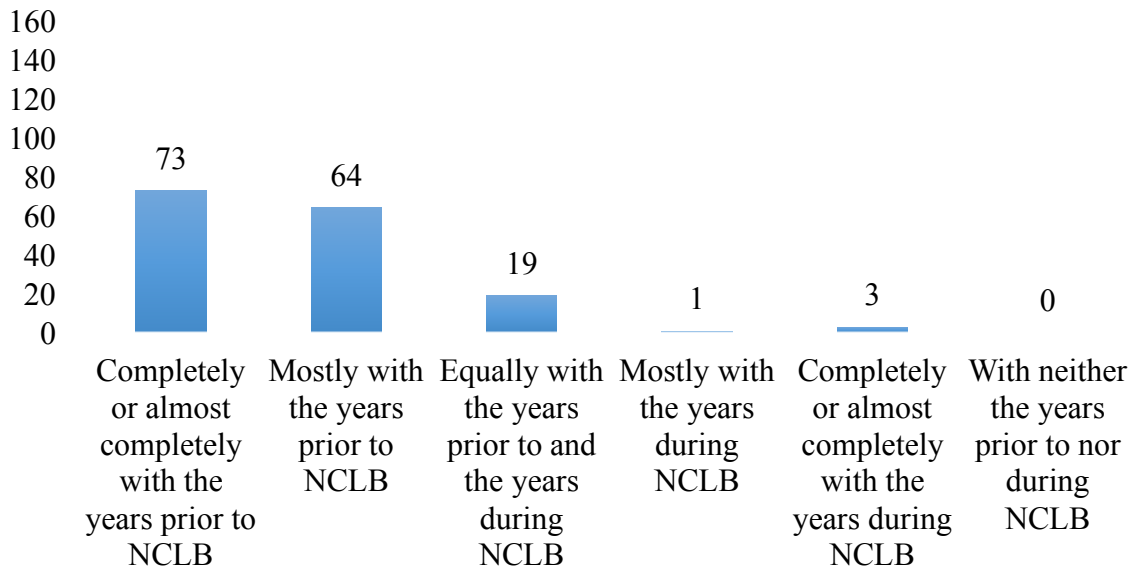
*Figure* 13. I associate teacher created lessons *(n = 160)*.

Most respondents (84%) associated scripted lessons with the years during the
implementation of *No Child Left Behind*. Some respondents (9%) associated scripted lessons
with neither time period. Very few respondents (4%) associated scripted lessons equally with
both time periods. Very few respondents (3%) associated scripted lessons with the years prior to
the implementation of *No Child Left Behind* (Figure 14).
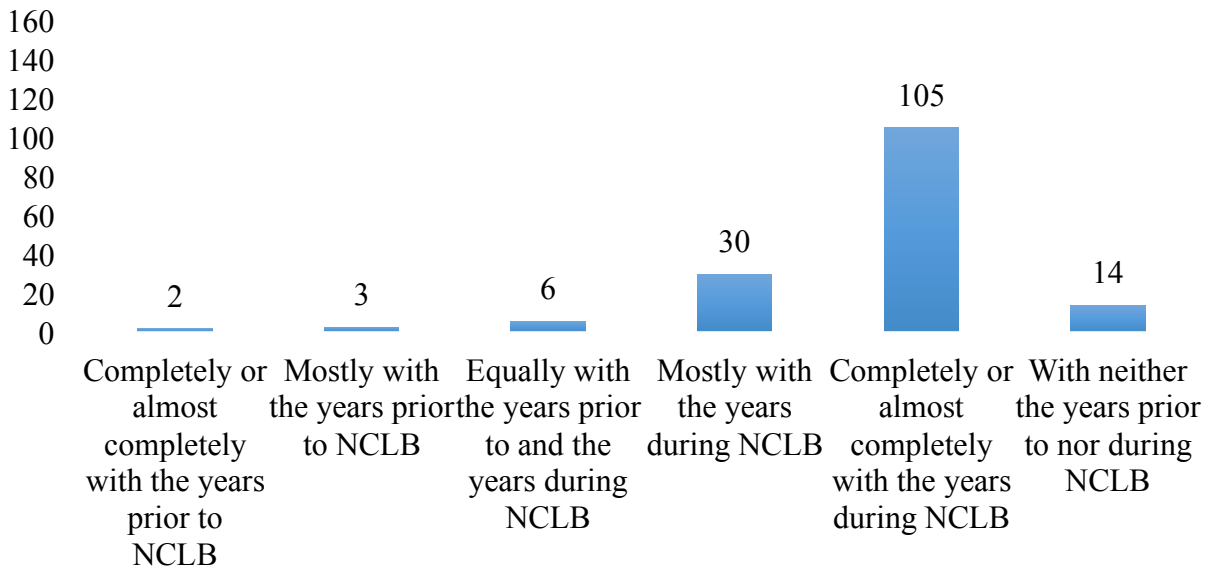
*Figure* 14. I associate scripted lessons *(n = 160)*.

***Management of teaching and learning.*** Two survey questions in Section 1 were connected with management of teaching and learning. The survey questions connected with management of teaching and learning were "I associate teachers self-managing teaching and learning . . ." and "I associate micromanagement with teaching and learning . . ."

Most respondents (92%) associated teachers self-managing teaching and learning with the years prior to the implementation of *No Child Left Behind*. Few respondents (7%) associated teachers self-managing teaching and learning with both time periods. Very few respondents (1%) associated self-management of teaching and learning with the time period following the implementation of *No Child Left Behind* (Figure 15).
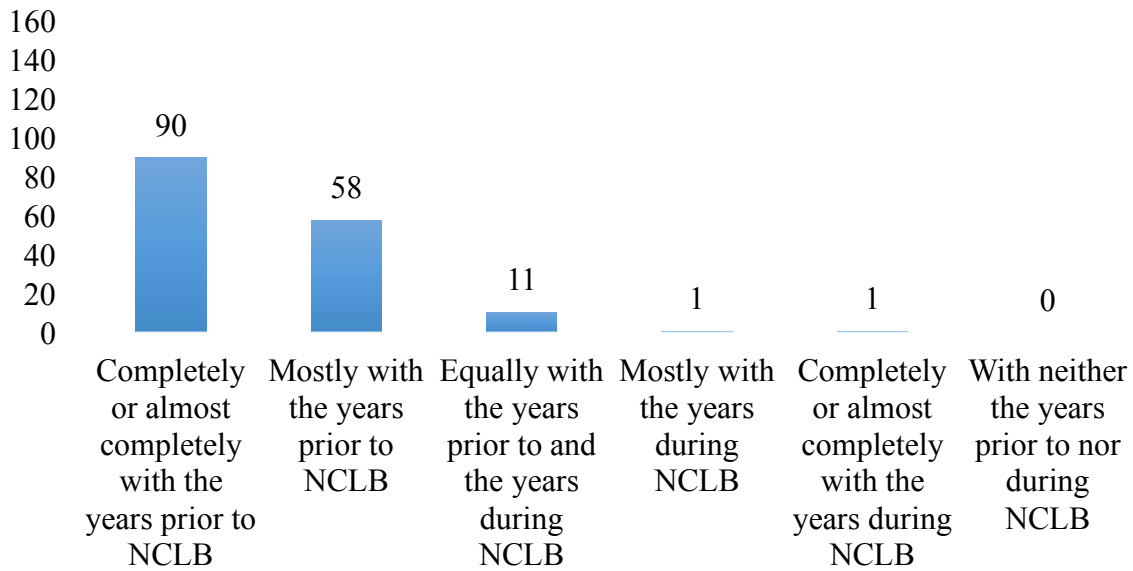
*Figure* 15. I associate teachers self-managing teaching and learning *(n=161)*.

Most respondents (92%) associated micro-management of teaching and learning with the

years following the implementation of *No Child Left Behind*. Very few respondents (5%)

associated micro-management of teaching and learning equally with both periods. Very few

respondents (1%) associated micro-management of teaching and learning with the years prior to

the implementation of *No Child Left Behind* (Figure 16).
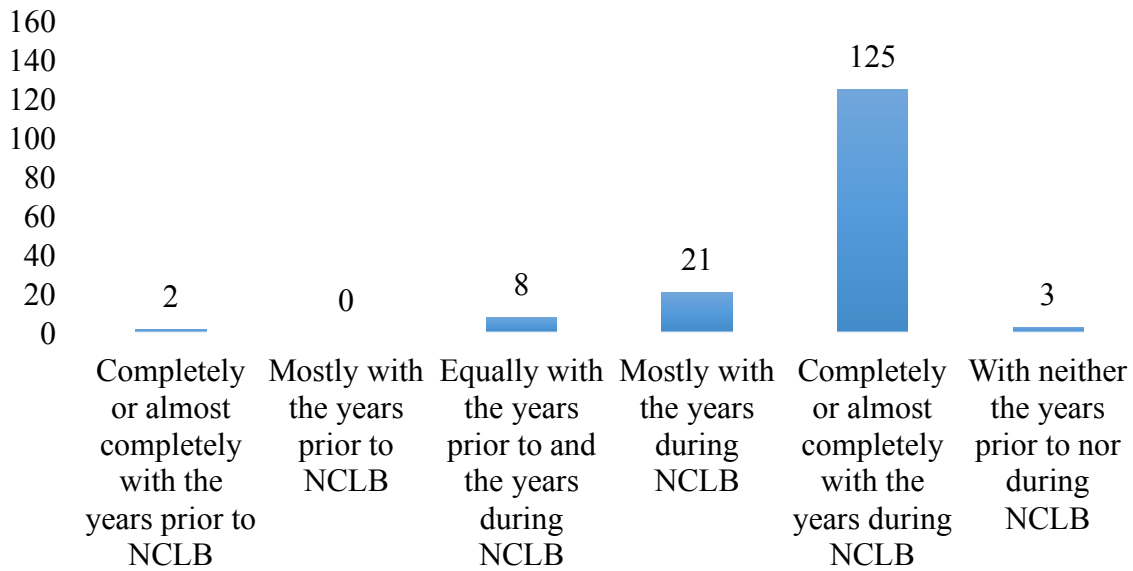
*Figure* 16. I associate micromanagement of teaching and learning *(n = 159)*.

***Curriculum focus.*** Two survey questions in Section 1 were connected with curriculum focus. The survey questions connected with curriculum focus were "I associate teaching to the developmental level of the child . . ." and "I associate teaching to the standards . . ."

Most respondents (85%) associated teaching to the developmental level of the child with the years prior to the implementation of *No Child Left Behind.* Some respondents (12%) associated teaching to the developmental level of the child equally with both time periods. Very few respondents (2%) associated teaching to the developmental level of the child with the years during the implementation of *No Child Left Behind* (Figure 17).
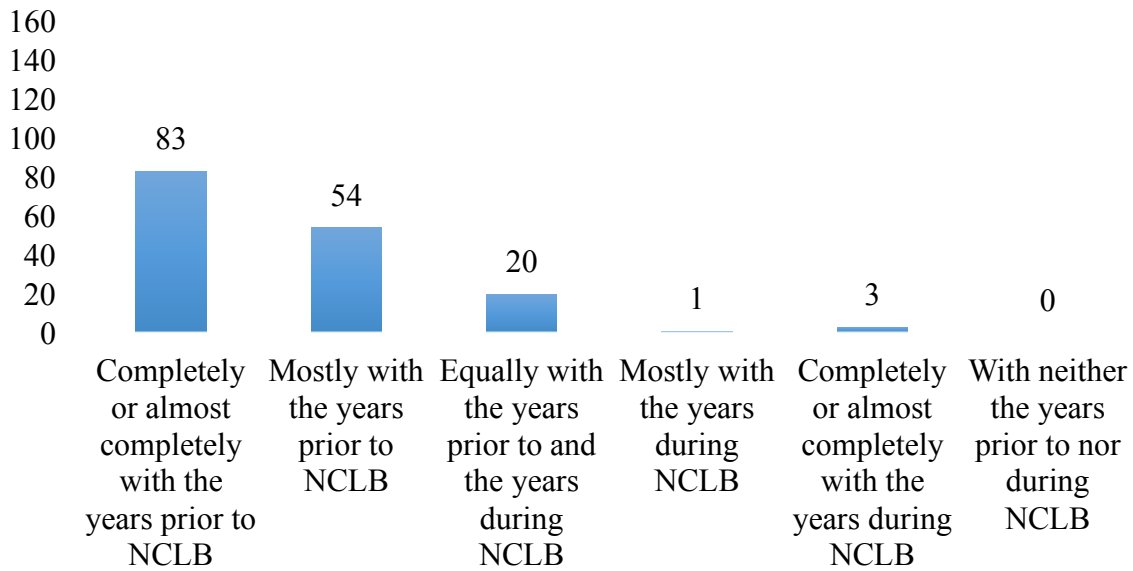
*Figure* 17. I associate teaching to the developmental level of the child *(n = 161)*.

Most respondents (73%) associated teaching to the standards with the years during the implementation of *No Child Left Behind.* Some respondents (22%) associated teaching to the standards with both time periods. Very few respondents (2%) associated teaching to the standards with the years prior to the implementation of *No Child Left Behind* (Figure 18).
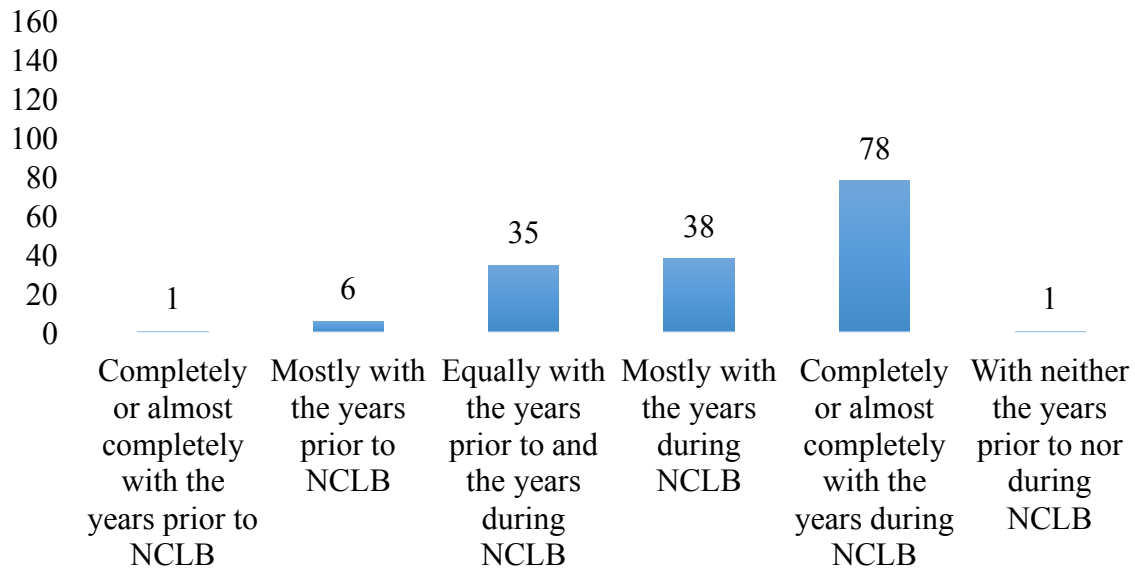
*Figure* 18. I associate teaching to the standards *(n = 159)*.

***Student emphasis.*** Two survey questions in Section 1 were connected with student emphasis. The survey questions connected with student emphasis were "I associate an emphasis on meeting the needs of all learners, including those at higher proficiency levels . . ." and "I associate an emphasis primarily on meeting the needs of students who achieve below proficiency levels . . ."

Most respondents (70%) associated meeting the needs of all learners, including those at higher proficiency levels, with the years prior to *No Child Left Behind*. Some respondents (20%) associated meeting the needs of all learners, including those at higher proficiency levels, equally with both time periods. Few respondents (9%) associated meeting the needs of all learners, including those at higher proficiency levels, with the years during the implementation of *No Child Left Behind*. Very few respondents (1%) associated meeting the needs of all learners, including those at high proficiency levels, with neither time period (Figure 19).

64
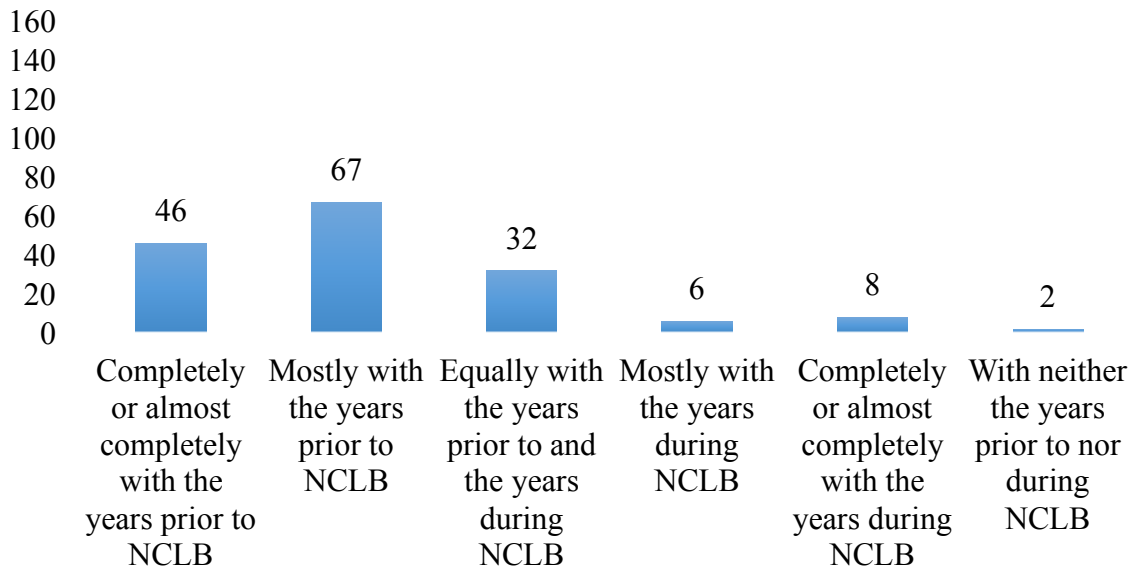
*Figure* 19. I associate an emphasis on meeting the needs of all learners, including those at higher levels *(n = 161)*.

Most respondents (65%) associated an emphasis primarily on meeting the needs of learners who achieve below proficiency levels with the years during the implementation of *No Child Left Behind*. Some respondents (18%) associated an emphasis primarily on meeting the needs of learners who achieve below proficiency levels with both time periods. Some respondents (11%) associated an emphasis primarily on meeting the needs of learners who achieve below proficiency levels with the years prior to the implementation of *No Child Left Behind.* Few respondents (6%) associated an emphasis primarily on meeting the needs of learners who achieve below proficiency levels with neither time period (Figure 20).
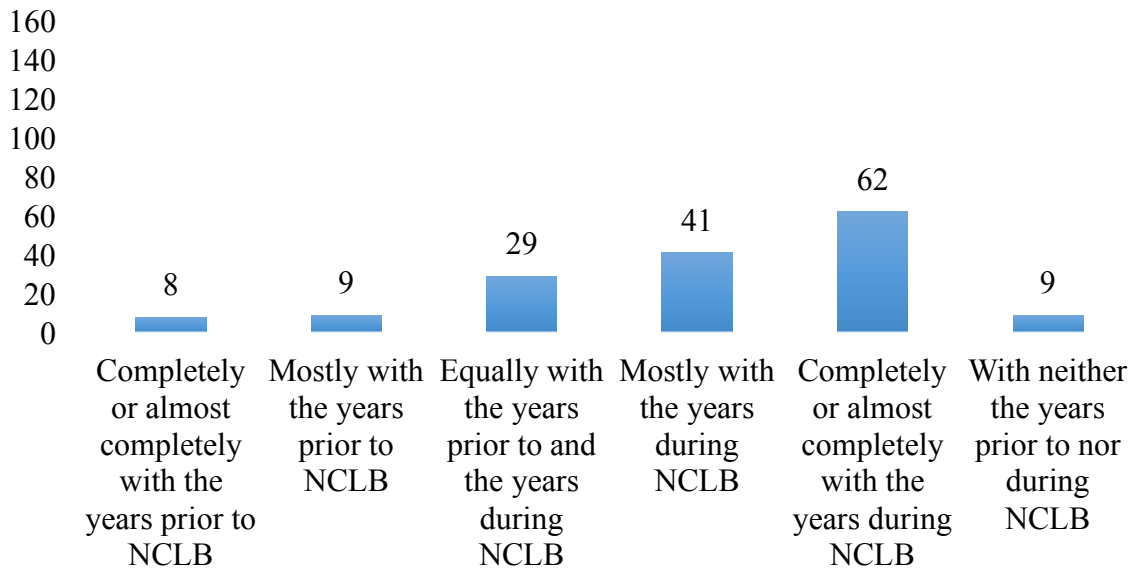
*Figure* 20. I associate an emphasis primarily on meeting needs of learners below proficiency

levels *(n = 158)*.


***Instruction.*** Two survey questions in Section 1 were connected with instruction. The

survey questions connected with instruction were "I associate instruction based on individual

needs . . ." and "I associate 'one size fits all instruction' . . ."

Most respondents **(**65%) associated instruction based on individual needs with the time

period prior to the implementation of *No Child Left Behind*. Some respondents (22%) associated

instruction based on individual needs with both time periods. Some respondents (13%)

associated instruction based on individual needs with the time period during the implementation

of *No Child Left Behind* (Figure 21).
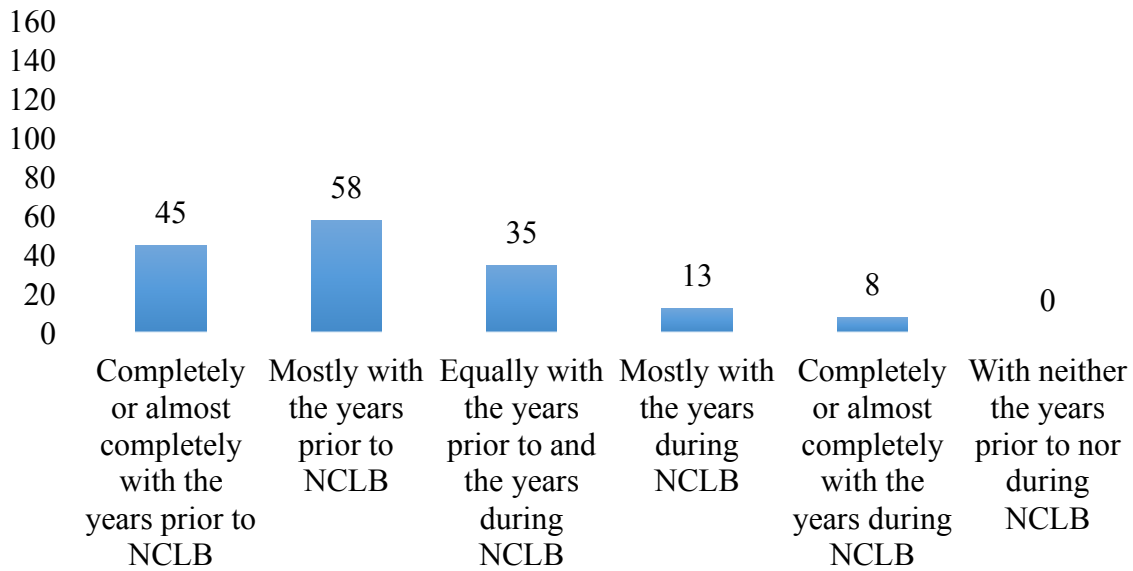
*Figure* 21. I associate instruction based on individual needs *(n = 159)*.

Most respondents (76%) associated "one size fits all" instruction with the years during

the implementation of *No Child Left Behind*. Some respondents (10%) associated "one size fits

all" instruction with both time periods. Few respondents (7%) associated "one size fits all"

instruction with neither time period. Few respondents (7%) associated "one size fits all"

instruction with the years prior to the implementation of *No Child Left Behind* (Figure 22).
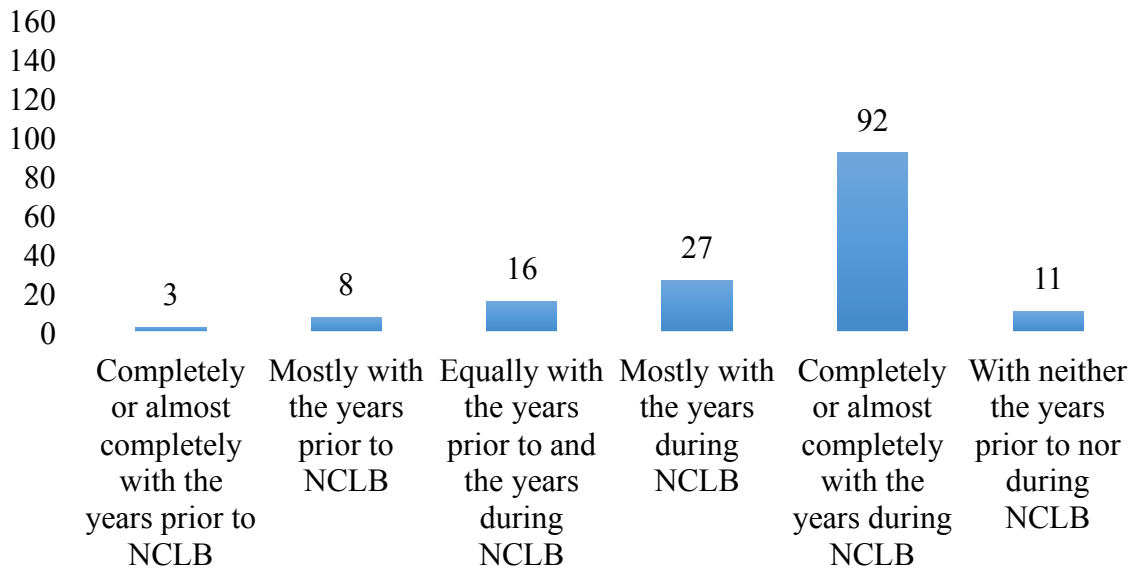
*Figure* 22. I associate "One size fits all" instruction *(n = 157)*.

***Teacher focus/time.*** Two survey questions in Section 1 were connected with teacher focus/time. The survey questions connected with teacher focus/time were "I associate an emphasis on designing creative learning activities. . ." and "I associate an emphasis on testing and data collection . . ."

Most respondents **(**85%) associated an emphasis on designing creative learning activities with the time period prior to the implementation of *No Child Left Behind*. Some respondents (10%) associated an emphasis on designing creative learning activities with both periods. Very few respondents (4%) associated an emphasis on designing creative learning activities with the years during the implementation of *No Child Left Behind* (Figure 23)*.*
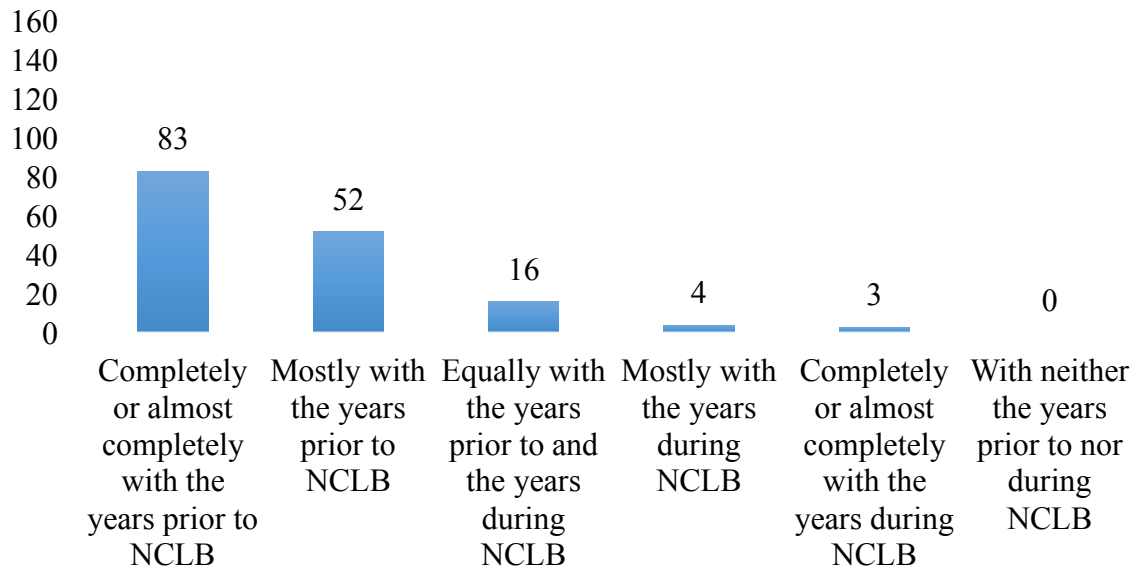
*Figure* 23. I associate an emphasis on designing creative learning activities *(n=158)*.

Most respondents (94%) associated an emphasis on testing and data collection with the

years during the implementation of *No Child Left Behind.* Very few respondents (2%) associated

an emphasis on testing and data collection with both time periods. Very few respondents (2%)

associated an emphasis on testing and data collection with neither time period. Very few

respondents (2%) associated an emphasis on testing and data collection with the years prior to

the implementation of *No Child Left Behind* (Figure 24).
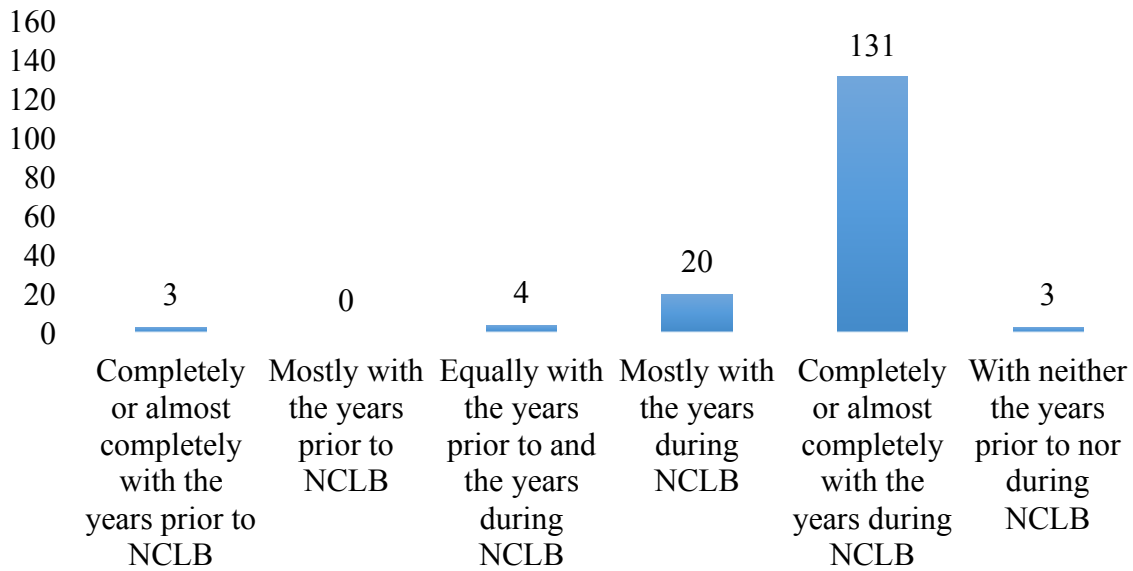
*Figure* 24. I associate an emphasis on testing and data collection *(n = 161)*.

***Freedom vs. fidelity in curriculum.*** Two survey questions in Section 1 were connected with pacing of freedom vs. fidelity in curriculum. The questions were "I associate freedom to create curriculum . . ." and "I associate fidelity to adopted curriculum . . ."

Most respondents (91%) associated having freedom to create curriculum with the years prior to the implementation of *No Child Left Behind.* Not one respondent associated freedom to create curriculum with the time period after the implementation of *No Child Left Behind*. Few respondents (9%) associated freedom to create curriculum equally with both time periods (Figure 25).

70
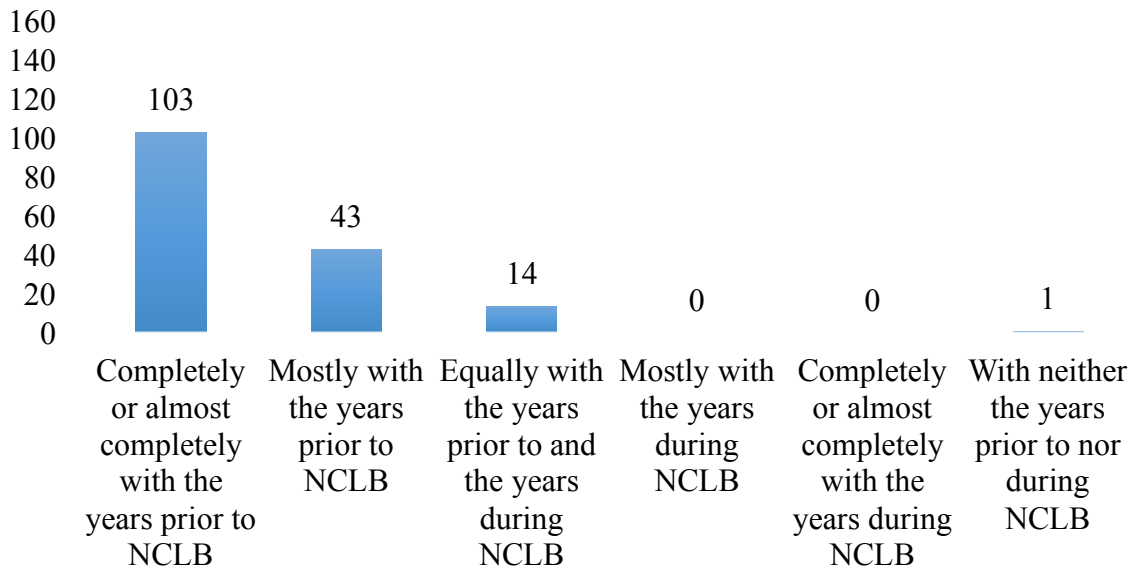
*Figure* 25. I associate freedom to create curriculum *(n = 161)*.

Most respondents (73%) associated fidelity to the adopted curriculum with the years during the implementation of *No Child Left Behind.* Some respondents (17%) associated fidelity to the adopted curriculum with both time periods. Few respondents (8%) of the respondents associated fidelity to the adopted curriculum with the time period prior to the implementation of *No Child Left Behind*. Very few respondents (2%) associated fidelity to the adopted curriculum with neither time period (Figure 26).
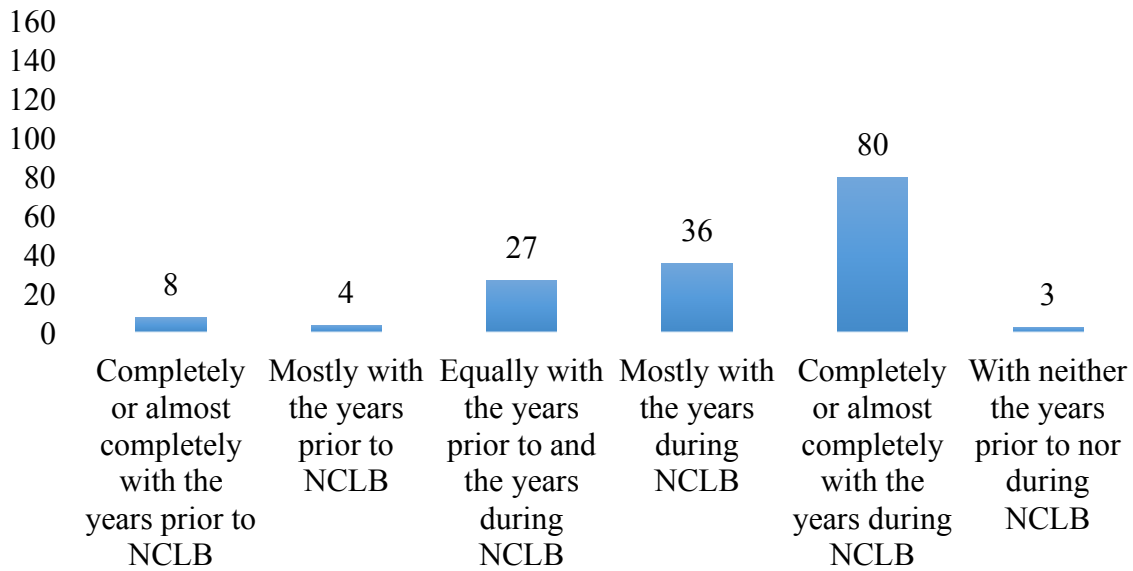
*Figure* 26. I associate fidelity to adopted curriculum *(n = 158)*.

***Professional development.*** Two survey questions in Section 1 were connected with professional development. The survey questions connected with professional development were "I associate optional participation in professional development . . ." and "I associate mandate professional development . . ."

Most respondents (65%) associated optional participation in professional development with the years prior to the implementation of *No Child Left Behind*. Some respondents (19%) associated optional professional development with both time periods. Some respondents (14%) associated optional professional development with both time periods. Very few respondents (2%) associated optional participation in professional development with the years during implementation of *No Child Left Behind* (Figure 27).
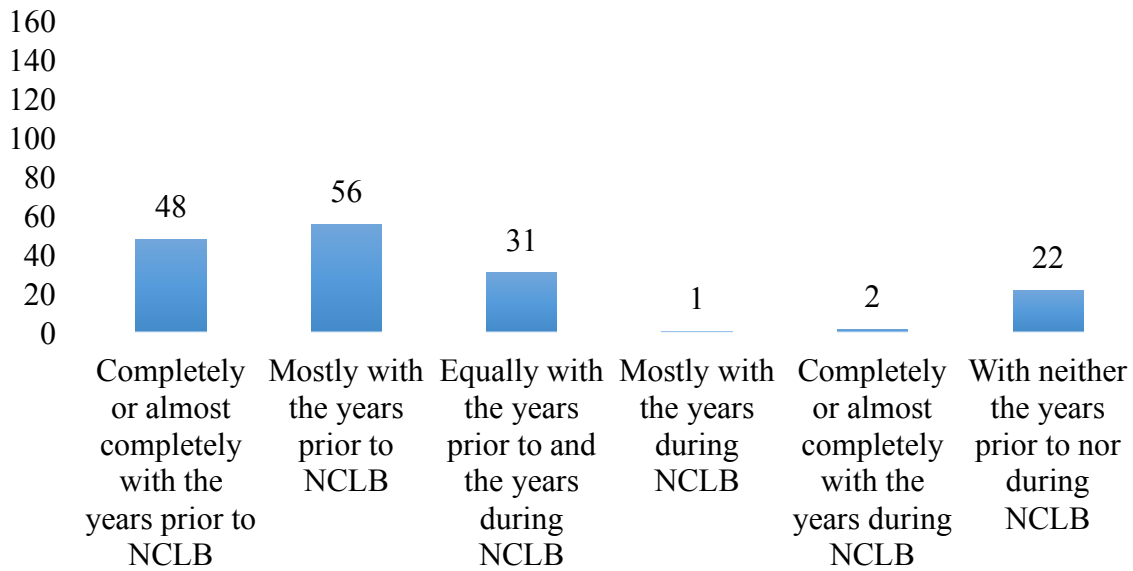
*Figure* 27. I associate optional professional development *(n = 160)*.

Most respondents (58%) associated mandated participation in professional development with the years during the implementation of *No Child Left Behind*. Some respondents (27%) associated mandated professional development with both time periods. Some respondents (14%) associated mandatory participation in professional development with the years prior to the implementation of *No Child Left Behind*. Very few respondents (1%) associated mandated professional development with neither time period (Figure 28).
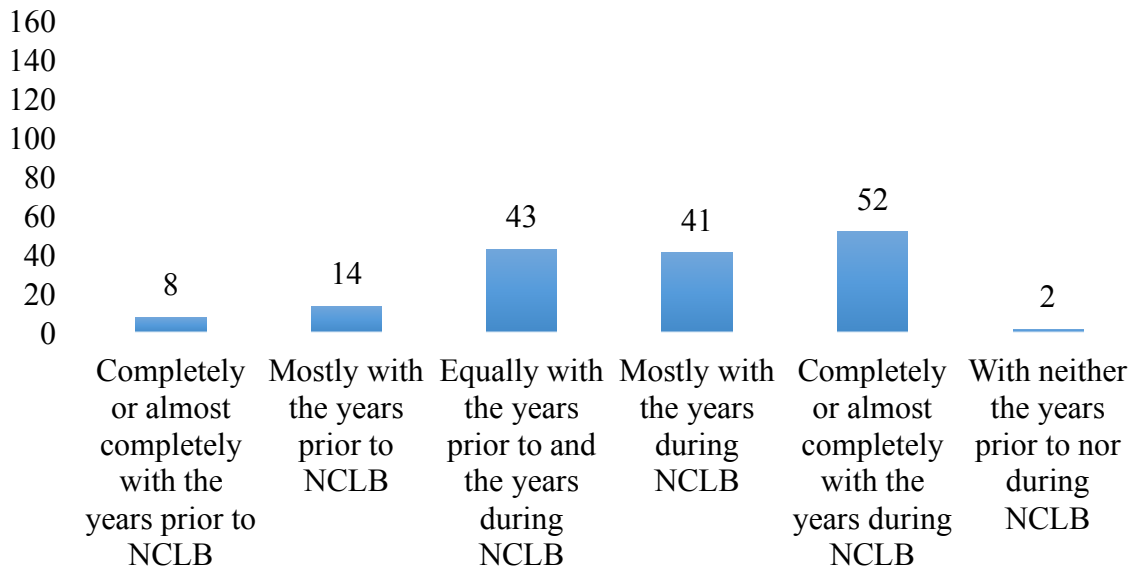
*Figure* 28. I associate mandated professional development *(n = 160)*.

**Section 1: Discussion**

Survey Section 1: *Expectations and Practices* addressed the research questions: "What expectations and practices do teachers associate with teaching in the years prior to *No Child Left Behind*?" and "What expectations and practices do teachers associate with teaching in the years during the implementation of *No Child Left Behind*?" In all nine areas of section 1, respondents sorted expectations and practices clearly into either the time period prior to the implementation of *No Child Left Behind* or the time period during the implementation of *No Child Left Behind*.

**Teaching in the years prior to No Child Left Behind.** In order to more clearly view which expectations and practices were most associated with teaching in the years prior to the implementation of *No Child Left Behind*, the researcher ranked expectations and practices, from most associated with teaching prior to the implementation of *No Child Left Behind*, to least associated with teaching prior to the implementation of *No Child Left Behind*, according to the percentage of respondents who associated each expectation or practice with that time period.

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Teachers clearly associated nine expectations and practices mostly with teaching prior to the implementation of *No Child Left Behind* (Table 1).

Table 1. *Ranking of expectations and practices associated with teaching in the years prior to NCLB*

| Rank | Expectation or practice | % |
|---|---|---|
| 1 | Pace of instruction determined by teachers | 93% |
| 2 | Teachers self-managing teaching and learning | 92% |
| 3 | Freedom to create curriculum | 91% |
| 4 | Teacher created lessons | 86% |
| 5 | Teaching to the developmental level of the child | 85% |
| 6 | Emphasis on designing creative learning activities | 85% |
| 7 | Emphasis on meeting the needs of all learners, including those at higher proficiency levels | 70% |
| 8 | Instruction based on individual needs | 65% |
| 9 | Optional participation in professional development | 65% |
| 10 | Mandated professional development | 14% |
| 11 | Pace of instruction determined by pacing guides. | 11% |
| 12 | Emphasis primarily on meeting the needs of learners who achieve below proficiency levels | 11% |
| 13 | Fidelity to the adopted curriculum | 8% |
| 14 | "One size fits all" instruction | 7% |
| 15 | Scripted lessons | 3% |
| 16 | Teaching to the standards | 2% |

Table 1. *Ranking of expectations and practices associated with teaching in the years prior to NCLB (continued)*

| Rank | Expectation or practice | % |
|---|---|---|
| 17 | An emphasis on testing and data collection | 2% |
| 18 | Micro-management of teaching and learning | 1% |

*Note.* Percent of respondents. *n = 159 – 161.*

**Teaching in the years during No Child Left Behind.** In order to more clearly view which expectations and practices were most associated with teaching during the implementation of *No Child Left Behind,* the researcher ranked expectations and practices from most associated with teaching during *No Child Left Behind*, to least associated with teaching during *No Child Left Behind*, according to the percentage of respondents who associated each expectation or practice with that time period. Teachers clearly associated nine expectations and practices mostly with teaching during the implementation of *No Child Left Behind* (Table 2).

Table 2. *Ranking of expectations and practices associated with teaching in the years during NCLB*

| Rank | Expectation or practice | % |
|---|---|---|
| 1 | Emphasis on testing and data collection | 94% |
| 2 | Micro-management of teaching and learning | 92% |
| 3 | Scripted lessons | 84% |
| 4 | Pace of instruction determined by pacing guides | 79% |
| 5 | "One size fits all" instruction | 76% |

Table 2. *Ranking of expectations and practices associated with teaching in the years during NCLB (continued)*

| Rank | Expectation or practice | % |
|------|-------------------------|---|
| 6 | Teaching to the standards | 73% |
| 7 | Fidelity to adopted curriculum | 73% |
| 8 | Emphasis primarily on meeting the needs of learners who achieve below proficiency levels. | 65% |
| 9 | Mandated participation in professional development | 58% |
| 10 | Instruction based on individual needs | 13% |
| 11 | Pace of instruction determined by teachers | 11% |
| 12 | An emphasis primarily on meeting the needs of all learners, including those at higher proficiency levels | 9% |
| 13 | An emphasis on designing creative learning activities | 4% |
| 14 | Teacher created lessons | 2% |
| 15 | Teaching to the developmental level of the child | 2% |
| 16 | Optional professional development | 2% |
| 17 | Teachers self-managing teaching and learning | 1% |
| 18 | Freedom to create curriculum | 0% |

*Note.* Percent of respondents. *n = 159 – 161.*

The researcher had, in the development of the survey instrument, recalled both personal experiences and those of her K-12 colleagues. Even so, the researcher found the results surprisingly dichotomous. The dichotomous results suggest that the changes in expectations and

practices experienced by the researcher and her K-12 colleagues prior to and during *No Child Left Behind* were experienced on a much broader level by K-12 teachers across the nation. This is consistent with the intent of *No Child Left Behind*, which was to reform education on a national level. Because of the dichotomous nature of the responses in section 1, the researcher concluded that she had successfully activated memories of both time periods in respondents who had taught prior to and during *No Child Left Behind*.

**Section 2: Perceptions of expectations and practices**

The purpose of the second section of the survey, *Perceptions of Expectations and Practices*, was to was to determine which expectations and practices were perceived by respondents as professional gains, and which expectations and practices were perceived as professional losses. Survey Section 2 attempted to answer the research questions "Which expectations and practices from the two time periods did teachers perceive as professional gains?" and "Which expectations and practices from the two time periods did teachers perceive as professional losses?"

The researcher rewrote eighteen descriptors from section one of the survey into statements reflecting the degree to which respondents might feel their teaching was strengthened by each expectation or practice. For example, the researcher embedded the descriptor "pace of instruction determined by teachers" into the statement "My teaching was stronger when I was able to set the pace of instruction myself" and the descriptor "pace of instruction determined by pacing guides" into the statement "My teaching was stronger when pacing guides determined the pace of instruction." The researcher hoped to have respondents elicit gradations of feelings of professional strength for each expectation and practice. By having respondents attach feelings of professional strength to each expectation and practice, the researcher hoped to determine which

expectations and practices were perceived as gains and which expectations and practices were perceived as losses. The researcher interpreted expectations and practices that made respondents feel their teaching was stronger as professional gains. The researcher interpreted expectations and practices that made respondents feel less strong as professional losses.

Respondents rated the expectations and practices on a 5 point Likert-type scale:

1 strongly disagree

2 disagree

3 somewhat agree

4 agree

5 strongly agree

Survey results for Section 2: *Perceptions of Expectations and Practices* were again dichotomous. Again, responses representing the majority of respondents were clear; often, over 80% of the respondents expressed their overall agreement or disagreement with a statement. In order to facilitate clear presentation of nuances in the data, especially data relating to the viewpoints that did not represent the majority, the researcher again elected, within the narrative that follows, to use percentages and the terms "most," "many," "some," "few," and "very few" as descriptors. The terms and percentages they represent, then, are identical to the terms and percentages used to describe the results in *Section 1: Expectations and Practices.* Again, the researcher used the following terms to describe response rates:

- "most" to describe percentages of 51% or greater.

- "many" to describe percentages from 31% to 50%.

- "some" to describe percentages from 11% to 30%.

- "few" to describe percentages from 6% to 10%.

- "very few" to describe percentages from 1% to 5%.

   ***Pacing of instruction.*** Most respondents (85%) agreed or strongly agreed that their

teaching was stronger in the years prior to the implementation of *No Child Left Behind* when

they were able to set the pace of instruction themselves. Some respondents (11%) neither agreed

nor disagreed. Very few respondents (3%) disagreed or strongly disagreed. Very few respondents

(1%) felt that the question was not applicable to their teaching (Figure 29).
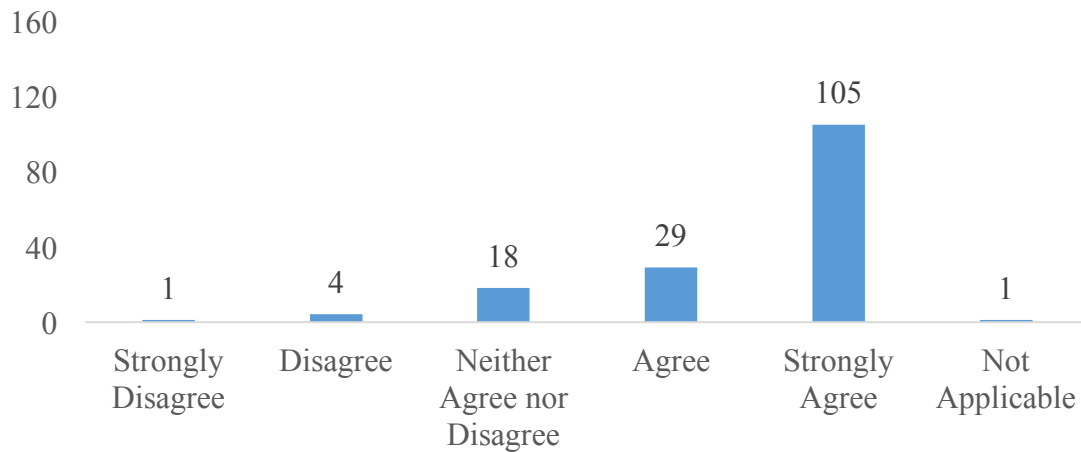


*Figure* 29. My teaching was stronger when I set the pace of instruction myself *(n=158)*.

   Most respondents (81%) disagreed or strongly disagreed that their teaching was stronger

during the implementation of *No Child Left Behind* when pacing guides determined the pace of

instruction in the years. Some respondents (12%) neither agreed nor disagreed. Few respondents

(6%) agreed or strongly agreed. Very few respondents (1%) felt the question was not applicable

to their teaching (Figure 30).
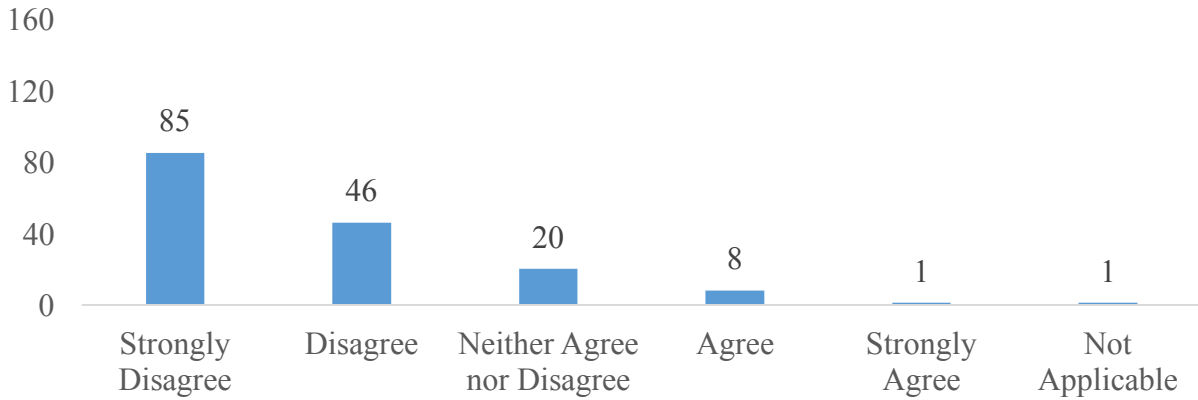
*Figure* 30. My teaching was stronger when pacing guides determined the pace of instruction. *(n = 161).*

*Type of lessons.* Most respondents (87%) agreed or strongly agreed that their teaching was stronger in the years prior to the implementation of *No Child Left Behind* when they taught lessons they created themselves. Few respondents (9%) neither agreed nor disagreed. Very few respondents (2%) disagreed or strongly disagreed. Very few respondents (1%) felt that the question was not applicable to their teaching (Figure 31).
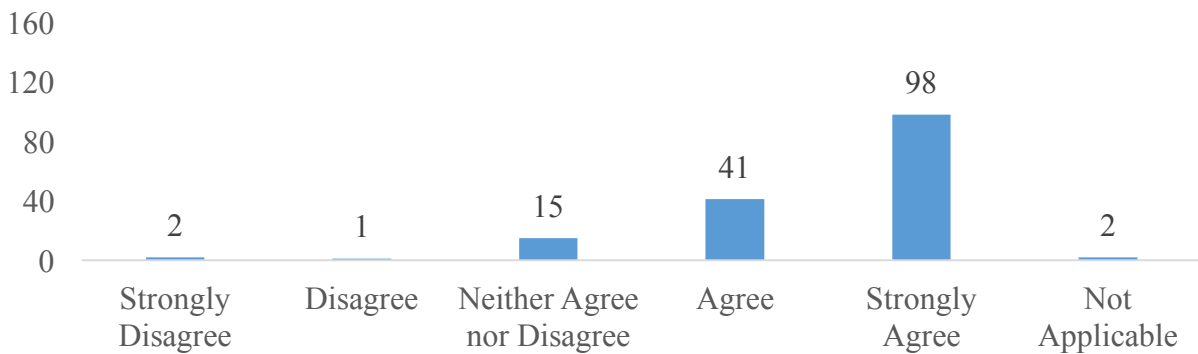


*Figure* 31. My teaching was stronger when I taught lessons I created myself *(n = 159).*

Most respondents (90%) disagreed or strongly disagreed that their teaching was stronger during the implementation of *No Child Left Behind* when they taught scripted lessons. Very few respondents (5%) neither agreed nor disagreed. Very few respondents (4%) felt that the question was not applicable to their teaching. Very few (<1%) of the respondents agreed that their teaching was stronger when they taught scripted lessons. No respondents strongly agreed that their teaching was stronger when they taught scripted lessons (Figure 32).
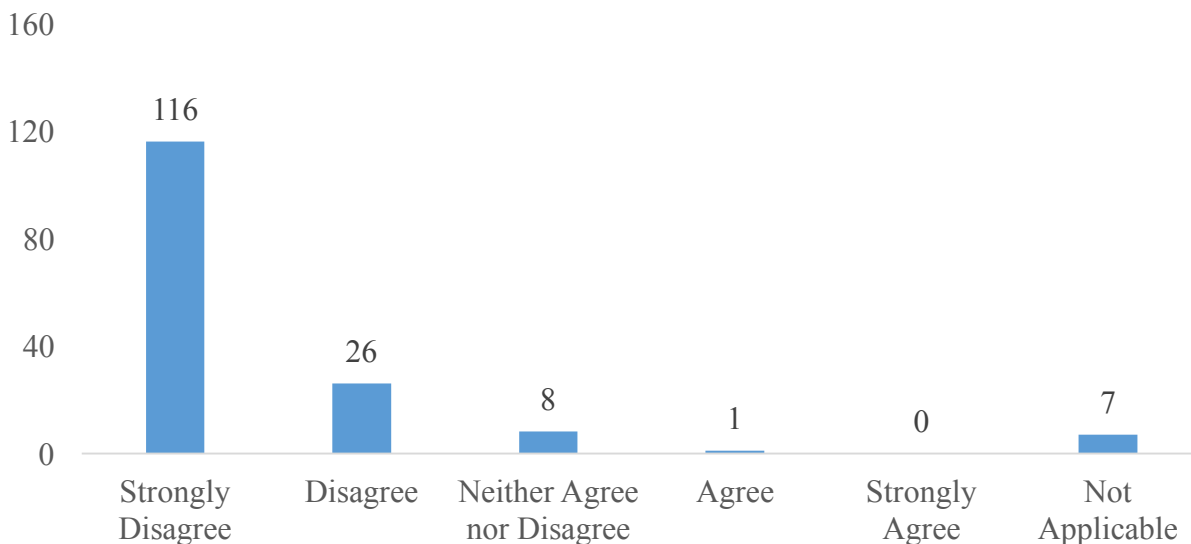


*Figure* 32. My teaching was stronger when I taught scripted lessons *(n = 158)*.

***Management of teaching and learning.*** Most respondents (82%) agreed or strongly agreed that their teaching was stronger in the years prior to the implementation of *No Child Left Behind* when teachers managed teaching and learning themselves. Some respondents (11%) neither agreed nor disagreed. Very few respondents (5%) disagreed or strongly disagreed. Very few respondents (1%) felt that the question was not applicable to their teaching (Figure 33).
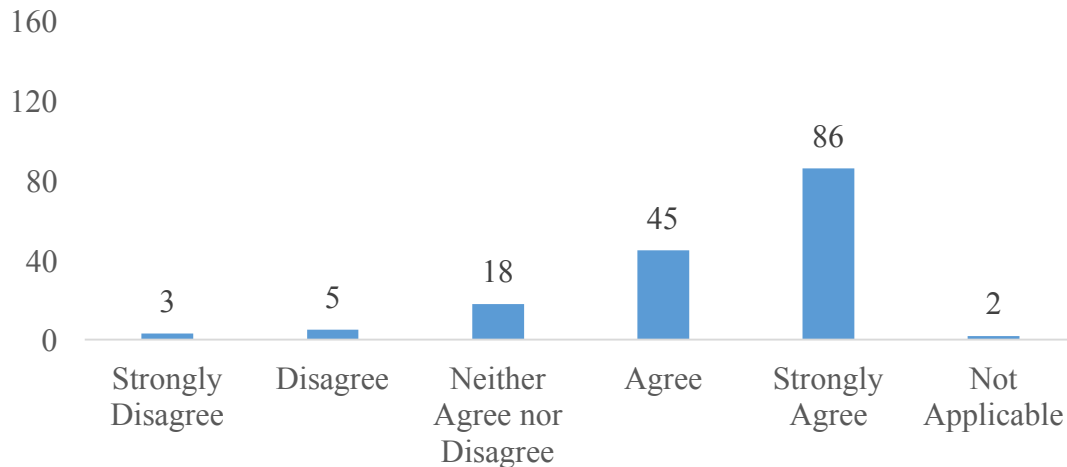
*Figure* 33. My teaching was stronger when I managed teaching and learning myself *(n = 159)*.

Most respondents (93%) disagreed or strongly disagreed that their teaching was stronger during the implementation of *No Child Left Behind*, when administration micro-managed teaching and learning. Very few respondents (4%) neither agreed nor disagreed that their teaching was stronger when teaching and learning were micro-managed. Very few respondents (3%) strongly agreed that their teaching was stronger when they were micronmanaged. No respondents agreed that that their teaching was stronger when they were micromanaged. Very few respondents (<1%) felt the question was not applicable to their teaching (Figure 34).
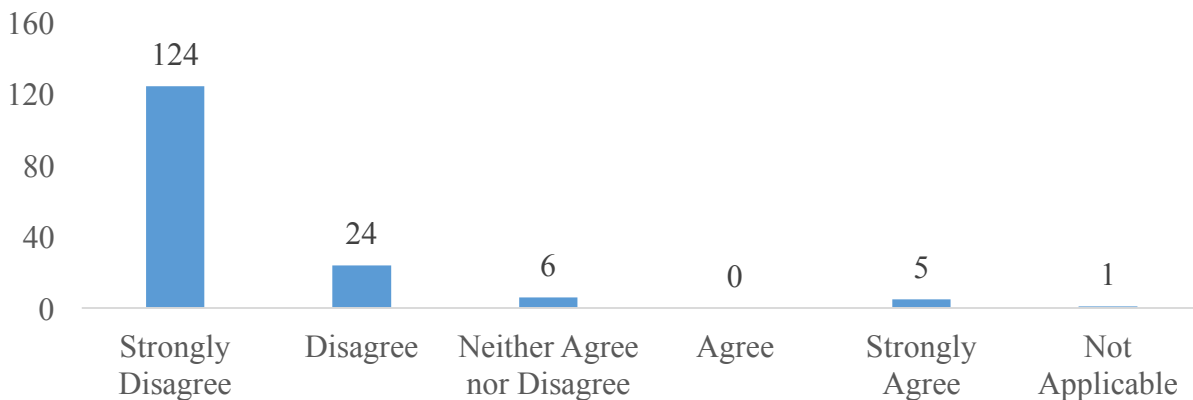


*Figure* 34. My teaching was stronger when administration micro-managed teaching and learning. *(n=160)*.

*Curriculum focus.* Most respondents (93%) agreed or strongly agreed that their teaching was stronger in the years prior to the implementation of (*No Child Left Behind* when they taught to the development level of the child. Very few respondents (5%) neither agreed nor disagreed. Very few respondents (1%) disagreed or strongly disagreed. Very few respondents (1%) felt the question was not applicable to their teaching (Figure 35).
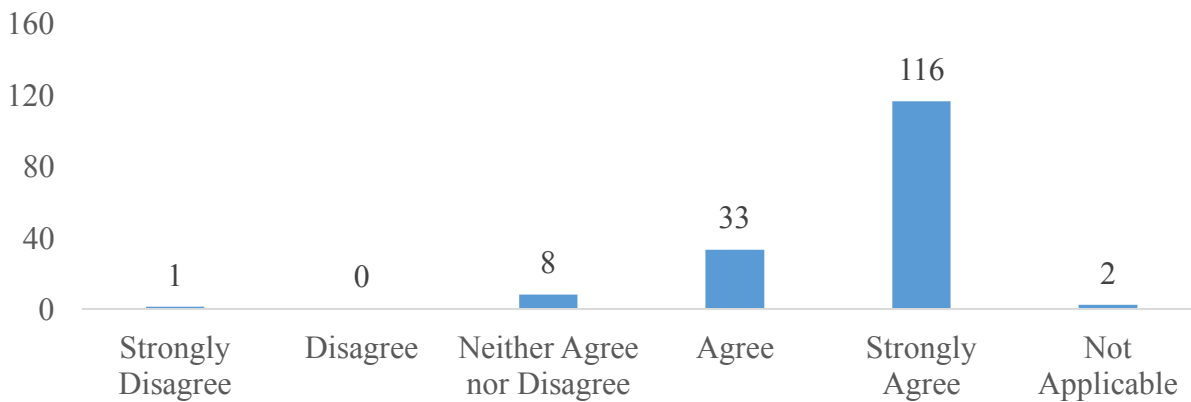


*Figure* 35. My teaching was stronger when I taught to the developmental level of the child. *(n = 160)*.

Many respondents (39%) disagreed or strongly disagreed that their teaching was stronger during the implementation of *No Child Left Behind* when they taught to the standards. Many respondents (38%) neither agreed nor disagreed. Some respondents (21%) agreed or strongly agreed. Very few respondents (2 %) felt that the question was not applicable to their teaching (Figure 36).
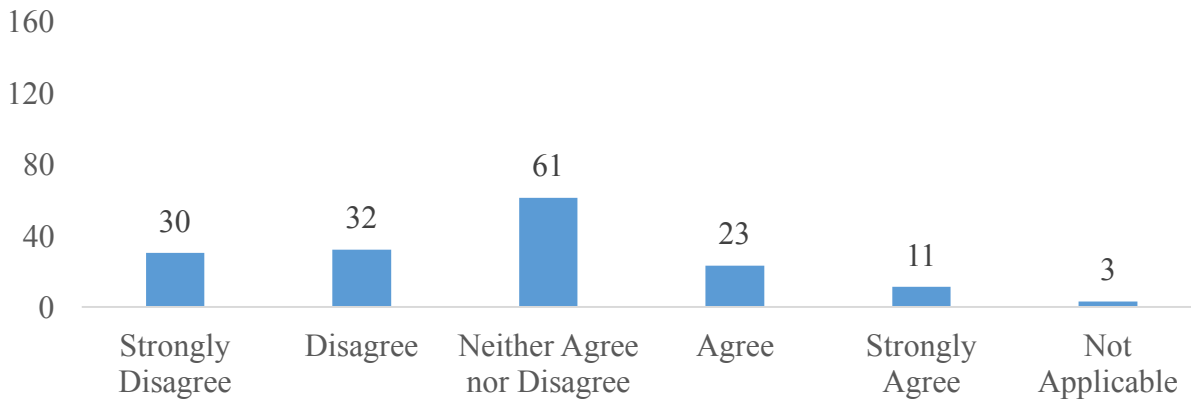
*Figure* 36. My teaching was stronger when I taught to the standards *(n = 160)*.

**Student emphasis.** Most respondents (87%) agreed or strongly agreed that their teaching

was stronger prior to the implementation of *No Child Left Behind* when meeting the needs of all

levels of students, including those at higher achievement levels, was emphasized. Few

respondents (7%) neither agreed nor disagreed. Very few respondents (3%) disagreed or strongly

disagreed. Very few respondents (3%) felt the question was not applicable to their teaching

(Figure 37).
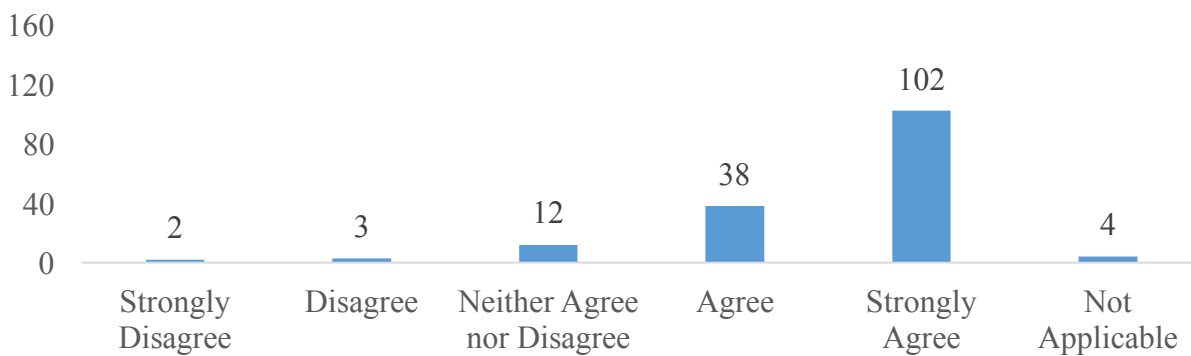


*Figure* 37. My teaching was stronger when meeting needs of all levels of students, including

those at higher levels, was emphasized *(n = 161)*.

Most respondents (58%) disagreed or strongly disagreed that their teaching was stronger during the implementation of *No Child Left Behind* when meeting the needs of students who were below proficiency levels was the primary emphasis. Some respondents (24%) neither agreed nor disagreed. Some respondents (17%) agreed or strongly agreed. Very few respondents (1%) felt the question was not applicable to their teaching (Figure 38).
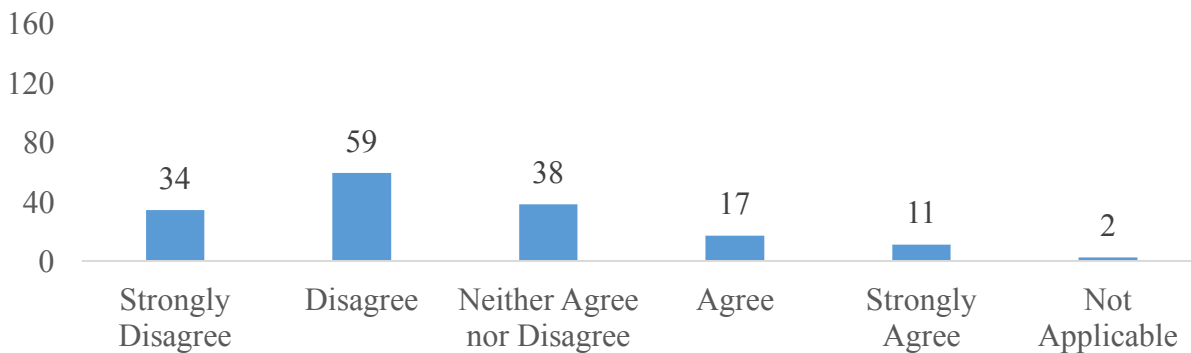


*Figure* 38. My teaching was stronger when meeting the needs of students below proficiency levels was the primary emphasis *(n = 161)*.

***Instruction.*** Most respondents (90%) agreed or strongly agreed that their teaching was stronger prior to the implementation of *No Child Left Behind* when they delivered instruction based on individual needs. Few respondents (7%) neither agreed nor disagreed. Very few respondents (3%) disagreed or strongly disagreed. Very few respondents (<1%) felt the question was not applicable to their teaching (Figure 39).
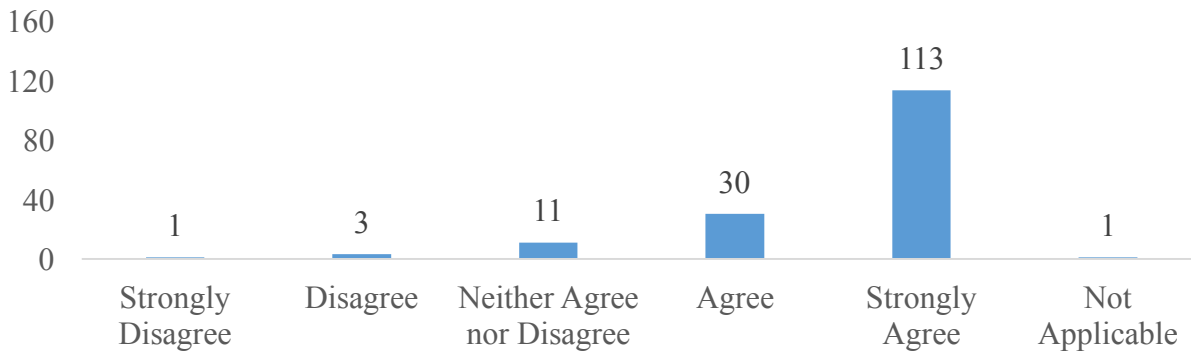
*Figure* 39. My teaching was stronger when I delivered instruction based on individual needs. *(n = 159).*

Most respondents (94%) disagreed that their teaching was stronger during the implementation of *No Child Left Behind*, when they delivered "one size fits all" instruction. Very few respondents (4%) neither agreed nor disagreed. Very few respondents (1%) felt the question was not applicable to their teaching. No respondents agreed or strongly agreed (Figure 40).
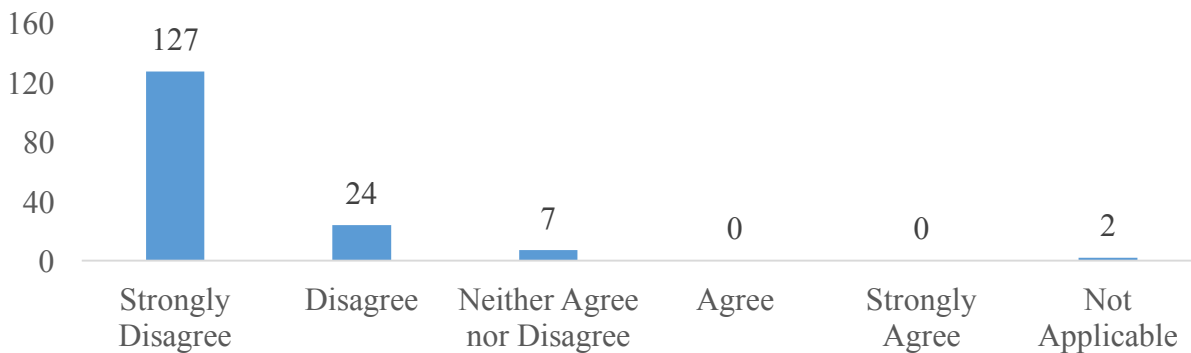


*Figure* 40. My teaching was stronger when I delivered "one size fits all" instruction (n = 160).

***Teacher focus/time.*** Most respondents (89%) agreed or strongly agreed that their teaching was stronger prior to the implementation of *No Child Left Behind* when designing creative learning activities was emphasized. Very few respondents (5%) neither agreed nor

disagreed. Very few respondents (4%) disagreed or strongly disagreed. Very few respondents (2%) felt that the question was not applicable to their teaching (Figure 41).
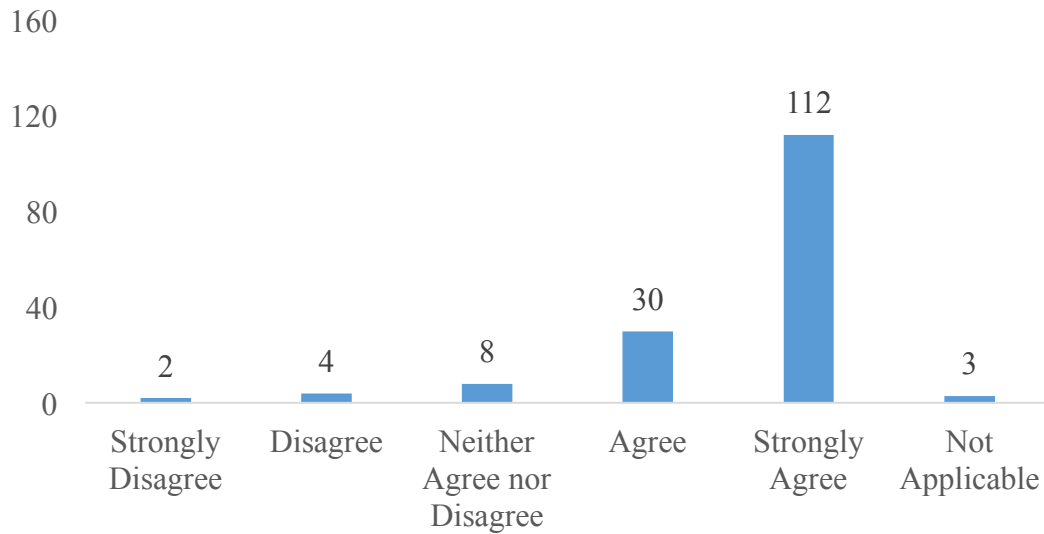


*Figure* 41. My teaching was stronger when designing creative learning activities was emphasized *(n = 159)*.

Most respondents (77%) disagreed or strongly disagreed that their teaching was stronger during the implementation of *No Child Left Behind* when testing and data collection were emphasized. Some respondents (14 %) neither agreed nor disagreed. Few respondents (8%) agreed or strongly agreed. Very few respondents (1%) felt that the question was not applicable to their teaching (Figure 42).
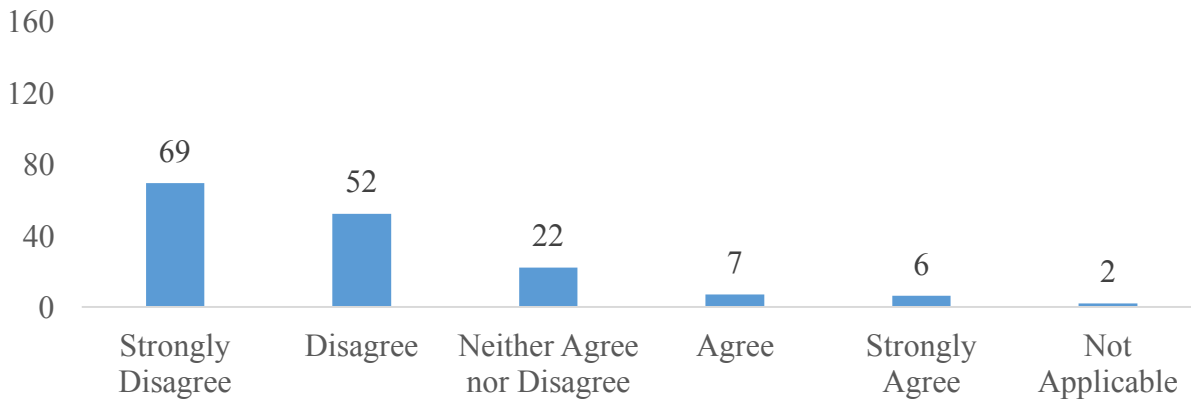
*Figure* 42. Teaching was stronger when testing and data collection were emphasized *(n = 158)*.

***Freedom vs. fidelity.*** Most respondents (85%) agreed or strongly agreed that their teaching was stronger prior to *No Child Left Behind* when they could create their own curriculum. Few respondents (9%) neither agreed nor disagreed. Very few respondents (4%) disagreed or strongly disagreed. Very few respondents (2%) felt the question was not applicable to their teaching (Figure 43).
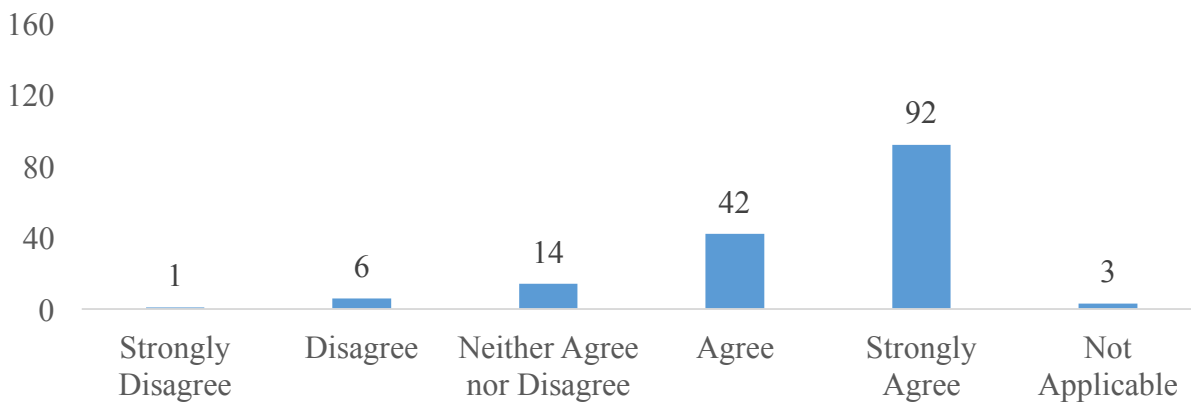


*Figure* 43. My teaching was stronger when I could create my own curriculum *(n = 158)*.

Most respondents (59%) disagreed or strongly disagreed that their teaching was stronger during the implementation of *No Child Left Behind* when they taught with fidelity to the adopted curriculum. Some respondents (28%) neither agreed nor disagreed. Some respondents (12%)

agreed or strongly agreed. Very few respondents (1%) felt the question was not applicable to their teaching (Figure 44).
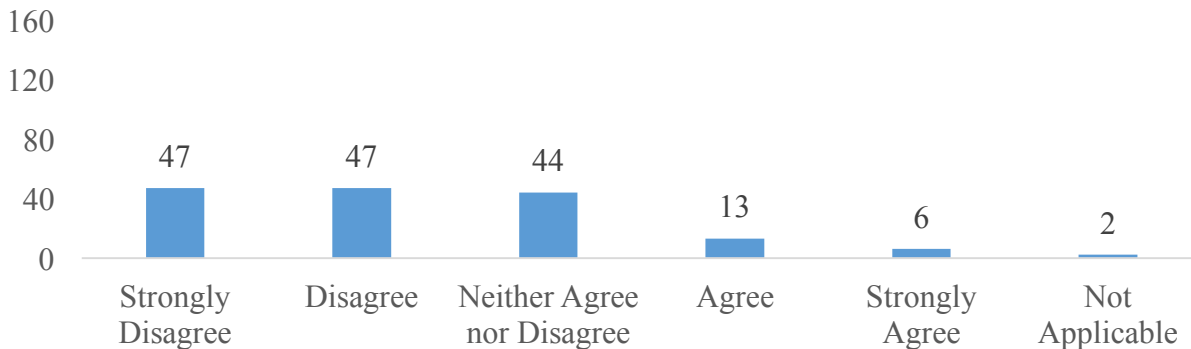


*Figure* 44. My teaching was stronger when I taught with fidelity to the adopted curriculum. *(n = 159).*

    ***Professional development.*** Most respondents (51%) agreed or strongly agreed that their teaching was stronger during the years prior to the implementation of *No Child Left Behind* when participation in professional development was optional. Many respondents (32%) neither agreed nor disagreed. Few respondents (10%) disagreed or strongly disagreed. Few respondents (7%) felt the question was not applicable to their teaching (Figure 45).
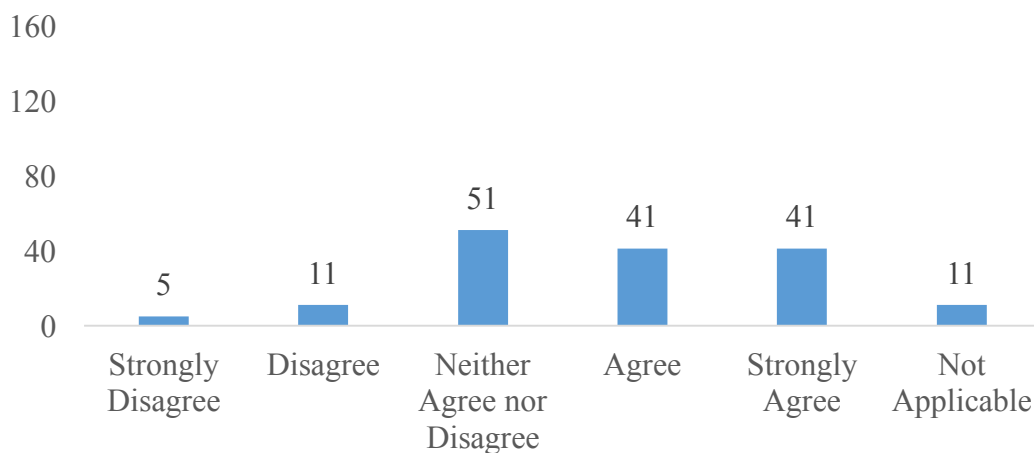


*Figure* 45. My teaching was stronger when participation in professional development was optional *(n=160).*

Most respondents (65%) disagreed or strongly disagreed that their teaching was stronger during the implementation of *No Child Left Behind* when participation in professional development was mandated. Some respondents (22%) neither agreed nor disagreed. Few respondents (8%) agreed or strongly disagreed. Very few respondents (4%) felt the question was not applicable to their teaching (Figure 46).
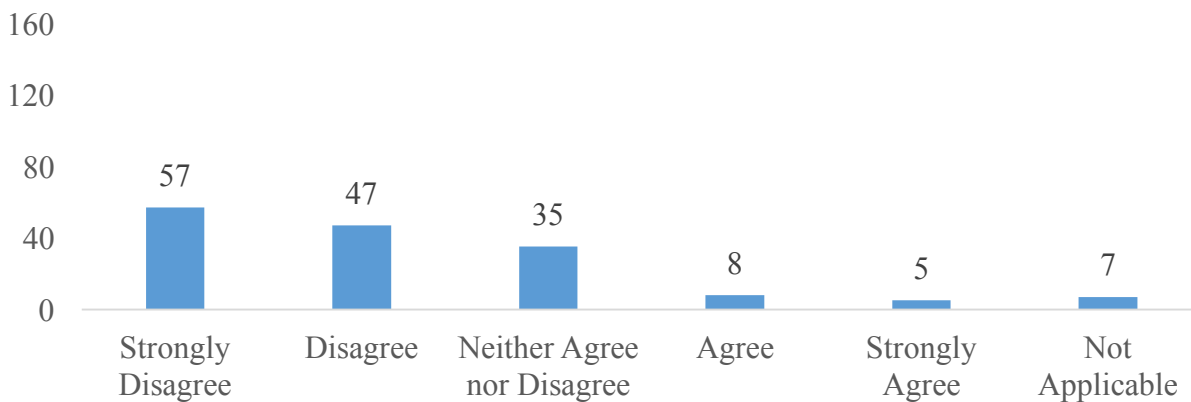


*Figure* 46. My teaching was stronger when participation in professional development was mandated *(n = 159)*.

**Section 2: Discussion**

Survey Section 2: *Perceptions of Expectations and Practices* addressed the research questions: "Which expectations and practices from the two time periods did teachers perceive as professional gains?" and "Which expectations and practices from the two time periods did teachers perceive as professional losses?" Respondents were asked to rate 18 statements derived from the 18 expectations and practices from the previous section. Each statement began with the carrier phrase "My teaching was stronger when…" Respondents rated each statement using a 5 point Likert-type scale.

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***Expectations and practices perceived as professional gains.*** The researcher interpreted "I agree" and "I strongly agree" ratings on the "My teaching was stronger when . . ." statements as indicators of feelings of professional gains. Respondents clearly perceived nine expectations and practices as professional gains. In the table below, the top nine "I felt stronger when . . ." statements are ranked, from the practice implying the most professional gain, to the practice implying the least professional gain. Notable is that respondents felt stronger when using the practices they had identified in section 1 as being associated more with teaching in the years prior to the implementation of *No Child Left Behind*. Only the top nine practices—those eliciting the highest percentage of feelings of strength—are listed as professional gains. The remaining nine practices are not listed, as the percentage of respondents associating the unlisted practices with stronger teaching was less than or equal to 21% (Table 3).

Table 3. *Professional Gains: Ranking of "My teaching was stronger when…" statements*

| Rank | Expectation or practice | % agreed or strongly agreed |
|---|---|---|
| 1 | My teaching was stronger when I taught to the development level of the child. | 93% |
| 2 | My teaching was stronger when I delivered instruction based on individual needs. | 90% |
| 3 | My teaching was stronger when designing creative learning activities was emphasized. | 89% |

Table 3. *Professional Gains: Ranking of "My teaching was stronger when…" statements (continued)*

| Rank | Expectation or practice | % agreed or strongly agreed |
|------|-------------------------|-----------------------------|
| 4 | My teaching was stronger when meeting the needs of all levels of students, including those at higher achievement levels, was emphasized. | 87% |
| 5 | My teaching was stronger when I taught lessons I created myself. | 87% |
| 6 | My teaching was stronger when I was able to set the pace of instruction myself. | 85% |
| 7 | My teaching was stronger when I could create my own curriculum. | 85% |
| 8 | My teaching was stronger when I managed teaching and learning myself. | 82% |
| 9 | My teaching was stronger when participation in professional development was optional. | 51% |
| | | Mean = 82% |

***Expectations and practices perceived as professional losses.*** The researcher interpreted "I disagree" and "I strongly disagree" ratings on the "My teaching was stronger . . ." statements as indicators of feelings of professional losses. Respondents clearly perceived nine expectations and practices as professional losses. In the table below, the nine "I felt stronger when . . ." statements are ranked beginning with the practice eliciting the most "I disagree" or "I strongly disagree" ratings, implying the most professional loss. Notable is that the practices perceived to

be professional losses are the same practices that respondents had, in section 1, associated more with teaching in the years during the implementation of *No Child Left Behind*. Only the nine practices eliciting the highest percentage of feelings of loss are listed. The remaining nine practices are not listed, as the percentage of respondents disagreeing or strongly disagreeing with those practices was less than or equal to 10% (Table 4).

Table 4. *Professional losses: Ranking of "My teaching was stronger when…" statements*

| Rank | Expectation or practice | % disagreed or strongly disagreed |
|---|---|---|
| 1 | My teaching was stronger when I delivered "one size fits all" instruction. | 94% |
| 2 | My teaching was stronger when administration micro-managed teaching and learning. | 93% |
| 3 | My teaching was stronger when I taught scripted lessons. | 90% |
| 4 | My teaching was stronger when pacing guides determined the pace of instruction. | 81% |
| 5 | My teaching was stronger when testing and data collection were emphasized. | 77% |
| 6 | My teaching was stronger when participation in professional development was mandated. | 65% |
| 7 | My teaching was stronger when I taught with fidelity to the adopted curriculum. | 59% |

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Table 4. *Professional losses: Ranking of "My teaching was stronger when…" statements*
*(continued)*

| Rank | Expectation or practice | % disagreed or strongly disagreed |
|------|------------------------|-----------------------------------|
| 8 | My teaching was stronger when meeting the needs of students who were below proficiency levels was the primary emphasis. | 58% |
| 9 | My teaching was stronger when I taught to the standards. | 39% |
| | | Mean = 73% |

The data in Section 2 suggests that, overall, respondents felt that their teaching was stronger during the years previous to the implementation of *No Child Left Behind*. The researcher calculated means for the nine statements in each time period for which respondents voiced a majority agreement or majority disagreement. On average 82% of the respondents agreed or strongly agreed that their teaching was stronger—indicating professional gains--previous to the implementation of *No Child Left Behind*, while 73% of the respondents disagreed or strongly disagreed that their teaching was stronger—indicating professional losses--during the implementation of *No Child Left Behind*.

Given the difference between the two means—9%—it also appears that although respondents firmly felt that their teaching was stronger before the implementation of *No Child Left Behind*, they were not as resolute in their disagreement that their teaching was stronger during the implementation of *No Child Left Behind*. Is this difference an issue of fond but potentially inaccurate memories of "days gone by, of the good times we knew" (Parris, 1982)—

of a time period that ended some 13 years ago? Or could the difference be attributed to respondents possibly conceding that the expectations and practices of *No Child Left Behind* did not, in reality, weaken their teaching as much as they might have thought? Additional research—perhaps through individual interviews or focus groups—might help ascertain to what extent teachers feel that the expectations and practices associated with *No Child Left Behind* may have actually strengthened their teaching.

Still, the researcher recognizes that respondents clearly agreed that their teaching was stronger in the years previous to the implementation of *No Child Left Behind* and clearly disagreed that their teaching was stronger during the implementation of *No Child Left Behind*. Typically, in most professions, professional skills grow stronger over time; data from this survey would suggest that teachers felt their teaching was not as strong during the implementation of *No Child Left Behind* as it had been earlier in their careers. To have one's professional strength weaken over time could be construed as a broader loss—in this case, perhaps, a deep professional loss that could potentially cause feelings of grief. The results from the third section of the survey situate teachers' feelings of loss into the stages of grief proposed by Kubler-Ross.

**Section 3: Perceptions of professional loss**

Section 3 addressed the research question: "To what extent did teachers grieve perceived professional losses incurred during the implementation of *No Child Left Behind*?" In Section 3, the researcher attempted to situate teachers' feelings of grief into the stages of grief—including anticipatory grief--proposed by Kubler-Ross (Kubler-Ross & Kessler, 2005). Respondents used a Likert-type scale to rate 18 statements: three from each of the stages of grief, and three representing anticipatory grief. All 18 statements utilized Kubler-Ross descriptors within a statement describing what teachers may have experienced during the implementation of *No Child*

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*Left Behind.* The researcher refers to these statements, as "grief statements." The 18 grief statements are listed below, in the same order they appeared in the survey:

- I sometimes thought, do we really have to do this?

- I worried about NCLB even before it was implemented.

- I found myself thinking, "I don't care," when another new practice was introduced.

- I felt that what was being asked of teachers was unfair.

- I felt guilty when I used teaching practices that were no longer considered acceptable.

- Even before NCLB was implemented, I was afraid of the changes proposed by NCLB.

- I eventually began to see the benefits of some of the new teaching practices.

- I felt that I had been put in an unexpected, undeserved, and unwanted situation.

- After awhile, I realized that teaching had changed, and I decided to make the best of it.

- I often thought to myself, "I'll use this practice, but not that one."

- I felt I could not handle the changes in practice I was required to make.

- I had a hard time believing that we had to teach the way we were being asked to teach.

- I was angered by some of the changes in teaching practices.

- At some point, I tried to re-create my professional life into something I could enjoy.

- Before NCLB was even implemented, I had a strange feeling in the pit of my stomach when I read about the changes NCLB would bring to education.

- I felt numb when I was planning lessons.

- There were days when I just didn't care about teaching.

- I made at least one deal with my administrator—I'd do what was being asked of me, if I could do something else my way.

As in the second section, respondents rated the grief statements on a five point Likert-type scale:

1 strongly disagree

2 disagree

3 somewhat agree

4 agree

5 strongly agree

Survey results for *Section 3: Perceptions of Loss and Grief* were not as dichotomous as results from the previous two sections. The researcher was left with a new dilemma: whether or not to use the same percentages and terms to communicate less dichotomous data in narrative form. For the sake of consistency, the researcher elected to maintain use of percentages and the terms "most," "many," "some," "few," and "very few" as descriptors. The researcher again used the term "most" to describe responses of 51% or greater. The researcher again used the term "many" to describe percentages from 31% to 50%. The researcher again used the term "some" to describe percentages from 11% to 30%. The researcher again used the term "few" to describe percentages from 6% to 10%. The researcher again used the term "very few" to describe percentages from 1% to 5%. These terms and the percentages they represent are identical to

those used to describe results in Section 1: *Expectations and Practices* and Section 2:

*Perceptions of Professional Gains and Losses.*

      ***Anticipatory grief.*** Three grief statements in Section 3 were connected with feelings of anticipatory grief and the implementation of *No Child Left Behind.* Those statements were: 1) "I worried about NCLB even before it was implemented," 2) "Even before NCLB was implemented, I was afraid of the changes proposed by NCLB," and 3) "Before NCLB was even implemented, I had a strange pit in my stomach when I read about the changes NCLB would bring to education."

      Most respondents (66%) agreed or strongly agreed that they worried about *No Child Left Behind* even before it was implemented. Some respondents (22%) neither agreed nor disagreed. Some respondents (13%) disagreed or strongly disagreed (Figure 47).
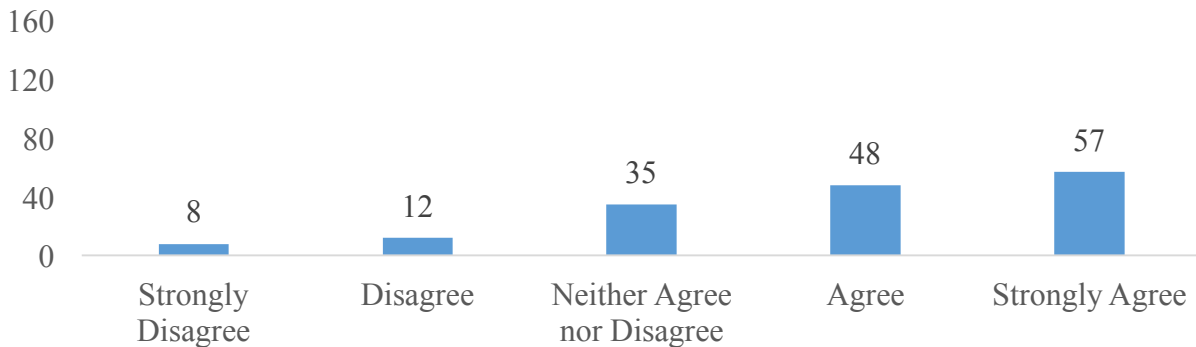


*Figure* 47. Anticipatory grief: I worried about NCLB even before it was implemented *(n=160)*.

      Most respondents (62%) agreed or strongly agreed that even before *No Child Left Behind* was implemented, they were afraid of the changes proposed. Some respondents (25%) neither agreed nor disagreed. Some respondents (13%) disagreed or strongly disagreed (Figure 48).

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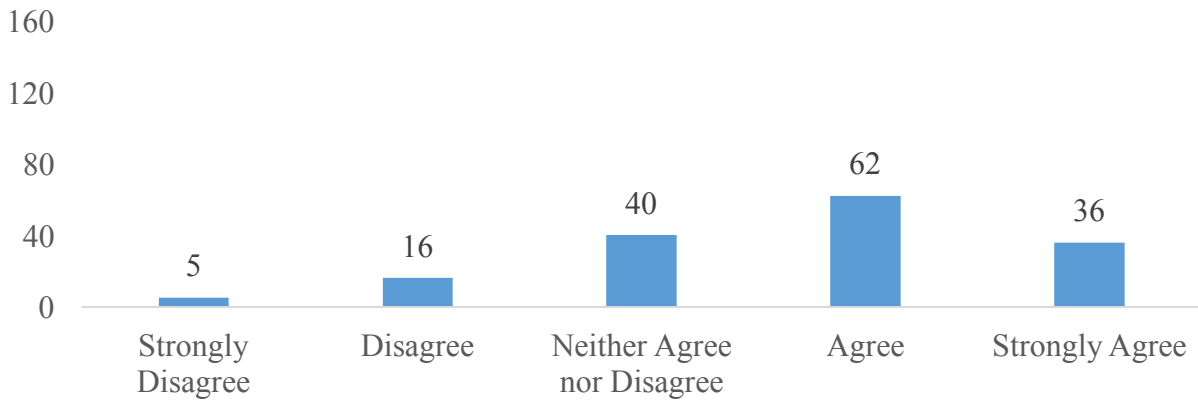
*Figure* 48. Anticipatory grief: Even before NCLB was implemented, I was afraid of the changes proposed by NCLB *(n = 159)*.

Most respondents (59%) agreed or strongly agreed that before *No Child Left Behind* was even implemented, they had a strange pit in their stomach when they read about the changes *No Child Left Behind* would bring to education. Some respondents (27%) neither agreed nor disagreed. Some respondents (14%) disagreed or strongly disagreed (Figure 49).
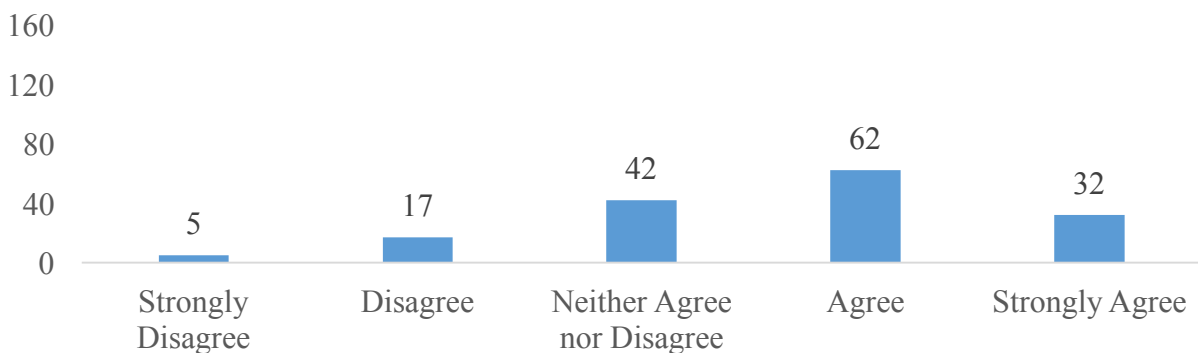


*Figure* 49. Anticipatory grief: Before NCLB was even implemented, I had a strange pit in my stomach when I read about the changes NCLB would bring to education *(n = 158)*.

*Denial.* Three grief statements in Section 3 were connected with feelings of denial and the implementation of *No Child Left Behind*. Those statements were: 1) "I sometimes thought, do we really have to do this?" 2) "I had a hard time believing that we had to teach the way we were being asked to teach," and 3) "I felt numb when I was planning lessons."

Most respondents (96%) agreed or strongly agreed that they sometimes thought "Do we really have to do this?" during the implementation of *No Child Left Behind.* Very few respondents (4%) disagreed or strongly. Very few respondents (<1%) neither agreed nor disagreed (Figure 50).
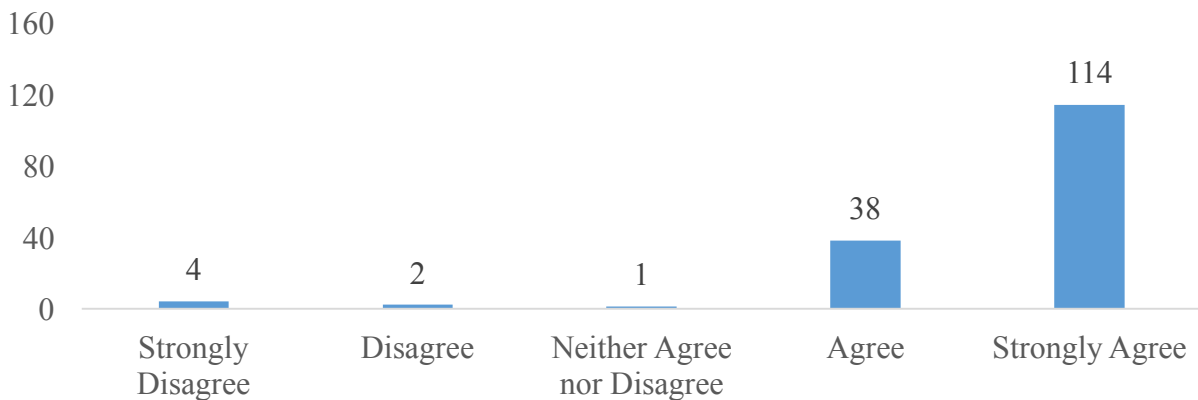


*Figure* 50. Denial: I sometimes thought, "Do we really have to do this?" *(n = 159)*.

Most respondents (81%) agreed or strongly agreed that they had a hard time believing that they had to teach the way they were being asked to teach during the implementation of *No Child Left Behind.* Some respondents (13%) neither agreed nor disagreed. Few respondents (6%) disagreed or strongly disagreed (Figure 51).
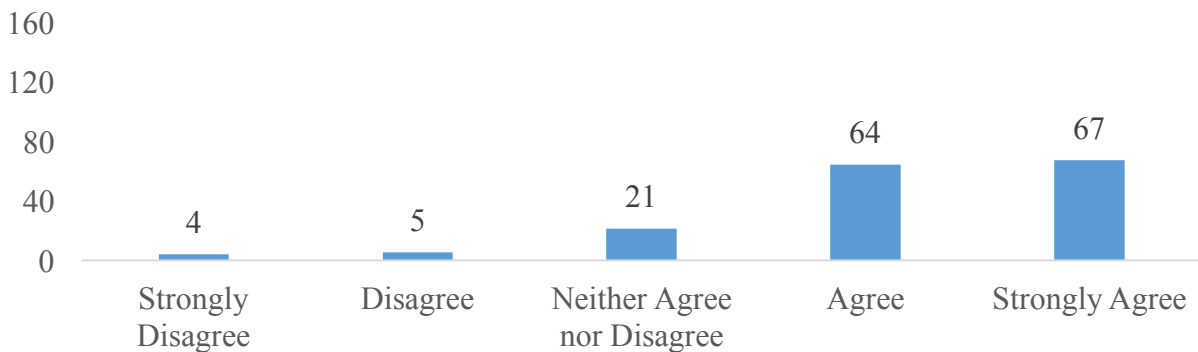


*Figure* 51. Denial: I had a hard time believing that we had to teach the way we were being asked to teach (n = 161).

Many respondents (43%) agreed or strongly agreed that they felt numb when planning lessons during the implementation of *No Child Left Behind.* Some respondents (31%) disagreed or strongly agreed that they felt numb when planning lessons. Some respondents (26%) neither agreed nor disagreed that they felt numb when planning lessons (Figure 52).
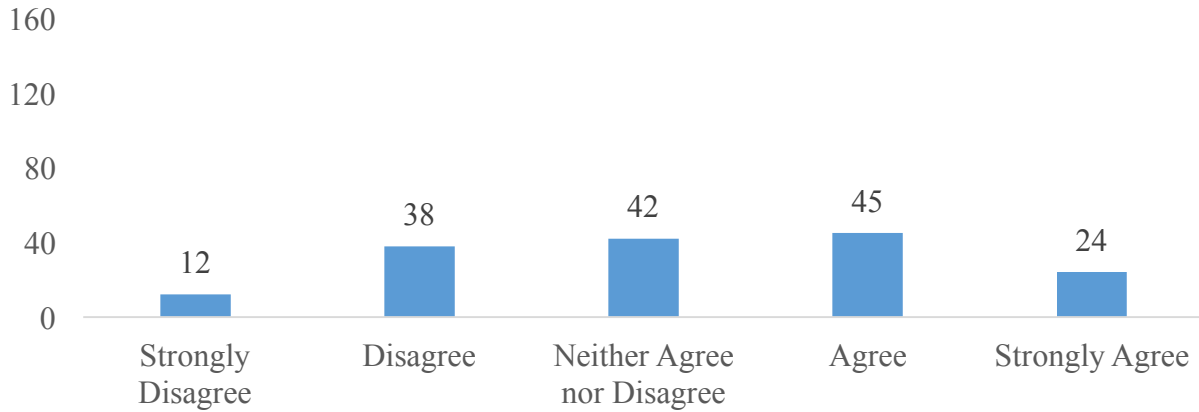
*Figure* 52. Denial: I felt numb when I was planning lessons *(n = 161)*.

**Anger.** Three grief statements in Section 3 were connected with feelings of anger during the implementation of *No Child Left Behind.* Those statements were: 1) "I felt that what was being asked of teachers was unfair," 2) "I was angered by some of the changes in teaching practices," and 3) "I felt that I had been put in an unexpected, undeserved, and unwanted situation."

Most respondents (89%) agreed or strongly agreed that what was being asked of teachers was unfair during the implementation of *No Child Left Behind.* Few respondents (6%) neither agreed nor disagreed. Very few respondents (5%) disagreed or strongly disagreed (Figure 53).
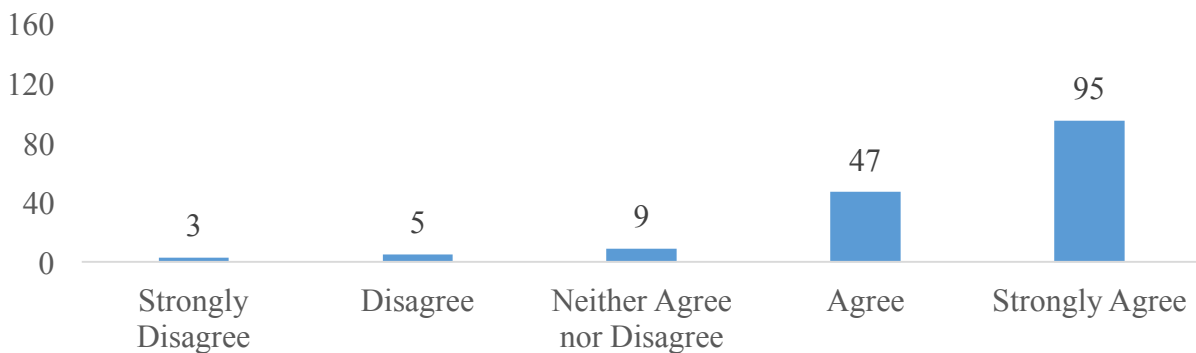


*Figure* 53. Anger: I felt that what was being asked of teachers was unfair *(n = 159)*.

Most respondents (91%) agreed or strongly agreed that they were angered by some of the changes in teaching practices during the implementation of *No Child Left Behind.* Very few

respondents (5%) disagreed or strongly disagreed. Very few respondents (4%) neither agreed nor disagreed (Figure 54).
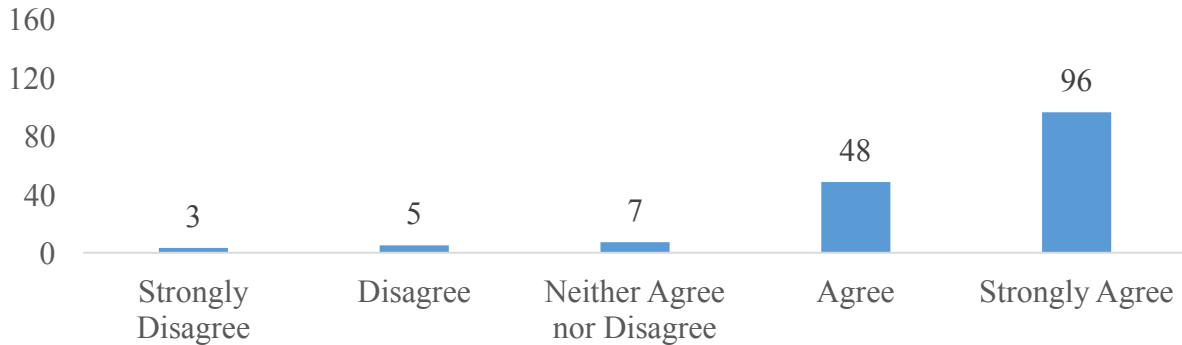


*Figure* 54. Anger: I was angered by some of the changes in teaching practice *(n = 159)*.

Most respondents (79%) agreed or strongly agreed that they had been put in an unexpected, undeserved, and unwanted situation during the implementation of *No Child Left Behind.* Some respondents (14%) neither agreed nor disagreed. Few respondents (6%) disagreed or strongly disagreed (Figure 55).
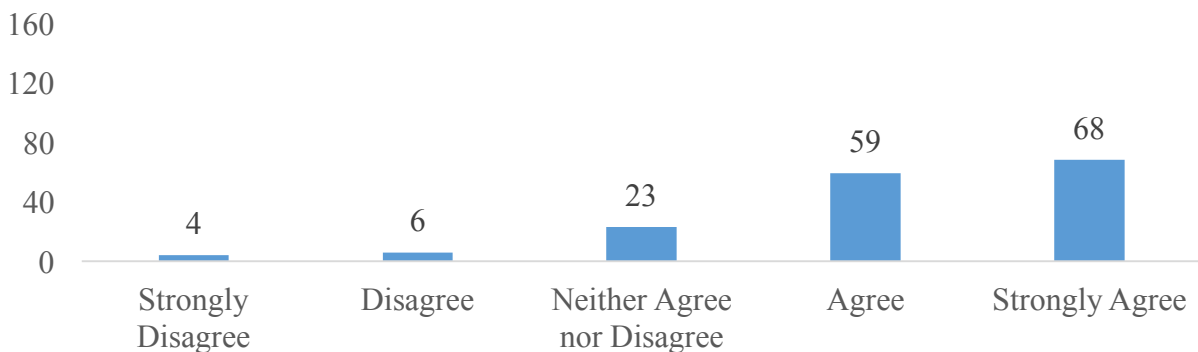


*Figure* 55. Anger: I felt that I had been put in an unexpected, undeserved, and unwanted situation *(n = 160)*.

**Bargaining.** Three survey questions in Section 3 were connected with feelings of bargaining and the implementation of *No Child Left Behind*. Those questions were: 1) "I often

thought to myself, "I'll use this practice, but not that one," 2) "I felt guilty when I used teaching practices that were no longer considered acceptable," and 3) "I made at least one deal with my administrator – I'd do what was being asked of me, if I could do something else my way."

Most respondents (79%) agreed or strongly agreed that they often thought to themselves, "I'll use this practice, but not that one" during the implementation of *No Child Left Behind.* Some respondents (13%) neither agreed nor disagreed. Few respondents (8%) disagreed or strongly disagreed (Figure 56).
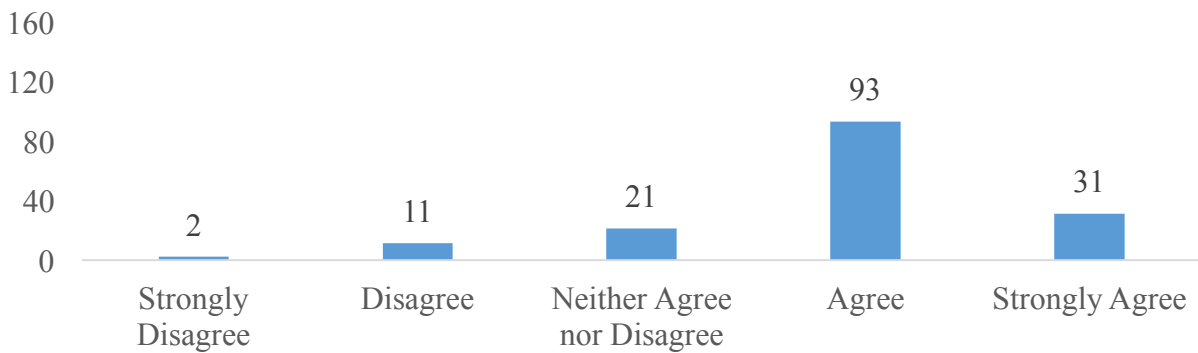


*Figure* 56. Bargaining: I often thought to myself, "I'll use this practice, but not that one" *(n = 158)*.

Many respondents (43%) agreed or strongly agreed that they felt guilty when they used teaching practices that were no longer considered acceptable during the implementation of *No Child Left Behind.* Many respondents (43%) disagreed or strongly disagreed. Some respondents (18%) neither agreed nor disagreed (Figure 57).
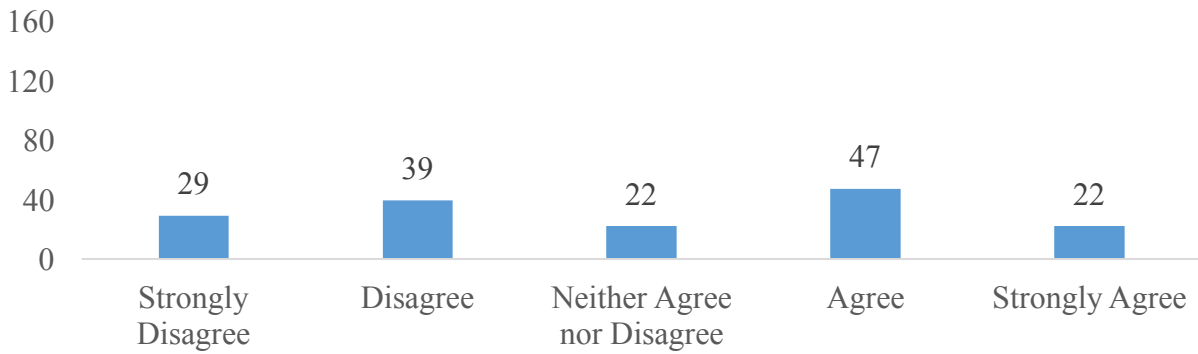
Figure 57. Bargaining: I felt guilty when I used teaching practices that were no longer considered acceptable *(n = 159)*.

Many respondents (37%) disagreed or strongly disagreed that during the implementation of *No Child Left Behind* they'd made at least one deal with their administrator—they'd do what was being asked of them, if they could do something else their way. Many respondents (33%) agreed or strongly agreed. Many respondents (30%) neither agreed nor disagreed (Figure 58).
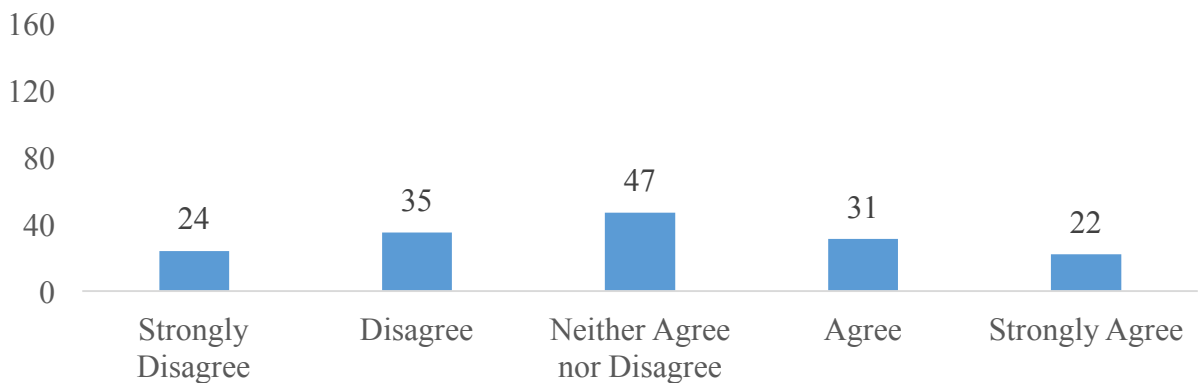


Figure 58. Bargaining: I made at least one deal with my administrator *(n = 159)*.

***Depression.*** Three grief statements in Section 3 were connected with feelings of depression and the implementation of *No Child Left Behind.* Those statements were: 1) "I found myself thinking, 'I don't care' when another new practice was introduced," 2) "There were days

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when I just didn't care about my job," and 3) "I felt I could not handle the changes in practice I was required to make."

Most respondents (64%) agreed or strongly agreed that they found themselves thinking "I don't care" when another new practice was introduced during the implementation of *No Child Left Behind.* Some respondents (23%) disagreed or strongly disagreed. Some respondents (13%) neither agreed nor disagreed (Figure 59).
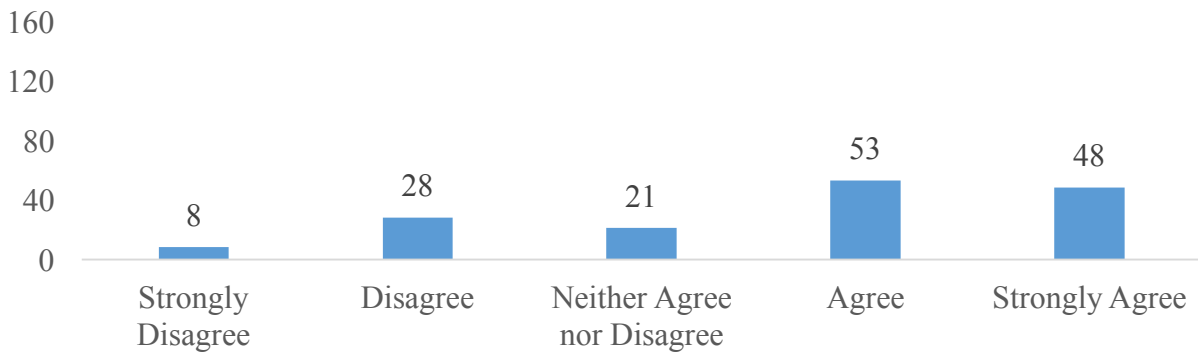


*Figure* 59. Depression: I found myself thinking, "I don't care" when another new practice was introduced *(n = 158)*.

Many respondents (48%) agreed or strongly agreed that during the implementation of *No Child Left Behind,* there were days when they just didn't care about their job. Many respondents (44%) disagreed or strongly disagreed. Few respondents (8%) neither agreed nor disagreed (Figure 60).
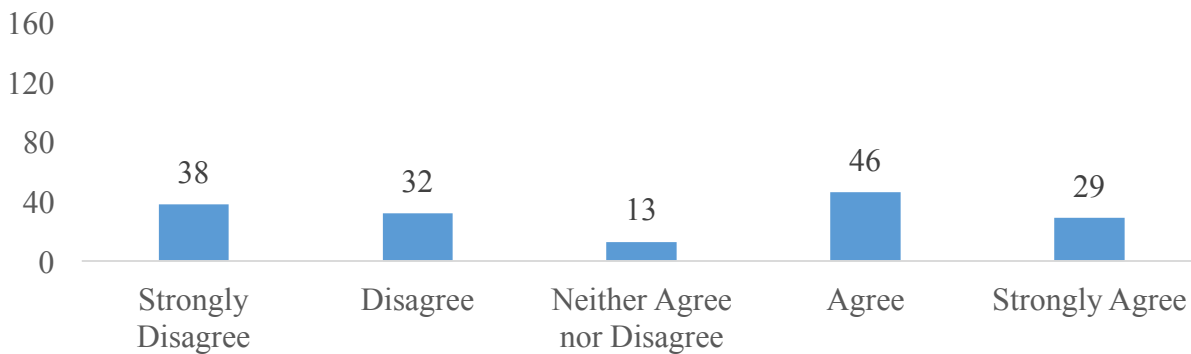


*Figure* 60. Depression: There were days when I just didn't care about my job *(n = 158)*.

Many respondents (43%) disagreed or strongly disagreed that they felt they could not handle the changes in practice that they were required to make during the implementation of *No Child Left Behind.* Many respondents (32%) agreed or strongly agreed. Some respondents (25%) neither agreed nor disagreed (Figure 61).
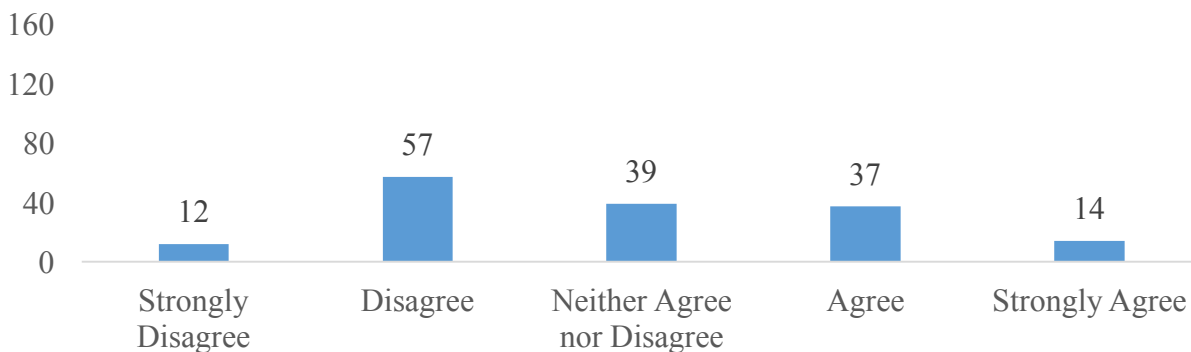


*Figure* 61.  Depression: I felt I could not handle the changes in practice I was required to make. *(n = 159)*.

*Acceptance.* Three grief statements in Section 3 were connected with feelings of acceptance and the implementation of *No Child Left Behind.* Those statements were: 1) "At some point, I tried to re-create my professional life into something I could enjoy," 2) "After awhile, I realized that teaching had changed, and I decided to make the best of it," and 3) "I eventually began to see the benefits of some of the new teaching practices."

Most respondents (82%) agreed or strongly agreed that at some point, they tried to re-create their professional lives into something they could enjoy. Some respondents (12%) neither agreed nor disagreed. Few respondents (6%) disagreed or strongly disagreed (Figure 62).
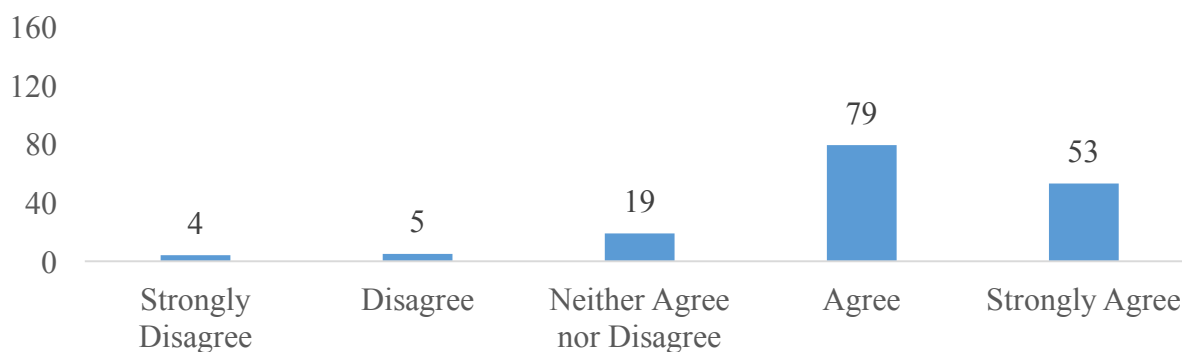


*Figure* 62. Acceptance: At some point, I tried to re-create my professional life into something I could enjoy *(n=160)*.

Most respondents (60%) agreed or strongly agreed that after awhile, they realized that teaching had changed, and they decided to make the best of it. Some respondents (24%) disagreed or strongly disagreed. Some respondents (17%) neither agreed nor disagreed (Figure 63).
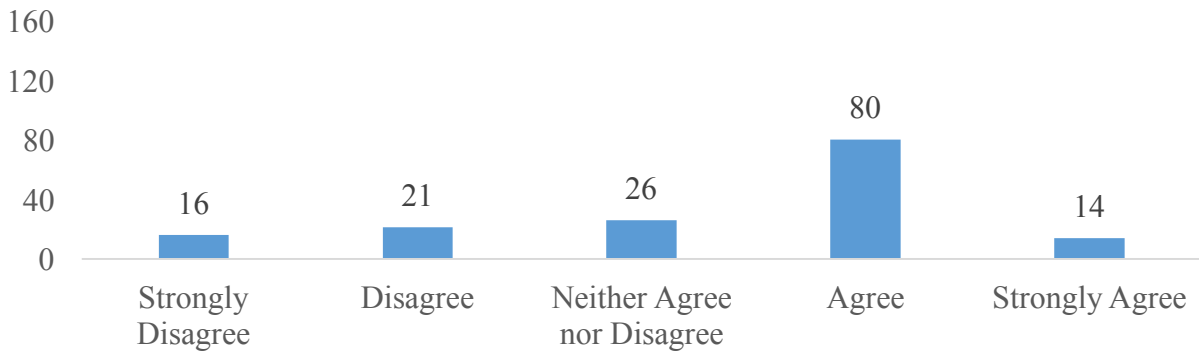
*Figure* 63. Acceptance: After a while, I realized that teaching had changed, and I decided to make the best of it *(n = 157)*.

Many respondents (48%) disagreed or strongly disagreed that during the implementation of *No Child Left Behind*, they eventually began to see the benefits of some of the new teaching practices. Some respondents (28%) agreed or strongly agreed that they eventually began to see the benefits of some of the new teaching practices. Some respondents (24%) neither agreed nor disagreed that they eventually began to see the benefits of some of the new teaching practices (Figure 64).
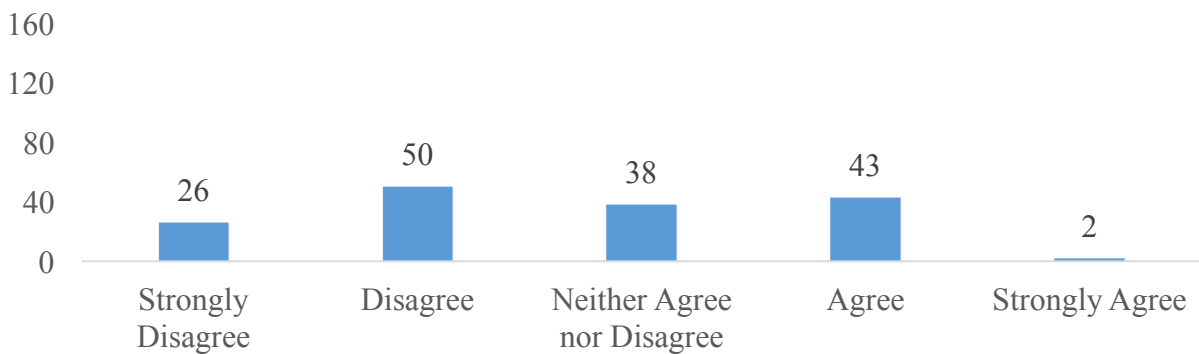


*Figure* 64. Acceptance: I eventually began to see the benefits of some of the new teaching practices *(n = 159)*.

**Section 3: Discussion**

Section 3 addressed the research question: "To what extent did teachers grieve perceived professional losses incurred during the implementation of *No Child Left Behind*?" Respondents were asked to rate 18 grief statements – Kubler-Ross descriptors embedded in statements that might describe what teachers experienced during the implementation of *No Child Left Behind*. Respondents rated each statement using a 5 point Likert-type scale.

*Anticipatory grief.* Most respondents (66%) agreed or strongly agreed that they worried about *No Child Left Behind* even before it was implemented. Most respondents (62%) agreed or strongly agreed that even before *No Child Left Behind* was implemented, they were afraid of the changes proposed. Most respondents (59%) agreed or strongly agreed that before *No Child Left Behind* was even implemented, they had a strange pit in their stomach when they read about the changes *No Child Left Behind* would bring to education. The researcher calculated a mean score for the three anticipatory grief statements. This mean score suggests that most respondents (62%) experienced anticipatory grief prior to the implementation of *No Child Left Behind.*

*Denial.* Most respondents (96%) agreed or strongly agreed that they sometimes thought "Do we really have to do this?" during the implementation of *No Child Left Behind.* Most respondents (81%) agreed or strongly agreed that they had a hard time believing that they had to teach the way they were being asked to teach during the implementation of *No Child Left Behind.* Many respondents (43%) agreed or strongly agreed that they felt numb when planning lessons during the implementation of *No Child Left Behind.* The researcher calculated a mean score for the three denial statements. This mean score suggests that most respondents (73%) experienced denial during the implementation of *No Child Left Behind.*

*Anger.* Most respondents (89%) agreed or strongly agreed that what was being asked of teachers was unfair during the implementation of *No Child Left Behind.* Most respondents (91%) agreed or strongly agreed that they were angered by some of the changes in teaching practices during the implementation of *No Child Left Behind.* Most respondents (79%) agreed or strongly agreed that they had been put in an unexpected, undeserved, and unwanted situation during the implementation of *No Child Left Behind.* The researcher calculated a mean score for the three anger statements. This mean score suggests that most respondents (86%) experienced anger during the implementation of *No Child Left Behind.*

*Bargaining.* Most respondents (79%) agreed or strongly agreed that they often thought to themselves, "I'll use this practice, but not that one" during the implementation of *No Child Left Behind.* Many respondents (43%) agreed or strongly agreed that they felt guilty when they used teaching practices that were no longer considered acceptable during the implementation of *No Child Left Behind.* The researcher calculated a mean score for the three bargaining statements. This mean score suggests that most respondents (53%) experienced bargaining during the implementation of *No Child Left Behind.*

*Depression.* Most respondents (64%) agreed or strongly agreed that they found themselves thinking "I don't care" when another new practice was introduced during the implementation of *No Child Left Behind.* Many respondents (48%) agreed or strongly agreed that during the implementation of *No Child Left Behind,* there were days when they just didn't care about their job. The researcher calculated a mean score for the three depression statements. This mean score suggests that most respondents (52%) experienced depression during the implementation of *No Child Left Behind.*

*Acceptance.* Most respondents (82%) agreed or strongly agreed that at some point, they tried to re-create their professional lives into something they could enjoy. Most respondents (60%) agreed or strongly agreed that after awhile, they realized that teaching had changed, and they decided to make the best of it. The researcher calculated a mean score for the three acceptance statements. This mean score suggests that most respondents (63%) experienced acceptance during the implementation of *No Child Left Behind.*

*Stages of grief.* Again, Section 3: *Perceptions of Professional Loss* attempted to answer the question, "To what extent did teachers grieve perceived professional losses incurred during the implementation of *No Child Left Behind*?" by situating respondents' feelings of grief into the stages of grief, including anticipatory grief, proposed by Kubler-Ross (Kubler-Ross & Kessler, 2005). Data from this study suggests that over half of the respondents experienced each stage of grief described by Kubler-Ross (Kubler-Ross & Kessler, 2005); that anger was the stage experienced by the most respondents; and that of the remaining stages of grief, depression and bargaining were experienced by the fewest respondents (Figure 65).
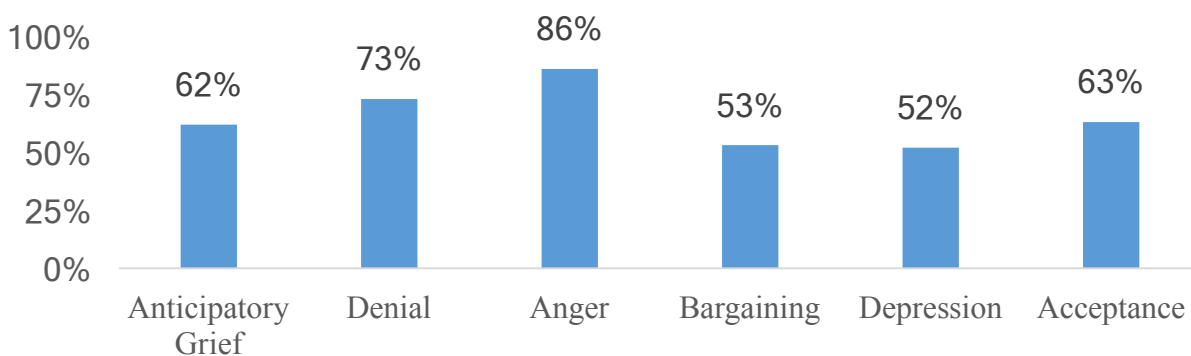


*Figure* 65. Percent of respondents who experienced each stage of grief *(n = 159-161).*

Although Kubler-Ross (Kubler-Ross & Kessler, 2005) describes the stages of grief as a progression, she also indicates that the stages are very fluid, in that a grieving person can be at one stage and then experience a wave of feeling from a previous stage or from a future stage. The researcher notes that conclusions cannot be drawn from this phase of the study as to the specific stage of grief experienced by individual respondents, nor can conclusions be drawn about the amount of time nor how deeply individual respondents experienced each stage. Any attempt to draw conclusions about individual respondents is beyond the scope of this phase of the study.

**Summary**

The purpose of the quantitative phase of this study was to ascertain if and to what extent teachers who taught before and during the implementation of *No Child Left Behind* experienced loss and grief. In the introduction to this chapter, the researcher briefly described the survey instrument. Results from survey Section 1: Expectations and Practices suggest that respondents were able to sort memories into two distinct time periods: teaching in the years prior to the implementation of *No Child Left Behind*, and teaching in the years during the implementation of *No Child Left Behind*. Results from survey Section 2: Perceptions of Expectations and Practices suggest that respondents felt stronger when using teaching practices associated with the years prior to the implementation of *No Child Left Behind*. Results from survey Section 2 also suggest that respondents did not feel stronger when using teaching practices associated with the years during the implementation of *No Child Left Behind*. Results from survey Section 3: Perceptions of Professional Loss suggest that respondents experienced loss, as well as all stages of grief, including anticipatory grief. How respondents experienced the stages of grief will be addressed in the qualitative phase of this study, the results of which are found in Chapter 5. In Chapter 5,

two questions will be addressed: "How did teachers experience changes in expectations and

practices in relationship to their professionalism?" and "How did teachers experience changes in

expectations in relationship to loss and grief?"

# CHAPTER 5. ANALYSIS OF QUALITATIVE DATA

The purpose of this mixed-methods study is to ascertain whether or not teachers who had taught prior to the advent of *No Child Left Behind* (NCLB, 2002) perceived the practices that resulted from its implementation as gains or losses to their profession, and to what extent the teachers grieved the perceived professional loss.

Chapter 4 contained the results of the quantitative phase of the study. The quantitative phase of the study addressed five questions: 1) What expectations and practices do teachers associate with teaching in the years prior to *No Child Left Behind*? 2) What expectations and practices do teachers associate with teaching in the years during the implementation of *No Child Left Behind*? and 3) Which expectations and practices from the two time periods did teachers perceive as professional gains? 4) Which expectations and practices from the two time periods did teachers perceive as professional losses? and 5) To what extent did teachers grieve perceived professional losses incurred during the implementation of *No Child Left Behind?* Findings from the quantitative phase of the study suggested that over half of the respondents experienced each stage of grief described by Kubler-Ross (Kubler-Ross & Kessler, 2005); that anger was the stage experienced by the most respondents; and that of the remaining stages of grief, depression and bargaining were experienced by the fewest respondents.

Chapter 5 contains the results of the qualitative phase of the study. The qualitative phase of the study addresses two questions: 1) "How did teachers experience changes in expectations and practices in relationship to their professionalism?" and 2) "How did teachers experience changes in expectations and practices in relationship to loss and grief?" In both questions, the operative word is "experience." The word "experience" is important, because this phase of the study involved research informed by the tradition of phenomenography. In phenomenographic

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research, the researcher attempts to ascertain and understand the finite number of ways that a given phenomenon is experienced (Marton & Booth, 1997).

Within Chapter 5, an introduction provides background information for this phase of the study, including a summary of how the researcher collected data and a description of the iterative nature of this phenomenographic work. Following the introduction, Sections 1-3 contain descriptions of the findings. In Section 1, the researcher provides descriptions of the experience of teaching prior to the implementation of *No Child Left Behind*. In Section 2, the researcher provides descriptions of the experience of teaching during the implementation of *No Child Left*. In Section 3, the researcher provides descriptions of how respondents' experiences teaching during *No Child Left Behind,* might be situated within feelings of loss and the stages of grief, including anticipatory grief, as outlined by Kubler-Ross (Kubler-Ross & Kessler, 2005).

## Introduction

***Data collection.*** For this phase of the study, the researcher collected and analyzed data from comment boxes placed at the end of the first three sections of the survey instrument. The researcher collected comments from responses to four open-ended prompts within a survey on loss and grief. The comment boxes were located at the end of each of the first three sections. Each comment box was preceded by a prompt.

At the end of the first section of the survey, participants were given the prompts "Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with teaching practices in the years prior to the implementation of NCLB" and "Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with teaching practices in the years during the implementation of NCLB."  At the end of the second section of the survey, participants were given the prompt, "In the box below, you are invited to share specific thoughts, feelings,

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opinions, experiences, etc., related to the strength of your teaching prior to and/or during the

implementation of NCLB. You may take as much space as you need." At the end of the third

section of the survey, participants were given the prompt, "In the box below, you are invited to

share specific thoughts, feelings, opinions, experiences, etc., related to the implementation of

NCLB. You may share positives as well as negatives, or both. You may take as much space as

you need." In all, participants were given four opportunities to provide comments, and four text

boxes in which to write their comments. Responses were not limited in length. A screenshot of

the first two open-ended prompts is provided, below, for the purpose of providing clarification of

how the open-ended comment boxes appeared in the survey (Figure 66).



*Figure* 66. Screen shot of comment boxes from end of survey Section 1.

Of the four open-ended questions asked in the survey, the first prompt referred to the time period before the implementation of *No Child Left Behind*. The second prompt referred to the time period during the implementation of *No Child Left Behind*. The third prompt referred to either or both time periods. The fourth prompt referred to the time period during the implementation of *No Child Left Behind*. The intent of the researcher was to give respondents ample opportunities to remember and openly discuss teaching during both time periods, while still giving more emphasis to teaching in the time period during the implementation of *No Child Left Behind*. As the researcher sought to understand how respondents had experienced teaching during *No Child Left Behind* after having taught prior to the years of implementation, the researcher had attempted to design a study that would provide information from both time periods, while yielding slightly more information and emphasis on the years during the implementation of *No Child Left Behind*.

162 respondents completed the survey. The researcher collected 286 comments from the 162 respondents. Comments ranged in length from 1- 769 words.

*An iterative process.* The researcher used an iterative process grounded in phenomenography to organize and interpret comments. The phenomenographic tradition is "the process of analysis and the outcomes the process produces are constituted through the relationship between the researcher and the data (Yates, Partridge, & Bruce, 2012). Thus, the researcher's approach was an intuitive interaction between the researcher and the data. In using an intuitive approach, the researcher's primary goal was to more clearly understand how teachers experienced the phenomenon of teaching during the implementation of *No Child Left Behind*. Specifically, the researcher's intent was to capture a broad picture of the ways teachers

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experienced teaching during the implementation of *No Child Left Behind,* in relationship to their feelings as professionals and, more specifically, in relationship to their feelings of loss and grief.

Data collected from the four comment boxes were subject to an iterative analysis using a phenomenographic approach. Marton refers to phenomena as "outcome spaces" (Marton, 2000, p. 105), while the ways of experiencing each outcome space are typically referred to as categories of description (Marton, 1986). Trigwell (2000) suggests that there are typically 2-9 categories of description within an outcome space, and that the task of the phenomenographer is to not only define the categories, but to show how they relate to each other.

No specific steps or research procedures have been outlined for the phenomenographic research approach; the approach itself is open-ended  and often intuitive (Yates, Partridge, & Bruce, 2012). Data is typically collected through open-ended questions. Data analysis can follow several approaches (Yates, Partridge, & Bruce, 2012). Sandburg (1994) suggested that data analysis begin with the researcher becoming familiar with the transcript. Subsequent phases may involve non-sequential acts of condensing, comparing, grouping, labeling, and contrasting (Barnard & Gerber, 2004). The researcher employed all of these phases, in no particular order other than what intuitively made sense at the moment, at various points of the iterative process.

***The first iteration.*** During the first iteration, the researcher printed a copy of all responses to the open ended questions. Using a paper cutter, the researcher separated the responses. The researcher placed all of the responses into a single pile so that the emphasis during analysis would be on the words and phrases as an expression of the experience of the respondent, rather than on the words and phrases as an expression of the respondent to a particular question.

The researcher visually scanned random comments, noting that many responses contained references to both the time period prior to *No Child Left Behind*, and the time period during the implementation of *No Child Left Behind*. The researcher sorted the responses so that any responses that contained a reference to the time period *prior* to *No Child Left Behind* were in the same pile. From that pile, the researcher randomly selected 75 responses and identified common broad themes.

The researcher then placed all responses back into a common pile and pulled from the common pile all responses that contained a reference to the time period *during* the implementation of *No Child Left Behind*. From this pile—which was much larger—the researcher randomly selected 100 responses, and again identified common broad themes.

After the researcher identified broad themes for both time periods, the researcher read through the remaining comments—those beyond the initial 75 and 100 selected from the original piles—and sorted them until most comments had been situated within the identified themes. The researcher determined that because no new themes emerged, a saturation point had been reached.

***The second iteration.*** During the second iteration the researcher reread the comments, one by one, in each theme, while examining each of the themes more closely. The intent was to gain a deeper understanding of respondents' experiences within each theme. In the process of rereading comments and examining the themes more closely, the researcher refined the names of each of the broad themes and identified subthemes for some of the broad themes. At this point, the interchange between the data and the researcher was such that the researcher also reclassified some larger subthemes as broad themes. As the end of the second iteration neared, the researcher charted the data into tables using Microsoft Word. The researcher created tables for each of the themes and copied exemplar statements for each theme into the tables.

During the second iteration, the researcher began to notice words and phrases that more clearly described what teachers felt. The researcher began a form of emotion coding; the researcher started an alphabetized list of specific words respondents used to describe how they felt during the implementation of *No Child Left Behind.* The researcher recorded occurrences of each word. The formation of this word list was not planned, but was, rather, an instinctive response as the researcher read through the comments attempting to glean deeper understanding of respondents' experiences. Again, this method is consistent with the phenomenographic traditions. The word list became a tool for cross-checking analyses in subsequent iterations.

***The third iteration.*** During the third iteration, the researcher again read through the original set of printed comments. This time, the researcher looked for verbiage specifically related to the stages of grief. Specifically, the researcher analyzed comments for the use of words and phrases or synonyms of words and phrases used Kubler-Ross and Kessler to describe each stage of grief (Table 5).

Table 5. *Example words and phrases relating to stage of grief*

| Stage of grief | Words and phrases used by Kubler-Ross and Kessler |
| --- | --- |
| Anticipatory grief | heightened senses |
| | magnify reality |
| | realization |
| | anxiety |
| | fear of the unknown |
| | beginning of the end |
| | strange feeling in the pit of the stomach |
| | ache in the heart |
| | limbo of loss |
| | uncertainty |
| | |
| Denial | denial |
| | disbelief |
| | can't fathom |
| | paralysis |
| | numbness |
| | surprise |
| | meaningless world |
| | overwhelmed |
| | senseless, |
| | shock, wonder |

Table 5. *Example words and phrases relating to stage of grief (continued)*

| Stage of grief | Words and phrases used by Kubler-Ross and Kessler |
|---|---|
| | questioning reality |
| | how and why questions |
| | search for understanding |
| | exploration of circumstances |
| Anger | didn't see this coming |
| | nothing could stop it |
| | bad things can happen |
| | not supposed to happen |
| | sadness |
| | panic |
| | hurt |
| | loneliness |
| | unexpected |
| | undeserved |
| | unwanted situation |
| | all-consuming |
| | assumptions come crashing down |
| | feeling judged |
| | enraged |
| | pain |
| | deserted |

Table 5. *Example words and phrases relating to stage of grief (continued)*

| Stage of grief | Words and phrases used by Kubler-Ross and Kessler |
|---|---|
| | abandoned |
| | unfair |
| | isolated |
| Bargaining | if only |
| | please |
| | temporary truce |
| | what if |
| | restored |
| | go back in time |
| | guilt |
| | remain in the past |
| | negotiate |
| | |
| Depression | empty |
| | feelings that seem to last forever |
| | withdraw |
| | intense sadness |
| | is there any point |
| | why go on at all |
| | don't care |
| | no desire |

Table 5. *Example words and phrases relating to stage of grief (continued)*

| Stage of grief | Words and phrases used by Kubler-Ross and Kessler |
|---|---|
| | life feels pointless |
| | heavy |
| | takes something from you that you don't have to give |
| | don't care enough to care |
| | don't want to care |
| | lethargy |
| | dark |
| | shutting down |
| | like |
| | going into a hurricane |
| | fearful |
| | sadness |
| | emptiness |
| | sorrow |
| | bottomless |
| | slow |
| | tense |
| | irritable |
| | unable to concentrate |
| | alone |

Table 5. *Example words and phrases relating to stage of grief (continued)*

| Stage of grief | Words and phrases used by Kubler-Ross and Kessler |
|---|---|
| Acceptance | accept |
| | new norm |
| | remembering |
| | recollecting |
| | reorganizing |
| | becoming aware of the commonsense reasons |
| | time for us to heal |
| | trying to live now |
| | cannot maintain the past |
| | life forever changed |
| | readjust |
| | reassign |
| | reintegrate |

Based on evidence of Kubler-Ross and Kessler verbiage related to the stages of grief, the researcher sorted the comments into eight piles. The first seven piles were aligned with Kubler-Ross's work. Given that grief is predicated by loss, the researcher first created a pile for loss. Next, the researcher created a second pile for anticipatory grief. Then, the researcher created piles 3-7, one for each stage of grief: denial, anger, bargaining, depression, and acceptance. Finally, the researcher created an eighth pile, "none," for comments that the researcher was unable to situate in any of the piles related to loss and grief.

***The fourth iteration.*** During the fourth iteration, the researcher read all of the comments in each of the seven piles. The researcher teased from the comments exemplar verbiage that the researcher felt conveyed teachers' experiences with loss and each stage of grief. The researcher then revisited the list of feelings words created from the respondents' comments during earlier iterations. Respondents had used the words to describe their feelings and emotions during the implementation of *No Child Left Behind*. The researcher aligned the respondents' comments and emotion words with words and phrases that Kubler-Ross had used to describe feelings at each of the stages of grief. The researcher charted this data into tables using Microsoft Word.

***The final iteration.*** During a final iteration, the researcher revisited the original digital copy of all comments. The researcher cross-referenced the original digital copy with themes that had been charted: themes identified from teaching in the time period prior to *No Child Left Behind*, themes identified from teaching in the time period during *No Child Left Behind*, and words and comments associated with loss the stages of grief. The researcher looked for comments and words that may have been overlooked or misplaced in previous iterations. As in previous iterations, the researcher sought depth of understanding of what teachers experienced before and during the implementation of *No Child Left Behind*. The researcher added to the charts any responses that the researcher felt provided deeper understanding about the teaching experience during the implementation of *No Child Left Behind*.

**Section 1: The experience of teaching during the years prior to *No Child Left Behind***

After all iterations, the researcher identified seven broad-based themes related to how teachers experienced teaching during the years prior to the implementation of *No Child Left Behind*. These themes will be detailed in the next section of this chapter.

While the researcher reported the themes listed in this and subsequent sections of findings as being discrete, there was often considerable overlap among and between broad themes. The theme of creativity, for example, often overlapped with the theme of freedom/autonomy and with the theme of teaching as a collaborative effort. The researcher did not view overlap as being problematic, since the focus of phenomenographic inquiry is to identify a discrete number of loosely structured "pools of meaning" (Marton, 1986) which eventually form more discrete, but still malleable categories of description (Marton & Booth, 1997). These categories are created by the researcher, through intense interaction with the data, to represent as closely as possible the participants' understandings of the experience. For this researcher, the metaphor "pools" conjures up visions of tide pools on the California coast—fluid, irregular, occasionally spilling over into each other, and constantly changing in size, shape, and content. Can we still count and identify the tide pools? Yes. Can we still attempt to understand tide pools as an ecosystem? Yes.

There was considerable overlap between themes. For example, from the beginning of the familiarization stage of the process, the researcher noted that respondents often addressed both time periods when responding to a prompt that asked about only one time period. Similarly, some respondents wrote of collaboration and competition in the same sentence, or began a comment by addressing one topic and ending on quite another. The researcher argues that overlap is the nature of human experience. Human experiences are often fluid and overlapping. We eat breakfast while reading the news and checking our kids' homework, and orange juice ends up on the spelling test and eggs fall on the newspaper. Likewise, we attend a community event, hoping to relax, and bump into a co-worker; we end up spending the afternoon talking about both work and family while walking and eating ice cream. In attempting to understand the

breakfast experience, the task of the phenomenographer is not so much to discretely define the elements of the breakfast (eggs, orange juice, and newspaper), but rather to understand the experience of eating breakfast. In attempting to understand the community event experience, the task of the phenomenographer is not so much to discretely define the events of the day as it is to understand the experience as a whole. The researcher's understanding of pools of meaning and categories of description is that phenomenographers should expect and embrace overlap, should it occur, as a tool for understanding the complexity of the experience being studied. This is consistent with the idea that ". . . the outcome space is the complex of categories of description comprising distinct groupings of aspects of the phenomenon and the relationships between them" (Marton & Booth, 1997, p. 125).

To reiterate, for the purpose of this study, themes are reported as being discrete only because the researcher organized data into the categories where they appeared to fit most logically. The researcher acknowledges that due to the fluid nature of experience, considerable overlap exists among and between themes, and subthemes are common. The researcher sought to identify categories of description and subthemes within each category as a vital means of understanding different ways that teachers experienced the phenomenon, rather than as clearly defined elements of the phenomenon.

**Section 1: The experience of teaching prior to the implementation of *No Child Left Behind***

The experience of teaching prior to the implementation of *No Child Left Behind* can be expressed through eight broad themes. These themes often overlapped. Data suggest that prior to the implementation of *No Child Left Behind*, teachers experienced:

1. Creativity in teaching practices.

2. Teaching as a set of expectations and practices based on principles of child development.

3. Freedom and autonomy in teaching practices.

4. Teaching as a respected profession.

5. Teaching as a collaborative effort.

6. Strength and satisfaction in teaching.

7. Teaching as a profession of inconsistency.

**Pre-NCLB theme 1: Creativity in teaching practices**

Respondents reported experiencing creativity in their teaching practices prior to the implementation of *No Child Left Behind*. In general, respondents described being creative in their lesson plans and in the approaches they used with students. Within the theme creativity in teaching practices, the researcher identified five subthemes: time for creativity, creativity as a component of meaningful learning, creativity as a means of meeting student needs, creativity as a source of personal satisfaction, and creativity as a strength in teaching.

*Pre-NCLB Subtheme 1.1 Time for Creativity.* Some respondents reported being able to be more creative prior to the implementation of *No Child Left Behind.* Respondents wrote of having more time for their creativity. Respondents' use of the words "time" and "able" in connection with creativity implies that they had a sense of freedom, perhaps even a feeling of support, towards their use of creativity in their teaching. Examples of comments suggesting freedom and support of creativity include:

- "I was able to spend more time being creative and to try to make learning more meaningful."

- "I was . . . able to spend more time being creative."

- "We had lots of creativity in our lessons and teaching."

- "We were able to be much more creative in lesson planning."

*Pre-NCLB Subtheme 1.2: Creativity as a component of meaningful learning.*
Respondents described creativity as a component of meaningful learning, whether creativity was used to teach effectively, to engage students, to promote critical thinking, or to create a love for learning. Examples of describing creativity as a component of meaningful learning include:

- "Teaching in the years prior to NCLB gave the teacher freedom to do whatever activities it took to teach various skills. One could be creative. We could use activities that grabbed student attention and kept students eager to continue learning."

- "My emphasis was in creating critical thinkers who would actively engage as citizens in our democracy—staying true to the real mission of public education—creating a love for learning they could carry on with through their lives."

- "I was glad that I could use my creativity to bring excitement to the lessons."

*Pre-NCLB Subtheme 1.3: Creativity as a means of meeting student needs.* Some respondents wrote of using creativity, in the years prior to the implementation of *No Child Left Behind*, as a means of meeting student needs. Within many comments, creativity overlapped with freedom; respondents reported that they were free to be creative, or that they had the freedom and autonomy to create lessons or units or individualize learning. Examples of creativity as a means of meeting students needs include:

- "Prior to NCLB, I was more creative and could develop things to address the needs of students who required something different."

- "Teaching was fun and creative. We had a chance to try new ideas and meet the needs of our strongest performers as well as those who were struggling."

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- "Before NCLB I was able to create lessons tailored to the students in my classes. Students could choose to do independent learning projects, in depth studies, follow their own interests to a degree. I monitored progress, filled in holes without someone standing over my shoulder and without testing every few days to see how everyone was progressing. Students were happier and less stressed, and so were teachers."

- "I was able to be more creative and teach to the interests of the students."

- "Prior to NCLB, I was encouraged by administration to be creative, to try new things, and to adapt the learning environment to the needs of my students."

- "We were encouraged to assess the needs of our students and develop lesson, units, etc., that would meet those needs."

***Pre-NCLB Subtheme 1.4 Creativity as a source of personal satisfaction.*** Some respondents reported that the creativity they felt they had prior to the implementation of *No Child Left Behind* was as a source of personal and professional satisfaction. In the following examples, respondents' use of words such as "satisfy," "pleasure," "enjoyed," and "fun" convey feelings of personal and professional satisfaction:

- "Teaching used to be a much more creative job. It satisfied the part of me that needs to be curious, creative, and always learning. School was fun and the kids loved it."

- "I took pleasure in learning strategies that I felt were useful for my students and my style as an educator. I enjoyed the creativity of developing units and implementing them."

- "Teaching was more creative and fun! Spontaneity and teaching moments happened more frequently."

- "It was more fun! I really enjoyed trying different ideas, and being more spontaneous."

***Pre-NCLB Subtheme 1.5 Creativity as a strength in teaching.*** Some respondents perceived creativity as a strength in teaching. The researcher notes the potential relationship between creativity as a strength in teaching and creativity as a component of meaningful learning and as a means of meeting students needs. Examples of creativity perceived as a strength in teaching include:

- "I know that I was a stronger, more creative and effective teacher before NCLB."

- "Teachers are creative beings. A lesson created by a teacher is always going to be more powerful than one (that is) scripted."

- "Good, solid professionals were able to design themes to give students a wide range of experiences. This enabled students to make connections in art, literature, science, dance, etc., to a particular subject. (This is) a critical component of comprehension leading to critical thinking."

**Pre-NCLB theme 2: Teaching as a set of expectations and principles based on child development**

Respondents reported experiencing teaching as a set of expectations and principles based on child development, prior to the implementation of *No Child Left Behind*. In general, respondents described being able to tailor lessons based principles of child development. Respondents used words and phrases such as "understanding," "developmental," "stage," "appropriate," "interests," "experience," and "real" to describe teaching based on principles of child development. Respondents described looking for "opportunities" and "teachable moments." Within this theme, the researcher identified three subthemes: developmentally appropriate teaching, experiential learning, and interest-based teaching.

***Pre-NCLB Subtheme 2.1 Developmentally appropriate teaching.*** Some respondents reported that in the years prior to the implementation of *No Child Left Behind*, they taught with developmental appropriateness in mind. Respondents mentioned stages of development and developmentally appropriate pacing as aspects of developmentally appropriate teaching.

- "Child development and an understanding of what stage a child was in was a regular discussion when planning.  We always asked ourselves, 'Is this task developmentally appropriate?'"

- "Those who struggled had more resources to help them, or the pace of instruction could be modified to meet their needs with no repercussions."

- "I felt I could tailor the pace and content to the needs of my current students and create additional materials for their gifts and deficiencies."

- "Prior to NCLB, teachers could individualize instruction per child, could teach them with more relevance to their surrounding environment. Evaluation was individualized, on what the child learned, not on what the class was taught."

- "(Teachers) were expected to follow the sequencing of child development, i.e., the progression of academic skills were sequenced but NO grade levels were stipulated.  You took the children where they were and developed them to their highest abilities from that point."

- "Developmentally appropriate curriculum was the norm."

- "Prior to NCLB my focus and the focus of my district and school was child-centered and aimed at facilitating the maximum growth in response to individual needs."

***Pre-NCLB Subtheme 2.2 Experiential learning.*** Some respondents alluded to between developmental levels and experiential learning:

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- "It was my responsibility to make sure that they had life experiences they may never (have) had before. There was more opportunity for students of all levels with this approach."

- "I could take them to the swings at the park and have them experience the world."

- "Students had many different experiences. Teaching was fun and rewarding. My goal was to prepare the youth. It was the only thing I cared about. In my head I constantly thought, 'What does this class or student need today? How can I provide that?'"

***Pre-NCLB Subtheme 2.3: Interest-based teaching.*** Some respondents spoke of tailoring instruction based on student interests, while alluding to child development, perhaps situating both interest-based teaching and child development theoretically within a Deweyian philosophy of teaching and learning. The researcher notes considerable complex overlap between the subtheme tailoring instruction based on student interests, the theme freedom and autonomy in teaching practices, the subtheme autonomy in individualizing learning, and the theme creativity in teaching practices. Respondents' comments that illustrate the subtheme interest-based teaching, as well as the complex overlap with other themes noted by the researcher, include:

- "Before NCLB, I was able to tailor instruction to the interests, needs, proclivities, and abilities of my students. I was very creative in doing this and, consequently, very successful."

- "I felt that there was more freedom to introduce additional items, resources, field trips to supplement lessons taught and to give the students more real world experiences prior to NCLB. It seemed that the curriculum could be broader thus interesting more students in what was being taught."

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- "I was better able to pursue topics of interest to the students and to adapt lessons to meet individual needs."

- "We worked hard to be sure that students were being taught to their interest areas and that it was sometimes fun!"

- "Extended time could be spent on in depth study of subjects that interested students."

- "It seemed that the curriculum could be broader thus interesting more students in what was being taught."

- "The curriculum was . . . based upon student interest/local issues."

- "I was able to be more creative and teach to the interests of the students."

**Pre-NCLB theme 3: Freedom and autonomy in teaching practices**

Respondents reported experiencing autonomy in lesson planning and delivery prior to the implementation of *No Child Left Behind*. Respondents used the words "freedom," "autonomy," and "being allowed" to describe their professional experiences prior to the implementation of *No Child Left Behind*. The researcher identified three subthemes within this theme: freedom to create meaningful lessons and units, freedom to individualize instruction, and having the autonomy to make teaching and learning decisions. Having freedom and autonomy in classroom practices may have led to feelings of professional joy.

*Pre-NCLB Subtheme 3.1: Freedom to create meaningful lessons and units.* Respondents wrote of the freedom they had to create and implement what they believed was more meaningful curriculum, prior to the implementation of *No Child Left Behind*.

- "The years before NCLB were years of freedom: freedom to create your own lessons, freedom to implement the curriculum you thought worked best with students, freedom to

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create curriculum, along with standards as guidelines, that would work best in your class."

- "I remember teachers being able to have freedom to choose how they were able to teach and being able to create lessons that were meaningful to students."

- "Prior to NCLB I felt more free to develop my lessons as I needed that my students could handle."

- "We were given much more freedom and autonomy to create lessons, thematic units, and activities to meet our students' needs as well as curricular demands and expectations. We had the luxury of time, immersing ourselves into topics, allowing children to explore and create, encouraging cooperative learning and real-life problem-solving, establishing and fostering strong relationships with students and their peers, and best of all - making the most of those spontaneous teachable moments!"

- "I had more autonomy to research and develop creative approaches to my lessons."

   ***Pre-NCLB subtheme 3.2: Autonomy in individualizing instruction.*** Some respondents wrote of the autonomy teachers had in individualizing instruction for differently abled students prior to the implementation of *No Child Left Behind.*

- "Prior to NCLB, teachers could individualize instruction per child, could teach with more relevance of their surrounding environment."

- "Before NCLB I was able to design units that challenged the high level students and helped push the low level students."

- "I had the freedom to create relevant lessons, activities, and projects according to the various academic social and emotional levels/needs of the students."

- "Diversifying my lessons was a challenge and incorporating all the subject areas made teaching a joy. The students grew and learned success in a safe loving environment. Risks were taken and encouraged."

*Pre-NCLB subtheme 3.3: Autonomy in decision making.* Some respondents wrote of what they had been allowed to do prior to the implementation of *No Child Left Behind*, implying that during the implementation of *No Child Left Behind*, the autonomy they once had became less acceptable, or not acceptable. The concept of being "allowed" or feeling that they "could" seemed connected with feelings of professionalism. Examples of comments suggesting "being allowed" include:

- "We as teachers were allowed to teach the way we felt reached our students best. We were allowed to teach using our professional judgment and allowed to use all modalities of learning."

- "Prior to NCLB, teachers were treated as professionals with the autonomy to make decisions based on the needs of their individual classes/students."

- "I felt that there was more freedom to introduce additional items, resources, field trips to supplement lessons taught and to give the students more real world experiences prior to NCLB"

**Pre-NCLB theme 4: Teaching as a respected profession**

Respondents reported experiencing teaching as a respected profession prior to the implementation of *No Child Left Behind*. Some respondents used the words "respect," "respected," "trust," "trusted," "honored," and "valued" to describe the teaching experience prior

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to the implementation of *No Child Left Behind.* The researcher did not identify any subthemes within this theme. Examples of experiencing teaching as a respected profession include:

- "We were much more trusted as respected as educators and professionals."

- "We . . . respected each other's ideas."

- "Teaching as a profession was honored and respected as both an art and a science."

- "The teacher was respected as the expert."

- "[I had] . . . respect for expanding my reach to be able to teach a wide range of students well."

- "Teaching was a profession that was honored and respected before NCLB."

- "We were much more trusted and respected as educators and professionals."

- "Prior to the implementation of NCLB I still felt the pressure of the responsibility for what my students learned. However, I felt respected and as though my skills were valued."

- "I felt that teaching as a profession was honored and respected as both an art and a science."

**Pre-NCLB theme 5: Teaching as a collaborative effort**

Respondents reported experiencing teaching as a collaborative effort prior to the implementation of *No Child Left Behind*. Respondents used the words "collaborative," "collaborate," or "collaboration" to describe teaching prior to the implementation of *No Child Left Behind.* Comments implied that respondents' collaboration was by choice, rather than mandated. Comments also implied a common purpose of collaborating to better meet student needs.

***Pre-NCLB Subtheme 5.1: Time for collaboration.*** Some respondents reported having or making time for collaboration prior to the implementation of *No Child Left Behind:*

- "I had far more time and support for collaboration with other teachers."

- "Teachers would work past their contract day each week to collaborate."

- "Before, NCLB we had had time for morning and afternoon teachers who shared a kindergarten room to work together and much more time for collaboration and mutual support as a grade level as well."

***Pre-NCLB Subtheme 5.2: Creativity because of collaboration.*** The theme of collaboration overlapped with the theme of creativity. Some respondents reported being more creative because of collaboration.

- "Teachers were encouraged to collaborate and come up with creative solutions that were not dependent on grade level, but developmental levels."

- "Teachers in my school before NCLB and Race to the Top were fairly happy and creative--there was MORE collaboration."

- "I used to relish the time I spent with colleagues brainstorming lesson ideas, debriefing what worked and what didn't."

Pre-NCLB Subtheme 5.3: Professional strength due to collaboration. Some respondents reported feeling stronger as a teacher because of collaboration:

- "I was a good teacher when I was able to collaborate with my colleagues in creation of lesson plans."

- "We had a collaborative team that worked miracles."

- "I enjoyed expanding my skills through collaborating with colleagues."

- "We were encouraged to partner teach, utilizing the strengths of each to teacher. [In doing so, we could] cover most bases."

- "My teaching was stronger prior to NCLB when I developed lessons with my team [other teachers at my grade level]."

**Pre-NCLB theme 6: Strength and satisfaction in teaching**

Respondents reported experiencing strength and satisfaction in their teaching prior to the implementation of *No Child Left Behind*. Within the theme, the researcher identified three subthemes: satisfaction and strength gained from student growth, satisfaction and strength gained from autonomy, and satisfaction and strength gained from respect of the profession.

*Pre-NCLB Subtheme 6.1: Satisfaction and strength gained from student growth.* In their comments, some respondents connected their own satisfaction to student growth and joy.

- "I loved teaching and working with my students to identify their strengths and weaknesses.  I loved watching the students grow and create and become responsible for their own learning."

- "My students and I were more excited about learning when we had the time and freedom to explore hands-on activities, take field trips, and incorporate music, drama, and art into our learning."

- "Before NCLB [I experienced] true joy in the eyes of the students as they engaged in open-ended inquiry."

- "I enjoyed teaching and loved seeing the students get excited about the lessons taught."

*Pre-NCLB Subtheme 6.2: Satisfaction and strength gained from teacher autonomy.* Some respondents wrote directly of the satisfaction gained from self-managing teaching and

learning. Some respondents described or alluded to their love for teaching as they managed teaching and learning.

- "Prior to NCLB, as a teacher I felt more confident in my talents and freedom to create a living, integrated curriculum in my classroom."

- "It was energizing to work on the craft of teaching, learning from other teachers and attending professional development that was meaningful to me as a teacher. The tools I brought back to the classroom increased my "toolbox' and allowed me to meet students at their own level and not the level the pacing guide expected."

*Pre-NCLB Subtheme 6.2: Strength and satisfaction from feeling professional.* Some respondents wrote of feeling more professional. Respondents noted that as professionals, they felt valued and trusted.

- "I believe that the professional nature of a teacher's work, in terms of making professional decisions in a teacher's own classroom, was much more valued in the years prior to NCLB. The teacher's role in making educational decisions regarding the growth of individual students was also more valued."

- "I was trusted to know what I was doing."

- "I loved teaching and I felt valued as a teacher."

**Pre-NCLB theme 7: Teaching as profession of inconsistency**

A few respondents described the more negative aspects of the experience of teaching in the years prior to *No Child Left Behind*. The researcher borrowed the word "inconsistent" from one of the responses, then realized that other responses could fit within that theme. The researcher notes that criticisms of the American educational system prior to the implementation of *No Child Left Behind* often cite inconsistencies in instruction due to a lack of common standards.

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- "Pre NCLB we did not have enough data to make decisions on differentiation other than gut feelings. This was inconsistent from teacher to teacher. Pre NCLB there were no Common Standards. Our most transient population received a very disjointed education."

- "There was a lot more freedom for teachers to design lessons to fit the curriculum. There were also situations where teachers took advantage of this system and did lots of artsy things rather than solid instruction. I saw many children just passed along."

- "Standards were first applied shortly after NCLB, but needed to be developed sooner. There was a problem with too much free reign and no game plan, creating some educational gaps."

- "There was obviously room for improvement."

**Section 2: The experience of teaching during the implementation of *No Child Left Behind***

Nine broad themes related to teacher professionalism emerged from the time period during the implementation of *No Child Left Behind*. Data suggest that teachers who had taught prior to *No Child Left Behind* and who continued teaching during the implementation of *No Child Left Behind* experienced:

1. The redefinition of their classroom practices.

2. The overuse and/or misuse of testing and testing data.

3. Reduced optional collaboration, replaced by increased mandated collaboration and competition.

4. Concern that new practices were harmful to students.

5. Disdain, distrust, and fear.

6. A sense of de-professionalization.

7. The development of a sense of survival.

8. Strong feelings about policy and policy makers

9. Lack of funding.

**NCLB theme 1: The redefinition of classroom practices**

Respondents reported experiencing redefinition of their classroom practices during the implementation of *No Child Left Behind.* In general, changes noted by respondents included data collection and standards-based instruction. Initially, the changes may have been experienced as positive. Some respondents suggested that teaching to the standards, assessment data, scripted lessons not only redefined classroom practices, but may have contributed initially to academic gains. Examples of comments suggesting the theme redefinition of classroom practices include:

- "We had the ability to use data to drive instruction."

- "I believe that the era of scripted lessons leveled the playing field for all students. Students who didn't have the strongest teachers still had a shot at getting a good foundation for the year. Teachers who were solid used it and took it to new places."

- "During the implementation of NCLB there was more stress on teachers and students, but massive gains in academic attainment."

- "Honors and AP classes were reassigned to teachers based on effectiveness."

- "I actually appreciated the guidelines of 'teaching to the standards.' Beyond that, I did not NEED or want someone instructing how and when to teach a given subject or topic."

- "I didn't hate NCLB. I agreed with the underlying theory behind it (the ability of all kids to meet with success - not the SAME success - just success)."

- "My teaching did become stronger during NCLB (whether I liked it or not) which I believe is helping me conquer the new common core that everyone loves to hate."

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**NCLB theme 2: Overuse and/or misuse of testing and assessment data**

Respondents reported experiencing the overuse and/or misuse of assessment during the implementation of *No Child Left Behind*. They wrote of the excessive amount of time devoted to assessment and the frequency of assessment. They expressed concerns about how they felt assessment was misused—as the only means of evaluation, and as a judgment tool for students, teachers, and schools. Subthemes identified included the overuse of testing and data, the misuse of testing and data, the detrimental effects of testing on students, the detrimental effects of testing on teachers, and the detrimental effects of testing on learning.

*NCLB Subtheme 2.1 Overuse of testing and data.* Respondents experienced overuse of testing and assessment data during the implementation of *No Child Left Behind.* Some respondents reported frustration with the frequency and duration of testing. Some respondents reported being frustrated with the time testing took from instruction. Some respondents reported their belief that the amount of time spent testing yielded little instructional value. Examples of comments suggesting the subtheme *overuse of testing and assessment data include*:

- "[I had] major teacher frustration with data collection that took time away from instruction."

- "Huge amounts of time were taken up by preparing for and taking the tests at different points throughout the school year. The push to score better on tests, make AYP became an increasingly "important" focus - to the point of becoming as obsession!"

- "Test scores did not rise appreciably for all that extra time."

- "We tested too often."

- "We . . . started having tests after every unit that were created by the department and everybody gave them.  Ugh."

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- "School became all about testing and data."

- "[During NCLB there was] too much testing and student success based on one or two questions on a standardized test."

- "The tests are loooong and the kids fatigue. Twenty-five percent of the school year is for testing--probably more."

- "There is too much testing."

- "[Under NCLB there were] too many tests. Tests take away from teaching time. A new emphasis on data.   Some testing was good, but it went entirely too far."

- "The amount of time spent on testing has tripled in my classroom, with no value to the student."

- "There has been a lot of pressure for teachers to teach toward the success of the test each spring."

- "Too many hours are spent on tests."

- "It seems like we spend about 4-6 weeks testing or preparing to test.  I could definitely put that time to better use if I was actually teaching."

*NCLB Subtheme 2.2 The misuse of testing and data.* Respondents experienced the misuse of testing and assessment data during the implementation of *No Child Left Behind*. Some respondents reported being driven by data, some of which they felt was without invalid or useless. Some respondents reported that assessment data became more important than good instruction, or the students, or critical thinking. Some respondents reported their frustration with the unfairness of the emphasis on testing and assessment data when applied to special education students and students of poverty. Examples of comments suggesting the subtheme *misuse of testing and assessment data* include:

- "Administration is . . . driven by dubious or even obviously invalid data."

- "[Name of state redacted] specializes in administration of poorly devised and written "standardized" tests at the District level which produces useless, valueless, and invalid data but which the Districts cherry-pick and create attractive graphics. To question the value of and/or purpose in these tests and their data as well as the professional development that is based on the "data" is to become a mark for District and school-level retribution. Because the tests and data are corrupted and because teachers are "judged" by the data, teachers and administration are finding it valuable to develop relationships with power and to be useful to power in other ways that then gives rise to questions of intent and trustworthiness."

- "The curriculum came to serve the tests rather than the tests serving the teachers and the curriculum."

- "You can't compare children to a productivity model; there are just too many individual differences and circumstances to take into consideration, which NCLB didn't allow for, though that is the premise it was based on -- to help every child learn regardless of ability, which simply cannot just be measured by an end of year test. I think data is useful, but when that becomes the main focus, the needs of the child gets lost in all the testing and numbers."

- "Everything became about multiple choice answers, and only one right answer."

- "We are no longer teaching to the child but to be sure the child hits a certain benchmark that a testing company has decided is what a student should hit based off their interpretation of the standards."

- "Students . . . have been over-tested but under-educated; [because of testing there are] very limited interdisciplinary activities at all; students [are] viewed as "data generators."

- "The name of the game was stay on schedule and teach to the test."

- [Under *No Child Left Behind*] "Somehow test scores [became] the most indicative data for student achievement."

- "[I had] major teacher frustration with testing special ed. [I had] students with a test that was not appropriate for their IEP."

- "Differentiation did not mean the encouragement of higher level thinking, it was aimed at producing better test scores."

- "I also feel like the blame for any child not succeeding on a test is put on my shoulders now. I never felt that before NCLB. The acknowledgement of poverty's affect on a child? Non-existent."

- "Testing is rampant, and for what purpose? Test results are used to damage the careers of teachers and the morale of students."

- "I have felt that the expectations placed on teachers during *No Child Left Behind* are wildly inappropriate for the ability levels of some students. Yes, there was obviously room for improvement; however, improvement seemed to quickly take a back seat to data collection and accountability measures."

*NCLB Subtheme 2.3: The detrimental effects of testing on students.* Respondents experienced the detrimental effects of testing on students during the implementation of *No Child Left Behind*. Some respondents reported students being overwhelmed or stressed because of testing. Some respondents reported students learning less because of testing. Some respondents reported students missing out on other experiences because of testing.

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- "Students are overwhelmed with the testing."

- "The students and the teachers were never happy, always stressed about scores."

- "Excessive testing killed student [and teacher] morale and motivation."

- "The effect [of testing] on the kids and staff is one of complacency and apathy."

- "After more than a school generation (12 yrs) of [increased standardized testing], we have created a group of people who know how to answer multiple choice questions but can't think for themselves, construct anything collaboratively, or solve problems - much less think outside the box."

- "Everything is about the test. We are preparing a generation of test-takers, but not necessarily students who are better prepared to succeed in the real world."

- "Students who are below grade level (for a variety of reasons) have been relentlessly pushed to "catch up" and perform at grade level whether that is something they are actually capable of achieving in that particular year if ever. If they do not accomplish that, they are made to feel a failure by a test score."

- "I no longer see that strong sense of self in students. They label each other. One student described another to me by saying, "He is a proficient boy." The tests make them feel stress and defeat. These kids no longer get to have parties at school. Those parties were everything to poor kids who never had celebrations at home. We teach to the test. The whole child is no longer the focus."

- "Children could see that no matter how well they did on teacher collaborated designed tests, the 'real' assessment was the state exam, which many of us believed were designed to fool students in order to fail them. Their view was culturally deprived of art, drama, dance, history, and science. This deprived them of actually growing into critical thinkers,

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which was the claim NCLB made. We needed to teach them to look out for test tricks instead of displaying the true knowledge they would have obtained through a rigorous liberal arts study."

***NCLB Subtheme 2.4 The detrimental effects of testing on teachers.*** Respondents experienced the detrimental effects of testing on teachers during the implementation of *No Child Left Behind*. Some respondents reported feeling pressured. Some respondents reported strong negative feelings: feeling blamed, disheartened, anxious, inadequate, or bad.

- "We were put under more and more pressure to follow teaching guides, meet benchmark standards, insure that kids coming from Mexico or Haiti, or Guatemala, or Russia...any place on earth, scored exactly as native English speakers on test they could not read."

- "The only thing that seems to matter these days is the almighty test and student scores. We are evaluated using our students' test scores."

- "There has been a lot of pressure for teachers to teach toward the success of the test each spring."

- "The weight of test scores has had a devastating influence on the teaching profession, particularly for teachers in low-performing schools. Teachers have been continually blamed for the low test scores, rather than the poverty, racism, neglect, and violence that occur in the surrounding communities."

- "[The amount of time spent on testing] has disheartened me, and caused me to doubt the trust from administration that I felt in the past. That has weakened my commitment to fulfilling state and district expectations, and probably the overall strength of my teaching.

- "The economic noose that was placed on test scores, created a new and uncharted level of anxiety in teachers and site administrators."

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- "Teachers in low income areas were made to feel inadequate because their students could not perform as well on culturally biased tests."
- "Parents were encouraged to believe that low income schools had low test scores because of bad teachers rather than because of social issues associated with poverty."
- "We lost our souls teaching to the test."

***NCLB Subtheme 2.5 The detrimental effects of testing on learning.*** Respondents experienced detrimental effects of testing on learning during the implementation of *No Child Left Behind*. Some respondents reported that the emphasis on testing replaced opportunities for teaching critical thinking or creative thinking. Some respondents reported that the love of learning had been replaced by testing.

- "Test taking skills eventually replaced critical thinking and entire blocks of time were designated for language and math, leaving out science, history, and art."
- "Pressure to test and data collect has left little room for the "moments" that make the dynamic of a classroom magical."
- "Since NCLB, creative endeavors (art, music, gym, etc.) have taken a back seat to meeting standards, assessment, and test-taking. Teachers have become data-collectors and managers, and students are now regarded as data points."
- "The love of learning has been lost with the threat of losing our school to a private corporate charter due to low test scores."
- "I was bored with most of the curriculum, and I felt like I wasn't meeting the needs of my highest learners."

- "The curriculum came to serve the tests rather than the tests serving the teachers and the curriculum.  Because of this, low income children experienced a very limited educational environment where low level skills were taught, but not content knowledge."

**NCLB theme 3: Reduced optional collaboration, replaced by increased mandated collaboration and competition**

Respondents reported experiencing a reduced sense of collaboration, replaced by increased mandated collaboration and an increased sense of competition during the implementation of *No Child Left Behind*. Lack of time for collaboration was a common concern. Respondents wrote of increased competition, which in the context of their comments was often linked to the need for higher test scores. Subthemes identified included reduced optional collaboration, mandated collaboration, and increased competition.

*NCLB Subtheme 3.1: Reduced optional collaboration.* Respondents who taught during the implementation experienced reduced optional collaboration. Respondents reported a lack of time as contributing to reduced collaboration. Based on respondents' descriptions of optional collaboration during the years prior to the implementation of *No Child Left Behind* and the descriptions of mandated collaboration during the implementation of *No Child Left Behind*, the researcher determined that the descriptions of reduced collaboration referred to reduced optional collaboration.

- "During the implementation of NCLB there was little time for collaboration with other individual teachers."
- "Little time for collaboration with other individual teachers"
- "Departments were fractured and had little time to collaborate."

***NCLB Subtheme 3.2: Mandated collaboration.*** During the implementation of *No Child Left Behind*, some respondents experienced what the researcher termed "mandated collaboration." Respondents described being required to collaborate. The researcher notes that respondents' descriptions of collaboration during the years prior to the implementation of *No Child Left Behind* had been very different. Prior to the implementation of *No Child Left Behind*, some respondents had collaborated by choice and had expressed excitement about the creative synergy working together. During the implementation of *No Child Left Behind*, the intent behind mandated collaboration appeared to be consistency and conformity. No respondent wrote specifically about co-teaching. However, the researcher notes that the strategy of co-teaching between special education teachers and classroom teachers was a practice that escalated during the years that *No Child Left Behind* was implemented. Co-teaching between special education teachers and classroom teachers may or may not be what respondents were referring to when they wrote about being forced to collaborate. Respondents expressed a dislike for mandated collaboration, with the intent to standardize instruction.

- "Suddenly, every classroom had to be doing the same thing as the same time and teachers were herded together to 'collaborate', but we weren't given extra planning or prep time to work on our own to plan what we had discussed together."

- "I could see that when collaboration was going to be used to bring me in line with others."

- "In my school, most teachers now team teach with (special education) teachers.  The biggest issue now is that most of us team teach the same prep with different teachers–I team teach with four different teachers–for three different preps."

***NCLB Subtheme 3.3 Competition.*** Respondents who taught during the implementation of *No Child Left Behind* experienced increased competition with colleagues. In general, respondents viewed competition as negative. Some respondents contrasted the sense of collaboration in the years prior to the implementation of *No Child Left Behind* with the sense of competition in the years during the implementation of *No Child Left Behind.*

- "I was a good teacher [prior to NCLB] when I was able to collaborate with my colleagues in creation of lesson plans, [rather than] competing with them when we were comparing data on assessments."

- "I always sensed a collegial sense of camaraderie with my fellow teachers before NCLB. We always would look out for each other and took care of each other. Now . . . it is almost like we look at each other with a burning, seething hatred toward each other because we all seem to have this sense of competition with each other."

- "Under NCLB . . . the atmosphere is competitive and exhausting."

- "Scores from other schools in the district were published for all to see and still are. I didn't realize when I got into teaching that it was so competitive."

**NCLB theme 4: Concern about the effect of new practices on students**

Respondents experienced concern about the effect of the new practices they were asked to implement during the implementation of *No Child Left Behind.* In general, respondents reported worrying that new practices were not developmentally appropriate. Subthemes included concern that some new practices did not help students and did not advance learning, concern that some new practices that were hurtful to students and harmed student learning, and concern that some new, required practices didn't seem useful.

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- "Children are pressured to accomplish things that are not always developmentally appropriate. Many children struggle to keep pace with the curriculum and teachers feel pressure to push students to the next level even if they have not mastered the previous levels."

- "I feel as though we have lost site [sic] of what is developmentally appropriate...especially in the area of early childhood setting.  The demands of the new core curriculum standards are stressing our student population.  The joy of learning is getting lost in the day to day race to meet unreasonable state or federally set adequate yearly progress goals."

*NCLB Subtheme 4.1: Concern that some new practices did not help students and did not advance learning.* Respondents experienced concern that, during the implementation of *No Child Left Behind,* new practices did not help students and did not advance student learning. Some respondents reported that new practices ignored students or ignored the whole child. Some respondents reported that new practices eroded relationships with students. Some respondents reported that new practices prevented them from advancing the learning of higher performing students. Some respondents reported new practices affecting behavior.

- "During implementation I felt I was expected/required to use strategies that I felt were at best, just bad, and at their worst, detrimental to the student."

- "[Under NCLB], students are ignored because they have no power or voice."

- "Students are no longer the focus."

- "Prior to NCLB I enjoyed watching the children develop and grow in many areas, including socially and emotionally. Since the adoption of NCLB the emphasis has been on data, meeting smart goals, and what percentage of students are proficient."

- "The bond that students once had with teachers is strained as teachers are discouraged from deviating from prescribed ways of using time and space in the classroom. Rapport is more difficult to gain."

- "Students were bored, behavioral problems escalated, and after more than a school generation—twelve years—of this, we have created a group of people who know how to answer multiple choice questions but can't think for themselves, construct anything collaboratively, or solve problems—much less think outside the box."

- "I had long had a reputation for adapting my lessons to my individual students, and especially for the gifted and talented students; with NCLB, all students were expected to achieve either above or below their developmental capabilities."

- "I grew tired of the lack of design for students who were ready to move to the next level. So NCLB limited my ability to connect with higher students."

- "We instead started to see what was labeled the "underperforming or disengaged gifted student." These students often caused behavior problems as well. I certainly felt stagnant as well."

*NCLB Subtheme 4.2 Concern that new practices were hurtful to students.* Respondents experienced concern that, during the implementation of *No Child Left Behind,* some new practices were hurtful to students and harmed student learning. Some respondents reported that new practices impacted student's emotional well being. Some respondents reported that new practices had reduced students' abilities to think. Some respondents reported anger towards the new practices.

- "We have seriously harmed children."

- "NCLB has impacted the learning and attitude of a generation of children. Their experience is one of self-doubt, high anxiety, and lower goals. They came of age at a time when emotional deregulation rose and inappropriate coping methods became common and visible: substance abuse, inappropriate use of and cries for help through social media, formal diagnosis of mental health issues, hospitalizations, suicide. For all of the school spirit and pulling together of staff and students the experience of this population, the NCLB children, must be negative overall."

- "I can see the biggest change in the eyes of my students. The spark is so rare now because I'm so rarely able to make adjustments for their interests, and so rarely able to tailor class to organic teaching moments. [Students] know they are cogs in a testing machine; they are numb."

- "One size fits all education doesn't work.  Not paying attention to child development makes for very unhappy learners and teachers."

- "Students are only allowed to learn and think the way they are told; not in the way they learn best.  If they cannot, then they are considered failures and in need of more instruction."

- "We were not teaching students to think."

- "Student learning has suffered. Students now read and write for a test. Their responses and ways of thinking are scripted."

- "I am angered by what NCLB has done to my students."

- "*No Child Left Behind* should really be renamed *Every Child Held Behind*."

***NCLB Subtheme 4.3: Concern that some new, required practices didn't seem useful.***

Respondents experienced concern that, during the implementation of *No Child Left Behind*, some

new, required practices didn't seem useful. Respondents used words and phrases that implied that new practices seemed to oppose old practices, and that under the new practices, the meanings of phrases and words such as "best practices" and "differentiation" had somehow changed. One respondent wrote of having given an amazing lesson, then receiving a low score on an evaluation because she hadn't used one of the new practices.

- "I personally had an evaluation from my vice-principal last month. She sat through the entire class—bell to bell. The next day she came in to debrief with me. Her exact words were, 'Wow! That was an amazing lesson. I honestly have no suggestions on how to improve that.' Then her face got serious. 'But,' she added as she looked at my whiteboard, 'you did not have the objective written on the board so I can't give you a good evaluation score.' I was appalled; here she was expressing how appreciative she was that I was enabling students' success in thinking skills and engagement, but I was knocked down to a 3 instead of a 5 because I did not have the objective on the board."

- "I had to do things in ways that did not feel right or natural to me, because I was told that this was 'best practice' and to do anything another way, was, by definition, 'not best.'"

- "Everything is contrary to research on best practices."

- "During the implementation of NCLB, state mandated [instruction] was unrelated to the academic capabilities or interests of specific students and student groups."

- "In my head I constantly think, 'How is this actually helping my students?' [This] question often remains unanswered."

- "Differentiation did not mean the encouragement of higher level thinking, it was aimed at producing better test scores."

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**NCLB theme 5: Disdain, distrust, and fear**

Respondents reported experiencing feelings of disdain, distrust, and fear during the implementation of *No Child Left Behind*. Some respondents directed their feelings of disdain and distrust towards policy in general; others directed their feelings towards local policy and administration. The researcher identified the following subthemes: disdain for and a distrust of policy makers, disdain for policy expectations perceived by respondents to reduce teacher effectiveness, disdain for and distrust of policy implementation, disdain for professional development related to policy implementation, and feelings of fear associated with policy.

*NCLB Subtheme 5.1 Disdain for and distrust of policy makers.* Some respondents experienced a disdain for, and a distrust of, policy makers during the implementation of *No Child Left Behind*. Some respondents wrote of a concern for the overall political climate surrounding education. Some respondents' comments moved quickly from general concerns about the overall climate, to more specific distrust of policy makers at a local level.

- "[We're] living through a period of crisis. It's a breakdown of the school community from outside pressures. Education is an area that is being raided and this suggests we are moving toward an oligarchy."

- "The stupidity with which education is governed is at an all-time high."

- "Teaching became political to an unhealthy degree. Decisions were made people with little experience in teaching, and teachers were not listened to."

*NCLB Subtheme 5.2: Disdain for policy expectations perceived to reduce teacher effectiveness.* Some respondents experienced disdain for policy expectations perceived by respondents to reduce teacher effectiveness. Some suggested a misuse of resources, including financial resources and time, towards the implementation of new expectations. Some wrote of

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being upset at the amount of paperwork required of them to show that they were following policy.

- "New mandates waste time—e.g. objectives must be written on the board, lesson plans must be submitted weekly to administration, etc." When these little mandates are not performed, evaluation scores (or employment) for teachers can be harshly affected regardless of student learning."

- "Prior to NCLB the end goal was always student learning and improvement. Assessing that can be difficult. Now, with NCLB, it seems that the end goal has actually become the means themselves and the students have been forgotten. Objectives, paperwork, paper trails, etc., have become the goal. If we can check those boxes off then the teacher must be doing well."

- "My preparation period is often spent filling out or preparing evidence to justify my instruction—which actually takes time away from my ability to actually prepare appropriately for instruction."

- "[Prior to NCLB] I had more energy and time for the children. Now, I am tracking so much data, testing, reporting, data entering, meeting, creating new tests for 'proficiency grading' that I hardly get the time to interact on the personal level that existed 10 years ago."

- "I think we forget that just as students' learn in different ways, so also do teachers teach in different ways. The strength of a teaching practice lies in the strength and personality of the teacher providing it . . . the success of the practice is no longer important. It is which practice is being used."

***NCLB Subtheme 5.3: Disdain for and distrust of policy implementation.*** Respondents experienced disdain for and distrust of policy implementation during the implementation of *No Child Left Behind*. In general, comments implied a dislike for policy that did not consider factors that respondents felt were beyond their control.

- "Under NCLB, the customer (parents, community, and the government) needs to be appeased."

- "They scrubbed the rosters of my public school, failed students administratively to study hall, and put students out of the building against their will for 'failure to make academic progress.' [Students] came to me in tears to turn in their chemistry texts, and then disappeared from our rosters and from the state data vault. I cried, I fought, I denounced it to their faces, I dropped every dime I could think of. Everybody at the DOE was in on it, the 'public private partnership'."

- "I despise being held personally responsible for the effects of poverty and kids living at the bottom of Maslow's hierarchy of needs."

***NCLB Subtheme 5.4: Disdain for professional development related to policy implementation.*** Respondents experienced disdain for professional development related to policy implementation during the implementation of *No Child Left Behind*. Respondents wrote of feeling that professional development was useless, unnecessary, or unwanted. Comments often implied frustration with mandated professional development.

- "I resent others telling me what, how, when and how much to teach. I know my subject very well after 30 years of teaching and NCLB has virtually nothing to offer me that will improve my delivery of services to my students."

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- "I remember seeing and then having to create my first data walls. That was the start of useless in-services, and that has ballooned to the point that most in-services I attend are a waste of time—they are just hoops we are jumping through!"

- "I had to take charge of my professional development outside of the school because what they were offering was stuff I didn't need or want."

- "I have no problem incorporating new practices into teaching and I don't mind professional development, but the professional development has to be collaborative and not top down."

- "Just when one strategy became integrated into my teaching, the next new thing was thrown at us when someone went to a workshop. Professional development because another instance of someone telling me what I was doing wrong."

- "As the years progressed in NCLB, every new-fangled idea was thrown at the teachers, [who] had to adapt with enthusiasm, spending countless hours working new ideas into the curriculum, only to have the new ideas thrown out when the next great innovation came along."

***NCLB Subtheme 5.5: Disdain for policy not addressing "real" issues.*** Respondents experienced disdain for policy not addressing "real" issues during the implementation of *No Child Left Behind*. Issues respondents felt should have been addressed were those frequently associated included student differences and poverty.

- "I taught in an inner city with 100% minority population and 99% poverty rate from 1994 to 2006. The problem was that all student achievement was reflected back to the teaching. There was no responsibility on the child or the parents."

- "The administration could not tell us how to improve instruction; they just said we were ineffective teachers. These students witnessed shootings and did not have fathers at home. There were many stressful situations that our students faced daily. These socio-economic needs were never addressed."

- "My class averaged each year at about 48% proficiency in reading. When I transferred to a better SES school, the proficiency went up to 88%. My teaching approaches did not change, the students did."

*NCLB Subtheme 5.6: Feelings of fear associated with policy.* Respondents experienced feelings of fear associated with policy during the implementation of *No Child Left Behind*. Specifically, respondents reported fearing administrators.

- "The term 'best practices' became a gun held to a teacher's head—make sure you do it 'right,' and 'right' means the way this book, or that seminar leader, or that assistant principal says is right."

- "I began to get nervous when an administrator came into my room to observe—I was afraid that even if things appeared to be going well, that I would be caught doing something 'wrong.'"

- "I began to fear administrators."

- "I had about six administrators throughout the NCLB period, and only one of them was flexible and understanding. The other ones induced fear in me whenever I saw them doing walk-throughs."

- "I was told point blank by my superintendent that I wasn't being a team player when I questioned initiatives."

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- "Since the most recent NCLB efforts emerged, I have felt harassed as a teacher, because my self-created lessons and lesson pacing and student freedom were in conflict with the administration's expectation that I should be teaching like everyone else and that my students should be exhibiting specific behaviors and should be spending more time practicing material/items for the end of course assessment."

- "After NCLB the focus […] was on disruption and humiliation."

- "The [survey)] question 'I felt guilty when I used teaching practices that were no longer considered acceptable' should read 'I felt AFRAID when I sued teaching practices that were no longer considered acceptable.'"

**NCLB theme 6: De-professionalization**

Respondents experienced feeling a sense of de-professionalization during the implementation of *No Child Left Behind*. In general, respondents wrote of being stripped of autonomy, expertise, and respect. Within the theme, the researcher identified five subthemes: de-professionalization through automatization/robotization of the profession, de-professionalization through restriction of curriculum and curriculum delivery, de-professionalization through mandated professional development, de-professionalism as a result of education becoming a through business, and de-professionalization as a result of being viewed as less of a professional by others.

*NCLB Subtheme 6.1 De-professionalism through automatization/robotization of the profession.* Some respondents expressed a sense of de-professionalism resulting from automation/robotization of the profession during the implementation of *No Child Left Behind*. Some respondents wrote of feeling like robots. Other respondents wrote of the automation of teaching. Some respondents made references to not feeling like teachers anymore.

- "Teachers have become blue-collar workers now. They are neither expected nor encouraged to make changes based on personal experiences—only off of test data."

- "A robot could have done my job during NCLB years. I was told what to say and when to say it."

- "(Under NCLB) teachers were treated like robots instead of highly trained professionals."

- "It's so sad, from where we started to where we are today. We are not individuals any longer. Teachers are robots, regurgitating what TEs have inside them."

- "Now that Common Core has come and we have a new sense of 'freedom,' I realize how much [under NCLB] we had been acting like robots and treating students like they are one size fits all."

- "Ultimately, I think, the goal is automated teaching machines with teachers reduced to the level of aides whose primary function is keeping the machines running. Good morning, I am Pearson/Gates Roboteacher CCSS3.j5, model 5.3, release 10. Press the button to begin your lesson on standard CCSS.ELA.RL.7.4b."

- "I found that my job almost felt 'easier' to perform as I wasn't really teaching anymore."

- "Once NCLB came around, I felt that the gifts and talents that made me an exceptional teacher were discounted and gradually discredited and demolished. I felt stressed and guilty for not teaching according to their development stages, and for [the system] expecting them to all be exactly the same. I also felt demeaned by teaching to the standards in an almost robotic way. The frustration of being forced to read and follow a script was humiliating, as if all the years I had studied and practiced my cherished profession and calling were for naught. I felt crippled as a teacher."

***NCLB Subtheme 6.2: De-professionalism through restriction of curriculum and curriculum delivery.*** In general, respondents wrote of being restricted in what and how they could teach. Some respondents equated restriction of curriculum and curriculum delivery with use of scripted curriculum.

- "Teachers are so restricted to specific practices in education, they are sometimes even reprimanded for practicing theories or assessments which are taught in teacher-preparation programs."

- "I felt hampered and restrained after the implementation of NCLB. In fact, my colleagues and I called it No Teacher Left Standing."

- "I know teachers now who started when NCLB came to be, and they have no idea how to teach reading, how to analyze a running record to see strengths and weaknesses, how to create engaging lessons, etc., because they only know how to teach a scripted curriculum. So, so, sad."

- "Students had worksheet after worksheet crammed down their throats because that is what the pacing guide demanded from the scripted curriculum."

- "Staff was intimidated by constant impromptu appearances of administrators with clipboards who marked you down if you did not read the script. Even formal reviews were marked down if you didn't read the scripted lesson exactly [as it was written]."

- "After NCLB, I was discouraged from creating my own lessons and some were even monitored." Other [teachers] had their personal supplemental materials that they had obviously purchased [themselves] taken covertly during the summer so as to prevent [the] teachers from deviating from the scripted curriculum."

***NCLB Subtheme 6.3: De-professionalism through mandated professional development.***
Some respondents experienced a sense of de-professionalization through mandated professional development. In general, respondents wrote of being required to sacrifice teaching time for professional development that respondents felt was not very useful. The researcher acknowledges an overlap between this subtheme and a previous subtheme, disdain for professional development related to policy implementation.

- "Colleagues in poor performing schools had to give up many days in their classrooms to attend training on how to use the scripted curriculum with fidelity."

- "I think the problem with professional development now is that school districts have requirements for it and the administrators require all teachers to go to training that doesn't apply to them."

- "In all ways, teachers are conditioned to follow scripted lessons created by those outside their own classroom rather than rely on their own expertise. These conditions weaken rather than strengthen student learning and teacher learning and professional development."

- "[Since NCLB I have been] forced into PD sessions that seem more like cult indoctrination and veiled teacher bashing."

***NCLB Subtheme 6.4: De-professionalism as a result of education becoming a business.***
Some respondents reported that during the implementation of *No Child Left Behind,* education became a business. Some respondents reported experiencing the reduction of teaching from a career to a job during the implementation of *No Child Left Behind*.

- "I resented that instruction and schools were being forced into a business model of providing education. Education is not a business."

- "Under NCLB, the employees (teachers) need to be controlled so as to keep them from ruining the goals with altruistic endeavors."

- "School districts are morphing into businesses. Money and prestige are the overarching goals."

- "As the years progressed after NCLB was implemented, teaching became a job."

- "Since NCLB, teaching has become just another job."

- "My son in law, a doctoral candidate too states now he "just goes and does his job". Previously he had wished to implement the things he had learned during his doctoral studies. Politics at EVERY level has supplanted REAL educational opportunities for teachers and of course then, for students."

- "Since NCLB . . . this job is a data collecting, mind numbing nightmare."

*NCLB subtheme 6.5: De-professionalization being viewed as less of a professional by others.* Some respondents reported being viewed by administrators as less of a professional. Some respondents reported being viewed by the public as less of a professional. Some respondents reported a strong dislike for being viewed as less of a professional.

- "Professionalism and the public's view of the profession are ridiculously low."

- "The way in which teachers are viewed by the public really bothers me. I feel devalued and unappreciated a good portion of the time since NCLB. I feel NCLB has brought that attitude down upon the teaching profession. Why can we have no control over our own fate?"

- "I didn't feel like a professional and certainly wasn't treated as one during NCLB."

- "When the administration observed me, they focused on my reading the script exactly as it was written in the Teacher's Edition. Any deviation was marked down as bad. The

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principal wrote all teachers up for insubordination when we told her that we didn't think this was the best way to teach kids."

- "There has been a loss of professionalism in the administration of schools and a resulting de-professionalizing of the teaching experience."

- "I was frustrated with being treated as an imbecile with scripted texts and prefab bad lesson plans."

- "Even though I had demonstrated good leadership and exhibited excellent scholarship in education and policy over my career (25 years), I felt completely ignored when I attempted to discuss the lack of evidence for and the potential downsides of NCLB during staff meetings, professional meetings with building administrators, or even personal and informal meetings with my building administrators."

- "I don't like what NCLB has done to my profession."

***NCLB subtheme 6.6: Feeling less successful as a professional.*** In general, respondents reported disempowerment in connection with feeling less professional during the implementation of *No Child Left Behind*. Reduced feelings of success were linked with loss of autonomy and creativity, as well as with the belief that new ways of teaching were not meeting student needs.

- "My teaching was negatively impacted when the NCLB standards dictated the activities in my class - which ones to do, how to do them, when to do them, and with which demographics of students."

- "Before NCLB, I was able to tailor instruction to the interests, needs, proclivities, and abilities of my students. I was very creative in doing this and, consequently, very successful. Our primary job as teachers is not to fill a bucket but to light a fire, to start with where the child is, to build from there, along unique pathways suited to that child, so

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that we can create intrinsically motivated, self-directed, independent, life-long learners. To the extent that we try to mill students into so many identical machine parts, we are failing to meet our prime directive."

- "These were not my strongest teaching years."

**NCLB theme 7: The development of a need to survive**

Respondents reported experiencing the development of a sense of needing to survive during the implementation of *No Child Left Behind*. The need to survive in the profession appeared to be unexpected and directly connected to changes in expectations and practices. Subthemes included survival until retirement and worrying about not surviving until retirement.

*NCLB Subtheme 7.1: Survival until retirement.* Some respondents reported thinking about survival until retirement during the implementation of *No Child Left Behind*.

- "I once thought that I would teach until I was no longer physically capable of standing in front of a classroom. I have always thought that teaching children . . . was my calling. Now I am looking forward to the year when I can retire and still have enough money to live on."

- "I see the overwhelming numbers of students who are 'below proficient' and I feel that with Common Core the numbers may grow. I plan to retire rather than see this happen."

- "Glad I'm coming to the end of my career."

- "It was so unreal, I don't know how I survived as long as I did."

- "I retired five years ago when I could no longer stomach what was happening to the profession I had loved."

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- "Currently, I wish I were 11 years older so that I could retire."

- "I LOVE teaching but I have counted the years to retirement and wondered when I will find the joy that teaching used to bring me."

*NCLB subtheme 7.2: Worrying about not surviving until retirement.* Some respondents reported worrying about not surviving or possibly not surviving until retirement during the implementation of *No Child Left Behind*.

- "During the implementation of NCLB, I tried to go with the program; then I quit."

- "So many of my peers have left teaching out of frustration, sadness, and anger at what teaching has become."

- "I have nine years left and I don't know if I'm going to make it."

- NCLB has so ruined my teaching, I am about to retire years earlier than originally planned.

**NCLB theme 8: Strong feelings about future policy change**

Respondents experienced strong feelings about future policy change during the implementation of *No Child Left Behind*. In expressing their feelings, teachers often referred to a progression from *No Child Left Behind* to *Race to the Top*, or the progression from *No Child Left Behind* to *Common Core State Standards*, as if a newer policy had replaced a former.

Two subthemes emerged from the theme of strong feelings for policy change: a sense of relief that new policies might offer something better than *No Child Left Behind*, and a sense that their current experience with new policy changes suggested that *No Child Left Behind* hadn't been so bad, after all.

*NCLB subtheme 8.1: Relief that emerging policies might offer something better than No Child Left Behind.* Some respondents reported a sense of relief that emerging policies might

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offer something better than *No Child Left Behind*. Some expressed the belief that *Common Core State Standards* seemed to be better than *No Child Left Behind*.

- "I am grateful for Common Core as it is allowing teachers to become creative again, and to design curriculum to match the students' needs."

- "Common Core demands time to think and dig deep, which is in direct opposition to NCLB."

- "They are going to manage to mess up Common Core by keeping NCLB."

*NCLB Subtheme 8.2: Experiencing emerging policies and deciding that maybe No Child Left Behind wasn't so bad.* Some respondents reported that, based on their current experiences with new policy changes since the implementation of *No Child Left Behind*, perhaps *No Child Left Behind* hadn't been so bad, after all.

- "Looking back fondly at NCLB in light of Common Core."

- "Sadly, Race to the Top and current mandates are so horrific that I long for the days of NCLB."

- "Race to the Top has been much, much worse than NCLB ever was."

- "Please know that a cycle of frustration and hatred and misunderstanding is happening again with common core. Education is/was/will always be a pendulum. Anyone in education for a decade or more knows how to ride the wave until the next biggest educational reform hits the nation. Dislike of an educational trend can—if we're not careful—become a crutch for bad teachers. Instead of finding ways to improve, they sit back and say, 'It's not my fault. I would be a better teacher if the government/district/administrators . . .' Why can we not be good teachers in spite of the constant changes that we all know will occur?"

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**NCLB theme 9: Lack of funding**

       A few respondents experienced concern for the lack of funding for education during the implementation of *No Child Left Behind*. Overall, teachers who wrote about the lack of funding were concerned about the amounts spent on policy implementation outside of the classroom during *No Child Left Behind*.

- "Not a lot of money goes to help education. Not only are the schools doing more with

- less money, but the salaries of the teaching staff have slowed down so that new teachers may not stay in the profession more than five years."

- "Districts have invested in massive data systems which tell us nothing. Euphoria, I Nova, and many other systems take much money out of the classroom."

- "District money was spent on hiring 'experts' to tell us how to teach."

- "If you are going to require the education profession to fix the problem, then fund the problem."

- "Funding cuts have impacted services for struggling students. Some of the special education students that I am currently working with, in a co-teaching classroom, are not appropriately placed and are not receiving the services necessary to help them make progress at their level."

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**Section 3: *No Child Left Behind* and loss and grief**

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       In the first two sections of this chapter, the researcher sought to answer the question "How did teachers experience changes in expectations and practices in relationship to their professionalism?" In this last section of the chapter, the researcher attempts to answer the question "How did teachers experience changes in expectations and practices in relationship to

loss and grief?" The goal of this section is to situate respondents' experiences into stages identified in the Kubler-Ross model.

In attempting to situate the experience of teaching during the implementation of *No Child Left Behind* within the Kubler-Ross model, the researcher's first task was to ascertain to what extent respondents experienced loss as a result of changes in expectations and practices during the implementation of *No Child Left Behind*. Subsequent to ascertaining the extent to which respondents experienced loss, the researcher's second task was to ascertain to what extent respondents experienced each of the stages of loss identified by Kubler-Ross.

The researcher again placed all comments into a common pile. The researcher created headings for eight sub-piles: one each for loss, anticipatory grief, denial, anger, bargaining, depression, acceptance, and none. The researcher created the "none" pile for comments that did not fit any of the first seven sub-piles. The researcher drew comments, one at a time, and placed each comment into a sub-pile. When all comments had been placed in one of the eight sub-piles, the researcher charted the comments.

For consistency between section 3 and the previous sections, the researcher is reporting loss, anticipatory grief, denial, anger, bargaining, depression, and acceptance as separate themes. The researcher is reporting identified subthemes, if any, within each theme.

**Loss and grief theme 1: Loss**

Loss is not a stage of grief identified by Kubler-Ross; rather, it is the antecedent to the stages of grief. Respondents experienced loss during the implementation of *No Child Left Behind.* The researcher identified 7 ways respondents experienced loss during the implementation of *No Child Left Behind***.** The researcher is reporting the different types of losses as subthemes.

***Loss and grief subtheme 1.1: Loss of creativity.*** Some respondents experienced a loss of creativity during the implementation of *No Child Left Behind*. Creativity may have been disallowed, or simply lost in the midst of newer practices. One respondent drew a parallel between the loss of creativity with the loss of life, noting that "creative juices . . . were sucked out of me" and "the leaders of today are sucking the breath out of those who teach." Examples of comments suggesting a loss of creativity include:

- "I miss the creative work."

- "No creativity was allowed, only totally scripted curriculum was used."

- "All the wonder and creativity died when NCLB came in."

- "Since NCLB, the most frequent comment I hear from colleagues is "before testing I used to teach about..." Fill n the blank for any discipline.  Pacing, testing, benchmarks, all impact the enriching and creative ways we used to teach."

- "The creative juices were sucked out of me when we had to follow others. Here in [name of district redacted] what is taught in what school must be same at other. The leaders of today are sucking the breath out of those of us who teach."

***Loss and grief subtheme 1.2: Loss of joy.*** Some respondents experienced a loss of joy during the implementation of *No Child Left Behind*. Respondents often suggested that they experienced great joy prior to the implementation of *No Child Left Behind*, and very little joy during its implementation. Examples of comments suggesting a loss of joy include:

- "Before NCLB I enjoyed teaching immensely.  Now . . . not so much."

- "I have lost the joy I had in my early career and I miss the creative side of teaching."

- "I definitely have enjoyed teaching less since NCLB."

- "All the joy has gone out of teaching."

- "Elementary teachers suffered the most, as joy was removed from their practice."

***Loss and grief subtheme 1.3: Loss of freedom and autonomy.*** Some respondents experienced a loss of freedom and autonomy during the implementation of *No Child Left Behind*. The researcher notes an overlap with the theme of deprofessionalization. Examples of comments suggesting a loss of freedom and autonomy include:

- "After NCLB was implemented, freedom to do anything went out the window."

- "Freedom; we all tout it. Now teachers have nearly none, by design."

- "I didn't mind looking at data and adapting my lessons, but the loss of my judgment in planning instruction makes me resentful."

- "NCLB definitely made the teaching profession more stressful, more time-consuming and less creative. Professional freedom was lost. My expertise was often negated. The job became more tortuous than joyful at various times."

***Loss and grief subtheme 1.4: Loss of empowerment to do their best teaching.*** During the implementation of *No Child Left Behind,* some respondents experienced a loss of empowerment to do their best teaching. In general, respondents equated their loss of empowerment with a loss of creativity and the implementation of newer practices. Examples of comments suggesting a loss of empowerment include:

- "As a bright, creative person, scripting me not only makes me mad, but restricts me, therefore what I bring to the classroom is restricted."

- "I felt much more competent and self-sufficient in the early years. I enjoyed being able to have the option of staying with the curriculum when it worked for me, and moving outside of it when I thought of something better or wanted to try a new way."

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- "I know I was a better teacher when I could choose what worked for my students. I am now mandated to use certain curricula that do not meet the needs of my kids."

- "I was a state Teacher of the Year, prior to NCLB, and spend a great deal of time sharing my "best practices"--none of which were considered best practices, after NCLB."

*Loss and grief subtheme 1.5: Loss of effectiveness.* During the implementation of *No Child Left Behind,* some respondents experienced a loss of effectiveness. In general, respondents linked the loss of creativity with a loss of effectiveness. Some respondents experienced a loss of support in meeting the needs of gifted and advanced students. Examples of comments suggesting a loss of effectiveness include:

- "Teaching was stronger, more original and more effective in the past."

- "My own children (now 28 and 30) attended elementary school before NCLB. They attended public schools, and experienced the kind of teaching and learning that I miss sharing with my second grade students today. Creativity, relationships, cooperative learning, hands-on activities, freedom to explore, developmentally appropriate curriculum were the norm. Their teachers inspired, encouraged, fostered and taught them well - without collecting massive amounts data or obsessing over test results."

- "The focus is always on the basic and below basic students, not on students that are proficient or advanced."

- "[Prior to NCLB] I was better able to pursue topics of interest to the students and to adapt lessons to meet individual needs."

***Loss and grief subtheme 1.6: Loss of emotional wellness.*** During the implementation of *No Child Left Behind,* some respondents experienced a loss of emotional wellness. Examples of comments suggesting a loss of emotional wellness include:

- "My husband and I are separating each summer because he can't take me being a "wreck" anymore."

- "I am tired of coming home at the end of the day feeling like my bone marrow has been sucked out of my body and something is still trying to get more of me out. I have spent weekends in bed because I am so exhausted from the week. I have had at least one psychotic breakdown because it was Sunday and I couldn't take the thought that I had to go back to school the next day."

- "I saw post traumatic stress syndrome and experienced it myself as a result of the constant badgering."

- "[I have spent] sleepless nights worrying that if I teach what my students need the way they need it, I will be called on the carpet, or worse, fired."

"I have panic attacks and must take Ativan before any meeting with an administrator or before an observation. I go through every day trying not to call attention to myself so I don't have them coming into my room. A good day is a day where I do not see or speak to an administrator. I never had panic attacks in school before. Now I have them weekly."

***Loss and grief subtheme 1.7: Loss of their chosen profession.*** During the implementation of *No Child Left Behind,* some respondents experienced a loss of their chosen profession. Examples of comments suggesting a loss of profession include:

- "I feel that I am being forced out of my lifelong profession because I refuse to participate in a system that I believe harms children which is being imposed by people who have ulterior motives of financial gain."

- "I know that I was a stronger, more creative and effective teacher before NCLB and subsequent policies were mandated and put into place. I resent that people and policy makers who are not real educators have forced these changes, without consulting or taking into consideration the opinions, expertise, or real needs of teachers, parents and students. I worry about the future of public education and where it will be in the not so distant future. I worry that young, energetic, enthusiastic teachers will become burned out, disillusioned, and apathetic - eventually leaving the field altogether in search of more lucrative, less-demanding careers. (I have seen that happen many times already.) I frequently run into former students, now all grown up who recall something special about second grade - never once mentioning a test or an assessment. This is what keeps me going - knowing that I have made a difference to a person, not a data point, in a way that can never be measured on an assessment or a standardized test."

- My veteran teaching partners and I talk about these issues daily. Teacher I know who live and work in other communities and even in other states are feeling the same way. Even when I am on vacation and I meet teachers (who always seem to have a way of knowing you are also a teacher) unexpectedly, we all lament what teaching has become."

**Loss and grief theme 2: Anticipatory grief**

Anticipatory grief is not one of the stages of grief originally identified by Kubler-Ross; rather, anticipatory grief is a type of grief that may be experienced prior to an expected or anticipated loss. Some respondents experienced anticipatory grief as a sense of ambivalence

toward the implementation of *No Child Left Behind*. Others experienced anticipatory grief as the stress of not knowing. The researcher reported these ways of experiencing anticipatory grief as subthemes.

*Anticipatory grief subtheme 2.1: Ambivalence.* Examples of comments suggesting an ambivalence toward *No Child Left Behind* include:

- "I honestly did not worry about NCLB before implementation.  Part of that may be because I taught kindergarten/first grade."

- "I was so naïve! I had no idea what the changes would entail. So, no, I didn't really worry that much about it because I had a terrific administrator and I was young, smart, and very enthusiastic."

- "I felt no trepidation regarding the inception of NCLB. What we had wasn't working (50% graduation rate, only 20% going to college), so we needed a prod to do better for our kids.  I think we got a much needed wake-up call when the first school ratings came out."

- "I didn't feel anything one way or another [right before NCLB was implemented] since there was so much propaganda surrounding it."

*Anticipatory grief subtheme 2.1: The stress of not knowing.* Prior to the implementation of *No Child Left Behind* some respondents may have experienced anticipatory grief by wondering if they would be able to meet what they perceived to be "impossible goals," or by worrying whether or not they would meet expectations of being "highly qualified." There may have been a general sense of  "oh, no, here we go again" in response to the changes brought about by *No Child Left Behind.* Only a few respondents reported a sense of anxiety or stress, as the following examples suggest:

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- "I worried that the impossible goals of NCLB would be the undoing of public education. As more and more schools progressed along the penalty phases, I found the system we worked under to be more and more irrelevant."

- "Many teachers experienced stress, wondering if they would be considered 'highly qualified.'"

- "I remember feeling 'here comes another swing in the pendulum of public education.'"

**Loss and grief theme 3: Denial**

Kubler-Ross uses the term "denial" to describe a disbelief that a loved one has died.[2] Some respondents who taught during the implementation of *No Child Left Behind* reported ignoring reform measures. Some reported feelings of disbelief. Some searched for understanding. Some comments implied feelings of denial. The researcher reported these ways of experiencing denial as subthemes.

*Denial subtheme 3.1: Ignoring No Child Left Behind.*

- "The first few years I pretty much ignored the pressures of the testing regime of NCLB. I thought that this crazy 'reform' would pass away like so many others before it.

- "I was midway through a 20+ year career teaching English, and welcomed some of the changes, and ignored others."

- "I believe my teaching remains strong as I have so far been able to avoid or ignore many of the most onerous aspects or mandates of the standardization goals, curriculum and outcomes."

*Denial subtheme 3.2: Feelings of disbelief.*

- "In the beginning I didn't think NCLB would have a huge impact on us because I thought the demands were unreasonable and that people would see it was unreasonable as it was

rolled out. Then, when I thought about it I decided that either it would change its demands, as they were impossible, or that it was designed to be impossible, in order to destroy public education. I thought I was being paranoid, and over thinking it. Now I'm certain it was designed to be a weapon against public education rather than a tool to improve it."

- "Much of what NCLB asks us to do is unattainable. Once that reality sunk in, I just kind of went on with teaching with periods of frustration and feeling incredulous after staff meetings. Glad I'm coming to the end of my career."

- "I was incredulous at some of the requirements. And the sanctions were draconian. It was a scary time."

- "It was so unreal, I don't know how I survived as long as I did. I am surprised at the teachers who go along, because they think that is what they must do."

- "I still find it difficult to believe that legislators believe that schools can achieve 100% proficiency. Do they not have a basic sense of statistical knowledge? I feel sad that I have been deliberately set up to fail."

***Denial subtheme 3.3: Searching for understanding.***

- "In my head, I constantly think, "What do I have to document today to prove that I did my job? How is this actually helping my students?" The second question often remains unanswered, or only with a shrug with an accompanying shaking of my head."

- "I was told point blank by my superintendent that I wasn't being a team player when I questioned initiatives."

- "Why all the nonsense? Why do I have to write endless lesson plans each week, sometimes spending 6 hours a week pulling out all the information from the different

books and 'aligning' it to state standards when I don't use them (since I have to follow the

script) and no one else looks at them? Why can no one explain that to me in a sufficient

manner? Why do I have to spoon feed the importance of education time after time on my

OFF TIME to community, students and there is mandated participation in hours and

hours of this shit each week?  Why does my current principal mandate that I have to do

my special education paperwork after hours and on the weekend and no one can stop her

from spewing this nonsense?"

- "Students with learning disabilities are expected to achieve at the same level as those

  without special needs.  How will these kids ever feel successful?  Why do they have to

  learn the same things?"

**Loss and grief theme 4: Anger**

Kubler-Ross suggests that anger presents in many ways, including anger at others, anger

at self, and anger with the situation. Consistent with Kubler-Ross's descriptions of anger,

respondents' comments reflected feelings of hurt and rage. During the implementation of *No

Child Left Behind*, respondents experienced anger in four different ways. These ways of

experiencing anger are reported as subthemes.

*Anger subtheme 4.1: Anger towards the system.* In general, respondents reported being

angry with new systemic practices that they didn't want, including data collection and the

emphasis on test scores. Many respondents used the words "anger" or "angry" to openly express

their feelings. In connection with their anger, respondents reported feeling disempowered or

demoralized by the system.

- "I never felt guilty for teaching in ways I previously taught - I feel angry about what the

  emphasis on data collection and test scores has done to the teaching profession! I am

annoyed that politicians with no educational experience are passing laws about what we do. I would not advise anyone to go into teaching today."

- "I did, in fact, leave high school teaching after 6 years under NCLB (26 total years of teaching) because I became an angry person as I saw myself as a tool in a system bent on destroying students' love of mathematics."

- "I did not feel guilty about doing things I was told not to do. I was angry I had to go against the wishes of my 'employer' to be a good teacher. I never gave up on my job, I just hated that I had to do it against the 'rules.' It never occurred to me to 'give in.' One day I put a quarterly assessment in front of a student and she cried (tears!) and said, 'Please don't make me take this, I'm not ready.' It broke my heart. I took it back and said, 'No I will not make you take it.' I then sent an email to the person in charge of curriculum and told her this was not what I signed on to do as a math teacher. I wanted to empower my students with mathematics, not terrify them. She wrote back something to the effect that she knew I was a great teacher and must just be having a 'bad day.' I was so angry I publicly resigned at the next school board meeting."

- "Teachers feeling helpless and disempowered and buried under often conflicting state and federal mandates.  Feeling desperate as we watch the children for whom we care deeply be demoralized and undercut by inappropriate curricular and assessment mandates."

- "The only thing that seems to matter these days is the almighty test and student scores.  We are evaluated using our students' test scores.  I've never seen teachers so beaten down and demoralized in over thirty years of teaching."

- "[After the first few years] I was angry. In later years, as we were increasingly threatened and bullied by administrators over school test scores . . . I felt like a fake, a charlatan. Unworthy, and a coward."

*Anger subtheme 4.3: Anger at being judged and blamed.* In general, respondents reported experiencing frustration with being judged by data and being blamed for poor test scores. Respondents reported experiencing blame for being inadequate teachers. Respondents reported feeling angry that some factors that contributed to low test scores were out of their control, yet they were being judged and blamed.

- "Frustration. Teaching is not a pleasurable action any more. Teachers are demonized as not caring about kids, when we are the only ones (besides the parents) who care about them and their futures."

- "Because the tests and data are corrupted and because teachers are 'judged' by the data, teachers and administration are finding it valuable to develop relationships with power and to be useful to power in other ways that then gives rise to questions of intent and trustworthiness.  It is a very ugly environment."

- "Teachers in low income areas were made to feel inadequate because their students could not perform as well on culturally biased tests as those who had more access to financial resources."

- "Teachers have been continually blamed for the low test scores, rather than the poverty, racism, neglect, and violence that occur in the surrounding communities.  Teachers have been directly blamed by people making ignorant comments, and indirectly blamed by being forced to submit to excessive 'professional development,' which is a constant reminder that 'they' think we don't know what we're doing."

- "During the NCLB years I have been blamed for the students not making enough progress in reading or math. If a child did not meet proficiency levels on the PSSA [Pennsylvania System of School Assessment], I was told by my principal that it was my teaching. This principal posted all benchmark scores and PSSA scores on the walls of the lunchroom during staff development. He told us that the higher achieving scores were the direct result of better instruction. He compared one teacher to another by the students' scores. When I asked him how one teacher could be the best one year and the worst the other, he said our teaching must have changed from one year to another. When I suggested that it might be because our students change each year, he only raised his voice and reiterated that it was our teaching."

- "Prior to NCLB, teachers were respected in the media. Since then, it is open season on teachers and you rarely hear success stories. Instead, teachers are blamed for all of society's problems."

- "When the feds take control of education, public education suffers, and it angers me that the teachers are blamed. I had no control over what to teach or how to teach it, and yet I was blamed for the lack of progress!"

*Anger subtheme 4.4: Frustration and stress.* In general, respondents reported feeling anger associated with frustration and stress, which they indicated resulted from the way they were treated and the expectations that were placed upon them. In respondents' comments, feelings of sadness often appeared to overlap with feelings of anger, suggesting a fluidity between anger and depression. This is consistent with Kubler-Ross' descriptions of the stages of grief being fluid.

- "[I felt] frustrated with being treated as an imbecile with scripted texts and prefab bad lesson plans."

- "I was frustrated with the pressure I felt during the NCLB implementation. It seemed like I was never doing enough and always needed to make my students do better and better."

- "The stress levels in my school have never been higher, and so many of my peers have left teaching (retired earlier than expected) out of frustration, sadness, and anger at what teaching has become."

- "Stress, despair, anger, hopelessness, sadness."

- "I felt stressed and guilty of not teaching according to their developmental stages and expecting them to all be exactly the same."

- "I am saddened and angry to see how stressed-out and exhausted teachers are now."

- "My anger at not being able to reach all students in the ways they need to learn literally made me sick. I developed (along with another teacher at our school) a life-sucking tumor on my liver that required surgery costing a million dollars and four months out of the classroom. It has taken me the better part of eight years, plus the loss of NCLB mandates, to regain 90% of my health. My enthusiasm for teaching is now guarded."

*Anger subtheme 4.5: Resentment.* In general, respondents used the words "resent" or "resentment" as direct descriptors of their experience teaching during the implementation of *No Child Left Behind*. Respondents resented that they were no longer allowed to use the strategies they felt had served them and their students well. They resented being told how and what to teach.

- "I resent that something I enjoyed and was good at has been taken from me. I miss laughing with my students and reading an extra chapter of a good book because we were enjoying it so much and the other stuff could be done tomorrow. I miss having time to really plan lessons well instead of using so much of my time filling out pieces of paper, updating my 'data binder,' and covering my ass."

- "I also resented that instruction and schools were being forced into a business model of providing education. EDUCATION IS NOT A BUSINESS."

- "I deeply resent being TOLD what to teach and how to teach it. I resent having my tax dollars wasted on crap materials that promise high test scores but deliver nothing--which I am then blamed for. I resent being 'trained' to use these worthless materials by someone in his/her late 20s who taught for a couple of years at most. I do some pretty miraculous things with my kids when I am allowed to make instructional decisions. I despise being held personally responsible for the effects of poverty and kids living at the bottom of Maslow's hierarchy of needs."

- "I resent others telling me what, how, when and how much to teach. I know my subject very well after 30 years of teaching and NCLB has virtually nothing to offer me that will improve my delivery of services to my students."

- "I didn't mind looking at data and adapting my lessons, but the loss of my judgment in planning instruction makes me resentful."

**Loss and grief theme 5: Bargaining**

According to Kubler-Ross, the stage of bargaining is a time of wanting to restore what was in the past. Kubler-Ross suggests that people who are experiencing grief bargain by thinking, "if only…" or "what if…" or by pleading for restoration, or by striking a deal. In

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general, respondents did not actively seek to strike deals with their administrators. Rather, respondents experienced the bargaining stage in two distinctly different ways. The two ways—passive resistance and activism—are reported as subthemes.

*Bargaining subtheme 5.1 Passive resistance.* In general, respondents passively resisted implementing required practices. Respondents wrote of continuing to do things their way, of continuing to use what had worked in the past. They wrote of being aware that they were breaking rules or going against their administrators' wishes, and secretly doing so anyway.

- "After NCLB, my administration did not allow for 'deal-making.' Instead, I knew I was actively—albeit quietly—'going underground' when I enacted lessons/activities that veered away from the 'script,' but would benefit my kids. I worried that the kids would get so enthusiastic about these activities that I would be discovered and reprimanded. This actually did happen: I was scolded and labeled 'oppositional,' even though my end-of-the-year ratings as a teacher always remained high."

- "I've always been a strong teacher. I still am. I just have to cheat to do it now."

- "While Big Brother was watching, we played the game, but most of the time we taught for the best benefit of the students. [New] teaching strategies that actually worked with our teaching styles and the students learning styles were employed, and those that didn't were quickly discarded."

- "My teaching never really changed. I learned how to make it look like I was teaching with fidelity to the scripted curriculum, but I taught what was necessary based on my students' needs."

- "I often did stuff my own way, anyway. It didn't go over well, so I switched districts to a friendlier atmosphere. I did have to do a lot of unnecessary data collecting and testing,

but I bargained to do many alternative creative lessons and not follow 'the plan.' That worked for a while."

- "I did and still do things my way if I feel it's better for my students. They are what is important, not a teaching method."

- "Once I got past the absurdity of NCLB I taught what was needed to be taught the way I wanted to teach it, except when I was being observed. I did what needed to be done to help my students learn. I had over 25 years of experience when NCLB started. There was no confusion for me about what was right or wrong. I gave the district what they wanted, and then I did what I knew worked with my students. I had to be very clever about how I taught my lessons, but I was able to please the district and my principals by doing both the district stuff and what I knew worked."

- "When told to abandon tried and true effective practices, I did not feel guilty about continuing to meet the needs of my students by continuing to employ those strategies. I just made sure the 'new and improved' strategies were used when 'needed.'"

- "I often had to shut the door, pray no administrators came by, and teach as I knew was best."

- "I did and presented what was required, then retaught in my own manner, because from experience I knew what got learning results."

- "In the beginning of NCLB I would . . . use the lessons for my observations or when I knew there would be someone coming around.  However, when I knew I would be alone, I went back to my old ways. The longer we were with NCLB, I found myself not able to use the old ideas as much, without getting caught. So I tried to implement the new ideas, but as little as possible."

***Bargaining subtheme 5.2 Activism.*** Some respondents wrote of taking the approach of an activist by openly opposing new practices and requirements. They implied having resisted not just in classroom actions, but through overt use of spoken and written words. Some suggested that they will continue with the fight, even after retirement.

- "I became an activist both within my school and online as a blogger on the effect of behaviorist/corporatist philosophies in education. I will continue to work toward a democracy-based approach to schooling both during my last two years of teaching, and afterwards as a political activist and candidate."

- "When I am able to retire I will become an even bigger public school advocate, agitator, organizer, than I am now."

- "I have been rated highly effective by four different administrators in the past two years. The [name of state redacted], on the other hand, gave me a 2 out of 20 points based on standardized tests last year. I am itching to take on the fight if my job is jeopardized because I work with the special education population."

- "I have mostly refused to comply and have often been in trouble for it."

- "What I did and what I was told to do are two different questions. It's unfortunate there is no way, with this instrument, to differentiate between teachers who complied with NCLB policies, and those of us who fought them."

**Loss and grief theme 6: Depression**

The depression stage is a stage of intense sadness. Kubler-Ross described depression as a time when the thinking of the person grieving moves into the present; it deepens, intensifies, and feels as if it will have no end. Respondents most often experienced depression as feelings of fear, sadness, exhaustion, and apathy, all of which are reported as subthemes.

***Depression subtheme 6.1 Fear.*** In general, respondents wrote of being afraid that that they would face repercussions for not having the right data or teaching in the right way. Some feared losing their job.

- "Fear, sleepless nights worrying that if I teach what my students need the way they need it, I will be called on the carpet, or worse fired."

- "I never had panic attacks in school before. Now I have them weekly. I have to take anti-depressants and sleep aids because I will wake in the middle of the night fearful of something I forgot, or that someone will come looking for the one piece of data or 'actionable feedback' or an 'artifact' that I don't have and I'll get written up […] and stripped of my certification. I fear not being able to feed my kids and provide health insurance for my family if my students 'fail' the test. I fear that the kids may not like me enough and may therefore purposely mess up the test to get me fired."

- "I felt AFRAID when I used teaching practices that were no longer considered acceptable."

- "I had about six administrators throughout the NCLB period, and only ONE of them was flexible and understanding. The other ones induced fear in me when ever I saw them doing walk-throughs. Luckily, I had windows that faced the office and I was able to see them before they entered my room."

***Depression subtheme 6.2 Sadness.*** In general, respondents wrote of being sad that education had changed, and being sad when thinking about the direction of education today. Some respondents indicated that they were sad to not be able to be the teachers they had been, or the teachers they felt they were capable of being.

- "Sad, sad. I am angry and sad."

- "I almost quit the teaching profession all together! I came home every afternoon and cried."

- "It's so sad, from where we started to where we are today. We are not individuals any longer."

- "Because of this general demoralization, I am not the happy teacher I used to be. The sadness and anger that the ridiculous direction our educational system has taken its toll on my morale, and the scripted, uninspired curriculum depresses me, and I am not the inspired, optimistic person I was prior to 2002. I feel defeated by the educational reform movement."

- "With changes in leadership in my district, the arts have been devalued, electives in general have been devalued, and that makes me sad. I don't feel the same joy in teaching that I used to."

- "The demoralization that has happened to me by NCLB has caused me much anguish. I grieve when I see students classified as 'unsatisfactory' by our state."

- "I felt depressed that my students were not getting the best of who I was as a teacher."

***Depression Subtheme 6.3 Exhaustion.*** In general, respondents wrote of being worn down and worn out. Respondents experienced both physical and emotional exhaustion.

- "I am saddened and angry to see how stressed-out and exhausted teachers are now."

- "I felt demeaned, worn-out, exhausted and finally retired early because I never wanted to torment children for a living and because of health problems which were undoubtedly stress-related."

- "I was able to create open-ended simulations and inquiry activities prior to NCLB. My time now is spent recording data that has importance only as 'evidence of learning' for

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my evaluation. The amount of time spent on testing has tripled in my classroom, with no value to the student. It has disheartened me, and caused me to doubt the trust from administration that I felt in the past. That has weakened my commitment to fulfilling state and district expectations, and probably the overall strength of my teaching."

### *Depression subtheme 6.4 Apathy*

- "I began to lack interest and enthusiasm for my job which I am sure was felt by my students."

- "There is not as much creative learning taking place. It is more paper and pencil lessons. The affect on the kids and staff is one of complacency and apathy."

- "My teaching was stronger when I loved teaching. That is hard to do now."

## Loss and grief theme 7: Acceptance

Kubler-Ross suggests that the acceptance stage does not mean that the grieving person has decided that everything will be okay; rather, it is the stage when the grieving person begins to accept a new reality. Some respondents' comments indicated acceptance of a new normal, into which they reintegrated and began to once again feel strong in their teaching.

- "My teacher at [name of institution redacted; name of teacher redacted] once said that if you keep the faith, you won't burn out. I kept the faith. I have not burned out. I am still teaching."

- "For me, being a teacher means making the best out of any situation—even if I didn't agree. NCLB was something we had to live in order to be able to practice our commitment to our students to help them succeed."

- "For a while I was very tentative in how I taught because I was so worried about NCLB, but then after a couple years I stopped worrying about it and just focused on good

teaching strategies. I figured if I just focused on good practice and did my best to teach the curriculum, my students would do as well, or better, than if I just focused on teaching to the test."

- "As a teacher I was taught to be flexible. I (and many of my colleagues) would do our best to teach in spite of the decrees that came down on us."

- 'My teaching philosophy has always been in the best interest of my students. That has not changed through the years. I just think testing and robotic scripting has taken over the classroom. All good teacher still and will teach with the passion and love they have for their students and profession.'

- "Any state or federal mandate will be met with scorn. I have decided to teach in spite of that."

**Summary**

This purpose of the qualitative phase of this study was to answer the two research questions 1) "How did teachers experience changes in expectations and practices in relationship to their professionalism?" and 2) "How did teachers experience changes in expectations and practices in relationship to loss and grief?" In order to answer these research questions, the researcher used a process in the tradition of phenomenographic research to sort and interpret comments written by respondents who took a survey on the experience of teaching prior to and during the implementation of *No Child Left Behind*.

The introduction to this chapter provided a summary of how data was collected and a description of the iterative nature of phenomenographic work. Following the introduction, the chapter was divided into three sections. In the first two sections, the researcher described different ways respondents experienced teaching prior to and during the implementation of *No*

*Child Left Behind*. In the third section, the researcher described different ways respondents experienced loss and grief, as situated within the stages of grief model proposed by Kubler-Ross.

The researcher identified seven ways respondents experienced teaching prior to the implementation of *No Child Left Behind*. The researcher identified nine ways respondents experienced teaching during the implementation of *No Child Left Behind*. The ways respondents experienced teaching prior to and during the implementation of *No Child Left Behind* provided answers to the research question, "How did teachers experience changes in expectations and practices in relationship to their professionalism?" The researcher identified eight ways respondents experienced loss and grief during the implementation of *No Child Left Behind*. The ways respondents experienced loss and grief provided answers to the research question, "How did teachers experience changes in expectations and practices in relationship to loss and grief?"

**Seven ways respondents experienced teaching prior to the implementation of *No Child Left Behind***

First, in the years prior to the implementation of *No Child Left Behind*, most respondents experienced creativity in teaching practices. Most respondents experienced having time for creativity. Respondents experienced creativity as a component of meaningful learning; respondents used creativity as a means of meeting student needs. Finally, most respondents experienced creativity as a source of personal satisfaction and as a strength in teaching.

Second, in the years prior to the implementation of *No Child Left Behind*, most respondents experienced teaching as a set of expectations and principles based on child development. They were able to plan and teach lessons geared to the developmental levels of their students. They were able to provide opportunities for experiential learning. They were able to incorporate lessons based on student interests.

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Third, prior to the implementation of *No Child Left Behind*, most respondents experienced freedom and autonomy in their teaching practices. They experienced having the freedom to create meaningful lessons and units. They experienced autonomy in individualizing instruciton. They were allowed to make teaching and learning decisions.

Fourth, prior to the implementation of *No Child Left Behind*, most respondents experienced teaching as a respected profession. They felt respected, trusted, honored, and valued.

Fifth, prior to the implementation of *No Child Left Behind*, most respondents experienced teaching as a collaborative effort. Collaboration was optional. They had time for collaboration. They felt more creative because of collaboration. They felt stronger as teachers when they collaborated. They

Sixth, prior to the implementation of *No Child Left Behind*, most respondents experienced strength and satisfaction in teaching. They gained satisfaction from seeing student growth. They gained satisfaction from teacher autonomy. They felt like professionals.

Seventh, prior to the implementation of *No Child Left Behind*, most respondents experienced teaching as a profession of inconsistency. They recognized inconsistencies from teacher to teacher. They felt that there was room for improvement within the system.

**Nine ways respondents experienced teaching during the implementation of *No Child Left Behind***

First, during the implementation of *No Child Left Behind*, most respondents experienced the redefinition of classroom practices. Data collection, standards-based instruction, and scripted lessons, became the norm.

Second, during the implementation of *No Child Left Behind*, most respondents experienced the overuse and/or misuse of testing and assessment data. They were frustrated with

the time spent on testing. They felt testing and data was misused. They witnessed detrimental effects of testing on students, on teachers, and on learning.

Third, during the implementation of *No Child Left Behind*, most respondents experienced reduced optional collaboration. As optional collaboration was replaced by mandated collaboration aimed at improving test scores, respondents experienced increased competition.

Fourth, during the implementation of *No Child Left Behind*, most respondents experienced concern about the effect of new practices on students. They felt that some new practices did not help students and did not advance learning. They felt that some new practices were hurtful to students and harmed student learning. They felt that some new, required practices didn't seem useful.

Fifth, during the implementation of *No Child Left Behind*, most respondents experienced disdain, distrust, and fear. They were angry at policy makers. They were angered by policy expectations that they believed reduced their effectiveness as teachers. They developed distrust for policy implementation, which they felt was unfair. They resented professional development, which they felt was aimed at forcing them to implement new policies. They were angry that policy did not address real issues, such as student differences and poverty. They felt fearful of new policy, and the way it was enforced by administrators.

Sixth, during the implementation of *No Child Left Behind*, most respondents experienced de-professionalization. Their jobs became automatized through scripted instruction. As respondents presented scripted lessons and collected data, they felt like robots. They were restricted in both what they were allowed to teach, and how they taught. They sacrificed teaching time for professional development that they felt did not help them become better teachers. Business-like practices were imposed upon them, and teaching changed from a career to a job.

They were viewed as less professional by the administration and by the public. Overall, they felt less successful as professionals.

Seventh, during the implementation of *No Child Left Behind*, most respondents began thinking about how they would survive until retirement. They worried that they wouldn't survive.

Eighth, during the implementation of *No Child Left Behind*, most respondents developed strong feelings about future policy change. Some were relieved to think that future policies might offer something better. Others felt, after their districts moved into the implementation of newer policies, that perhaps *No Child Left Behind* hadn't been so bad, after all.

**Endnotes**

[1] For clarification, the researcher notes that while the *No Child Left Behind*, *Race to the Top*, and *Common Core Standards* are all educational reforms with a similar purpose—that of reforming education—they differ in their approach to educational change. Only *No Child Left Behind* is mandated. The *No Child Left Behind Act of 2001*, also known as P.L. 107-110, is a federal law that mandated school change in states that received Title 1 funds. Under the first authorization of *No Child Left Behind*, schools were given twelve years to meet proficiency levels or face sanctions. Though the twelve-year period for meeting proficiency levels ended in 2014, *No Child Left Behind* remained a federal law which was recently reauthorized. *Race to the Top* is a federal grant program that incentivized school change beginning in 2011, by providing extra funding to states that meet specific policy criteria related to educational reform. *Common Core Standards* are a set of standards that can be voluntarily adopted by states. Development of the *Common Core Standards* began in 2009. By 2011, states and territories were beginning to adopt *Common Core Standards*, a process that continues today. Based on continuing friendships with current

teachers in several states, the researcher suggests that in conversation—and within in this survey—teachers are not necessarily misunderstanding the difference between the three approaches; rather, they may be viewing each approach through a lens of policy change. For the purpose of this study, the researcher notes three commonalities of *No Child Left Behind*, *Race to the Top*, and *Common Core Standards*: 1) they are all approaches to educational reform, 2) they all resulted in policy change, and 3) they all resulted in changes in expectations and practices at the classroom level. To reiterate, the researcher acknowledges that *No Child Left Behind*, *Race to the Top*, and *Common Core State Standards* are different approaches to the way education reform is enacted. The researcher recognizes that teachers may view the three approaches as successive iterations of official mandates because all three approaches have resulted in change in both policy and professional expectations and practices.

[2] The researcher remembers the months after her mother died; picking up the phone to call her mom to tell her something, and then setting the receiver down, thinking, "I just can't believe she's not there!"

# CHAPTER 6. FINAL REFLECTION

In this mixed-methods study I wanted to understand if and to what extent teachers who taught before and during the implementation of *No Child Left Behind* experienced loss and grief. This chapter contains a summary of the study, a synthesis of the findings, and a discussion of the results. I will address relationships between the results of the quantitative and qualitative phases of the study. I will attempt to tell the bigger story suggested by my research. I will put forward possible implications of my study, and I will provide possible questions for further study. Finally, I will share a personal reflection on this study. My intent is to contribute to meaningful conversation about the emotional effects of *No Child Left Behind* on teachers. I am also hopeful that my work will contribute to existing conversations on education reform and its impact on the teaching profession.

First, I am going to own up to who I am. I am a teacher. While I have been a member of a university faculty for seven years, I was a classroom teacher for 29 years – 21 of them prior to the implementation of *No Child Left Behind*. Over the years, I taught every grade, K-7, in two different states, in four different schools. I team-taught, and I taught in self-contained classrooms. Many of the years, I taught multi-age classes. I taught in two middle-income suburban schools and in a poorer semi-rural school surrounded by chicken farms. I taught in a school that, given its demographics, could be considered inner city. I experienced seven different principals and an assortment of assistant principals. I taught with many wonderful teachers, as well as a handful who weren't so wonderful. I taught over a thousand students, and I am still in contact with enough of them that I feel I made a difference in many of my students' lives. I loved teaching.

As I was a classroom teacher both prior to and during the implementation of *No Child Left Behind*, I will contribute some of my own experiences to this discussion. I will also keep the discussion conversational. I am going to drop the research language. My study was not about respondents. It was about *teachers*. It is their story. It is our story. As a contributor to the story, and as a researcher, I acknowledge that the story is told through a specific lens of grief—the stages of grief. It is also told from a specific viewpoint—the viewpoint of those who grieved. The intent of the research was, after all, to determine not only whether or not, but *to what extent* teachers had grieved during the implementation of *No Child Left Behind*. As a former teacher, I acknowledge that I experienced my own loss and grief with the implementation of *No Child Left Behind*. The results of this study, then, run the risk of being interpreted as confirmation bias. Rather, I would like to propose that results of this study would be better interpreted as the viewpoints of a group of teachers who shared my experiences of loss and grief, and that education stakeholders—including policymakers, administrators, and teacher trainers—might learn from our story and open dialogue minimizing the propensity for gloom and doom when effecting future systemic change.  Because the focus of the story is grief, it is, somewhat understandably, a dark and gloomy story. That does not mean that there weren't other stories— more positive ones—connected with the implementation of *No Child Left Behind*. It also doesn't mean that this story without hope or without acceptance, or that teachers will be forever victims of educational reform. On the contrary, I hope that my telling this story might lead to some positive changes as future reforms are implemented (which they always are) and as teachers react to reforms (which they always do). I also hope that my telling this story might lead to some meaningful dialogue within the profession, at a local level and beyond, about what teachers have

felt, how we have grieved, what we have come to accept, what is, what we can change, what we can truly transform, and how we might move on.

## Summary and synthesis of findings

This study involved a five-part survey that attempted to answer seven different research questions. The study was complicated for a number of reasons—the first being that I was essentially asking teachers to recall two different time periods from two different periods of their professional lives. The first time period—the years before *No Child Left Behind*—essentially ended when the new millennium began. The second time period—the years during *No Child Left Behind*, officially began with the 2001-2002 school year. As a teacher, I remember each time period vividly. To me, teaching before *No Child Left Behind* was very different than teaching during *No Child Left Behind*. I also have very different feelings associated with each time period, and I know that many of my teacher friends share similar memories and feelings. However, my teacher friends and I represent only a handful of teachers. Did other teachers, in other districts, also view teaching in the two time periods differently? If so, how? Did other teachers have different feelings associated with each time period? If so, what?

I began by asking teachers to remember. I hoped to have them remember—in detail—what teaching was like before *No Child Left Behind*. I also wanted them to remember how teaching changed after *No Child Left Behind* was implemented. I designed the first section of the survey as a tool that might help teachers remember. I gave the teachers a list of 18 expectations and practices. I asked the teachers to sort the practices into the two time periods – teaching before *No Child Left Behind*, and teaching during *No Child Left Behind*. I also asked the teachers to tell me more about teaching in each time period.

I was surprised at the results. Of the 18 practices, 9 were associated by 65% or more of the teachers with teaching in the years before *No Child Left Behind*. Only 14% or less of the teachers associated the same practices with teaching during *No Child Left Behind*. This is a margin of difference of 41%. Similarly, 9 of the 18 practices were associated by 58% or more of the teachers with teaching during the years of *No Child Left Behind*, while only 13% or less of the teachers associated those practices with teaching prior to *No Child Left Behind*. This is a margin of difference of 45%. In an election, a win by a margin of 15% is typically considered a landslide. I was shocked that teachers so clearly sorted teaching practices into two distinct time periods. Teaching practices, it seemed, really had been changed by *No Child Left Behind*—and the changes amounted to a record landslide.

If *No Child Left Behind* had changed teaching practices, in what ways had it changed teachers? Had teachers become stronger, better at their craft, because of *No Child Left Behind*? In the second section of the survey, I presented teachers with 18 "My teaching was stronger when . . ." statements. Into each statement, I embedded one of the expectations or practices from the first section of the survey. I asked teachers the degree to which they agreed or disagreed with each statement. Again, I was surprised at the results. 51% or more teachers agreed that the practices associated with teaching before *No Child Left Behind* made them stronger teachers. Only 21% or less teachers agreed that the practices associated with teaching during *No Child Left Behind* made them stronger teachers. This is a margin of 30% – another landslide.

Teachers had plenty to say about each time period. Within the survey, I had provided four open-ended response boxes. I had invited the teachers to tell me more about teaching in each time period. The teachers' comments told their stories clearly—so clearly that my primary tasks as a researcher were to sort comments into themed categories and then provide a short summary

of each theme. Of teaching in the years prior to *No Child Left Behind*, teachers told of having time for creativity, of being able to teach in developmentally appropriate ways, of experiencing freedom and autonomy to teach in ways that they felt would best meet their students' needs, of feeling respected, and of experiencing teaching as a collaborative effort that resulted in feelings of personal strength and satisfaction. Of the years during *No Child Left Behind*, teachers told of having to suddenly learn and implement new practices that didn't seem to make sense; of having to abandon former practices that had worked; of testing and more testing and data collection being used to justify new practices and impale both students and teachers; of the demise of collaboration and the introduction of data-based competition between students; teachers, and schools, of a professional concern that what was happening in education reduced learning and was harmful to students; of feelings of hopelessness, distrust, and fear. During the years of *No Child Left Behind*; teachers experienced the de-professionalization of the teacher; they grew to distrust school leadership and policy makers; they developed a need to survive.

Teachers had, it appeared, experienced the two time periods very differently. In short, teachers associated a set of specific practices – practices the teachers felt had made them stronger teachers – with the years before *No Child Left Behind*. Teachers associated a different set of specific practices—practices the teachers felt had not made them stronger teachers--with the years during *No Child Left Behind*. This progression from feeling professionally strong prior to *No Child Left Behind*, to feeling less strong during *No Child Left Behind*, suggested that teachers had experienced feelings of loss.

Of the losses they experienced during *No Child Left Behind*, teachers told of losing their creativity, their joy, their freedom and autonomy, the empowerment to do their best teaching, the loss of their effectiveness as a teacher, and the loss of emotional wellness—all of which

amounted to major losses within their chosen profession. Additionally, the words and phrases teachers used to describe teaching during *No Child Left Behind* consistently painted a rather bleak picture of what they had experienced during the implementation of *No Child Left Behind*. As one teacher wrote: "We all lament what teaching has become."

Indeed, the questions I was most curious about had to do with loss and grief. If teachers had experienced loss during *No Child Left Behind,* which stages of grief had they experienced? How and to what extent had they experienced loss and grief? In the third section of the survey, I gave the teachers a list of statements related to each of six stages of grief. I asked the teachers to rate each statement according to how much they agreed or disagreed with the statement. I then asked the teachers to tell me more about what they felt during *No Child Left Behind*. Over half the teachers experienced each stage of grief described by Kubler-Ross (Kubler-Ross & Kessler, 2005), suggesting that teachers who taught in both time periods had, in fact, grieved their losses. Furthermore, of all the stages of grief, most teachers experienced anger (85%), followed by denial (73%), acceptance (63%), anticipatory grief (62%), bargaining (54%) and depression (52%).

**The bigger story**

Ask any teacher who taught in the decades before the implementation of *No Child Left Behind* what those years were like, and you're likely to see smiles and hear stories. The stories will probably evoke feelings of freedom, approval, celebrations, hope, improvement, renewal, growth, and acceptance. Then ask what teaching was during *No Child Left Behind*.  Chances are, the smiles will disappear, and though you're still likely to hear stories, the stories may be framed with anger and resentment. I'd be willing to bet that you will not hear many stories of happiness;

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rather, you will hear elements of what in literature would be considered a tragedy: fear, suffering, solemnity, delusion, downfall, failure, struggle, and inflexibility.

Synthesized, the collective stories of *No Child Left Behind* appear to play out as loss and grief for teachers. However, the big story of *No Child Left Behind* may be the story that was never written, the between-the-lines story not directly told by the teachers who took my survey and wrote responses to my open-ended questions.

The story of what might have been may be the bigger story suggested by my research. Prior to *No Child Left Behind*, teachers experienced creativity, autonomy, child centered learning. Beginning with the release of the *A Nation at Risk* report in 1983, we were told that U.S. education—our teaching—was on track towards failure. But were we? The focus in the classroom at that time was on creative and productive thinking and individualized learning. Did the practices that were forced upon us with the implementation of *No Child Left Behind*—what was supposed to be a turnaround for our allegedly failing school system—throw out the baby with the bath water, so to speak? What might have been if we had supplemented, rather than supplanted, creativity, teacher autonomy, and child centered teaching? What might have been, for example, if teachers had been given the resources and professional development to layer technology effectively into the classroom as a means to improve instruction?

When the *A Nation at Risk* report was released, technology had barely made an appearance in the schools. In fact, in 1983 many teachers across the nation were still grading consumable achievement tests manually and reporting our class results on hand-written spreadsheets. A few years later, when technology became embedded in the system, it was used to collect voluminous amounts of student data, classroom data, school data, and district data. As reported by teachers in this study, too often the data was used to impale teachers and force them

into using new—often corporate and developmentally inappropriate—strategies. Some of these corporate strategies involved further use of technology aimed at student improvement. In many school districts in California—mine among them—Title I funds were suddenly diverted from the classroom to purchase expensive practice-for-the-test computer programs designed to improve test scores, as well as expensive data collection programs to track student progress towards test scores. What might have been if technology had been a new means for both teachers and students to increase creativity and productive thinking, rather than to collect data and increase rote practice in order to improve test scores? What might have been if technology had been embraced more as a classroom resource to promote higher-level learning, and less as a district tool for data collection? What might have been if technology had been used first to enhance individualized instruction, not through multiple-choice drills but as a means of investigating? What might have been if technology had been utilized as a tool for students to produce knowledge, rather than as a tool to measure outcomes?

The what might have been questions extend beyond the use of technology. What would our schools look like today if teachers had been empowered to focus even more on having students think outside the box and less on having them pencil the inside of the right bubble? What might have been if the forces that drive the educational system had focused more on increasing teacher autonomy and empowerment? What if teachers had been provided the support needed to explore open-ended possibilities suggested by 21$^{st}$ century needs, rather than being forced to teach in ways that required students to regurgitate information for a test? Would we already have a cure for the Zika virus? Would we have a new line of antibiotics? Would we have already solved world problems, such as hunger and climate change?

The what might have been questions are many: Fueled by political pressure brought about by *A Nation at Risk* and fear from 9/11, to what extent did our school system completely dismiss what may have only needed improvement, choosing instead to completely overhaul what might have only needed a tune up? Where would our educational system be now if we had simply built upon what was? Is it possible that the strategies most associated with teaching in the years during *No Child Left Behind* moved us backwards, instead of forward? By stripping teachers of autonomy and creativity, to what extent have we missed our opportunity to produce students who could produce new ideas that make a contribution to the world? To what extent have we missed our opportunity to strengthen, rather than dismantle, our public education system? To what extent have we missed our opportunity to strengthen the teaching profession? Yes, the bigger stories remain unwritten, and may simply be filed forever under what might have been.

### Implications of the study

What implications might be suggested by a study that reveals that over half of a given population may have experienced feelings of loss and grief because of changes within the profession? Change in the labor force is not something new, nor does change belong to any one sector of the labor force. Since the 1970's, steelworkers, autoworkers, aircraft controllers, and aerospace engineers have been among those who have experienced significant changes and losses, and grief connected to those losses. Teachers represent less than 3% of the overall labor force in the United States; should it really matter if teachers are experiencing loss and grief? I propose that it should matter, because teachers work daily with what is often considered one of our most precious resource: our children.

***Impact on teachers' emotional wellness***. The results of this study suggest that the implementation of *No Child Left Behind* adversely affected teachers' emotional wellness. The word "implementation" may be more important than the actual verbiage of *No Child Left Behind* or any other congressional act or funding measure. The results of this study indicate that the implementation of *No Child Left Behind* impacted teachers far more than the actual words of the law. Nowhere did the *No Child Left Behind* verbiage state that teachers should be stripped of their creativity and autonomy, forced into using specific strategies, and told to prioritize data collection over meeting the needs of students. Nowhere in the verbiage were teachers told that they were at fault for a lack of student progress. Nowhere did the verbiage suggest that teachers should not have input and that curricular decisions should be made from the top, down. Yet this study suggests that is exactly what happened during implementation. At the local level, how *No Child Left Behind* was implemented mattered. Implementation decisions appear to have been made from the top down, with little input by teachers, and with little regard for teachers' past training, experience, or expertise. In effect, teachers were disenfranchised from their profession, no longer valued for their experience, then forced into servitude to a system that, frankly, relentlessly bullied them into using strategies that they felt weakened their performance. We shouldn't be surprised at the effect this had on teachers' emotional well being. We shouldn't be surprised that of the stages of grief, anger was experienced by the highest percentage of teachers.

If we view this study through a Maslow lens, we find that there may be examples of loss at nearly every level of Maslow's hierarchy of Human Needs (Maslow, 1943). This study suggests that during the implementation of *No Child Left Behind* many teachers lost or were deprived of a sense of self actualization when they lost their creativity and autonomy. They lost or were deprived of their self esteem as they were further de-professionalized through the

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required use of scripted curriculum, mandated strategies, and strict pacing guides. They lost or were deprived of their sense of love and belonging in the workforce. They no longer felt safe teaching in ways that they knew had worked. Teaching became a matter of survival—Maslow's lowest level of human need--and not much more. This is in direct opposition to what one would expect after years of service in just about any given profession. We expect to grow professionally over time, not have our skills diminished and devalued. We expect to be given more autonomy in decision-making, not less. We expect to have more opportunities to utilize the combination of experience and creativity to make a difference in our field, not to suddenly be subject to someone else's mediocre script. We expect to be able to excel over time, not be told do use strategies that turn out a more inferior product. It is no wonder that teachers experienced anger. The effect that the decline of teacher's emotional wellness may have had on students, on the profession, on teacher education, and on public education is worth considering.

*Impact on students.* If many of those who work most closely with our children—7 hours each day, 5 days each week, 170 or more days each year--are functioning solely on a survival level, grieving their profession, feeling angry, and trying to make sense of their work while robotically moving through the day, what effect is this having on our students? It is understood that when parents are depressed, angry, or grieving their children are affected. I suggest that when teachers' emotional wellness is at risk, so are our students. We need to be careful of how we treat teachers during times of intense change, because in the end, our children are likely being adversely affected.

*Impact on the profession*. We may already be seeing the effects of ongoing stress on the teaching profession, and in the areas of teacher education and recruitment. Teachers are retiring in record numbers (Westerveld, 2015). Of course, retirement numbers do ebb and flow, but

comments from those who participated in the study suggest that following the implementation of *No Child Left Behind*, many teachers started looking for a way out, or retired early, or began counting the days until they could retire. Additionally, fewer students are entering the career, and this in itself is creating a nationwide teacher shortage. Enrollment in teacher education programs is down by over 50%, for example, in California. Randi Wiengarten, president of the American Federation of Teachers, recently noted:

"Lawmakers and other authorities should take note, because we are staring down a crisis in the education profession. Enrollment in teacher preparation programs has declined sharply in recent years. And we lose an alarming number of teachers once they enter the profession—between 40 and 50 percent of new teachers leave within five years. Add to that the loss of mid- and late-career teachers, who have honed their skills but can't see staying until retirement, and you've got a teacher brain-drain unseen in any other profession." (Weingarten, 2016, p. 1)

***Long-term impact.*** The effect that radical ongoing systemic change post—*No Child Left Behind* may be continuing to have on teachers (and therefore, students and the profession) is also worth considering. If stories in the media of teaching excellence are any indicator, we probably shouldn't expect the shortage to reverse direction any time soon. In 2015, a 42 year veteran teacher was awarded "The Nobel Prize of Teaching" (Klein, 2015) and one million dollars for teaching excellence. In one of her public remarks following acceptance of her award, she said, "If you're a creative, smart young person, I don't think this is the time to go into teaching." (Atwell, N. in Klein, 2015)

In 15 years, teachers have experienced *No Child Left Behind*, *Race to the Top*, *Common Core*, and the *Every Child Succeeds Act*. Each has brought significant changes to the system and to the profession. The swift implementation of *No Child Left Behind* and its requirements for

meeting Adequate Yearly Progress meant that some districts—mine among them—were in Program Improvement within the first three years of implementation. While I acknowledge—as both a teacher and as a researcher—that change is inevitable, can be good, and should be embraced, this study suggests that when radical change is implemented in education, the emotional well being of teachers should be considered and action should be taken to provide whatever support is necessary for teachers to maintain emotional wellness. Teaching is frequently cited by the media and in research as one of the most stressful jobs in the United States.  If changes to the system are implemented too quickly, and if those changes come in frequent waves—as they have since the onset of *No Child Left Behind*—the increased stress faced by teachers will be ongoing.

   ***Needs within the profession.*** Results of this study suggest that there is an immediate need for ongoing emotional support for teachers.  This support might include stress management workshops and increased access to mental health care. It might include an increase in yearly allotted sick days, with some specifically earmarked as mental health days. It might include regularly scheduled sabbaticals for teachers at all levels, pre-kindergarten through higher ed. It might include district-sponsored counseling specific to job stress.

   The study also suggests that teachers need to be re-empowered by administrators and policy makers. Teachers need to be part of collaborative decision making related to education reform and change. Teachers need to be given a voice—an equal voice or better—on issues relating to change and education reform; after all, they are the experts in their field. Giving teachers an equal voice or better may require a shift in attitude amongst amongst reformers, administrators, policy makers, and the general public. Teaching is a unique profession in that nearly every adult who has been raised in the United States has experienced school, most have

experienced public school, and many are taxpayers. I propose that the combination of personal experience and financial stakeholders may have given some stakeholders a sense of self-proclaimed expertise about the teaching profession. Reformers, administrators, policy makers, and the general public may have been blind to the impact of *No Child Left Behind* on teachers, in part because they think they know, based on their personal experiences, what needs to change in education and how teachers should be reacting to those changes.

In the 21st century, rapid change appears to be inevitable, and education has been subject to a succession of rapid changes. I suggest that it is time for policy makers and implementers—for all stakeholders—to acknowledge the emotional impact these changes have had on teachers. I propose that all stakeholders become more transparent about change. Teachers need to know what changes are coming and they need to understand why the changes are necessary. They need to understand the research base for change. I can recall Cheryl, one of my colleagues, saying after professional development sessions, "You say this strategy is research-based. I want to see the research." Not once did we ever experience a professional development presenter who was able to produce the research that Cheryl asked for—a researcher that might have justified a new, required, packaged strategy. If teachers are to accept change, and if they are to feel that the changes will result in higher levels of learning and truly benefit their students, those who insist on change must be willing to be transparent about why the changes are needed and why the strategies are valid.

Teachers, too, need to be given the opportunity to be transparent about change. They need to have a voice in how the changes will be implemented and they need to be able to voice their concerns. Their voices need to be heard and acknowledged. In addition, if teachers are to reach a level of acceptance about changes to their professional practice, they need to be able to

freely voice their emotions. They need to be able to talk about their losses, their fears, their denial, their anger, and their depression. Bargaining— and the compromise that results from collaborative discussion—needs to be part of the change process.

Parallel scenarios of intense change may be currently playing out in other disciplines. Increasing numbers of climate change researchers, for example, are experiencing despair, anxiety, and depression stemming from what they know, what they know should be happening and isn't, and what they believe the outcome will be; some are voicing their emotions in safe zones at their institutions and on a website dedicated to listening to their concerns (Walsh, 2015).

Teachers could be given safe spaces to share any emotions that surface during times of change. School district administrators and policy makers could invite mental health professionals to play an integral role in the change process. These mental health professionals might listen to teachers' concerns, validate their emotions, and make suggestions to both administrators and teachers as to how changes might be navigated. Mental health professionals might also be provided at each school site so that teachers can voice their concerns and frustrations, individually or in small groups, and learn ways of coping with and embracing change. Additionally, mental health professionals might provide feedback to administrators and policy makers when change is being implemented so quickly that it is emotionally unhealthy for teachers—and ultimately, their students.

Finally, teacher education programs could be more proactive about preparing their graduates for the stresses of teaching. The topic of stress as it relates of teaching, could be an integral part of teacher education coursework. Preservice teachers could be encouraged—or even required—to enroll in regular counseling services as part of their teacher education program. Being enrolled in counseling could provide a means for preservice teachers to proactively learn

techniques for coping with stress and change, and could potentially remove the mystique from mental health services so that teachers entering the profession might be more likely to be proactive about seeking mental health services earlier or for ongoing wellness.

**Questions for further study**

Further study might investigate several questions. First, we might ask how much of a role stress has played in the current shortage of classroom teachers. Anecdotal evidence abounds; increased formal research might yield more understanding of the extent to which changes within the teaching profession have had an adverse effect on the numbers of teachers retiring early. We also need to know the extent to which, and how, education reform measures have affected the numbers of students entering education programs upon graduation from high school; is affecting new teachers, as well as the attrition rate of new teachers; is affecting those who enter the classroom as a midlife transitional career change. Medical researchers are beginning to acknowledge the impact of physician stress and burnout on medical care and on the medical profession (Caplan, 2016); it is time that education researchers and policy makers look more carefully at the impact of stress on teaching and the teaching profession.

We might also ask what type of personality, among those who enter education, is most adversely affected by radical change. As a researcher, I collected data in the fourth section of the survey—the OEQ-II--on the personality characteristics of teachers who responded to my survey. The instrument I used measures overexciteabilities, characteristics that are often found in gifted and talented individuals. The analysis of data from the fourth section was beyond the scope of this study, because the intent in this study was to look at the extent to which teachers experienced loss and grief, and how they experienced loss and grief during *No Child Left Behind*, rather than to analyze the personalities of the teachers who responded. I had not intended to look at the

results of the data collected on overexciteabilities until after the study was complete. However, as I was writing this chapter, I found myself asking what personality types had responded to my survey. So I peeked. I read through the section 4 responses from only three of the teachers—all three scored high in one or more of the intellectual, imaginational, or emotional overexciteabilities. As a result, I am prompted to ask: What if our best and brightest teachers are those who have been most affected by *No Child Left Behind*, by education reform in general? Are education reform efforts disenfranchising the very people who are most likely to make a difference within the public education system? I believe these difficult questions need to be addressed.

Change in education in the 21$^{st}$ century is both necessary and invevitable; how we approach change is important. Change in education needs to involve our best and brightest teachers in collaborative, meaningful reform efforts. As of this writing California may finally be moving in this direction through the implementation of a labor-management initiative aimed at collaborative efforts towards effecting education reform (Kerchner, 2016).

### Reflections of a teacher/researcher

After 29 years in the classroom, I left the K-12 venue in 2009. Seeking a way out—and finding one—I retired early from a career I'd once loved to pursue an end-career in higher education. For me, the decision to leave K-12 education was easy, because the truth is, I hated what education had become.

You see, I have classroom stories of my own.

Of the years prior to *No Child Left Behind*, I remember one of our signature integrated units when I was teaching second grade. Five of us had created a month-long dinosaur unit packed with activities the students loved. Our students read about dinosaurs, wrote about

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dinosaurs, added and subtracted dinosaur data and plotted dinosaur numbers on graphs. Small groups of students excavated plastic dinosaur bones from layer cakes. In music class, we sang songs about dinosaurs. Every afternoon, the students worked on large, bigger than school-desk-sized paper mache models of dinosaurs. And then, on the last week of our unit, all five classes collaborated to build a dinosaur museum. We pushed the desks into the center of the second grade pod, covered them with brown butcher paper, and added rocks and real plants and plaster volcanoes and rivers of plastic sheeting. We placed most of our paper mache dinosaurs (90 of them, and not a one under 2 feet tall, the last year I taught second grade) onto the makeshift landscape. A few—the giant, flying paper mache dinosaurs—we hung from nearly invisible fishing line fastened to the drop-ceiling crossbeams. We placed student-written interpretive informational placards strategically near different types of dinosaurs. In writing the placards, our second-graders had learned that museums not only display, they also inform and teach.

On the last day, we dimmed the overhead lights, added camouflaged desk lamps and hidden flashlights to spotlight specific places on the display, and played a recording we'd made of the children singing the dinosaur songs they'd learned in music class. Some of the students dressed like paleontologists and became museum guides. They presented tours of our Jurassic Second Grade every twenty minutes; with ease, the guides rolled multisyllabic dinosaur names and scientific terms off their tongues and amazed their tour groups—parents, other grade levels, and community members—with their expertise. It was a magnificent day; what in pre-*No Child Left Behind* vernacular was referred to as a "culminating learning activity." It was a celebration of sorts, the last and most memorable activity of the unit we had designed by ourselves, from the ground up, guided by what we knew of child development and student interests, and inspired by student enthusiasm and our own creativity. Over the years, the unit had grown in depth and

breadth, and even though we didn't administer a single dinosaur multiple choice test, as teachers we knew by what our students produced in writing, in art, in music, in conversation, and on paper, that they had, indeed, learned and grown during dinosaur month.

I remember, too, my years in a multi-age fourth, fifth, and sixth grade classroom. I'd started a program I called "*Professions and Passions*." Each week, I invited speakers to talk to the class about either their profession or their passion. The first year our fall speakers included a judge, a quilter, an auctioneer, an accountant, a lumberjack, and an Episcopal priest. My directions to the speakers were brief. I told them, "Be prepared to open with a ten to twenty-minute talk about what you do. Bring a few tools of the trade that you can tell us about—ones that would be safe for children to pass around and touch. We'll do the rest." Then I taught my students how to ask questions using Bloom's Taxonomy (Bloom, 1956).

The day before each speaker's visit, I divided the students into small groups and gave them time to write interview questions, with the caveat that they had to write at least two questions from each level of Bloom's, and following each question, they had to identify the level of Bloom's Taxonomy the question represented by writing the name of the level in parentheses at the end of the question. When the speaker arrived, he or she was given—as promised—ten to twenty minutes. Then I turned the time over to the students, who, as they consulted the interview questions they had written themselves, asked, "Suppose you could do life over again and choose a different career. What would you choose, and why? (Synthesis). "If you could commission an inventor to invent a tool that would make your job more efficient or more effective, what would that tool be?" (Synthesis) "What is the most rewarding part of your job?" (Evaluation) "What recommendations do you have for young people who might wish to pursue your passion?" (Evaluation). The students quickly realized that not only were higher level questions more fun to

write, they also yielded more interesting answers. The students wanted more speakers. I tried to keep up, but couldn't, so I turned the problem over to my students by encouraging each of them them to think about what they were passionate about, and then bring in a speaker that could talk about the same passion.

"That's easy," said Allen, who was passionate about F-16s. "I'm gonna get a fighter pilot to land an F-16 on our playground, and then come and talk to us." Off Allen went to March Air Force Base, where some understanding officers gave him a personal tour of an F-16, then patiently explained that our playground was not long enough to land one. Allen loved the tour, and he excitedly told everyone about it upon returning to class, but he still wanted to secure a *Professions and Passions* speaker—and an aircraft landing. So off Allen went to Ryan Field, which housed the Forest Service firefighting planes and helicopters. Again, understanding personnel gave him a tour of a plane that sprayed fire retardant, and again they explained that our playground was not long enough to land the plane. Allen, undeterred, settled for a Friday morning presentation on aerial firefighting, followed by an afternoon playground landing of one of the firefighting helicopters. Our principal gave permission.

The following Friday, the crew arrived in our class and talked about their jobs, which, Allen pointed out, were both professions and passions, because "they get paid for doing the thing they love most." They shared slides that were typically shown in training sessions. The students learned how the helicopter could hover over a reservoir, drop a specialized bucket suspended on a cable into the reservoir, fill the bucket with water, fly to a designated location, hover over the fire, and finally, release the water from the bucket onto the fire.

That afternoon, Allen measured a landing pad in the middle of the soccer field. He marked the landing pad with orange cones. The helicopter landed, directed by a waving Allen

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and applauded by an all-school turnout. Everyone toured the helicopter. Before taking off, the helicopter pilot turned to Allen and shouted, "Have everyone wait here! We'll be back in about seven minutes!" The whole school waited, watching the helicopter as it loudly and furiously took off, then became smaller and smaller, and finally dipped behind one of the foothills. A few minutes later it emerged. The helicopter grew bigger and bigger, and finally it approached, droning and towing what was obviously a full bucket of water. It hovered briefly above us. The firefighters pointed at the bucket. We clapped our acknowledgement and thanks—they had gone out of their way to show us a swollen water bucket. And then, the firefighters grinned as they pulled the release cable, dropping 2,000 gallons of water on 360 surprised children. Allen instantly became a hero. The day the helicopter drenched everyone became a marker for our school year; from that point, other events and learning were calendared in students' minds as having taken place either "before the helicopter" or "after the helicopter."

We still tested students during those pre-*No Child Left Behind* years. We took weekly spelling tests, regular math tests, yearly tests of basic achievement. However, our days revolved around learning, and for many of the teachers I worked with, learning was the result of good teaching and good teaching was about understanding the principles of child development, knowing your students, and creating fun yet meaningful learning activities. "Who knew that those were the glory years of teaching!" wrote a dear friend, with whom I had team taught for a number of years prior to *No Child Left Behind* (personal correspondence, 2007, S. Noonan). Indeed, they were.

My own stories of the years during *No Child Left Behind* are much darker. Here are three, succinctly summarized:

- During one professional development session on improving reading instruction, the presenter passed out dog clickers to each teacher; we were to use the dog clickers to reinforce correct answers as we questioned students on phonemes and word structure. As a first grade teacher, I could not bring myself to use a dog clicker in my classroom. I threw my dog clicker away. During small group instruction time with my first graders, one of my rotating centers was stocked with blocks; another, clay; another, games that required thinking and interacting—like Piaget, I know that much learning happens through play. Small groups of students came to me during for differentiated instruction during this rotation time. My benchmark test scores were always high—which I felt was evidence that what I was doing must be working. But my then principal wanted to see my first graders working quietly at desks. One day as we were walking in from recess, a student asked, "Do we get to play reading now?" I replied, "Yes, of course, we always get to play. Reading is fun!" My principal overheard and responded, "Please tell me I didn't just hear you say the word 'play.'" My next evaluation was negative, despite the fact that my test scores were consistently high and all of my students had attained proficiency or advanced proficiency levels.

- Some of my colleagues experienced administrators who ripped materials out of teachers' hands, in front of students, because the materials were not district-adopted.

- At one school—a school where I had once taught—the principal pushed a grocery cart through the classrooms after hours and collected all of the

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manipulatives, including those that had been purchased with the teachers' own

money, so that teachers would not be able to use any materials or strategies

other than those that had been adopted by the district.

These stories do not reflect the glory years of teaching; they reflect what teaching became for so

many during the implementation of *No Child Left Behind*.

For me, one of the most difficult aspects of this study was constantly re-living the

feelings of loss and the stages of grief that I now realize I experienced myself during the

implementation of *No Child Left Behind*. As a teacher, I grieved—and continue to grieve—what

education has become. I found it difficult to write about loss and grief. I wanted to be accurate,

to choose the right words, but doing so was painful. To complicate the matter, during this study I

didn't just re-live the cycle of professional loss and grief, I re-lived cycles and waves of personal

loss and grief, including the loss and grief associated with Todd and with the death of my

parents. Loss and grief are like that.

I also found myself grieving education from the perspective of a parent. Three of my own

children started school after the implementation of *No Child Left Behind*. One has memories of

learning to read in kindergarten, conquering *Harry Potter* by choice in first grade, and having

teachers throughout elementary who recognized his abilities and created opportunities for him

and a small group of his peers to work on complex but fun learning activities 2-3 years above

their grade level. He remembers hatching trout eggs in third grade and studying their habitat

while waiting for the fingerling to grow, then taking a class field trip to a wilderness area in local

mountains to release the fingerling into a stream. The other two children have classroom

memories consisting mostly of unending homework, preparing for tests, taking tests, and

wondering whether or not they had earned "proficiency" on the most recent test. My high school

senior, an honor student, recently handed me an envelope containing his yearly state test results. "Am I still proficient?" he asked. My high school junior—happy, easy going, and mature for her age—has struggled for years with test anxiety. She enjoys independent learning and projects—when they are assigned. She has a strong work ethic and earns nearly all A's on assignments that require her to produce, rather than regurgitate. She is a student council leader, involved in music and sports, has won state awards in art, and had an article published in the local paper. She is working on her Gold Award—Girl Scouting's equivalent of Eagle. On state tests, however, she consistently scores just below the proficiency line. She hates testing, dislikes school, and too many days of the year, she wishes she could quit. I often look at my children and wish that they had been born a dozen years earlier, before the system's emphasis on raising test scores. That question haunts me again: What might have been?

Finally, I found myself grieving education from the perspective of a professor in a teacher college. I have been in higher education for seven years. When I began teaching at the university level, most of our pre-service teachers had experienced the effects of *No Child Left Behind* as students only during their junior high and high school years. Their elementary school years had been during the glory years—the 90's. Today, most of our current preservice teachers are wholly products of *No Child Left Behind*. The system has taught them to pay attention to what they need to know for the test and what they need to do to improve their test scores and grades. I ask them to brainstorm a list of colors; they ask "how many?" "is five enough?" "what colors do you want us to use?" I feel lucky if a group collaborates to think of ten common color words. When I used to ask my glory years fourth graders the same question, they often listed a hundred or more color names, and when they ran out of known colors, they made up their own. I

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find it difficult to teach students who have experienced very little creative thinking in their past schooling how to be creative in their future teaching.

I can and do teach my college-level students many researched-based strategies for effective teaching, but in the end, they still need to have an element of creativity to apply the strategies in ways that make a difference to students. A growing number of my students seem to have the book knowledge, but not the creativity. They are functioning more on a knowledge/comprehension level, and less (if at all) on a synthesis/evaluation level. In a math methods class, for example, I stressed the used of manipulative and representations in teaching math. A student with a 4.0 GPA argued, "I disagree. I learned best through textbooks and lecture, and that's the way I think we should teach." Others nodded in agreement; after all, the student who likes textbooks and lectures is on the Honor Roll. In another course, students wrote on my evaluation, "She didn't tell us what we needed to know from the textbook. She had us discuss ideas in small groups and find answers on our own. She should have lectured . . ."

I am concerned that the resistance to anything beyond "just the facts, ma'am" learning is a direct result of today's students having spent all of their years in school experiencing the implementation of *No Child Left Behind*. I do not mean to imply that it is their teachers' fault; rather, I suggest that it is the fault of a system that requires teachers to be something different than who they are. If our students are apathetic and unmotivated, perhaps it is because they were taught by teachers who not only were unable to use the very strategies and practices that in prior years had made teaching and learning more joyful and more meaningful, but were also grieving.

Perhaps it is time for policy makers, administrators, parents, and the general public to think about the kind of teachers they want for future generations. Do we want professionals who can work with students from various backgrounds and ability levels, using methods, materials,

and lessons that are developmentally appropriate? Or, do we want teachers who can robotically follow the latest packaged lesson plans that were designed by a corporation determined to turn a profit? Do we want teaching to be so controlled that pedagogical decisions are made by those furthest away from the students? Or do we want those who are closest to the students—their teachers—making day to day decisions about how to teach? During the 90's, the public experienced the rise of gatekeeper HMO's. Doctors lost much of their autonomy, while healthcare CEO's and pharmaceutical companies made gains in profits. Might a similar scenario be currently playing out in education, as teachers lose their autonomy to decisions made by politicians, publishing companies, and top administrators? We need only look at the rising costs of textbooks to see evidence that this may be happening. Do we want teachers who can reach children, or teachers who can follow a script? Do we want teachers who can facilitate learning and creative and productive thinking, or do we want teachers who can turn out students who can bubble in the correct answer on a standardized test? Do we want teachers who can model risk and creativity and joyful learning, or teachers who use dog clickers to train children to respond correctly nearly every time?

This study was dark and gloomy—much darker and gloomier than I ever dreamed it would be. It was, in fact, depressing. So many of us had entered the teaching profession hoping to make a difference, had continued to learn and improve, and had suddenly been thrown off course and told that what we were doing was wrong and needed to be replaced with new strategies and practices that would yield better results. As a result of this change of course, we experienced loss, and the stages of grief that accompany it.

Acceptance is the last stage of the grieving process. In this study, it was the last of six stages of grief addressed. Typically, arriving at the stage of acceptance means that the person

who has been grieving can now move on. What does it mean to move on as educators? I found hope in teachers who dared say, "I did and still do things my way if I feel it's better for my students. They are what is important, not a teaching method" and "I kept the faith. I have not burned out. I am still teaching." To my friends who have survived, to those who are still in the K-12 classroom trying to teach in ways that honor children and the profession: I think of you every day, and I applaud you.

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**APPENDIX A. SURVEY MATERIALS DEVELOPED DURING EDUC 779: SURVEY**

**RESEARCH**

**Pre-notice letter**

Greetings!

      My name is Jackie Owen.  I am a former K-12 teacher. I am now a doctoral student at North Dakota State University. In a few days, I will be sending you a letter describing a survey I am conducting to study the impact that *No Child Left Behind* had on teachers' feelings about the teaching profession.  Specifically, I am studying teachers' perceptions of teaching before and during the implementation of *No Child Left Behind,* including the extent to which teachers felt professional loss and experienced the stages of grief.

      I will be seeking survey participants who taught five or more years *prior* to *No Child Left Behind* and who also taught five or more years *during* the implementation of *No Child Left Behind*.  The letter you will receive will tell you more about the research study.  I acknowledge the value of your time as a professional. I also value your professional opinion. I am hoping you will be able take a few minutes to read my letter, find out more about my survey, and decide whether or not you are able and willing to participate.  Thank you so much!

Sincerely,

Jackie Owen, M.Ed., Doctoral Student
Education Doctoral Program
North Dakota State University
Jacqueline.owen@vcsu.edu
Cell: 951.288.5145

**Research invitation**

Hello,

       Do you remember what it was like to teach prior to *No Child Left Behind*?
       Do you feel as if teaching completely changed when *No Child Left Behind* was implemented?
       Did you ever feel saddened by some of the changes?

       My name is Jackie Owen. I am a former K-12 teacher.  I taught from 1980-2009; I left K-12 to teach in higher education and pursue a doctoral degree. I am now a doctoral student at North Dakota State University.  I am currently conducting research on the impact that *No Child Left Behind* had on teachers' feelings about the teaching profession. The purpose of this email is to invite you to participate in an online survey related to my research.

       Please click on the following link if you would like to participate in this study.

       *(link to survey)*

       For more information about this study, you may contact:
            Jackie Owen, M.Ed.
            jacqueline.owen@vcsu.edu
            101 College St. SW
            Valley City, ND  58072
            cell: 951.288.5145

       If you have any questions about your rights as a research subject, you may contact:
            Kristy Shirley, BS, CIP
            Research Compliance Administrator—IRB
            701.231.8995
            kristy.shirley@ndsu.edu
            NDSU.IRB@ndsu.edu

Sincerely,

Jackie Owen, M.Ed., Doctoral Student
Education Doctoral Program
North Dakota State University

**Follow-up letter 1**


Salutations!

About a week ago you were sent an email describing a research survey for teachers who have taught prior to and during the implementation of *No Child Left Behind*. To the best of my knowledge, your completed survey has not been received. I am excited about the surveys that have to date been completed, as I anticipate the data will be a useful contribution to the field of education. I am emailing you again because I am hoping that you will participate in this study.

Please click on the following link if you would like to participate in this study.

*(link to survey)*

Please feel free to forward this link to others whom you think may be interested in participating in this study.

For more information about this study, you may contact:
Jackie Owen, M.Ed.
jacqueline.owen@vcsu.edu
101 College St. SW
Valley City, ND 58072
cell: 951.288.5145

If you have any questions about your rights as a research subject, you may contact:
Kristy Shirley, BS, CIP
Research Compliance Administrator—IRB
701.231.8995
kristy.shirley@ndsu.edu
NDSU.IRB@ndsu.edu

Sincerely,

Jackie Owen, M.Ed., Doctoral Student
Education Doctoral Program
North Dakota State University

**Follow-up letter 2**

Greetings again!

About ten days ago you were sent an email describing a research survey for teachers who have taught prior to and during the implementation of *No Child Left Behind*. To the best of my knowledge, your completed survey has not been received. I am emailing you again because I am hoping that you will participate in this study.

Please click on the following link if you would like to participate in this study.

*(link to survey)*

Please feel free to forward this link to others whom you think may be interested in participating in this study.

For more information about this study, you may contact:
Jackie Owen, M.Ed.
jacqueline.owen@vcsu.edu
101 College St. SW
Valley City, ND  58072
cell: 951.288.5145

If you have any questions about your rights as a research subject, you may contact:
Kristy Shirley, BS, CIP
Research Compliance Administrator—IRB
701.231.8995
kristy.shirley@ndsu.edu
NDSU.IRB@ndsu.edu

Sincerely,

Jackie Owen, M.Ed., Doctoral Student
Education Doctoral Program
North Dakota State University

**Consent to participate**

**Professional loss and grief in teachers**

You are being asked to take part in a research study of professional loss and grief in teachers who taught prior to and during the implementation of *No Child Left Behind*. I am asking you to take part because you responded to an email in which I requested your participation. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

**What this study is about:** The purpose of this study is to look at teachers' perceptions of teaching before and during the implementation of *No Child Left Behind*. Specifically, the intent of this study is to find out to what extent teachers felt professional loss and experienced stages of grief.

**What you will be asked to do:** If you agree to participate in this study, you will be given a link to an online survey. The survey is multiple-choice and will take approximately 20-30 minutes to complete. The survey contains questions about teaching before and during the implementation of *No Child Left Behind*, questions about how you felt about job expectations and practices before and during the implementation of *No Child Left Behind*, questions about how you felt as a professional before and during the implementation of *No Child Left Behind*, and questions about how you see yourself today. A set of demographic questions will include questions about how long you have taught, the grade levels you have taught, what credentials you hold, etc. Although the survey itself is multiple-choice, throughout the survey there will be places where you will be invited to add comments if you would like.

**Risks and benefits:** I do not anticipate any risks to those who participate in this study. There are also no direct benefits to you. The results of this study may benefit the broader educational community. The results of this study could, for example, be used to improve the way we approach change in education. Knowing how teachers feel about the changes brought about by *No Child Left Behind* could impact both professional development and teacher preparation programs as the teaching profession continues to change.

**Compensation:** There is no compensation, monetary or otherwise, for participation in this study, other than my sincere gratitude for helping me complete this study.

**Confidentiality:** Your answers will be confidential. Data accumulated from this study will be kept confidential. Only the investigative team—my professors and myself—will have access to individual responses. Only summarized data will be presented, in report form and/or visual presentation such as powerpoint, in class(es), in meetings, at conferences, and/or in publications. If you make any written comments in the survey, your comments themselves may be shared, but any information that could identify you—including your name, school, district, city, and any other identifying features—will be kept confidential. Research records will be stored electronically on a DVD in a locked file; only the researchers will have access to the records. Any printouts of research records will be stored in the same locked file until five years after the research study has been completed, at which time the printed records will be shredded and destroyed.

**Participation:** Taking part in this study is voluntary: Your participation in this study is completely voluntary. If you choose to participate, you are free to withdraw at any time, for whatever reason.

**If you have questions:** The primary researchers conducting this study are Dr. Elizabeth Roumell, and Jackie Owen, Doctoral Student at North Dakota State University. Dr. Chris Ray, Dr. Nate Wood, and Dr. Elizabeth Roumell are also researchers in this study.  Dr. Chris Ray is the instructor of record for the doctoral course in which this survey was created. Dr. Elizabeth Roumell is my doctoral advisor and committee chair. Any of the researchers listed might participate in sharing findings from this study. All researchers are bound to confidentiality, based on procedures and policies established by the Institutional Review Board at North Dakota State University.

**Contact information:** If you have questions about this study, you may contact Jackie Owen at Jacqueline.owen@vcsu.edu, or by cell phone at 951.288.5145.  You can reach Dr. Chris Ray at chris.ray@ndsu.edu. Dr. Nate Wood can be reached at nate.wood@ndsu.edu. Dr. Elizabeth Roumell can be reached at elizabeth.roumell@ndsu.edu.

**Your rights as a study participant:** If you have any questions or concerns regarding your rights as a participant in this study, you may contact the North Dakota State University Institutional Review Board, as follows:
> Kristy Shirley, BS, CIP
> Research Compliance Administrator—IRB
> 701.231.8995
> kristy.shirley@ndsu.edu
> NDSU.IRB@ndsu.edu

**Statement of Consent:** I have read the above information.

Click "continue" to indicated consent to participate in this study.

*(continue)*


## Introduction


Welcome, and thank you for participating in this study!

This survey examines how teachers felt about the teaching profession prior to and during the implementation of *No Child Left Behind*. During the implementation of *No Child Left Behind*, expectations and practices changed.  This survey explores how teachers felt about those changes.  Through questions, it attempts to find out: What changes were viewed as gains?  What changes were viewed as losses?  How did teachers react to the losses? The survey also explores to what extent teachers experienced the stages of grief proposed by Elisabeth Kubler-Ross.

Please answer these three questions before you begin the survey. These questions determine your eligibility to take the survey.

1. In what year did you begin teaching in a K-12 public school classroom?

   *(Drop down menu, beginning with 1965, through 2014. Participants who began teaching in 1996 or later will be presented the message "Thank you for responding. Because of the year you began teaching, you are not eligible to complete this survey. Best wishes for a productive and meaningful teaching career!" and will be exited from the survey.)*

2. Prior to the implementation of *No Child Left Behind* during the 2001-2002 school year, about how many years did you teach in a K-12 public school classroom? You may count full time teaching years, as well as years in which you job shared with at least 50% participation.

   *(Participants who select "0-4 years" will be presented the message "Thank you for responding. Because of number of years you taught prior to the implementation of No Child Left Behind, you are not eligible to complete this survey. Best wishes for a productive and meaningful teaching career!" and will be exited from the survey.)*
   a. 0-4 years
   b. 5-9 years
   c. 10-14 years
   d. 15-19 years
   e. 20-24 years
   f. 24-29 years
   g. 30+ years

3. Beginning with the 2001–2002 school year, which school years did you teach during the ten years that *No Child Left Behind* was implemented? Please mark all years in which you taught in a K-12 public school classroom. If you were off for illness or maternity leave that lasted no longer than three months, you may count that year. You may count full time teaching years, as well as years in which you job shared with at least 50% participation.

   *(Participants who select less than five years will be presented the message "Thank you for responding. Because of the number of years you taught during the ten years that No Child Left Behind was implemented, you are not eligible to take this survey. Best wishes to you! Note: If you feel you misread the directions and would like to mark more years, you may click on the previous button and revise your answers.")*
   a. 2001-2002
   b. 2002-2003
   c. 2003-2004
   d. 2004-2005
   e. 2005-2006
   f. 2006-2007
   g. 2007-2008

      h.  2008-2009
      i.  2009-2010
      j.  2010-2011
      k.  2011-2012

*(Participants who are NOT redirected to exiting the survey will be given the option to continue.)*

(*continue)*

## Instructions

The survey is divided into five sections. Most sections have 18 multiple-choice questions. In some places, there are also comments boxes for you to write in if you choose. Demographic information will be collected in the last section of the survey.

If you take the entire survey from start to finish, it will likely take you between 20 and 30 minutes. A bar at the bottom of each page lets you know how far you have progressed through the survey.

Each section of the survey has its own questions and answer set. Please read each question carefully. At the beginning of each new section, please read the answer set carefully, because the answer possibilities may be slightly different than they were in the previous section.

When you have completed all of the questions on a given page, please click on the "next" button. If you need to go back and change answers in a section, you may. Simply click on the "previous" button.

If you would like to recommend this survey to other teachers or former teachers, please forward the invitation email you received. You may forward this survey to as many people as you like. It is okay for you to forward the survey to teachers who have already retired, as many retired teachers taught five years prior to and five years during the implementation of *No Child Left Behind.* It would be helpful to the researchers to have as many teachers as possible, in as many states as possible, complete this survey.

*(continue)*

## Section 1. Expectations and practices

**Directions:** I would like to know which phrases you associate with teaching in the years *prior* to NCLB and which phrases you associate with teaching *during* the years NCLB was implemented. For each phrase below, please indicate which statement best describes your thinking.

| I associate . . . | **Completely or almost completely** with the **years prior** to NCLB | **Mostly** with the **years prior** to NCLB | **Equally** with the years prior to and the years during NCLB | **Mostly** with the **years during** NCLB | **Completely or almost completely** with the **years during** NCLB | **With neither** the years prior to nor during NCLB. |
|---|---|---|---|---|---|---|
| teacher created lessons | 1 | 2 | 3 | 4 | 5 | N |
| mandated participation in professional development | 1 | 2 | 3 | 4 | 5 | N |
| emphasis on designing creative learning activities | 1 | 2 | 3 | 4 | 5 | N |
| teachers self-managing teaching and learning | 1 | 2 | 3 | 4 | 5 | N |
| pace of instruction determined by pacing guides | 1 | 2 | 3 | 4 | 5 | N |
| freedom to create curriculum | 1 | 2 | 3 | 4 | 5 | N |
| "one size fits all" instruction | 1 | 2 | 3 | 4 | 5 | N |
| scripted lessons | 1 | 2 | 3 | 4 | 5 | N |
| emphasis primarily on meeting the needs of learners below proficiency levels | 1 | 2 | 3 | 4 | 5 | N |
| emphasis on testing and data collection | 1 | 2 | 3 | 4 | 5 | N |
| instruction based on individual needs | 1 | 2 | 3 | 4 | 5 | N |
| pace of instruction determined by teachers | 1 | 2 | 3 | 4 | 5 | N |
| teaching to the standards | 1 | 2 | 3 | 4 | 5 | N |
| emphasis on meeting the needs of all learners, including those at higher proficiency levels | 1 | 2 | 3 | 4 | 5 | N |
| fidelity to adopted curriculum | 1 | 2 | 3 | 4 | 5 | N |
| optional participation in professional development | 1 | 2 | 3 | 4 | 5 | N |
| micro-management of teaching and learning | 1 | 2 | 3 | 4 | 5 | N |
| teaching to the developmental level of the child | 1 | 2 | 3 | 4 | 5 | N |

**Your additional comments:** In the boxes below, you are invited to add your thoughts, feelings, opinions, experiences, etc., related to teaching practices prior to and/or during the implementation of NCLB. In each box, you may take as much space as you need.

Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with

teaching practices in the years **prior to the implementation** of NCLB.

[blank response box]

Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with teaching practices in the years **during the implementation** of NCLB.

[blank response box]

**You have completed Section 1 of this survey.** If you would like to review this section and make any changes, please do so now. There are four more sections of the survey.

When you are ready to go on to Section 2, please click on the "Next Section" button.
*(Next Section)*

## Section 2. Perceptions of expectations and practices

**Directions:** Here are some statements that may describe how you felt about your teaching, *prior to* or *during* the implementation of NCLB. Please indicate how strongly you agree or disagree with each statement. Please note that the answer set for this set of questions is slightly different than the answer set for the questions in the last section.

| | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree | Not Applicable |
|---|---|---|---|---|---|---|
| 1. My teaching was stronger when I was able to set the pace of instruction myself. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. My teaching was stronger when I taught to the developmental level of the child. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. My teaching was stronger when I could create my own curriculum. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. My teaching was stronger when I delivered instruction based on individual needs. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. My teaching was stronger when I focused on testing and data collection. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. My teaching was stronger when administration managed teaching and learning. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. My teaching was stronger when I taught with fidelity to the adopted curriculum. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. My teaching was stronger when participation in professional development was optional. | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. My teaching was stronger when I managed teaching and learning myself. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. My teaching was stronger when I taught to the standards. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. My teaching was stronger when participation in professional development was mandated. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. My teaching was stronger when pacing guides determined the pace of instruction. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. My teaching was stronger when I taught lessons I created myself. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. My teaching was stronger | 1 | 2 | 3 | 4 | 5 | N/A |

| | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree | Not Applicable |
|---|---|---|---|---|---|---|
| when I focused on meeting the needs of all levels of students, including those at higher proficiency levels | | | | | | |
| 15. My teaching was stronger when I focused on designing creative learning activities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 16. My teaching was stronger when I focused primarily on meeting the needs of students who were below proficiency levels. | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. My teaching was stronger when I taught scripted lessons. | 1 | 2 | 3 | 4 | 5 | N/A |
| 18. My teaching was stronger when I delivered "One size fits all" instruction. | 1 | 2 | 3 | 4 | 5 | N/A |

**Your additional comments:** In the box below, you are invited to share specific thoughts, feelings, opinions, experiences, etc., related to **the strength of your teaching** prior to and/or during the implementation of NCLB. You may take as much space as you need.

| | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. I sometimes thought, do we really have to do this? | 1 | 2 | 3 | 4 | 5 |
| 2. I worried about NCLB even before it was implemented. | 1 | 2 | 3 | 4 | 5 |
| 3. I found myself thinking, "I don't care," when another new practice was introduced. | 1 | 2 | 3 | 4 | 5 |
| 4. I felt that what was being asked of teachers was unfair. | 1 | 2 | 3 | 4 | 5 |
| 5. I felt guilty when I used teaching practices that were no longer considered acceptable. | 1 | 2 | 3 | 4 | 5 |
| 6. Even before NCLB was implemented, I was afraid of the changes proposed by NCLB. | 1 | 2 | 3 | 4 | 5 |
| 7. I eventually began to see the benefits of some of the new teaching practices. | 1 | 2 | 3 | 4 | 5 |
| 8. I felt that I had been put in an unexpected, undeserved, and unwanted situation. | 1 | 2 | 3 | 4 | 5 |
| 9. After awhile, I realized that teaching had changed, and I decided to make the best of it. | 1 | 2 | 3 | 4 | 5 |
| 10. I often thought to myself, "I'll use this practice, but not that one." | 1 | 2 | 3 | 4 | 5 |
| 11. I felt I could not handle the changes in practice I was required to make. | 1 | 2 | 3 | 4 | 5 |
| 12. I had a hard time believing that we had to teach the way we were being asked to teach. | 1 | 2 | 3 | 4 | 5 |
| 13. I was angered by some of the changes in teaching practices. | 1 | 2 | 3 | 4 | 5 |
| 14. At some point, I tried to re-create my professional life into something I could enjoy. | 1 | 2 | 3 | 4 | 5 |
| 15. Before NCLB was even implemented, I had a strange pit in my stomach when I read about the changes NCLB would bring to education. | 1 | 2 | 3 | 4 | 5 |
| 16. I felt numb when I was planning lessons. | 1 | 2 | 3 | 4 | 5 |
| 17. There were days when I just didn't care about teaching. | 1 | 2 | 3 | 4 | 5 |
| 18. I made at least one deal with my administrator—I'd do what was being asked of me, if I could do something else my way. | 1 | 2 | 3 | 4 | 5 |

**You have completed Section 2 of this survey**.  If you would like to review this section and make any changes, please do so now. There are three more sections of the survey.

When you are ready to go on to Section 3, please click on the "Next Section" button.

*(Next Section)*

### Section 3. Perceptions of professional loss

**Directions:** Here are some statements that may describe how you felt about changes in job expectations and practices during the implementation of NCLB.  Please indicate how strongly you agree or disagree with each statement.

Remember, these statements describe how you may have felt **during the implementation** of NCLB.

**Your additional comments:** In the box below, you are invited to share specific thoughts, feelings, opinions, experiences, etc., related to the implementation of NCLB. You may share positives as well as negatives, or both. You may take as much space as you need.

**You have completed Section 3 of this survey.**  If you would like to review this section and make any changes, please do so now.  There are two more sections of the survey.

When you are ready to go on to Section 4, please click on the "Next Section" button.

*(Next Section)*

# Section 4. OEQ II inventory[1]

**Directions:** Please rate how much each statement fits you. Respond on the basis of what you are like now, not how you would like to be or how you think you should be. Mark the number under the statement that most accurately reflects the way you see yourself.

| | Not at All Like Me | Not Much Like Me | Some-what Like Me | A Lot Like Me | Very Much Like Me |
|---|---|---|---|---|---|
| 1. I like to daydream. | 1 | 2 | 3 | 4 | 5 |
| 2. I am a competitive person. | 1 | 2 | 3 | 4 | 5 |
| 3. The varieties of sound and color are delightful. | 1 | 2 | 3 | 4 | 5 |
| 4. My pretend world is very real to me. | 1 | 2 | 3 | 4 | 5 |
| 5. I am an independent thinker. | 1 | 2 | 3 | 4 | 5 |
| 6. I feel other people's feelings. | 1 | 2 | 3 | 4 | 5 |
| 7. If an activity is physically exhausting, I find it satisfying. | 1 | 2 | 3 | 4 | 5 |
| 8. Viewing art is a totally absorbing experience. | 1 | 2 | 3 | 4 | 5 |
| 9. I worry a lot. | 1 | 2 | 3 | 4 | 5 |
| 10. I love to be in motion. | 1 | 2 | 3 | 4 | 5 |
| 11. It makes me sad to see a lonely person in a group. | 1 | 2 | 3 | 4 | 5 |
| 12. I can take difficult concepts and translate them into something more understandable. | 1 | 2 | 3 | 4 | 5 |
| 13. I get great joy from the artwork of others. | 1 | 2 | 3 | 4 | 5 |
| 14. When I get bored, I begin to daydream. | 1 | 2 | 3 | 4 | 5 |
| 15. When I have a lot of energy, I want to do something very physical. | 1 | 2 | 3 | 4 | 5 |
| 16. I question everything—how things work, what things mean, why things are the way they are. | 1 | 2 | 3 | 4 | 5 |
| 17. I can be so happy that I want to laugh and cry at the same time. | 1 | 2 | 3 | 4 | 5 |
| 18. I am more energetic than most people my age. | 1 | 2 | 3 | 4 | 5 |
| 19. I can form a new concept by putting together a number of different things. | 1 | 2 | 3 | 4 | 5 |
| 20. Sometimes I pretend I am someone else. | 1 | 2 | 3 | 4 | 5 |
| 21. The longer that I have to sit still, the more restless I get. | 1 | 2 | 3 | 4 | 5 |
| 22. Things that I picture in my mind are so vivid that they seem real to me. | 1 | 2 | 3 | 4 | 5 |
| 23. I observe and analyze everything. | 1 | 2 | 3 | 4 | 5 |
| 24. I find myself mixing truth and fantasy in my thoughts. | 1 | 2 | 3 | 4 | 5 |
| 25. Theories get my mind going. | 1 | 2 | 3 | 4 | 5 |
| 26. I have strong feelings of joy, anger, | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| excitement, and despair. | | | | | |
| 27. I feel music throughout my whole body. | 1 | 2 | 3 | 4 | 5 |
| 28. I enjoy exaggerating reality. | 1 | 2 | 3 | 4 | 5 |
| 29. I feel like my body is constantly in motion. | 1 | 2 | 3 | 4 | 5 |
| 30. I love to solve problems and develop new concepts. | 1 | 2 | 3 | 4 | 5 |
| 31. I am deeply concerned about others. | 1 | 2 | 3 | 4 | 5 |
| 32. I delight in colors, shapes, and textures of things. | 1 | 2 | 3 | 4 | 5 |
| 33. I believe that dolls, stuffed animals, or the characters in books are alive and have feelings. | 1 | 2 | 3 | 4 | 5 |
| 34. Words and sounds create unusual images in my mind. | 1 | 2 | 3 | 4 | 5 |
| 35. My strong emotions move me to tears. | 1 | 2 | 3 | 4 | 5 |
| 36. I like to dig beneath the surface of issues. | 1 | 2 | 3 | 4 | 5 |
| 37. I am moved by the beauty in nature. | 1 | 2 | 3 | 4 | 5 |
| 38. I am not sensitive to color, shape, and texture of things like some people are. | 1 | 2 | 3 | 4 | 5 |
| 39. When I am nervous, I need to do something physical. | 1 | 2 | 3 | 4 | 5 |
| 40. I try to analyze my thoughts and actions. | 1 | 2 | 3 | 4 | 5 |
| 41. I can feel a mixture of different emotions all at once. | 1 | 2 | 3 | 4 | 5 |
| 42. I am the type of person who has to be active—walking, cleaning, organizing, doing something. | 1 | 2 | 3 | 4 | 5 |
| 43. I like to play with ideas and try to think about how to put them to use. | 1 | 2 | 3 | 4 | 5 |
| 44. I am an unemotional person. | 1 | 2 | 3 | 4 | 5 |
| 45. I enjoy the sensations of colors, shapes, and designs. | 1 | 2 | 3 | 4 | 5 |
| 46. The difference in aromas is interesting. | 1 | 2 | 3 | 4 | 5 |
| 47. I have a talent for fantasy. | 1 | 2 | 3 | 4 | 5 |
| 48. I love to listen to the sounds of nature. | 1 | 2 | 3 | 4 | 5 |
| 49. I take everything to heart. | 1 | 2 | 3 | 4 | 5 |
| 50. I thrive on intense physical activity, e.g. fast games and sports. | 1 | 2 | 3 | 4 | 5 |

[1]Copyright, Institute for the Study of Advanced Development, 1999.

**You have completed Section 4 of this survey.** If you would like to review this section and make any changes, please do so now. There is only one more section of the survey. It is the shortest section.

When you are ready to go on to Section 5, please click on the "Next Section" button.

*(Next Section)*

**Section 5. Demographic information**

**Directions:** Please answer each question as accurately as you are able.

11. **Prior to** the implementation of NCLB (before the 2001-2002 school year), in what grade levels did you spend the most time teaching?

    *(Drop down menu: mostly primary elementary (K-3); mostly upper elementary (4-6); mostly middle school/junior high school; mostly high school; other.)*

12. **During** the implementation of NCLB (beginning with the 2001-2002 school year), in what grade levels did you spend the most time teaching?

    *(Drop down menu: mostly primary elementary (K-3); mostly upper elementary (4-6); mostly middle school/junior high school; mostly high school; other.)*

13. During the ten-year implementation of NCLB, to the best of your knowledge, how many years did your <u>school</u> NOT meet AYP?
    a. 0-2 years
    b. 3-4 years
    c. 5-6 years
    d. 7-8 years
    e. 9-10 years

14. During the ten-year implementation of NCLB, to the best of your knowledge, how many years did your <u>district</u> NOT meet AYP?
    a. 0-2 years
    b. 3-4 years
    c. 5-6 years
    d. 7-8 years
    e. 9-10 years

15. What grade level you are now teaching?

    *(Drop down menu: primary elementary (K-3); upper elementary (4-6); middle school/junior high school; high school; other: _____; I am not currently teaching.)*

16. During the implementation of NCLB (beginning with the 2001-2002 school year), in what state did you spend the most time teaching?

    *(Drop down menu)*

17. If you are no longer teaching, why did you leave teaching?
    *(response box)*

18. Highest degree earned: (drop down menu)
    a. BA/BS _____
    b. MA/MS _____
    c. Ed.S, Ed.D., PhD _____
    d. Other: _____

19. What credentials do you hold? (check all that apply)
    a. Elementary
    b. Secondary content area: _____
    c. Administrator
    d. Title 1/Reading
    e. Special Education
    f. Kindergarten/Early Childhood Education
    g. STEM
    h. ELL
    i. Gifted and Talented
    j. Middle School
    k. National Board Certification
    l. Other: (specify) _____

20. Gender:
    a. Woman
    b. Man

Thank you very much for your participation in this survey!

If you know any teachers who might be interested in completing this survey, please feel free to forward the invitation email to others. You may forward this survey to as many people as you like. It is okay for you to forward the survey to teachers who have already retired, as many retired teachers taught five years prior to and five years during the implementation of *No Child Left Behind*. It would be helpful to the researchers to have as many teachers as possible, in as many states as possible, complete this survey.

You are entitled to an electronic report of the findings from this study. If you would like an electronic report of my findings when it becomes available, please provide your email address in the space below. Your email address will be sent to me separate from your survey answers, so that confidentiality can be maintained.

*(add box for email)*

A future phase of this study will likely involve phone and/or face-to-face interviews. Are you willing to be interviewed about professional loss and grief in

teachers related to changes in teaching expectations and practices? As with this survey, any information that would identify you would be confidential.

     a.  Yes.
     b.  No.
     c.  Maybe.

If you selected yes, please provide your email address in the space below. You email address will be sent to me separate from your survey answers, so that confidentiality can be maintained.

*(text box)*

**Thank you again for completing this survey!**

# APPENDIX B. IRB APPROVAL

**NDSU** NORTH DAKOTA
STATE UNIVERSITY

April 10, 2014                                     FederalWide Assurance FWA00002439

Elizabeth Roumell
School of Education
FLC 210D

**Re:**   IRB Certification of Exempt Human Subjects Research:
     Protocol **#HE14239** , **"Professional Loss and Grief in Teachers"**

Co-investigator(s) and research team:  **Jackie Owen, Chris Ray, Nate Wood**

Certification Date:  4/10/14          Expiration Date:  4/9/17
Study site(s):  **varied**
Funding:  **n/a**

The above referenced human subjects research project has been certified as exempt (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*).  This determination is based on revised protocol materials (received 4/10/14).

Please also note the following:
- If you wish to continue the research after the expiration, submit a request for recertification several weeks prior to the expiration.
- Conduct the study as described in the approved protocol.  If you wish to make changes, obtain approval from the IRB prior to initiating, unless the changes are necessary to eliminate an immediate hazard to subjects.
- Notify the IRB promptly of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Report any significant new findings that may affect the risks and benefits to the participants and the IRB.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB standard operating procedures.

Thank you for your cooperation with NDSU IRB procedures.  Best wishes for a successful study.
Sincerely,

*Kristy Shirley*

Kristy Shirley, CIP, Research Compliance Administrator

## APPENDIX C. SURVEY SECTION 1: EXPECTATIONS AND PRACTICES

**Directions:** I would like to know which phrases you associate with teaching in the years *prior* to NCLB and which phrases you associate with teaching *during* the years NCLB was implemented. For each phrase below, please indicate which statement best describes your thinking.

| I associate . . . | Completely or almost completely with the years prior to NCLB | Mostly with the years prior to NCLB | Equally with the years prior to and the years during NCLB | Mostly with the years during NCLB | Completely or almost completely with the years during NCLB | With neither the years prior to nor during NCLB. |
|---|---|---|---|---|---|---|
| teacher created lessons | 1 | 2 | 3 | 4 | 5 | N |
| mandated participation in professional development | 1 | 2 | 3 | 4 | 5 | N |
| emphasis on designing creative learning activities | 1 | 2 | 3 | 4 | 5 | N |
| teachers self-managing teaching and learning | 1 | 2 | 3 | 4 | 5 | N |
| pace of instruction determined by pacing guides | 1 | 2 | 3 | 4 | 5 | N |
| freedom to create curriculum | 1 | 2 | 3 | 4 | 5 | N |
| "one size fits all" instruction | 1 | 2 | 3 | 4 | 5 | N |
| scripted lessons | 1 | 2 | 3 | 4 | 5 | N |
| emphasis primarily on meeting the needs of learners below proficiency levels | 1 | 2 | 3 | 4 | 5 | N |
| emphasis on testing and data collection | 1 | 2 | 3 | 4 | 5 | N |
| instruction based on individual needs | 1 | 2 | 3 | 4 | 5 | N |
| pace of instruction determined by teachers | 1 | 2 | 3 | 4 | 5 | N |
| teaching to the standards | 1 | 2 | 3 | 4 | 5 | N |
| emphasis on meeting the needs of all | 1 | 2 | 3 | 4 | 5 | N |

| I associate . . . | Completely or almost completely with the **years prior** to NCLB | **Mostly** with the **years prior** to NCLB | **Equally** with the years prior to and the years during NCLB | **Mostly** with the **years during** NCLB | Completely or almost completely with the **years during** NCLB | **With neither** the years prior to nor during NCLB. |
|---|---|---|---|---|---|---|
| learners, including those at higher proficiency levels | | | | | | |
| fidelity to adopted curriculum | 1 | 2 | 3 | 4 | 5 | N |
| optional participation in professional development | 1 | 2 | 3 | 4 | 5 | N |
| micro-management of teaching and learning | 1 | 2 | 3 | 4 | 5 | N |
| teaching to the developmental level of the child | 1 | 2 | 3 | 4 | 5 | N |

**Your additional comments:** In the boxes below, you are invited to add your thoughts, feelings, opinions, experiences, etc., related to teaching practices prior to and/or during the implementation of NCLB. In each box, you may take as much space as you need.

Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with teaching practices in the years **prior to the implementation** of NCLB.

Additional thoughts, feelings, opinions, experiences, etc., I have that I associate with teaching practices in the years **during the implementation** of NCLB.

**You have completed Section 1 of this survey.** If you would like to review this section and

make any changes, please do so now. There are four more sections of the survey.

When you are ready to go on to Section 2, please click on the "Next Section" button.

*(Next Section)*

## APPENDIX D. SURVEY SECTION 2: PERCEPTIONS OF EXPECTATIONS AND

## PRACTICES

**Directions:** Here are some statements that may describe how you felt about your teaching, *prior to* or *during* the implementation of NCLB.  Please indicate how strongly you agree or disagree with each statement. Please note that the answer set for this set of questions is slightly different than the answer set for the questions in the last section.

| | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree | Not Applicable |
|---|---|---|---|---|---|---|
| 1. My teaching was stronger when I was able to set the pace of instruction myself. | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. My teaching was stronger when I taught to the developmental level of the child. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. My teaching was stronger when I could create my own curriculum. | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. My teaching was stronger when I delivered instruction based on individual needs. | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. My teaching was stronger when I focused on testing and data collection. | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. My teaching was stronger when administration managed teaching and learning. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. My teaching was stronger when I taught with fidelity to the adopted curriculum. | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. My teaching was stronger when participation in professional development was optional. | 1 | 2 | 3 | 4 | 5 | N/A |

| | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree | Not Applicable |
|---|---|---|---|---|---|---|
| 9. My teaching was stronger when I managed teaching and learning myself. | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. My teaching was stronger when I taught to the standards. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. My teaching was stronger when participation in professional development was mandated. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. My teaching was stronger when pacing guides determined the pace of instruction. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. My teaching was stronger when I taught lessons I created myself. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. My teaching was stronger when I focused on meeting the needs of all levels of students, including those at higher proficiency levels | 1 | 2 | 3 | 4 | 5 | N/A |
| 15. My teaching was stronger when I focused on designing creative learning activities. | 1 | 2 | 3 | 4 | 5 | N/A |
| 16. My teaching was stronger when I focused primarily on meeting the needs of students who were below proficiency levels. | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. My teaching was stronger when I taught scripted lessons. | 1 | 2 | 3 | 4 | 5 | N/A |
| 18. My teaching was stronger when I delivered "One size fits all" instruction. | 1 | 2 | 3 | 4 | 5 | N/A |

**Your additional comments:** In the box below, you are invited to share specific thoughts, feelings, opinions, experiences, etc., related to **the strength of your teaching** prior to and/or during the implementation of NCLB. You may take as much space as you need.

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**You have completed Section 2 of this survey**. If you would like to review this section and make any changes, please do so now. There are three more sections of the survey.

When you are ready to go on to Section 3, please click on the "Next Section" button.

*(Next Section)*

**APPENDIX E. SURVEY SECTION 3: PERCEPTIONS OF PROFESSIONAL LOSS**

**Directions:** Here are some statements that may describe how you felt about changes in job expectations and practices during the implementation of NCLB. Please indicate how strongly you agree or disagree with each statement.

Remember, these statements describe how you may have felt **during the implementation** of NCLB.

|  | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. I sometimes thought, do we really have to do this? | 1 | 2 | 3 | 4 | 5 |
| 2. I worried about NCLB even before it was implemented. | 1 | 2 | 3 | 4 | 5 |
| 3. I found myself thinking, "I don't care," when another new practice was introduced. | 1 | 2 | 3 | 4 | 5 |
| 4. I felt that what was being asked of teachers was unfair. | 1 | 2 | 3 | 4 | 5 |
| 5. I felt guilty when I used teaching practices that were no longer considered acceptable. | 1 | 2 | 3 | 4 | 5 |
| 6. Even before NCLB was implemented, I was afraid of the changes proposed by NCLB. | 1 | 2 | 3 | 4 | 5 |
| 7. I eventually began to see the benefits of some of the new teaching practices. | 1 | 2 | 3 | 4 | 5 |
| 8. I felt that I had been put in an unexpected, undeserved, and unwanted situation. | 1 | 2 | 3 | 4 | 5 |
| 9. After awhile, I realized that teaching had changed, and I decided to make the best of it. | 1 | 2 | 3 | 4 | 5 |
| 10. I often thought to myself, "I'll use this practice, but not that one." | 1 | 2 | 3 | 4 | 5 |
| 11. I felt I could not handle the changes in practice I was required to make. | 1 | 2 | 3 | 4 | 5 |
| 12. I had a hard time believing that we had to teach the way we were being asked to teach. | 1 | 2 | 3 | 4 | 5 |
| 13. I was angered by some of the changes in teaching practices. | 1 | 2 | 3 | 4 | 5 |
| 14. At some point, I tried to re- | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Somewhat Agree | Agree | Strongly Agree |
|---|---|---|---|---|---|
| create my professional life into something I could enjoy. | | | | | |
| 15. Before NCLB was even implemented, I had a strange pit in my stomach when I read about the changes NCLB would bring to education. | 1 | 2 | 3 | 4 | 5 |
| 16. I felt numb when I was planning lessons. | 1 | 2 | 3 | 4 | 5 |
| 17. There were days when I just didn't care about teaching. | 1 | 2 | 3 | 4 | 5 |
| 18. I made at least one deal with my administrator—I'd do what was being asked of me, if I could do something else my way. | 1 | 2 | 3 | 4 | 5 |

**Your additional comments:** In the box below, you are invited to share specific thoughts, feelings, opinions, experiences, etc., related to the implementation of NCLB. You may share positives as well as negatives, or both. You may take as much space as you need.

**You have completed Section 3 of this survey.** If you would like to review this section and make any changes, please do so now. There are two more sections of the survey.

When you are ready to go on to Section 4, please click on the "Next Section" button.

*(Next Section)*

# APPENDIX F. SURVEY SECTION 4: OEQ II INVENTORY[1]

**Directions:** Please rate how much each statement fits you.  Respond on the basis of what you are like now, not how you would like to be or how you think you should be. Mark the number under the statement that most accurately reflects the way you see yourself.

| | Not at All Like Me | Not Much Like Me | Some-what Like Me | A Lot Like Me | Very Much Like Me |
|---|---|---|---|---|---|
| 1. I like to daydream. | 1 | 2 | 3 | 4 | 5 |
| 2. I am a competitive person. | 1 | 2 | 3 | 4 | 5 |
| 3. The varieties of sound and color are delightful. | 1 | 2 | 3 | 4 | 5 |
| 4. My pretend world is very real to me. | 1 | 2 | 3 | 4 | 5 |
| 5. I am an independent thinker. | 1 | 2 | 3 | 4 | 5 |
| 6. I feel other people's feelings. | 1 | 2 | 3 | 4 | 5 |
| 7. If an activity is physically exhausting, I find it satisfying. | 1 | 2 | 3 | 4 | 5 |
| 8. Viewing art is a totally absorbing experience. | 1 | 2 | 3 | 4 | 5 |
| 9. I worry a lot. | 1 | 2 | 3 | 4 | 5 |
| 10. I love to be in motion. | 1 | 2 | 3 | 4 | 5 |
| 11. It makes me sad to see a lonely person in a group. | 1 | 2 | 3 | 4 | 5 |
| 12. I can take difficult concepts and translate them into something more understandable. | 1 | 2 | 3 | 4 | 5 |
| 13. I get great joy from the artwork of others. | 1 | 2 | 3 | 4 | 5 |
| 14. When I get bored, I begin to daydream. | 1 | 2 | 3 | 4 | 5 |
| 15. When I have a lot of energy, I want to do something very physical. | 1 | 2 | 3 | 4 | 5 |
| 16. I question everything—how things work, what things mean, why things are the way they are. | 1 | 2 | 3 | 4 | 5 |
| 17. I can be so happy that I want to laugh and cry at the same time. | 1 | 2 | 3 | 4 | 5 |
| 18. I am more energetic than most people my age. | 1 | 2 | 3 | 4 | 5 |
| 19. I can form a new concept by putting together a number of different things. | 1 | 2 | 3 | 4 | 5 |
| 20. Sometimes I pretend I am someone else. | 1 | 2 | 3 | 4 | 5 |
| 21. The longer that I have to sit still, the | 1 | 2 | 3 | 4 | 5 |

| | Not at All Like Me | Not Much Like Me | Some-what Like Me | A Lot Like Me | Very Much Like Me |
|---|---|---|---|---|---|
| more restless I get. | | | | | |
| 22. Things that I picture in my mind are so vivid that they seem real to me. | 1 | 2 | 3 | 4 | 5 |
| 23. I observe and analyze everything. | 1 | 2 | 3 | 4 | 5 |
| 24. I find myself mixing truth and fantasy in my thoughts. | 1 | 2 | 3 | 4 | 5 |
| 25. Theories get my mind going. | 1 | 2 | 3 | 4 | 5 |
| 26. I have strong feelings of joy, anger, excitement, and despair. | 1 | 2 | 3 | 4 | 5 |
| 27. I feel music throughout my whole body. | 1 | 2 | 3 | 4 | 5 |
| 28. I enjoy exaggerating reality. | 1 | 2 | 3 | 4 | 5 |
| 29. I feel like my body is constantly in motion. | 1 | 2 | 3 | 4 | 5 |
| 30. I love to solve problems and develop new concepts. | 1 | 2 | 3 | 4 | 5 |
| 31. I am deeply concerned about others. | 1 | 2 | 3 | 4 | 5 |
| 32. I delight in colors, shapes, and textures of things. | 1 | 2 | 3 | 4 | 5 |
| 33. I believe that dolls, stuffed animals, or the characters in books are alive and have feelings. | 1 | 2 | 3 | 4 | 5 |
| 34. Words and sounds create unusual images in my mind. | 1 | 2 | 3 | 4 | 5 |
| 35. My strong emotions move me to tears. | 1 | 2 | 3 | 4 | 5 |
| 36. I like to dig beneath the surface of issues. | 1 | 2 | 3 | 4 | 5 |
| 37. I am moved by the beauty in nature. | 1 | 2 | 3 | 4 | 5 |
| 38. I am not sensitive to color, shape, and texture of things like some people are. | 1 | 2 | 3 | 4 | 5 |
| 39. When I am nervous, I need to do something physical. | 1 | 2 | 3 | 4 | 5 |
| 40. I try to analyze my thoughts and actions. | 1 | 2 | 3 | 4 | 5 |
| 41. I can feel a mixture of different emotions all at once. | 1 | 2 | 3 | 4 | 5 |
| 42. I am the type of person who has to be active—walking, cleaning, organizing, doing something. | 1 | 2 | 3 | 4 | 5 |
| 43. I like to play with ideas and try to | 1 | 2 | 3 | 4 | 5 |

|  | Not at All Like Me | Not Much Like Me | Some-what Like Me | A Lot Like Me | Very Much Like Me |
|---|---|---|---|---|---|
| think about how to put them to use. |  |  |  |  |  |
| 44. I am an unemotional person. | 1 | 2 | 3 | 4 | 5 |
| 45. I enjoy the sensations of colors, shapes, and designs. | 1 | 2 | 3 | 4 | 5 |
| 46. The difference in aromas is interesting. | 1 | 2 | 3 | 4 | 5 |
| 47. I have a talent for fantasy. | 1 | 2 | 3 | 4 | 5 |
| 48. I love to listen to the sounds of nature. | 1 | 2 | 3 | 4 | 5 |
| 49. I take everything to heart. | 1 | 2 | 3 | 4 | 5 |
| 50. I thrive on intense physical activity, e.g. fast games and sports. | 1 | 2 | 3 | 4 | 5 |

[1]Copyright, Institute for the Study of Advanced Development, 1999.


**You have completed Section 4 of this survey.** If you would like to review this section and make any changes, please do so now. There is only one more section of the survey. It is the shortest section.

When you are ready to go on to Section 5, please click on the "Next Section" button.

*(Next Section)*

# APPENDIX G. SURVEY SECTION 5: DEMOGRAPHIC INFORMATION

**Directions:** Please answer each question as accurately as you are able.

1   **Prior to** the implementation of NCLB (before the 2001-2002 school year), in what grade levels did you spend the most time teaching?

   a. *(Drop down menu: mostly primary elementary (K-3); mostly upper elementary (4-6); mostly middle school/junior high school; mostly high school; other.)*

2   **During** the implementation of NCLB (beginning with the 2001-2002 school year), in what grade levels did you spend the most time teaching?

   a. *(Drop down menu: mostly primary elementary (K-3); mostly upper elementary (4-6); mostly middle school/junior high school; mostly high school; other.)*

3   During the ten-year implementation of NCLB, to the best of your knowledge, how many years did your <u>school</u> NOT meet AYP?
   a. 0-2 years
   b. 3-4 years
   c. 5-6 years
   d. 7-8 years
   e. 9-10 years

4   During the ten-year implementation of NCLB, to the best of your knowledge, how many years did your <u>district</u> NOT meet AYP?
   a. 0-2 years
   b. 3-4 years
   c. 5-6 years
   d. 7-8 years
   e. 9-10 years

5   What grade level you are now teaching?

   a. *(Drop down menu: primary elementary (K-3); upper elementary (4-6); middle school/junior high school; high school; other: _____; I am not currently teaching.)*

6   During the implementation of NCLB (beginning with the 2001-2002 school year), in what state did you spend the most time teaching?

   a. *(Drop down menu)*

7   If you are no longer teaching, why did you leave teaching?
     a.  *(response box)*

8   Highest degree earned: (drop down menu)
     a.  BA/BS _____
     b.  MA/MS _____
     c.  Ed.S, Ed.D., PhD _____
     d.  Other: _____

9   What credentials do you hold? (check all that apply)
     a.  Elementary
     b.  Secondary content area: _____
     c.  Administrator
     d.  Title 1/Reading
     e.  Special Education
     f.  Kindergarten/Early Childhood Education
     g.  STEM
     h.  ELL
     i.  Gifted and Talented
     j.  Middle School
     k.  National Board Certification
     l.  Other: (specify) _____

10  Gender:
     a.  Woman
     b.  Man

Thank you very much for your participation in this survey!

If you know any teachers who might be interested in completing this survey, please feel free to forward the invitation email to others. You may forward this survey to as many people as you like. It is okay for you to forward the survey to teachers who have already retired, as many retired teachers taught five years prior to and five years during the implementation of *No Child Left Behind.* It would be helpful to the researchers to have as many teachers as possible, in as many states as possible, complete this survey.

You are entitled to an electronic report of the findings from this study. If you would like an electronic report of my findings when it becomes available, please provide your email address in the space below. Your email address will be sent to me separate from your survey answers, so that confidentiality can be maintained.

*(add box for email)*

A future phase of this study will likely involve phone and/or face-to-face interviews.  Are you willing to be interviewed about professional loss and grief in teachers related to changes in teaching expectations and practices? As with this survey, any information that would identify you would be confidential.

    d.  Yes.
    e.  No.
    f.  Maybe.

If you selected yes, please provide your email address in the space below.  You email address will be sent to me separate from your survey answers, so that confidentiality can be maintained.

*(text box)*

**Thank you again for completing this survey!**

**APPENDIX H. THEMES IDENTIFIED FROM TEACHING IN THE YEARS PRIOR TO**

***NO CHILD LEFT BEHIND***

Table H1. *Theme: Freedom and Autonomy in Classroom Practices*

| Subthemes | Exemplar statements |
|---|---|
| Autonomy in lesson planning and delivery | I had more autonomy to research and develop creative approaches to my lessons. |
| | I remember teachers being able to have freedom to choose how they were able to teach and being able to create lessons that were meaningful to students. |
| | Prior to NCLB I felt more free to develop my lessons as I needed that my students could handle. |
| | The years before NCLB were years of freedom: freedom to create your own lessons, freedom to implement the curriculum you thought worked best with students, freedom to create curriculum, along with standards as guidelines, that would work best in your class. |
| | We as teachers were allowed to teach the way we felt reached our students best. We were allowed to teach using our professional judgment and allowed to use all modalities of learning. |
| | We were given much more freedom and autonomy to create lessons, thematic units, and activities to meet our students' needs as well as curricular demands and expectations. We had the luxury of time, immersing ourselves into topics, allowing children to explore and create, encouraging cooperative learning and real-life problem-solving, establishing and fostering strong relationships with students and their peers, and best of all - making the most of those spontaneous teachable moments! |
| | I felt that there was more freedom to introduce additional items, resources, field trips to supplement lessons taught and to give the students more real world experiences prior to NCLB. |

Table H1. *Theme: Freedom and Autonomy in Classroom Practices (continued)*

| Subthemes | Exemplar statements |
|---|---|
| | Before NCLB I was able to design units that challenged the high level students and helped push the low level students. Diversifying my lessons was a challenge and incorporating all the subject areas made teaching a joy. The students grew and learned success in a safe loving environment. Risks were taken and encouraged. |
| Autonomy in individualizing learning | I had the freedom to create relevant lessons, activities, and projects according to the various academic social and emotional levels/needs of the students.<br><br>Prior to NCLB, teachers could individualize instruction per child, could teach with more relevance of their surrounding environment.<br><br>Prior to NCLB, teachers were treated as professionals with the autonomy to make decisions based on the needs of their individual classes/students. |

Table H2. *Theme: Creativity in Classroom Practices*

| Subthemes | Exemplar Statements |
|---|---|
| Time/support for creativity | I was able to spend more time being creative and to try to make learning more meaningful. |
| | I was . . . able to spend more time being creative. |
| | We had lots of creativity in our lessons and teaching. |
| | We were able to be much more creative in lesson planning. |
| Creativity as a component of meaningful learning | Teaching in the years prior to NCLB gave the teacher freedom to do whatever activities it took to teach various skills. One could be creative.  We could use activities that grabbed student attention and kept students eager to continue learning. |
| | My emphasis was in creating critical thinkers who would actively engage as citizens in our democracy—staying true to the real mission of public education—creating a love for learning they could carry on with through their lives. |
| | I was glad that I could use my creativity to bring excitement to the lessons. |
| Creativity as a means of meeting student needs | Prior to NCLB, I was more creative and could develop things to address the needs of students who required something different. |
| | Teaching was fun and creative.  We had a chance to try new ideas and meet the needs of our strongest performers as well as those who were struggling. |
| | Before NCLB I was able to create lessons tailored to the students in my classes.  Students could choose to do independent learning projects, in depth studies, follow their own interests to a degree.  I monitored progress, filled in holes without someone standing over my shoulder and without testing every few days to see how everyone was progressing. Students were happier and less stressed, and so were teachers. |
| | I was able to be more creative and teach to the interests of the students. |

Table H2. *Theme: Creativity in Classroom Practices (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| | Prior to NCLB, I was encouraged by administration to be creative, to try new things, and to adapt the learning environment to the needs of my students. |
| Creativity as a component of personal and professional satisfaction | Teaching used to be a much more creative job. It satisfied the part of me that needs to be curious, creative, and always learning. School was fun and the kids loved it.<br><br>I took pleasure in learning strategies that I felt were useful for my students and my style as an educator. I enjoyed the creativity of developing units and implementing them.<br><br>Teaching was more creative and fun! Spontaneity and teaching moments happened more frequently.<br><br>It was more fun! I really enjoyed trying different ideas, and being more spontaneous. |
| Creativity as a strength in teaching | I know that I was a stronger, more creative and effective teacher before NCLB.<br><br>Teachers are creative beings. A lesson created by a teacher is always going to be more powerful than one (that is) scripted. |

Table H3. *Theme: Teaching as a set of expectations and practices based on principles of child development*

| Subthemes | Exemplar Statements |
|---|---|
| Teaching with developmental appropriateness in mind | Child development and an understanding of what stage a child was in was a regular discussion when planning. We always asked ourselves, 'Is this task developmentally appropriate?' |
| | Those who struggled had more resources to help them, or the pace of instruction could be modified to meet their needs with no repercussions. |
| | I felt I could tailor the pace and content to the needs of my current students and create additional materials for their gifts and deficiencies. |
| | Prior to NCLB, teachers could individualize instruction per child, could teach them with more relevance to their surrounding environment. Evaluation was individualized, on what the child learned, not on what the class was taught. |
| | (Teachers) were expected to follow the sequencing of child development, i.e., the progression of academic skills were sequenced but NO grade levels were stipulated.  You took the children where they were and developed them to their highest abilities from that point. |
| | Developmentally appropriate curriculum was the norm. |

Table H3. *Theme: Teaching as a set of expectations and practices based on principles of child development (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| Tailoring instruction based on student interests | Before NCLB, I was able to tailor instruction to the interests, needs, proclivities, and abilities of my students. I was very creative in doing this and, consequently, very successful.<br><br>I was better able to pursue topics of interest to the students and to adapt lessons to meet individual needs.<br><br>I felt that there was more freedom to introduce additional items, resources, field trips to supplement lessons taught and to give the students more real world experiences prior to NCLB. It seemed that the curriculum could be broader thus interesting more students in what was being taught.<br><br>We worked hard to be sure that students were being taught to their interest areas and that it was sometimes fun!<br><br>Extended time could be spent on in depth study of subjects that interested students.<br><br>It seemed that the curriculum could be broader thus interesting more students in what was being taught.<br><br>The curriculum was . . . based upon student interest/local issues.<br><br>I was able to be more creative and teach to the interests of the students.<br><br>We took the children where they were and developed them to their highest abilities from that point.<br><br>Prior to NCLB my focus and the focus of my district and school was child-centered and aimed at facilitating the maximum growth in response to individual needs. |

Table H3. *Theme: Teaching as a set of expectations and practices based on principles of child development (continued)*

| Subthemes | Exemplar Statements |
| --- | --- |
| Instruction based on opportunities for learning | It was my responsibility to make sure that they had life experiences they may never (have) had before. There was more opportunity for students of all levels with this approach.<br><br>We were able to bring in lessons we thought were developmentally appropriate and interesting to our students. We did teach the state standards, but could bring in information in the manner we call "teachable moments."<br><br>I could take them to the swings at the park and have them experience the world.<br><br>Students had many different experiences. Teaching was fun and rewarding. My goal was to prepare the youth. It was the only thing I cared about. In my head I constantly thought, 'What does this class or student need today? How can I provide that?' |
| Feeling stronger as a teacher when teaching was based on theories of child development | My teaching is best when I draw on my professional training to develop, implement, and assess instruction I develop (myself) based on the needs and interests of my students.<br><br>Before NCLB, I feel that my lessons had a greater impact on children. They were tailored to meet their needs and interests.<br><br>My teaching was stronger (prior to NCLB) when we had the freedom to change activities according to the needs of our students. |

Table H4. *Theme: Teaching as a collaborative effort*

| Subthemes | Exemplar Statements |
|---|---|
| Having or making time for collaboration | I had far more time and support for collaboration with other teachers. |
| | Teachers would work past their contract day each week to collaborate. |
| | Before, NCLB we had had time for morning and afternoon teachers who shared a kindergarten room to work together and much more time for collaboration and mutual support as a grade level as well. |
| Being more creative because of collaboration | Teachers were encouraged to collaborate and come up with creative solutions that were not dependent on grade level, but developmental levels. |
| | Teachers in my school before NCLB and Race to the Top were fairly happy and creative- there was MORE collaboration. |
| | I used to relish the time I spent with colleagues brainstorming lesson ideas, debriefing what worked and what didn't. |
| Feeling stronger as a teacher because of collaboration | I was a good teacher when I was able to collaborate with my colleagues in creation of lesson plans. |
| | We had a collaborative team that worked miracles. |
| | I enjoyed expanding my skills through collaborating with colleagues. |
| | We were encouraged to partner teach, utilizing the strengths of each to teacher. |
| | (In doing so, we could) cover most bases. |
| | My teaching was stronger prior to NCLB when I developed lessons with my team (other teachers at my grade level). |
| | If we collaborated, it was because we wanted to and respected each others ideas. |
| | Teachers were deeply involved in curriculum, plus they shared their expertise in teaching techniques with each other. |

Table H5. *Theme: Strength and satisfaction in teaching*

| Subthemes | Exemplar Statements |
|---|---|
| Strength and satisfaction in managing student learning | Good, solid professionals were able to design themes to give students a wide range of experiences.  This enabled students to make connections in art, literature, science, dance, etc., to a particular subject.  (This is) a critical component of comprehension leading to critical thinking.<br><br>I loved teaching and working with my students to identify their strengths and weaknesses.  I loved watching the students grow and create and become responsible for their own learning.<br><br>We were encouraged to assess the needs of our students and develop lesson, units, etc., that would meet those needs.<br><br>My students and I were more excited about learning when we had the time and freedom to explore hands-on activities, take field trips, and incorporate music, drama, and art into our learning.<br><br>Prior to NCLB, as a teacher I felt more confident in my talents and freedom to create a living, integrated curriculum in my classroom.<br><br>It was energizing to work on the craft of teaching, learning from other teachers and attending professional development that was meaningful to me as a teacher.  The tools I brought back to the classroom increased my "toolbox' and allowed me to meet students at their own level and not the level the pacing guide expected. |
| Strength and satisfaction in seeing students engaged in joyful learning | Before NCLB (I experienced) true joy in the eyes of the students as they engaged in open-ended inquiry.<br><br>I enjoyed teaching and loved seeing the students get excited about the lessons taught. |

Table H5. *Theme: Strength and satisfaction in teaching (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| Strength and satisfaction in feeling valued, trusted, and respected | I believe that the professional nature of a teacher's work, in terms of making professional decisions in a teacher's own classroom, was much more valued in the years prior to NCLB. The teacher's role in making educational decisions regarding the growth of individual students was also more valued.

I felt that teaching as a profession was honored and respected as both an art and a science.

I was trusted to know what I was doing.

I loved teaching and I felt valued as a teacher. |

Table H6. *Theme: Teaching as a respected profession*

| Exemplar Statements |
|---|
| We were much more trusted as respected as educators and professionals. |
| We . . . respected each other's ideas. |
| Teaching as a profession was honored and respected as both an art and a science." |
| The teacher was respected as the expert. |
| (I had) . . . respect for expanding my reach to be able to teach a wide range of students well. |
| Teaching was a profession that was honored and respected before NCLB. |
| We were much more trusted and respected as educators and professionals. |
| Prior to the implementation of NCLB I still felt the pressure of the responsibility for what my students learned. However, I felt respected and as though my skills were valued. |

Table H7. *Theme: Teaching as a profession of inconsistency*

| Exemplar Statements |
|---|
| There was obviously room for improvement.<br><br>There was a lot more freedom for teachers to design lessons to fit the curriculum. There were also situations where teachers took advantage of this system and did lots of artsy things rather than solid instruction. I saw many children just passed along.<br><br>Standards were first applied shortly after NCLB, but needed to be developed sooner. There was a problem with too much free reign and no game plan, creating some educational gaps.<br><br>Pre NCLB we did not have enough data to make decisions on differentiation other than gut feelings. This was inconsistent from teacher to teacher. Pre NCLB there were no Common Standards. Our most transient population received a very disjointed education. |

**APPENDIX I. THEMES IDENTIFIED FROM TEACHING IN THE YEARS DURING**

*NO CHILD LEFT BEHIND*

Table I1. *Theme: The redefinition and regimentation of classroom practices*

| Subthemes | Exemplar Statements |
|---|---|
| Redefinition and regimentation an initially positive experience | Standards and accountability changed for the better. |
| | Standards were more clearly defined, and there was greater uniformity between teachers of the same subjects, so students who transferred from one class to another would be more comfortable with the learning taking place. |
| | Honors and AP classes were reassigned to teachers based on effectiveness. |
| | We had the ability to use data to drive instruction. |
| | I believe that the era of scripted lessons leveled the playing field for all students.  Students who didn't have the strongest teachers still had a shot at getting a good foundation for the year.  Teachers who were solid used it and took it to new places. |
| | During the implementation of NCLB there was more stress on teachers and students, but massive gains in academic attainment. |
| | I actually appreciated the guidelines of 'teaching to the standards.' Beyond that, I did not NEED or want someone instructing how and when to teach a given subject or topic. |
| | I didn't hate NCLB.  I agreed with the underlying theory behind it (the ability of all kids to meet with success - not the SAME success - just success). |
| | My teaching did become stronger during NCLB (whether I liked it or not) which I believe is helping me conquer the new common core that everyone loves to hate. |

Table I1. *Theme: The redefinition and regimentation of classroom practices (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| Redefinition and regimentation through restriction of curriculum and curriculum delivery | Teachers are so restricted to specific practices in education, they are sometimes even reprimanded for practicing theories or assessments which are taught in teacher-preparation programs.<br><br>I felt hampered and restrained after the implementation of NCLB. In fact, my colleagues and I called it No Teacher Left Standing.<br><br>I know teachers now who started when NCLB came to be, and they have no idea how to teach reading, how to analyze a running record to see strengths and weaknesses, how to create engaging lessons, etc., because they only know how to teach a scripted curriculum. So, so, sad.<br><br>Students had worksheet after worksheet crammed down their throats because that is what the pacing guide demanded from the scripted curriculum.<br><br>The curriculum came to serve the tests rather than the tests serving the teachers and the curriculum. Because of this, low income children experienced a very limited educational environment where low level skills were taught, but not content knowledge.<br><br>I was bored with most of the curriculum, and I felt like I wasn't meeting the needs of my highest learners. |
| Redefinition and regimentation through professional development | Colleagues in poor performing schools had to give up many days in their classrooms to attend training on how to use the scripted curriculum with fidelity.<br><br>I think the problem with professional development now is that school districts have requirements for it and the administrators require all teachers to go to training that doesn't apply to them.<br><br>In all ways, teachers are conditioned to follow scripted lessons created by those outside their own classroom rather than rely on their own expertise. These conditions weaken rather than strengthen student learning and teacher learning and professional development. |

Table I1. *Theme: The redefinition and regimentation of classroom practices (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| | (Since NCLB I have been) forced into PD sessions that seem more like cult indoctrination and veiled teacher bashing. |
| Redefinition and regimentation through expectations of fidelity | Staff was intimidated by constant impromptu appearances of administrators with clipboards who marked you down if you did not read the script.  Even formal reviews were marked down if you didn't read the scripted lesson exactly (as it was written).<br><br>After NCLB, I was discouraged from creating my own lessons and some were even monitored." Other (teachers) had their personal supplemental materials that they had obviously purchased (themselves) taken covertly during the summer so as to prevent (the) teachers from deviating from the scripted curriculum. |

Table I2. *Theme: The overuse and/or misuse of testing and data*

| Subthemes | Exemplar Statements |
|---|---|
| Overuse of testing and data | (I had) major teacher frustration with data collection that took time away from instruction. |
| | Huge amounts of time were taken up by preparing for and taking the tests at different points throughout the school year. The push to score better on tests, make AYP became an increasingly "important" focus - to the point of becoming as obsession! |
| | Test scores did not rise appreciably for all that extra time. |
| | We tested too often. |
| | We . . . started having tests after every unit that were created by the department and everybody gave them.  Ugh. |
| | School became all about testing and data. |
| | (During NCLB there was) too much testing and student success based on one or two questions on a standardized test. |
| | The tests are loooong and the kids fatigue. Twenty-five percent of the school year is for testing--probably more. |
| | There is too much testing. |
| | (Under NCLB there were) too many tests. Tests take away from teaching time. A new emphasis on data.   Some testing was good, but it went entirely too far. |
| | The amount of time spent on testing has tripled in my classroom, with no value to the student. |
| | There has been a lot of pressure for teachers to teach toward the success of the test each spring. |
| | Too many hours are spent on tests. |
| Misuse of testing and data | The name of the game was stay on schedule and teach to the test. |
| | (Under *No Child Left Behind*) Somehow test scores (became) the most indicative data for student achievement. |
| | Administration is . . . driven by dubious or even obviously invalid data. |

Table I2. *Theme: The overuse and/or misuse of testing and data (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| | (I had) major teacher frustration with testing special ed. (I had) students with a test that was not appropriate for their IEP. |
| | (Name of state redacted) specializes in administration of poorly devised and written "standardized" tests at the District level which produces useless, valueless, and invalid data but which the Districts cherry-pick and create attractive graphics. To question the value of and/or purpose in these tests and their data as well as the professional development that is based on the "data" is to become a mark for District and school-level retribution. Because the tests and data are corrupted and because teachers are "judged" by the data, teachers and administration are finding it valuable to develop relationships with power and to be useful to power in other ways that then gives rise to questions of intent and trustworthiness. |
| | Everything became about multiple choice answers, and only one right answer. |
| | The curriculum came to serve the tests rather than the tests serving the teachers and the curriculum. |
| | Differentiation did not mean the encouragement of higher level thinking, it was aimed at producing better test scores. |
| | We are no longer teaching to the child but to be sure the child hits a certain benchmark that a testing company has decided is what a student should hit based off their interpretation off the standards. |
| | Students . . . have been over-tested but under-educated; (because of testing there are) very limited interdisciplinary activities at all; students (are) viewed as "data generators." |
| | I also feel like the blame for any child not succeeding on a test is put on my shoulders now. I never felt that before NCLB. The acknowledgement of poverty's affect on a child? Non-existent. |
| | Testing is rampant, and for what purpose? Test results are used to damage the careers of teachers and the morale of students. |

Table I2. *Theme: The overuse and/or misuse of testing and data (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| Detrimental effects of testing on students | Excessive testing killed student (and teacher) morale and motivation.<br>Students are overwhelmed with the testing.<br><br>After more than a school generation (12 yrs) of (increased standardized testing), we have created a group of people who know how to answer multiple choice questions but can't think for themselves, construct anything collaboratively, or solve problems - much less think outside the box.<br><br>The students and the teachers were never happy, always stressed about scores.<br><br>You can't compare children to a productivity model; there are just too many individual differences and circumstances to take into consideration, which NCLB didn't allow for, though that is the premise it was based on -- to help every child learn regardless of ability, which simply cannot just be measured by an end of year test.  I think data is useful, but when that becomes the main focus, the needs of the child gets lost in all the testing and numbers.<br><br>Everything is about the test.  We are preparing a generation of test-takers, but not necessarily students who are better prepared to succeed in the real world.<br><br>The effect (of testing) on the kids and staff is one of complacency and apathy.<br><br>Students who are below grade level (for a variety of reasons) have been relentlessly pushed to "catch up" and perform at grade level whether that is something they are actually capable of achieving in that particular year if ever. If they do not accomplish that, they are made to feel a failure by a test score.<br><br>I no longer see that strong sense of self in students.  They label each other.  One student described another to me by saying, "He is a proficient boy." The tests make them feel stress and defeat. These kids no longer get to have parties at school. Those parties were everything to poor kids who never had celebrations at home.  We teach to the test.  The whole child is no longer the focus. |

Table I2. *Theme: The overuse and/or misuse of testing and data (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| | Children could see that no matter how well they did on teacher collaborated designed tests, the 'real' assessment was the state exam, which many of us believed were designed to fool students in order to fail them. Their view was culturally deprived of art, drama, dance, history, and science. This deprived them of actually growing into critical thinkers, which was the claim NCLB made. We needed to teach them to look out for test tricks instead of displaying the true knowledge they would have obtained through a rigorous liberal arts study.<br><br>I have felt that the expectations placed on teachers during *No Child Left Behind* are wildly inappropriate for the ability levels of some students.  Yes, there was obviously room for improvement; however, improvement seemed to quickly take a back seat to data collection and accountability measures. |
| Detrimental effects of testing on teachers | (The amount of time spent on testing) It has disheartened me, and caused me to doubt the trust from administration that I felt in the past. That has weakened my commitment to fulfilling state and district expectations, and probably the overall strength of my teaching.<br><br>We lost our souls teaching to the test.<br><br>We were put under more and more pressure to follow teaching guides, meet benchmark standards, insure that kids coming from Mexico or Haiti, or Guatemala, or Russia...any place on earth, scored exactly as native English speakers on test they could not read.<br><br>The only thing that seems to matter these days is the almighty test and student scores.  We are evaluated using our students' test scores.<br><br>The weight of test scores has had a devastating influence on the teaching profession, particularly for teachers in low-performing schools.  Teachers have been continually blamed for the low test scores, rather than the poverty, racism, neglect, and violence that occur in the surrounding communities.<br><br>The economic noose that was placed on test scores, created a new and uncharted level of anxiety in teachers and site administrators. |

Table I2. *Theme: The overuse and/or misuse of testing and data (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| | There has been a lot of pressure for teachers to teach toward the success of the test each spring. |
| | Teachers in low income areas were made to feel inadequate because their students could not perform as well on culturally biased tests. |
| | Parents were encouraged to believe that low income schools had low test scores because of bad teachers rather than because of social issues associated with poverty. |
| Detrimental effects of testing on learning | Test taking skills eventually replaced critical thinking and entire blocks of time were designated for language and math, leaving out science, history, and art. |
| | Pressure to test and data collect has left little room for the "moments" that make the dynamic of a classroom magical. |
| | The love of learning has been lost with the threat of losing our school to a private corporate charter due to low test scores. |
| | Since NCLB, creative endeavors (art, music, gym, etc.) have taken a back seat to meeting standards, assessment, and test-taking. Teachers have become data-collectors and managers, and students are now regarded as data points. |
| | It seems like we spend about 4-6 weeks testing or preparing to test. I could definitely put that time to better use if I was actually teaching. |

Table I3. *Theme: Reduced collaboration, increased competition*

| Subtheme | Exemplar Statements |
|---|---|
| Reduced collaboration | During the implementation of NCLB there was little time for collaboration with other individual teachers.<br><br>Little time for collaboration with other individual teachers.<br><br>Departments were fractured and had little time to collaborate. |
| Mandated-collaboration | Suddenly, every classroom had to be doing the same thing as the same time and teachers were herded together to 'collaborate', but we weren't given extra planning or prep time to work on our own to plan what we had discussed together.<br><br>I could see that when collaboration was going to be used to bring me in line with others.<br><br>In my school, most teachers now team teach with (special education) teachers. The biggest issue now is that most of us team teach the same prep with different teachers—I team teach with four different teachers—for three different preps. |
| Increased competition | I was a good teacher (prior to NCLB) when I was able to collaborate with my colleagues in creation of lesson plans, (rather than) competing with them when we were comparing data on assessments.<br><br>Under NCLB . . . the atmosphere is competitive and exhausting.<br><br>Scores from other schools in the district were published for all to see and still are. I didn't realize when I got into teaching that it was so competitive.<br><br>I always sensed a collegial sense of camaraderie with my fellow teachers before NCLB. We always would look out for each other and took care of each other. Now . . . it is almost like we look at each other with a burning, seething hatred toward each other because we all seem to have this sense of competition with each other. |

Table I4. *Theme: Disdain, distrust, and fear*

| Subthemes | Exemplar Statements |
|---|---|
| Disdain for and distrust of policy and policy makers | The stupidity with which education is governed is at an all-time high. |
| | I personally had an evaluation from my vice-principal last month.  She sat through the entire class—bell to bell.  The next day she came in to debrief with me.  Her exact words were, 'Wow! That was an amazing lesson.  I honestly have no suggestions on how to improve that.'  Then her face got serious.  'But,' she added as she looked at my whiteboard, 'you did not have the objective written on the board so I can't give you a good evaluation score.'  I was appalled; here she was expressing how appreciative she was that I was enabling students' success in thinking skills and engagement, but I was knocked down to a 3 instead of a 5 because I did not have the objective on the board. |
| | They scrubbed the rosters of my public school, failed students administratively to study hall, and put students out of the building against their will for 'failure to make academic progress.' (Students) came to me in tears to turn in their chemistry texts, and then disappeared from our rosters and from the state data vault.  I cried, I fought, I denounced it to their faces, I dropped every dime I could think of.  Everybody at the DOE was in on it, the 'public private partnership'. |
| | Teaching became political to an unhealthy degree. Decisions were made people with little experience in teaching, and teachers were not listened to.  Parents were encouraged to believe that low income schools had low test scores because of bad teachers rather than because of social issues associated with poverty. |
| | (We're) living through a period of crisis. It's a breakdown of the school community from outside pressures. Education is an area that is being raided and this suggests we are moving toward an oligarchy. |
| Disdain for and distrust of policy implementation. | I deeply resent being TOLD what to teach and how to teach it.  I resent having my tax dollars wasted on crap materials that promise higher test scores but deliver nothing—which I am then blamed for.  I resent being trained to use these worthless materials by someone in his/her late 20's who taught for a couple of years at most. |

Table I4. *Theme: Disdain, distrust, and fear (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| | I despise being held personally responsible for the effects of poverty and kids living at the bottom of Maslow's hierarchy of needs. |
| | Under NCLB, the customer (parents, community, and the government) needs to be appeased. |
| | I resent others telling me what, how, when and how much to teach. I know my subject very well after 30 years of teaching and NCLB has virtually nothing to offer me that will improve my delivery of services to my students. |
| | During the implementation of NCLB, state mandated (instruction) was unrelated to the academic capabilities or interests of specific students and student groups. |
| | As the years progressed in NCLB, every new-fangled idea was thrown at the teachers, (who) had to adapt with enthusiasm, spending countless hours working new ideas into the curriculum, only to have the new ideas thrown out when the next great innovation came along. |
| Disdain for professional development related to policy implementation | I remember seeing and then having to create my first data walls. That was the start of useless in-services, and that has ballooned to the point that most in-services I attend are a waste of time—they are just hoops we are jumping through! |
| | I had to take charge of my professional development outside of the school because what they were offering was stuff I didn't need or want. |
| | I have no problem incorporating new practices into teaching and I don't mind professional development, but the professional development has to be collaborative and not top down" |
| | Just when one strategy became integrated into my teaching, the next new thing was thrown at us when someone went to a workshop. Professional development because another instance of someone telling me what I was doing wrong. |

Table I4. *Theme: Disdain, distrust, and fear (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| Feelings of fear associated with policy, policy makers, and policy implementation. | The term 'best practices' became a gun held to a teacher's head—make sure you do it 'right,' and 'right' means the way this book, or that seminar leader, or that assistant principal says is right. |
| | I began to get nervous when an administrator came into my room to observe—I was afraid that even if things appeared to be going well, that I would be caught doing something 'wrong.' |
| | I began to fear administrators. |
| | I had about six administrators throughout the NCLB period, and only one of them was flexible and understanding.  The other ones induced fear in me whenever I saw them doing walk-throughs. |
| | Since the most recent NCLB efforts emerged, I have felt harassed as a teacher, because my self-created lessons and lesson pacing and student freedom were in conflict with the administration's expectation that I should be teaching like everyone else and that my students should be exhibiting specific behaviors and should be spending more time practicing material/items for the end of course assessment. |
| | After NCLB the focus (of administrators) was on disruption and humiliation. |
| Disdain for policy expectations perceived by respondents to reduce teacher effectiveness | New mandates waste time—e.g. objectives must be written on the board, lesson plans must be submitted weekly to administration, etc. When these little mandates are not performed, evaluation scores (or employment) for teachers can be harshly affected regardless of student learning. |
| | Prior to NCLB the end goal was always student learning and improvement.  Assessing that can be difficult.  Now, with NCLB, it seems that the end goal has actually become the means themselves and the students have been forgotten.  Objectives, paperwork, paper trails, etc., have become the goal. If we can check those boxes off then the teacher must be doing well. |
| | I often think, 'what do I have to document today to prove that I did my job? |

Table I4. *Theme: Disdain, distrust, and fear (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| | My preparation period is often spent filling out or preparing evidence to justify my instruction—which actually takes time away from my ability to actually prepare appropriately for instruction. |
| | I think we forget that just as students' learn in different ways, so also do teachers teach in different ways. The strength of a teaching practice lies in the strength and personality of the teacher providing it . . . the success of the practice is no longer important. It is which practice is being used. |
| | (Prior to NCLB) I had more energy and time for the children. Now, I am tracking so much data, testing, reporting, data entering, meeting, creating new tests for 'proficiency grading' that I hardly get the time to interact on the personal level that existed 10 years ago. |
| Disdain for policy for not addressing the 'real' issues | I taught in an inner city with 100% minority population and 99% poverty rate from 1994 to 2006. The problem was that all student achievement was reflected back to the teaching. There was no responsibility on the child or the parents. |
| | The administration could not tell us how to improve instruction; they just said we were ineffective teachers. These students witnessed shootings and did not have fathers at home. There were many stressful situations that our students faced daily. These socio-economic needs were never addressed. |
| | My class averaged each year at about 48% proficiency in reading. When I transferred to a better SES school, the proficiency went up to 88%. My teaching approaches did not change, the students did. |

Table I5. *Theme: A sense of de-professionalization*

| Subthemes | Exemplar Statements |
|---|---|
| The automatization/robotization of the profession | Teachers have become blue-collar workers now.  They are neither expected nor encouraged to make changes based on personal experiences—only off of test data.<br><br>A robot could have done my job during NCLB years. I was told what to say and when to say it.<br><br>(Under NCLB) teachers were treated like robots instead of highly trained professionals.<br><br>Ultimately, I think, the goal is automated teaching machines with teachers reduced to the level of aides whose primary function is keeping the machines running. Good morning, I am Pearson/Gates Roboteacher CCSS3.j5, model 5.3, release 10. Press the button to begin your lesson on standard CCSS.ELA.RL.7.4b.<br><br>Now that Common Core has come and we have a new sense of 'freedom,' I realize how much (under NCLB) we had been acting like robots and treating students like they are one size fits all.<br><br>I found that my job almost felt "easier" to perform as I wasn't really teaching anymore.<br><br>It's so sad, from where we started to where we are today.  We are not individuals any longer.  Teachers are robots, regurgitating what TEs have inside them. |
| Reduction of teaching from career to job | As the years progressed after NCLB was implemented, teaching became a job.<br><br>Since NCLB, teaching has become just another job.<br><br>My son in law, a doctoral candidate too states now he "just goes and does his job".  Previously he had wished to implement the things he had learned during his doctoral studies.  Politics at EVERY level has supplanted REAL educational opportunities for teachers and of course then, for students.<br><br>Since NCLB . . . this job is a data collecting, mind numbing nightmare. |

Table I5. *Theme: A sense of de-professionalization (continued)*

| Subthemes | Exemplar Statements |
| --- | --- |
| Education as a business | I resented that instruction and schools were being forced into a business model of providing education. Education is not a business. |
| | Under NCLB, the employees (teachers) need to be controlled so as to keep them from ruining the goals with altruistic endeavors. |
| | School districts are morphing into businesses. Money and prestige are the overarching goals. |
| Being viewed as less of a professional | Professionalism and the public's view of the profession are ridiculously low. |
| | When the administration observed me, they focused on my reading the script exactly as it was written in the Teacher's Edition. Any deviation was marked down as bad. The principal wrote all teachers up for insubordination when we told her that we didn't think this was the best way to teach kids. |
| | There has been a loss of professionalism in the administration of schools and a resulting de-professionalizing of the teaching experience. |
| | I didn't feel like a professional and certainly wasn't treated as one during NCLB. |
| | I was frustrated with being treated as an imbecile with scripted texts and prefab bad lesson plans. |
| | Even though I had demonstrated good leadership and exhibited excellent scholarship in education and policy over my career (25 years), I felt completely ignored when I attempted to discuss the lack of evidence for and the potential downsides of NCLB during staff meetings, professional meetings with building administrators, or even personal and informal meetings with my building administrators. |
| Dislike of the effects of de-professionalization | I don't like what NCLB has done to my profession. |
| | The way in which teachers are viewed by the public really bothers me. I feel devalued and unappreciated a good portion of the time since NCLB. I feel NCLB has brought that attitude down upon the teaching profession. Why can we have no control over our own fate? |

Table I5. *Theme: A sense of de-professionalization (continued)*

| Subthemes | Exemplar Statements |
|---|---|
| Feeling less successful because of new classroom practices. | These were not my strongest teaching years.<br>My teaching was negatively impacted when the NCLB standards dictated the activities in my class - which ones to do, how to do them, when to do them, and with which demographics of students.<br><br>Before NCLB, I was able to tailor instruction to the interests, needs, proclivities, and abilities of my students. I was very creative in doing this and, consequently, very successful. Our primary job as teachers is not to fill a bucket but to light a fire, to start with where the child is, to build from there, along unique pathways suited to that child, so that we can create intrinsically motivated, self-directed, independent, life-long learners. To the extent that we try to mill students into so many identical machine parts, we are failing to meet our prime directive. |

Table I6. *Theme: The development of a need to survive*

| Subthemes | Exemplar statements |
|---|---|
| Survival until retirement | I once thought that I would teach until I was no longer physically capable of standing in front of a classroom.  I have always thought that teaching children . . . was my calling.  Now I am looking forward to the year when I can retire and still have enough money to live on. |
| | I see the overwhelming numbers of students who are 'below proficient' and I feel that with Common Core the numbers may grow.  I plan to retire rather than see this happen. |
| | Glad I'm coming to the end of my career. |
| | It was so unreal, I don't know how I survived as long as I did. |
| | I retired five years ago when I could no longer stomach what was happening to the profession I had loved. |
| | Currently, I wish I were 11 years older so that I could retire. |
| Not surviving or possibly not surviving until retirement | I almost quit the teaching profession all together!  I came home every afternoon and cried. |
| | During the implementation of NCLB, I tried to go with the program; then I quit. |
| | So many of my peers have left teaching out of frustration, sadness, and anger at what teaching has become. |
| | I have nine years left and I don't know if I'm going to make it. |

Table I7. *Theme: Strong feelings about policy change*

| Subthemes | Exemplar statements |
|---|---|
| Common Core State Standards might be better than *No Child Left Behind* | I am grateful for Common Core as it is allowing teachers to become creative again, and to design curriculum to match the students' needs.<br><br>Common Core demands time to think and dig deep, which is in direct opposition to NCLB.<br><br>They are going to manage to mess up common core by keeping NCLB.<br><br>Please know that a cycle of frustration and hatred and misunderstanding is happening again with common core. Education is/was/will always be a pendulum. Anyone in education for a decade or more knows how to ride the wave until the next biggest educational reform hits the nation. Dislike of an educational trend can—if we're not careful—become a crutch for bad teachers. Instead of finding ways to improve, they sit back and say, 'It's not my fault. I would be a better teacher if the government/district/administrators . . .' Why can we not be good teachers in spite of the constant changes that we all know will occur? |
| *No Child Left Behind* was preferable to Race to the Top and Common Core State Standards | Looking back fondly at NCLB in light of Common Core.<br><br>Sadly, Race to the Top and current mandates are so horrific that I long for the days of NCLB.<br><br>Race to the Top has been much, much worse than NCLB ever was. |

Table I8. *Theme: Lack of funding*

| Exemplar Statements |
| --- |
| Not a lot of money goes to help education.  Not only are the schools doing more with less money, but the salaries of the teaching staff have slowed down so that new teachers may not stay in the profession more than five years.<br><br>Districts have invested in massive data systems which tell us nothing. Euphoria, I Nova, and many other systems take much money out of the classroom.<br><br>District money was spent on hiring 'experts' to tell us how to teach.<br><br>If you are going to require the education profession to fix the problem, then fund the problem.<br><br>Funding cuts have impacted services for struggling students. Some of the special education students that I am currently working with, in a co-teaching classroom, are not appropriately placed and are not receiving the services necessary to help them make progress at their level. |

**APPENDIX J. TYPES OF LOSS EXPERIENCED BY RESPONDENTS DURING *NO***

**CHILD LEFT BEHIND***

Table J1. *Loss*

| Type of loss | Exemplar statements |
|---|---|
| loss of creativity | I miss the creative work. |
| | No creativity was allowed, only totally scripted curriculum was used. |
| | All the wonder and creativity died when NCLB came in. |
| | Since NCLB, the most frequent comment I hear from colleagues is "before testing I used to teach about..." Fill n the blank for any discipline. Pacing, testing, benchmarks, all impact the enriching and creative ways we used to teach. |
| | The creative juices were sucked out of me when we had to follow others. Here in (name of district redacted) what is taught in what school must be same at other. The leaders of today are sucking the breath out of those of us who teach. |
| loss of joy | Before NCLB I enjoyed teaching immensely. Now . . . not so much. |
| | I have lost the joy I had in my early career and I miss the creative side of teaching. |
| | I definitely have enjoyed teaching less since NCLB. |
| | All the joy has gone out of teaching. |
| | Elementary teachers suffered the most, as joy was removed from their practice. |
| loss of freedom/autonomy | After NCLB was implemented, freedom to do anything went out the window. |
| | Freedom; we all tout it. Now teachers have nearly none, by design. |
| | I didn't mind looking at data and adapting my lessons, but the loss of my judgment in planning instruction makes me resentful. |

Table J1. *Loss (continued)*

| Type of loss | Exemplar statements |
|---|---|
| loss of empowerment to do their best teaching | As a bright, creative person, scripting me not only makes me mad, but restricts me, therefore what I bring to the classroom is restricted.<br><br>I felt much more competent and self-sufficient in the early years. I enjoyed being able to have the option of staying with the curriculum when it worked for me, and moving outside of it when I thought of something better or wanted to try a new way.<br><br>I know I was a better teacher when I could choose what worked for my students. I am now mandated to use certain curricula that do not meet the needs of my kids.<br><br>I was a state Teacher of the Year, prior to NCLB, and spend a great deal of time sharing my "best practices"--none of which were considered best practices, after NCLB. |
| loss of collegiality | Collegiality went write out the window. |
| loss of respect | I felt that teaching was a profession that was honored and respected before NCLB.  Since then, education has been bashed daily in the media.<br><br>I am tired of going to the gym, the market, community events, and having people say how awful teachers are and how terrible our schools are.  That teachers make too much money, are lazy, get too much time off. |
| loss of support for working with the whole child | Prior to NCLB I enjoyed watching the children develop and grow in many areas, including socially and emotionally. Since the adoption of NCLB the emphasis has been on data, meeting smart goals, and what percentage of students are proficient. |
| loss of support in meeting the needs of proficient and advanced students | Once NCLB came around, I felt that the gifts and talents that made me an exceptional teacher were discounted and gradually discredited and demolished. I felt stressed and guilty for not teaching according to their development stages, and for (the system) expecting them to all be exactly the same. I also felt demeaned by teaching to the standards in an almost robotic way.  The frustration of being forced to read and follow a script was humiliating, as if all the years I had studied and practiced my cherished profession and calling were for naught.  I felt crippled as a teacher. |

Table J1. *Loss (continued)*

| Type of loss | Exemplar statements |
|---|---|
| | The focus is always on the basic and below basic students, not on students that are proficient or advanced. |
| | (Prior to NCLB) I was better able to pursue topics of interest to the students and to adapt lessons to meet individual needs. |
| loss of effectiveness | Teaching was stronger, more original and more effective in the past. |
| | As a bright, creative person, scripting me not only makes me mad, but restricts me, therefore what I bring to the classroom is restricted. |
| | My own children (now 28 and 30) attended elementary school before NCLB. They attended public schools, and experienced the kind of teaching and learning that I miss sharing with my second grade students today. Creativity, relationships, cooperative learning, hands-on activities, freedom to explore, developmentally appropriate curriculum were the norm. Their teachers inspired, encouraged, fostered and taught them well - without collecting massive amounts data or obsessing over test results. |
| loss of emotional wellness | My husband and I are separating each summer because he can't take me being a "wreck" anymore. |
| | I am tired of coming home at the end of the day feeling like my bone marrow has been sucked out of my body and something is still trying to get more of me out. I have spent weekends in bed because I am so exhausted from the week. I have had at least one psychotic breakdown because it was Sunday and I couldn't take the thought that I had to go back to school the next day. |
| | I saw post traumatic stress syndrome and experienced it myself as a result of the constant badgering. |
| | (I have spent) sleepless nights worrying that if I teach what my students need the way they need it, I will be called on the carpet, or worse, fired. |

Table J1. *Loss (continued)*

| Type of loss | Exemplar statements |
|---|---|
| | I have panic attacks and must take Ativan before any meeting with an administrator or before an observation. I go through every day trying not to call attention to myself so I don't have them coming into my room. A good day is a day where I do not see or speak to an administrator. I never had panic attacks in school before. Now I have them weekly. I have to take anti-depressants and sleep aids because I will wake in the middle of the night fearful of something I forgot, or that someone will come looking for the one piece of data or "actionable feedback" or an "artifact' that I don't have and I'll get written up and brought to 3020a and stripped of my certification. I fear not being able to feed my kids and provide health insurance for my family if my students "fail" the test. I fear that the kids may not like me enough and may therefore purposely mess up the test to get me fired. |
| | The (survey) question 'I felt guilty when I used teaching practices that were no longer considered acceptable' should read 'I felt AFRAID when I pursued teaching practices that were no longer considered acceptable.' |
| loss of chosen profession | I feel that I am being forced out of my lifelong profession because I refuse to participate in a system that I believe harms children which is being imposed by people who have ulterior motives of financial gain. |
| | I know that I was a stronger, more creative and effective teacher before NCLB and subsequent policies were mandated and put into place. I resent that people and policy makers who are not real educators have forced these changes, without consulting or taking into consideration the opinions, expertise, or real needs of teachers, parents and students. I worry about the future of public education and where it will be in the not so distant future. I worry that young, energetic, enthusiastic teachers will become burned out, disillusioned, and apathetic - eventually leaving the field altogether in search of more lucrative, less-demanding careers. (I have seen that happen many times already.) I frequently run into former students, now all grown up who recall something special about second grade - never once mentioning a test or an assessment. This is what keeps me going - knowing that I have made a difference to a person, not a data point, in a way that can never be measured on an assessment or a standardized test. My veteran teaching partners and I talk about these issues daily. Teacher I know who |

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Table J1. *Loss (continued)*

| Type of loss | Exemplar statements |
|---|---|
| | live and work in other communities and even in other states are feeling the same way. Even when I am on vacation and I meet teachers (who always seem to have a way of knowing you are also a teacher) unexpectedly, we all lament what teaching has become. |
| | I did not feel guilty about doing things I was told not to do. I was angry I had to go against the wishes of my "employer" to be a good teacher. I never gave up on my job, I just hated that I had to do it against the "rules". It never occurred to me to "give in". One the day I put a quarterly assessment in front of a student and she cried (tears!) and said, "Please don't make me take this, I'm not ready." It broke my heart. I took it back and said, "No I will not make you take it." I then sent an email to the person in charge of curriculum and told her this was not what I signed on to do as a math teacher. I wanted to empower my students with mathematics, not terrify them. She wrote back something to the effect that she knew I was a great teacher and must just be having a "bad day". I was so angry I publicly resigned at the next school board meeting. |

# APPENDIX K. DESCRIPTIONS OF ANTICIPATORY GRIEF

Words and phrases used by Kubler-Ross to describe anticipatory grief: *heightened senses, magnify reality, realization, anxiety, fear of the unknown, beginning of the end,*

*strange feeling in the pit of the stomach, ache in the heart, limbo of loss, uncertainty.*

Table K1. *Anticipatory Grief*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
| --- | --- |
| anxiety, uncertainty | Stress (1) |
| | Many teachers experienced stress, wondering if they would be considered 'highly qualified.' |
| heightened senses | I remember feeling 'here comes another swing in the pendulum of public education.' |
| No worry/no connection to Kubler-Ross | I honestly did not worry about NCLB before implementation. Part of that may be because I taught kindergarten/first grade. |
| | I was so naïve! I had no idea what the changes would entail. So, no, I didn't really worry that much about it because I had a terrific administrator and I was young, smart, and very enthusiastic. |
| | I felt no trepidation regarding the inception of NCLB. What we had wasn't working (50% graduation rate, only 20% going to college), so we needed a prod to do better for our kids. I think we got a much needed wake-up call when the first school ratings came out. |
| | I didn't feel anything one way or another (right before NCLB was implemented) since there was so much propaganda surrounding it. |

Number of feeling words respondents used to describe anticipatory grief: 1
Total number of occurrences of feeling words respondents used to describe anticipatory grief: 1

*Note.* "No worry/no connection to Kubler-Ross" denotes no connection between Kubler-Ross's descriptions of anticipatory grief and what respondents experienced as they anticipated the onset of *No Child Left Behind*.

# APPENDIX L. DESCRIPTIONS OF DENIAL

Words and phrases used by Kubler-Ross to describe denial: *denial, disbelief, can't fathom, paralysis, numbness, surprise, meaningless world, overwhelmed, senseless, shock, wonder, questioning reality, how and why questions, search for understanding, exploration of circumstances.*

Table L1. *Denial*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| denial | The first few years I pretty much ignored the pressures of the testing regime of NCLB. I thought that this crazy 'reform' would pass away like so many others before it. |
| disbelief | disbelief (1)<br>incredulous (3)<br>surprised (1) |
| overwhelmed | out of control (1)<br>psychotic (1) |
| can't fathom | misunderstanding (1)<br>uncertain (1) |
| paralysis | crippled (1) |
| numbness | detached (1)<br>numb (1)<br><br>This job is a data collecting, mind numbing nightmare. |
| surprise | appalled (1) |
| meaningless world | disengaged (1)<br>robotic (7) |
| senseless | mindless (1) |
| shock | shocked (1)<br>upset (2) |
| wonder | I LOVE teaching but I have counted the years to retirement and wondered when I will find the joy that teaching used to bring me. |

Table L1. *Denial (Continued)*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| how and why questions | In my head, I constantly think, "What do I have to document today to prove that I did my job? How is this actually helping my students?" The second question often remains unanswered, or only with a shrug with an accompanying shaking of my head.<br><br>I was told point blank by my superintendent that I wasn't being a team player when I questioned initiatives.<br><br>Why all the nonsense? Why do I have to write endless lesson plans each week, sometimes spending 6 hours a week pulling out all the information from the different books and "aligning" it to state standards when I don't use them (since I have to follow the script) and no one else looks at them? Why can no one explain that to me in a sufficient manner? Why do I have to spoon feed the importance of education time after time on my OFF TIME to community, students and there is mandated participation in hours and hours of this shit each week?  Why does my current principal mandate that I have to do my special education paperwork after hours and on the weekend and no one can stop her from spewing this nonsense? |
| search for understanding | Students with learning disabilities are expected to achieve at the same level as those without special needs.  How will these kids ever feel successful?  Why do they have to learn the same things?<br><br>Data has overtaken my lesson planning - how many are not performing well? Why are they not performing well, what can you do to make them perform well? |

Number of feeling words respondents used to describe denial: 16

Total number of occurrences of feeling words respondents used to describe denial: 25

# APPENDIX M. DESCRIPTIONS OF ANGER

Words and phrases used by Kubler-Ross to describe anger: *didn't see this coming, nothing could stop it, bad things can happen, not supposed to happen, sadness, panic, hurt, loneliness, unexpected, undeserved, unwanted situation, all-consuming, assumptions come crashing down, feeling judged, enraged, pain, deserted, abandoned, unfair, isolated.*

Table M1. *Anger*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
| --- | --- |
| hurt, pain | defeated (1)<br>disrupted (1)<br>demolished (1)<br>disappointed (2)<br>attacked (2)<br>bashed (2)<br>beaten (2)<br>broken (2)<br>bullied (2)<br>ill (1)<br>guarded (1)<br>humiliated (3)<br><br>My anger at not being able to reach all students in the ways they need to learn literally made me sick. I developed (along with another teacher at our school) a life-sucking tumor on my liver that required surgery costing a million dollars and four months out of the classroom. It has taken me the better part of eight years, plus the loss of NCLB mandates, to regain 90% of my health. My enthusiasm for teaching is now guarded. |
| judged | accused (1)<br>blamed (5)<br>branded (1)<br>criticized (1)<br>guilty (3)<br>insulted (2)<br>demeaned (2)<br>denounced (1)<br>discounted (1)<br>discredited (1)<br>dishonest (1) |

Table M1. *Anger (continued)*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| | belittled (1) |
| | disparaged (1) |
| | disregarded (1) |
| | distrusted (1) |
| | harassed (1) |
| | hated (1) |
| | hounded (1) |
| | inadequate (2) |
| | ineffective (2) |
| | infantilized (1) |
| | intimidated (2) |
| | invalid (1) |
| | judged (1) |
| | labeled (1) |
| | mistrusted (1) |
| | never good enough (1) |
| | punished (1) |
| | reprimanded (1) |
| | scolded (1) |
| | scrutinized (1) |
| | unappreciated (2) |
| | unprofessional (1) |
| | unworthy (1) |
| | vilified (3) |
| unexpected, undeserved, unwanted situation | raided (1) |
| | controlled (5) |
| | forced (4) |
| | frustrated (13) |
| | herded (2) |
| | imposed upon (1) |
| | indoctrinated (1) |
| | intruded upon (1) |
| | limited (1) |
| | micromanaged (1) |
| | pressured (8) |
| | regulated (1) |
| | restrained (1) |
| | restricted (3) |
| | enslaved (1) |
| | stymied (1) |
| | threatened (5) |
| | tracked (1) |

Table M1. *Anger (continued)*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| | I resent that something I enjoyed and was good at has been taken from me. I miss laughing with my students and reading an extra chapter of a good book because we were enjoying it so much and the other stuff could be done tomorrow. I miss having time to really plan lessons well instead of using so much of my time filling out pieces of paper, updating my 'data binder,' and covering my ass.<br><br>I never felt guilty for teaching in ways I previously taught - I feel angry about what the emphasis on data collection and test scores has done to the teaching profession! I am annoyed that politicians with no educational experience are passing laws about what we do. I would not advise anyone to go into teaching today. |
| isolated | alone (1)<br>ignored (2) |
| enraged | angry (1)<br>contempt (1)<br>defiant (2)<br>disdain (2)<br>disgusted (2)<br>despise (1)<br>defensive (1)<br>hatred (5)<br>resentful (7)<br>militant (1)<br>irritated (1) |
| Unexpected, assumptions came crashing down | Disillusioned (1)<br><br>The stress levels in my school have never been higher, and so many of my peers have left teaching (retired earlier than expected) out of frustration, sadness, and anger at what teaching has become. |

Table M1. *Anger (continued)*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| Sadness, enraged | I don't like what NCLB has done to my profession and I am angered by what it has done to my students. |
| Enraged, feeling judged | When the feds take control of education, public education suffers, and it angers me that the teachers are blamed. I had no control over what to teach or how to teach it, and yet I was blamed for the lack of progress! |
| nothing could stop it, unfair, feeling judged, enraged | Often, there is NOTHING I can do to change a child's disability or ESL status or emotional state or the way they are tested when those are the reasons for their failure. I am frustrated and angry. |
| angry that bad things happen | (After the first few years) I was angry. In later years, as we were increasingly threatened and bullied by administrators over school test scores . . . I felt like a fake, a charlatan. Unworthy, and a coward. |

Number of feeling words respondents used to describe anger: 79
Total number of occurrences of feeling words respondents used to describe anger: 148

# APPENDIX N. DESCRIPTIONS OF BARGAINING

Words and phrases used by Kubler-Ross to describe bargaining: *"if only," please, temporary truce, "what if…", restored, go back in time, guilt, remain in the past, negotiate.*

Table N1. *Subtheme: Bargaining as compromise*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| guilt | Regret (1)<br>sorry (1) |
| negotiate | compromised (1)<br>conflicted (1)<br>clever (2)<br>sneaky (1)<br>tentative (1)<br><br>My administration did not allow for deal-making. Instead, I knew I was actively—albeit quietly—'going underground' when I enacted lessons/activities that veered away from the script but would benefit my kids.  I worried that the kids would be so enthusiastic about these activities that I would be discovered and reprimanded.  This actually did happen: I was scolded and labeled 'oppositional.'<br><br>I've always been a strong teacher.  I still am.  I just have to cheat to do it now.<br><br>While Big Brother was watching, we played the game, but most of the time we taught for the best benefit of the students. Teaching strategies that actually worked with our teaching styles and the students learning styles were employed, and those that didn't were quickly discarded.<br><br>I often did stuff my own way, anyway.  It didn't go over well, so I switched districts to a friendlier atmosphere.  I did have to do a lot of unnecessary data collecting and testing, but I bargained to do many alternative creative lessons and not follow 'the plan.'  That worked for a while.<br><br>My teaching never really changed.  I learned how to make it look like I was teaching with fidelity to the scripted curriculum, but I taught what was necessary based on my students' needs. |

Table N1. *Subtheme: Bargaining as compromise (continued)*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| | I did and still do things my way if I feel it's better for my students. They are what is important, not a teaching method. |
| restored | When told to abandon tried and true effective practices, I did not feel guilty about continuing to meet the needs of my students by continuing to employ those strategies. I just made sure the 'new and improved' strategies were used when 'needed.' |
| | Once I got past the absurdity of NCLB I taught what was needed to be taught the way I wanted to teach it, except when I was being observed. I did what needed to be done to help my students learn. I had over 25 years of experience when NCLB started. There was no confusion for me about what was right or wrong. I gave the district what they wanted, and then I did what I knew worked with my students. I had to be very clever about how I taught my lessons, but I was able to please the district and my principals by doing both the district stuff and what I knew worked. |
| | I continue to teach children from where they are and refuse to engage in test prep activities. I also talk, talk, talk to my colleagues about where our children are and encourage them to not stress over the tests. |
| | I often had to shut the door, pray no administrators came by, and teach as I knew was best. |
| | I learned to use the good parts of NCLB while tossing the ones that did not fit with my group from year to year. |
| | I did and presented what was required, then retaught in my own manner, because from experience I knew what got learning results. |
| | In the beginning of NCLB I would . . . use the lessons for my observations or when I knew there would be someone coming around. However, when I knew I would be alone, I went back to my old ways. The longer we were with NCLB, I found myself not able to use the old ideas as much, without getting caught. So I tried to implement the new ideas, but as little as possible. |

Table N2. *Subtheme: Bargaining as resistance*

| Kubler-Ross's descriptive words or phrases | Respondents' words (# of instances) or phrases |
|---|---|
| if only, what if | I have been rated highly effective by four different administrators in the past two years.  The (name of state redacted), on the other hand, gave me a 2 out of 20 points based on standardized tests last year.  I am itching to take on the fight if my job is jeopardized because I work with the special education population. |
| | I became an activist both within my school and online as a blogger on the effect of behaviorist/corporatist philosophies in education.  I will continue to work toward a democracy-based approach to schooling both during my last two years of teaching, and afterwards as a political activist and candidate. |
| | When I am able to retire I will become an even bigger public school advocate, agitator, organizer, than I am now. |

Number of feeling words respondents used to describe bargaining: 7
Total number of occurrences of feeling words respondents used to describe bargaining: 8

# APPENDIX O. DESCRIPTIONS OF DEPRESSION

Words and phrases used by Kubler-Ross to describe depression: *empty, feelings that seem to last forever, withdraw, intense sadness, is there any point, why go on at all, don't care, no desire, life feels pointless, heavy, takes something from you that you don't have to give, don't care enough to care, don't want to care, lethargy, dark, shutting down, like going into a hurricane, fearful, sadness, emptiness, sorrow, bottomless, slow, tense, irritable, unable to concentrate, alone.*

Table O1. *Descriptions of Depression*

| Kubler-Ross's words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| Fearful | afraid (2)<br>anxious (2)<br>cowardly (1)<br>dread (1)<br>fearful (8)<br>panicked (1)<br>paranoid (3)<br>stressed (14)<br>worried (9)<br>urgency (1) |
| Feelings that seem to last forever | trapped (2)<br><br>I saw post-traumatic stress syndrome and experienced it myself as a result of the constant badgering.<br><br>The implementation became more unreal, more draconian, and more frightening as time went on. I thought it would cease, but it hasn't. |
| don't care enough to care,<br>don't want to care | apathetic (2)<br>burned out (1)<br>discouraged (2)<br>disheartened (2)<br>disinterested (1)<br>unenthusiastic (1)<br>stagnant (1) |
| dark | dreary (1) |
| is there any point? | doubtful (1)<br>fake (1)<br>failing (1)<br>failure (1)<br>pessimistic (1)<br>ruined (1) |

Table O1. *Descriptions of Depression (Continued)*

| Kubler-Ross's words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| | dismissed (1)<br>unconfident (1) |
| intense sadness | anguish (1)<br>cried (2)<br>depressed (1)<br>despair (2)<br>grief (1)<br>sad (10)<br>unhappy (2)<br><br>The demoralization that has happened to me by NCLB has caused me much anguish. I grieve when I see students classified as 'unsatisfactory' by our state.<br><br>Because of this general demoralization, I am not the happy teacher I used to be. The sadness and anger that the ridiculous direction our educational system has taken its toll on my morale, and the scripted, uninspired curriculum depresses me, and I am not the inspired, optimistic person I was prior to 2002. I feel defeated by the educational reform movement.<br><br>My teaching career felt dreary when teaching lessons for NCLB.<br><br>I felt depressed that my students were not getting the best of (who I was as a teacher). |
| no desire | complacency (1)<br>bored (2)<br>uninspired (1)<br><br>I began to lack interest and enthusiasm for my job which I am sure was felt by my students. |
| Why go on at all, empty | demoralized (5)<br>devalued (5)<br>diminished (1)<br>hopelessness (1) |
| heavy | devastated (2) |

Table O1. *Descriptions of Depression (Continued)*

| Kubler-Ross's words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| takes something from you that you don't have to give | exhausted (4)<br>fatigued (1)<br>tired (2)<br>weakened (1)<br><br>I am tired of coming home at the end of the day feeling like my bone marrow has been sucked out of my body and something is still trying to get more of me out. |

Number of feeling words respondents used to describe depression: 46
Total number of occurrences of feeling words respondents used to describe depression: 16

# APPENDIX P. DESCRIPTIONS OF ACCEPTANCE

Words and phrases used by Kubler-Ross to describe acceptance: *accept, new norm, remembering, recollecting, reorganizing, becoming aware of the commonsense reasons, time for us to heal, trying to live now, cannot maintain the past, life forever changed, readjust, reassign, reintegrate.*

Table P1. *Acceptance*

| Kubler-Ross's words or phrases | Respondents' words (# of instances) and exemplar statements |
| --- | --- |
| accept | optimistic (1)<br>willing (1)<br><br>My teacher at UCSC (Joy Cooper Van Aukin) once said that if you keep the faith, you won't burn out. I kept the faith. I have not burned out. I am still teaching.<br><br>For me, being a teacher means making the best out of any situation—even if I didn't agree. NCLB was something we had to live in order to be able to practice our commitment to our students to help them succeed.<br><br>For a while I was very tentative in how I taught because I was so worried about NCLB, but then after a couple years I stopped worrying about it and just focused on good teaching strategies. I figured if I just focused on good practice and did my best to teach the curriculum, my students would do as well, or better, than if I just focused on teaching to the test. |
| New norm, life forever changed | conditioned (1)<br><br>Much of what NCLB asks us to do is unattainable. Once that reality sunk in, I just kind of went on with teaching with periods of frustration and feeling incredulous after staff meetings. |
| reintegrating, trying to live now | caring (1)<br>creative (1)<br>love (teaching) (1)<br>strong (10)<br>effective (1)<br>self-sufficient (1)<br><br>As a teacher I was taught to be flexible. I (and many of my colleagues) would do our best to teach in spite of the decrees that came down on us. |

Table P1. *Acceptance (continued)*

| Kubler-Ross's words or phrases | Respondents' words (# of instances) and exemplar statements |
|---|---|
| | Any state or federal mandate will be met with scorn.  I have decided to teach in spite of that. |
| reorganize | lucky (1) |
| | fortunate (1) |

Number of feeling words respondents used to describe acceptance: 11
Total number of occurrences of feeling words respondents used to describe acceptance: 20