Winter 2002

They Did Not Teach: Veterans' Experiences in a Mid-Career Transition Program at an Urban University

Joseph Franklyn Shipes
Old Dominion University

Follow this and additional works at: https://digitalcommons.odu.edu/urbanservices_education_etds

Part of the Adult and Continuing Education Commons, Higher Education Commons, and the Military and Veterans Studies Commons

Recommended Citation
Shipes, Joseph F.. "They Did Not Teach: Veterans' Experiences in a Mid-Career Transition Program at an Urban University" (2002). Doctor of Philosophy (PhD), dissertation, Old Dominion University, DOI: 10.25777/8r08-5v88
https://digitalcommons.odu.edu/urbanservices_education_etds/46

This Dissertation is brought to you for free and open access by the College of Education & Professional Studies (Darden) at ODU Digital Commons. It has been accepted for inclusion in Theses and Dissertations in Urban Services - Urban Education by an authorized administrator of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.
THEY DID NOT TEACH: VETERANS' EXPERIENCES IN A MID-CAREER TRANSITION PROGRAM AT AN URBAN UNIVERSITY

by

Joseph Franklyn Shipes
B. S. June 1979, Troy State University
M. S. December 1994, Old Dominion University

A Dissertation Submitted to the Faculty of Old Dominion University in Partial Fulfillment of the Requirement for the Degree of

DOCTOR OF PHILOSOPHY

URBAN SERVICES

OLD DOMINION UNIVERSITY
December 2002

Approved by:

Robert H. MacDonald (Director)
Dana D. Burnett (Member)
Esther H. Condon (Member)
ABSTRACT

THEY DID NOT TEACH: VETERANS' EXPERIENCES IN A MID-CAREER TRANSITION PROGRAM AT AN URBAN UNIVERSITY

Joseph Franklyn Shipes
Old Dominion University, 2002
Director: Dr. Robert H. MacDonald

This descriptive phenomenology examines the lived experiences of veterans who attempted a mid-career transition into teaching. The study identifies and describes experiences that led to the outcome decisions of 22 men who enrolled in a Military Career Transition Program (MCTP), completed a Master's Degree in Education, but did not become public school teachers. Self-descriptions of their experience were collected in multiple, open-ended interviews and analyzed using Moustakas’s (1994) protocols.

Participants described a transition in four stages (a) preliminary conditions for change, (b) socialization and adjustment, (c) refocusing career goals, and (4) reflective assessment. Planning for career change began with ideal images of work, goal definition, and self-assessment. Better quality of life, options for enjoyable work, and more time with family were universal goals. Positive experiences with education in the military and the certainty of employment as a teacher reinforced entry decisions.

The MCTP design aided recruitment and reinforced retention. Ease of entry, tuition assistance, convenient classes, a practitioner-oriented curriculum, instructors who were teachers or administrators in public schools, and classes with other transitioning veterans resonated with participants. The master’s degree was a strong incentive for completion.

Each participant experienced problematic moments that led to decisions not to teach. Lack of credit for DANTES, CLEP, ACE, and life experiences were problematic for participants with non-traditional degrees. Other participants felt vulnerable when working with students and parents, became dissatisfied with education policy and practice, experienced problems with classroom management and lesson planning, or had unsatisfactory experiences with cooperating teachers. Well-paying job offers in military-related work, unanticipated financial demands, time required for program completion, and unsatisfactory experiences with local market forces were other...
unexpected challenges.

Most participants found well-paying work congruent with their military occupation after deciding not to teach. All value their experience in the MCTP and feel their quality of life is better than when they were on active duty. None have immediate plans to seek work as a teacher.
This study is dedicated to my beloved wife

Barbara Greene Shipes

Dr. Shipes

Companion, Confidant, Advocate, Friend

El florón esta en la mano, en la mano.
Vamos a ver los talleres de la vida.

*El Florón*, a children's song in Mexico
ACKNOWLEDGEMENTS

Attempting descriptive phenomenology is not for the faint of heart. This study was one of the loneliest times of my life; a long, frustrating trip thought a desert, seeking one oasis after another, only to find most were dry. I would not have begun, nor would I have completed, this study without the encouragement and support of mentors at critical times and places. Collectively, their influence spans more than fifty years. I will never be able to fully express my appreciation for their contributions to this study and to my life.

I owe my interest in lifelong learning to my grandparents, Rufus and Agnes Anderson. Self-taught, they wanted me to have the formal education they were denied. Their love of learning and their belief in the power of knowledge indelibly influenced their rebellious grandson.

Joseph Rufus Mosley, Joseph LeConte Tally, Kenneth Coleman, Reed Anderson, and Jay Luvaas were preceptors who, somewhere along the way, encouraged me to reach just a bit higher. I think they would be astounded to learn that I did.

Kelvin Bradley, Sandra Harrison, and Jacqueline McCarty allowed me to join their elite study group and tolerated my esoteric answers about research designs that I hope never to use. I thank them for providing me the most valuable experiences of my program. Jacqueline McCarty merits special thanks for being a sounding board and a friend who never hesitated to share insights that made the complex appear simple.

Bob MacDonald projected confidence when I had precious little. Dana Burnett and Esther Condon were always there with lifelines when I began to flounder. Neither hesitated to find time in their busy schedules to provide the encouragement and the support I needed to pull myself through this knothole. Steve Tonelson also deserves special recognition for helping me to move in the right direction, even when the dust was so thick I doubted we were on the same road.

Finally, I gratefully acknowledge the contributions of the 22 veterans who provided the substance of this study. This research would not have been possible without the interest, time, and candor of the supportive men who hoped that sharing some very personal aspects of their lives would make things better for those who follow.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>x</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER

### I. INTRODUCTION

- STATEMENT OF THE PROBLEM .................................................. 1
- THE ROADS BACK TO THE CLASSROOM .................................... 3
- ORIGINS OF THE STUDY ........................................................ 6
- STATEMENT OF THE PROBLEM ................................................ 8
- PREVIOUS RESEARCH ............................................................ 9
- PURPOSE OF THE STUDY ....................................................... 10
- THE RESEARCH QUESTION .................................................... 11
- THE RESEARCH DESIGN ........................................................ 11
- THE SIGNIFICANCE OF THIS STUDY ...................................... 12
- THE URBAN SIGNIFICANCE OF THIS STUDY .............................. 13
- DEFINITION OF TERMS .......................................................... 14
- SUMMARY .................................................................................. 18

### II. REVIEW OF THE LITERATURE

- INTRODUCTION ............................................................................ 21
- THEORIES OF VOCATIONAL DEVELOPMENT AND CAREER CHANGE ................................................................. 22
- THE MILITARY AS A FIRST PROFESSION ................................. 29
- RESEARCH INVESTIGATING CAREER TRANSITION FROM THE MILITARY ................................................................. 36
- THE INSTITUTIONAL INFLUENCE ON CAREER TRANSITION .................................................................................. 40
- TRANSITION PROGRAM DESIGN .............................................. 42
- RESEARCH ON TEACHING AS A SECOND CAREER ..................... 44
- DECIDING TO TEACH: PROFESSION OR OCCUPATION ............... 48
- STUDIES OF VETERANS WHO HAVE BECOME TEACHERS .......... 50
- SUMMARY .................................................................................. 52

### III. METHODOLOGY

- INTRODUCTION ............................................................................ 54
- THE THEORETICAL CONSTRUCTS OF PHENOMENOLOGICAL RESEARCH ................................................................. 55
- PHENOMENOLOGICAL RESEARCH DESIGN ................................ 56
- PROCEDURAL OVERVIEW ............................................................ 57
- SELECTING STUDY PARTICIPANTS ........................................... 58
- THE INTERVIEW ............................................................................ 59
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.</td>
<td></td>
</tr>
<tr>
<td>DATA ANALYSIS</td>
<td>61</td>
</tr>
<tr>
<td>PHENOMENOLOGICAL ACCURACY</td>
<td>63</td>
</tr>
<tr>
<td>MEMBER CHECKING</td>
<td>64</td>
</tr>
<tr>
<td>DATA DISPLAY</td>
<td>65</td>
</tr>
<tr>
<td>RECOMMENDATIONS FOR POLICY</td>
<td>66</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>66</td>
</tr>
</tbody>
</table>

| IV. DATA ANALYSIS: THE INDIVIDUAL EXPERIENCE | 69   |
| INTRODUCTION | 69   |
| DESCRIPTION OF INTERVIEWED PARTICIPANTS | 69   |
| DATA COLLECTION | 71   |
| DATA PRESENTATION | 71   |
| ANALYSES OF THE INDIVIDUAL EXPERIENCES | 72   |
| GROUP 1: MEETING ENDORSEMENT AREA REQUIREMENTS | 73   |
| GROUP 2: SELF-DISCOVERY DURING THE PRACTICUM | 85   |
| GROUP 3: THE UNSATISFACTORY STUDENT TEACHING EXPERIENCE | 97   |
| GROUP 4: THE UNEXPECTED JOB OFFER AT RETIREMENT | 110  |
| GROUP 5: STUDENT TEACHING AFTER RETIREMENT | 122  |
| GROUP 6: THE UNEXPECTED JOB OFFER AFTER STUDENT TEACHING | 130  |
| GROUP 7: UNSATISFACTORY EXPERIENCES WITH MARKET FORCES | 139  |
| ACCURACY OF THE TEXTURAL-STRUCTURAL DESCRIPTIONS | 163  |

<p>| V. DATA ANALYSIS: THE COLLECTIVE EXPERIENCE | 165  |
| INTRODUCTION | 165  |
| THE EXTRACTED INVARIANT CONSTITUENTS | 165  |
| THE CORE THEMES | 167  |
| THE COMPOSITE TEXTURAL DESCRIPTION OF THE TRANSITION EXPERIENCE | 169  |
| THE COMPOSITE STRUCTURAL DESCRIPTION OF THE TRANSITION EXPERIENCE | 173  |
| TEXTURAL-STRUCTURAL DESCRIPTIONS OF THE PROBLEMATIC MOMENTS | 176  |
| GROUP 1: MEETING ENDORSEMENT AREA REQUIREMENTS | 176  |</p>
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP 2: SELF-DISCOVERY DURING THE PRACTICUM</td>
<td>179</td>
</tr>
<tr>
<td>GROUP 3: THE UNSATISFACTORY STUDENT TEACHING EXPERIENCE</td>
<td>181</td>
</tr>
<tr>
<td>GROUP 4: THE UNEXPECTED JOB OFFER AT RETIREMENT</td>
<td>183</td>
</tr>
<tr>
<td>GROUP 5: STUDENT TEACHING AFTER RETIREMENT</td>
<td>185</td>
</tr>
<tr>
<td>GROUP 6: THE UNEXPECTED JOB OFFER AFTER STUDENT TEACHING</td>
<td>186</td>
</tr>
<tr>
<td>GROUP 7: UNSATISFACTORY EXPERIENCES WITH MARKET FORCES</td>
<td>187</td>
</tr>
<tr>
<td>THE COMPOSITE TEXTURAL-STRUCTURAL DESCRIPTION OF THE GROUP EXPERIENCE</td>
<td>191</td>
</tr>
</tbody>
</table>

VI. SUMMARY, IMPLICATIONS, AND OUTCOMES ................................................. 194
INTRODUCTION ........................................................................ 194
INSPIRATION, FRAMEWORK, METHODOLOGY, AND OUTCOME .......... 194
FINDINGS ........................................................................ 199
IMPLICATIONS FOR POLICY .................................................. 207
RELATIONSHIP TO PREVIOUS RESEARCH .................................... 209
IMPLICATIONS FOR FUTURE RESEARCH ..................................... 211
COMMENTARY ON THE STUDY DESIGN ....................................... 213
CODA ............................................................................... 215

REFERENCES ................................................................................. 217

APPENDICES

A. DIRECTOR’S LETTER .................................................................. 232
B. RESPONDENTS’ POSTCARD .......................................................... 233
C. LETTER OF INTRODUCTION FROM THE RESEARCHER ............ 234
D. PARTICIPATION SUPPORT AGREEMENT .................................. 235
E. TRANSMITTAL LETTERS ............................................................. 236
F. LETTER OF APPRECIATION ....................................................... 240
G. EXTRACTED CONSTITUENTS ..................................................... 241

VITA.................................................................................................... 326
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biographical Characteristics of the Interviewed Participants</td>
<td>70</td>
</tr>
<tr>
<td>2. Formulated Meanings of Invariant Constituents: Andrew</td>
<td>73</td>
</tr>
<tr>
<td>3. Formulated Meanings of Invariant Constituents: Talbot</td>
<td>77</td>
</tr>
<tr>
<td>4. Formulated Meanings of Invariant Constituents: Walter</td>
<td>81</td>
</tr>
<tr>
<td>5. Formulated Meanings of Invariant Constituents: Charles</td>
<td>85</td>
</tr>
<tr>
<td>6. Formulated Meanings of Invariant Constituents: Ross</td>
<td>89</td>
</tr>
<tr>
<td>7. Formulated Meanings of Invariant Constituents: Martin</td>
<td>93</td>
</tr>
<tr>
<td>8. Formulated Meanings of Invariant Constituents: Douglas</td>
<td>97</td>
</tr>
<tr>
<td>9. Formulated Meanings of Invariant Constituents: Jackson</td>
<td>102</td>
</tr>
<tr>
<td>10. Formulated Meanings of Invariant Constituents: Colin</td>
<td>106</td>
</tr>
<tr>
<td>11. Formulated Meanings of Invariant Constituents: Edward</td>
<td>110</td>
</tr>
<tr>
<td>12. Formulated Meanings of Invariant Constituents: John</td>
<td>114</td>
</tr>
<tr>
<td>13. Formulated Meanings of Invariant Constituents: Robert</td>
<td>118</td>
</tr>
<tr>
<td>14. Formulated Meanings of Invariant Constituents: Quentin</td>
<td>122</td>
</tr>
<tr>
<td>15. Formulated Meanings of Invariant Constituents: Thomas</td>
<td>126</td>
</tr>
<tr>
<td>16. Formulated Meanings of Invariant Constituents: Henry</td>
<td>130</td>
</tr>
<tr>
<td>17. Formulated Meanings of Invariant Constituents: Samuel</td>
<td>135</td>
</tr>
<tr>
<td>18. Formulated Meanings of Invariant Constituents: Bruce</td>
<td>139</td>
</tr>
<tr>
<td>19. Formulated Meanings of Invariant Constituents: Ford</td>
<td>143</td>
</tr>
<tr>
<td>20. Formulated Meanings of Invariant Constituents: Graham</td>
<td>147</td>
</tr>
<tr>
<td>21. Formulated Meanings of Invariant Constituents: Keith</td>
<td>151</td>
</tr>
<tr>
<td>22. Formulated Meanings of Invariant Constituents: Norman</td>
<td>155</td>
</tr>
<tr>
<td>23. Formulated Meanings of Invariant Constituents: Wayne</td>
<td>159</td>
</tr>
<tr>
<td>24. Core Themes of the Collective Experience</td>
<td>168</td>
</tr>
<tr>
<td>25. Participants’ Reasons for Wanting to Teach</td>
<td>201</td>
</tr>
</tbody>
</table>
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sequence of Phenomenological Data Collection and Data Analysis</td>
<td>68</td>
</tr>
<tr>
<td>2. The Meanings and Themes Extracted from Andrew’s Narrative</td>
<td>74</td>
</tr>
<tr>
<td>3. The Meanings and Themes Extracted from Talbot’s Narrative</td>
<td>78</td>
</tr>
<tr>
<td>4. The Meanings and Themes Extracted from Walter’s Narrative</td>
<td>82</td>
</tr>
<tr>
<td>5. The Meanings and Themes Extracted from Charles’s Narrative</td>
<td>86</td>
</tr>
<tr>
<td>6. The Meanings and Themes Extracted from Ross’s Narrative</td>
<td>90</td>
</tr>
<tr>
<td>7. The Meanings and Themes Extracted from Martin’s Narrative</td>
<td>94</td>
</tr>
<tr>
<td>8. The Meanings and Themes Extracted from Douglas’s Narrative</td>
<td>98</td>
</tr>
<tr>
<td>9. The Meanings and Themes Extracted from Jackson’s Narrative</td>
<td>103</td>
</tr>
<tr>
<td>10. The Meanings and Themes Extracted from Colin’s Narrative</td>
<td>107</td>
</tr>
<tr>
<td>11. The Meanings and Themes Extracted from Edward’s Narrative</td>
<td>111</td>
</tr>
<tr>
<td>12. The Meanings and Themes Extracted from John’s Narrative</td>
<td>115</td>
</tr>
<tr>
<td>13. The Meanings and Themes Extracted from Robert’s Narrative</td>
<td>119</td>
</tr>
<tr>
<td>14. The Meanings and Themes Extracted from Quentin’s Narrative</td>
<td>123</td>
</tr>
<tr>
<td>15. The Meanings and Themes Extracted from Thomas’s Narrative</td>
<td>127</td>
</tr>
<tr>
<td>16. The Meanings and Themes Extracted from Henry’s Narrative</td>
<td>131</td>
</tr>
<tr>
<td>17. The Meanings and Themes Extracted from Samuel’s Narrative</td>
<td>136</td>
</tr>
<tr>
<td>18. The Meanings and Themes Extracted from Bruce’s Narrative</td>
<td>140</td>
</tr>
<tr>
<td>19. The Meanings and Themes Extracted from Ford’s Narrative</td>
<td>144</td>
</tr>
<tr>
<td>20. The Meanings and Themes Extracted from Graham’s Narrative</td>
<td>148</td>
</tr>
<tr>
<td>21. The Meanings and Themes Extracted from Keith’s Narrative</td>
<td>152</td>
</tr>
<tr>
<td>22. The Meanings and Themes Extracted from Norman’s Narrative</td>
<td>156</td>
</tr>
<tr>
<td>23. The Meanings and Themes Extracted from Wayne’s Narrative</td>
<td>160</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Statement of the Problem

Career change is a common and accepted phenomenon in Western industrial societies. Leach and Chakiris (1988) report the traditional linear career development model sequence—preparatory education, employment in a single career, and retirement—now very likely describes "less than one third of all careers" (p. 52). While there are no precise data on the actual numbers of workers involved, one longitudinal study predicted that at least one quarter of the workforce in the United States will change careers an average of seven times during their working lives (Crow, Levine, & Nager, 1990). Historically, most career changers have been blue collar workers, but corporate downsizing and changing technologies of the last two decades have forced a disproportionately large number of white collar workers between the ages of 30 and 50 to experience involuntary career change around the midpoint of their expected occupational or professional life (Eby & Buch, 1995; Stolz-Loike, 1995).

Included in the growing numbers of workers forced to leave their first careers are military officers and noncommissioned officers who must leave the military as a result of political decisions that eliminated conscription and created an All-Volunteer Force after the Vietnam War (Lee & Parker, 1977; Tepperman, 1975). These veterans are generally between 38 and 50 years of age with more than 18 years of active military service. Most must find second-career employment in the civilian sector for at least 15 years before reaching a traditional retirement age.

Creation of the All-Volunteer Force and large military manpower reductions after the Vietnam and Gulf wars caused the phenomenon of midcareer change for retiring and separating military to become more visible. One characteristic of the All-Volunteer Force is an increase in the number of men and women who elect to remain on active duty for more than 10 years. These longer periods of voluntary service result in larger numbers of

The journal model used for this study was the Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, D.C: The American Psychological Association.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
adults between 40 and 50 years who must eventually leave the military near the midpoint of their working lives because of All-Volunteer Force personnel management policies.

Involuntary retirement or separation from any of the All-Volunteer Forces usually results from one of four conditions: (a) mandatory separation or retirement based on time in service or time in grade, (b) disciplinary problems, (c) poor health, or (d) mandated force reductions. All-Volunteer Force personnel management policies are based on the concepts of youth and vigor (Binkin & Kyriakopoulis, 1979). Operationally, the terms youth and vigor refer to the characteristics associated with the future potential of younger service members weighed against the remaining potential of service members between 40 and 60 years of age. Force management concepts emphasizing youth and vigor result in a military force of relatively young average age. Maintaining a young and vigorous force requires mechanisms for voluntary and involuntary removal of older, more senior individuals from military service, even though those leaving the service may be relatively young when compared to the age of their counterparts in the civilian work force. The military "up or out" system of retention uses length of service, rank, physical fitness, and demonstrated potential for greater responsibility as determinates of retention and promotion. Cooper (1980) defends this policy as a career management tool essential to control the age, rank, and experience distributions at the higher levels in each military career field and as a mechanism to improve retention and promotion of more junior officers and enlisted personnel.

Application of "up or out" policies, annual military occupational specialty realignments, mandated reductions in force, and the hardships of the increased operational tempo of a smaller military, cause large numbers of well-educated and trained men and women to leave the military near the midpoint of their working lives. The Department of Defense Annual Report on Force Management (1999) reports that throughout the 1990s, the military services retired or separated between 250,000 and 300,000 active duty personnel annually. The majority were officers and senior noncommissioned officers, 15 to 25 years short of the usual civilian retirement age, i.e., between 38 and 50 years old. (Kilpatrick & Kilpatrick, 1979). Whether for reasons of economic necessity, social or psychological pressures, or some combination thereof, the majority of these veterans cannot fully retire but must search for civilian employment.
in a second career (Cooper, 1977; Kilpatrick & Kilpatrick, 1979).

Military pensions are usually insufficient to sustain veterans and their families, particularly at the point in the family lifecycle when children are most likely to be going to college or getting married (Goldritch, 1980). Individuals often leave the military when the family's need for financial outlay is at the highest and economic necessity dictates that these veterans rapidly integrate into the civilian work force (Pinch & Hamel, 1977). Western society is organized around work and careers; not working for reasons other than disability is considered socially unacceptable (McNeil, 1976). Moreover, there is a normative assumption that the veteran will find suitable civilian employment that offers status, recognition, and monetary rewards for the skills and experiences gained in the military. McNeil (1976) summarized the paradox facing those who retire at midcareer:

There is a decided cultural, familial, and individual push for military retirees to seek full-time employment. Simultaneously, there is a counter-pressure that makes it more difficult for the retiree to secure suitable employment and to adequately adjust to retired status. Society insists that the retiree be gainfully employed because he is too young to retire to leisure. Yet, often, he is seen as being too old to be hired as a new employee and, if so, his age often minimizes his potential for promotion opportunity. (p. 242)

The Roads Back to the Classroom

Congress and the Armed Forces recognize the need for transition support for service members who must retire or separate at midcareer. The Montgomery GI Bill, successor to The Soldier's and Sailor's Readjustment Act of 1944, now provides each participating service member up to $23,400 for education or vocational training after three or more years of service (United States Army Recruiting Command [USAREC], 2001). Each military service has in-service tuition assistance programs that pay 75% of the cost of tuition up to a maximum of $187.50 per semester hour (no more than $3,500 annually) for certificate, associate, bachelor's, and master's programs (R. Jones, personal communication, January 10, 2001). In-service tuition programs are designed to encourage active duty service members' off-duty education or training. In-service tuition programs are popular and widely available. In 1995, almost 40% of the total force earned 30,477 college degrees in off-duty education programs partially funded by in-service tuition assistance (Department of Defense [DOD] Annual Report, 2000).
Teaching as a second career is attractive to many in the armed forces. The decision to become a second-career teacher is often made well before retirement or separation (Feistritzer, 1992a). To reinforce this interest, military newspapers and magazines frequently publish accounts of veterans' successful transitions into teaching; retirement briefings include information and literature about teaching as a second career; and senior government officials encourage teaching as a second career during public appearances (Bridger, 1995; Bush, 2001; Crawley, 2000; Pang, 1997; Rumsfeld, 2001).

Other initiatives encourage transitioning veterans to become teachers. The National Defense Authorization Act (NDAA) of Fiscal Year 1993 and the National Defense Authorization Act (NDAA) of Fiscal Year 2000 provided support and funding for veterans preparing to become teachers. This legislation created a transition support program, Troops to Teachers, to (a) assist veterans to obtain the necessary licensure to become elementary, secondary, vocational, or technical teachers, and (b) facilitate the employment of veterans by local education agencies with chronic shortages of science, mathematics, special education, vocational, or technical teachers. The Troops to Teachers concept allows participants to attend a teacher preparation program of their choice and to receive a stipend of up to $5,000 to offset the costs of books, tuition, testing, and licensing fees. These monies are in addition to any funding that veterans may receive from the current GI Bill. Veterans who accept the Troops to Teachers stipend must agree to become fully licensed to teach within two years after leaving the military and must accept full-time employment as an elementary or secondary school teacher for not less than four years. If the participant does not complete the requirements for licensure, is not hired as a teacher, voluntarily leaves the classroom before four years, or is terminated for cause, the stipend must be repaid with interest (NDAA, 2000).

Many states actively seek transitioning veterans as teachers. Feistritzer and Chester's (1996) analysis of alternative programs for teacher licensure identified 18 states that now offer special programs for transitioning military personnel and 10 states that offer tuition assistance for transitioning veterans. Thirty-three states acknowledged that fully certified transitioning military have at least a "somewhat likely" (p. 20) chance for employment as a teacher. Feistritzer and Chester identified only five states (Indiana, Maine, Missouri, Rhode Island, and West Virginia) reported "fully certified transitioning military
personnel were not likely to find a teaching position in that state" (p. 20).

Programs now offering alternate routes to teacher licensure are generally accessible to veterans. Since 1984, more than 125,000 new teachers have become licensed to teach in 328 teacher preparation programs that do not require traditional, full-time, on-campus undergraduate preparation (Feistritzer, 2001). Forty states, the District of Columbia, and 117 colleges and universities now offer adults an alternative to the traditional concept of returning to college and majoring in education before becoming a teacher (Feistritzer, 2001). Lynch and McNerney (1994) reported the majority of students seeking licensure in these alternate programs are either postbaccalaureate males facing mandatory early retirement or job loss caused by defense industry cutbacks and military force reductions, or individuals who want to teach as a new career. Enrollment in alternative teacher preparation programs usually requires a baccalaureate degree, a certain grade point average, and demonstrated content knowledge (Bradshaw, 1998). Entrants are not required to have an undergraduate degree in education.

The need for qualified teachers is well publicized, but the causes of the long-term teacher shortages seldom appear outside professional journals. Nationally, 47.1% of all public school students are concentrated in only 626 (4.5%) school districts. Included in this group are 21 large urban school districts that enroll 11.2% of all public school students. One hundred sixty nine school districts (1.1%) account for another 17.9% of all public school enrollments. The combined enrollment of another 8,260 districts (53.7%) accounts for only 7.3% of all public school students. The remaining 5,489 districts (33%) enroll less than 450 students each (Haberman, 1991).

Teacher demand is a function of population waves, enrollment levels, teacher turnover, and national, state, and local policies which alter teacher to pupil ratios or create new programs and initiatives (Bradshaw, 1998). Vacancy, location, and race are highly correlated. Haberman (1991) explains the reasons for these relationships. "Across America, most traditionally certified graduates seek entry positions where they are not needed [small towns and suburbs] and avoid positions in the districts where they are most needed, i.e., the urban districts and remote rural areas" (p. 36). Practicing teachers may change schools or exit and reenter the profession, but most do not change their domicile during these processes. Haberman (1996) reported (a) more than half of the nation’s
public school teachers have lived and taught in their present community for more than 20 years, (b) most teachers (60%) are white women, and (c) few teachers wish to relocate to urban, minority-majority schools. These practices, attitudes, and demographics perpetuate critical teacher shortages in large, minority-majority urban districts and cause persistent, longer-term vacancies in smaller rural districts with limited budgets and small class sizes (Croasmun, Hampton & Herman, 1998; Haberman, 1996).

Boe, Bobbett, and Cook (1993) reported that although 99.5% of all teaching positions were reported filled, serious shortages of fully certified teachers existed in specific subjects. In 1995, one third of all public high school mathematics teachers and 50% of all public school physical science teachers did not have a major or minor in subject and 24% of all mathematics teachers lacked state endorsement in that subject (Forgione, 1998). In many inner city and rural schools, qualified replacements for mathematics, science, foreign language, and special education teachers have disappeared (Croasmun, Hampton & Herman, 1998).

Origins of the Study

"You are retired from active service, released from assignment and duty, and placed on the retired list." This directive ended my Army career. I did not want to leave the service, but I had reached an up or out milestone that characterizes the All-Volunteer Force. Like many others, I planned for an involuntary career transition. In 1994, supported by funding from the GI Bill and Troops to Teachers, I entered a Military Career Transition Program (MCTP) at a southeastern university. Eighteen months later I had earned a Master's Degree in Education and a Postgraduate Professional License with endorsements in mathematics and science.

The MCTP was a graduate, off-campus evening and weekend program designed for separating or retiring military personnel who wish to teach as a second career. The program offered two options of study: (a) a 28 semester hour program of academic coursework required by the state for licensure, and (b) a Master's Degree in Education that requires coursework beyond that required for licensure. The masters degree did not require a student teaching experience. Academic requirements for licensure required a specified amount of undergraduate coursework in the content areas. One program function was to evaluate transcripts and identify coursework needed in the endorsement
area. MCTP participants were allowed to complete additional undergraduate courses required in the endorsement areas after enrollment.

The Military Career Transition Program (MCTP) was designed to provide the credentials I needed for a successful midcareer transition into teaching. Classes were scheduled at convenient times and places and the faculty consisted of experienced public school administrators and serving public school teachers. The focus of instruction was practitioner oriented. The majority of the students were active duty or retired military. Academic coursework was offered at convenient locations on, or near, local military bases. There was an easy, but professional, interaction between the students, instructors, and administrators supporting the transitioning veterans.

During the academic phase of the MCTP, I began to recognize differences existed between current education policy and practice and my beliefs about teaching and learning. Educators' descriptions of their experiences with hostile students and parents were sobering. Presentations by public school teachers and administrators describing routine disciplinary incidents emphasized the teacher's vulnerability to outside pressures. The almost universal advocacy of social promotion policies caused me to question the apparent absence of student accountability. Time constraints and class size resulted in unasked questions about these troubling issues. My student teaching experience reinforced this dissonance. The cooperating teacher told me no student could fail because the school was too crowded for retention. The school climate reflected this reality. Teaching and learning appeared to be secondary to behavior management. Although this school was described as one of the better in the district, few teachers or students seemed to expend much effort to teach or to learn. By the end of the student teaching experience, I had decided not to transition into this environment. Completing the PRAXIS and applying for the Postgraduate Professional License were the codas of my attempted transition into secondary education.

I never became a teacher. Instead, I became one of over 400 Troops to Teachers participants (about 1 in 7) who had to pay back my stipend because I did not complete a teacher preparation program, never became licensed to teach, or never taught after becoming licensed (Gantz, 1997).
I have often wondered if other transitioning veterans who elected not to teach had similar unresolved adaptive challenges during their transition experience. If so, how did the tensions between their individual backgrounds, their perspectives about teaching and learning, and the socializing influences of a military career transition program give meaning to their decision not to become teachers. My personal experience and these unresolved questions are the genesis of this investigation.

Statement of the Problem

In 1994, almost 70% of the resources committed to teacher preparation programs trained individuals who never became teachers or who did not teach beyond five years (Andrew & Schwab, 1995). Historically, only 60% of all education graduates become teachers: About one third of these new teachers leave education within five years (Haberman, 1992). The number of veterans who enroll in the more than 328 preservice teacher training programs, complete state requirements for licensure, and then choose not to teach, has never been identified. The enrollment and completion rates of veterans who receive stipends from the Troops to Teachers is the only national, longitudinal data on enrollment and persistence outcomes of veterans who started to become teachers. Since 1993, over 400 Troops to Teachers stipend recipients (14%) have started a teacher preparation program but never completed or taught: By 1998, 150 certified veterans who enrolled in Troops to Teachers started teaching but did not return to the classroom after the first year (Defense Activity for Non-Traditional Education Support [DANTES], 1998a, 1998b, 1998c). The aggregate data suggest the national magnitude of preservice attrition.

These expenditures and levels of attrition may not be representative of a particular midcareer transition program. It is, however, reasonable to assume some attrition occurs in all midcareer transition programs. Over time, the percentage of veterans who leave preservice programs or choose not to teach after completing such programs will be disproportionately higher in locations where administrators fail to address the needs of these transitioning veterans.

The reasons veterans enroll in a midcareer transition program and decide not to teach are unclear. There is little information about individual experiences during transitions from the military to the classroom. No study examines the individual experience during
the midcareer teacher licensure process. Research-based strategies designed to improve retention and reinforce teaching as a second career for transitioning adults are almost nonexistent (Brownell, Smith, & Miller, 1995).

Previous Research

No published research investigates the individual experiences of veterans enrolled in a midcareer transition program designed to prepare them to teach. Educational researchers investigating veterans' midcareer transitions into education have traditionally focused on three aspects of the transition phenomena. One body of research explored veterans' interests in second careers in education (Feistritzer, 1992a; Feistritzer, 1992b). Other research validated the potential for the military services to provide teacher candidates with mathematics, language, and science backgrounds (Fernandez, 1993; Jenne, 1995; Lutton, 1991). A third body of research focused on comparing the classroom performance of newly certified veterans to the performance of other entering teachers (Gantz, 1997; Parker, 1992; White, 1997). Other studies described the state-by-state levels of support available to veterans who wish to become teachers (Feistritzer & Chester, 1996). Researchers continue to call for wider ranges of investigation (Darling-Hammond, 1990; Dill, 1996) but teacher retention is not an issue of interest if the individual never becomes a teacher. Edelfelt (1994) laments, "Calls for more complete data on issues that influence [preservice] retention go largely unanswered" (p. 221).

Researchers have investigated the broader issues related to the general topic of career transition for groups of workers (Hall, 1976; Holland, 1973; Latack & Dozier, 1986; Osherson, 1980; Super, 1990; Taylor-Carter & Cook, 1995; Trice & Moreland, 1989). This body of literature identified a number of themes related to the phenomena of career transition. Each theme suggested information that may help future researchers begin to explore the individual transition experience. Other researchers, focused more narrowly on the transition experiences of veterans in multiple occupations, explored the applicability of the transition-related themes found in the general body of literature on career transition. Themes found to be embedded in the military transition experience include (a) external and internal alignment of values (Moskos & Wood, 1988), (b) congruence between military and civilian occupations (Pugh, 1981; White, 1997), (c) outcomes of socialization processes (Jenne, 1995; Pinch, 1985), (d) individual concepts of self and
career (White, 1997), (e) employment options (Pinch, 1985; Pugh, 1981), and (f) level of spousal and peer support for a new career (Wolpert, 1989).

Purpose of the Study

Previous research on career transition from the military is fragmented and lacks conceptual integration (Pinch, 1985). Much of the earlier research consisted of descriptive studies that focused on group outcomes of the transition experience. Successful career transitions require overcoming the challenges of accepting a new career status, new work roles, economic adaptation, and socialization into the new career. No study attempts to identify the essence of individual experience or attempts to link outcome behaviors to constructs embedded in individual descriptions of the attempted transition.

The purpose of this study is to identify new insights that may increase the number of veterans who become teachers. This research investigates and describes the individual experiences of veterans who entered and completed a military career transition program designed to prepare them to teach and did not become teachers. It explores and describes the lived individual experiences of veterans who enrolled in a structured, preservice teacher preparation program. Using the common themes embedded in participant accounts, I will identify the events that gave meaning to individual decisions to abandon teaching as a second career. I will identify and describe the adaptive challenges veterans experience during their failed attempt at a midcareer transition into teaching and give sense and meaning to their attempts to adapt to these challenges. I also will identify the sequence of events that led to a veteran's decision not to teach. I will explore the influences of background, individual perspectives about education, support during the transition, and the socialization experience, on the personal decision not to become a teacher. These insights could provide program administrators and counselors new knowledge to develop and implement more effective preadmission counseling for veterans considering a career transition into teaching. This study will provide the themes and in-depth descriptions of individual and collective transition experiences that other researchers may explore for variables that might effect the persistence of veterans attempting to become teachers.
The Research Questions

How did the veterans who did not become teachers describe their transition experiences in a military career transition program designed to prepare them to become teachers?

How did these experiences give meaning to the veteran's decision not to become a teacher?

The Research Design

This research focuses on exploring individual experiences of veterans who participated in a military career transition program designed to prepare them to become teachers. Van Kamm (1966) states the use of preconceived, experimental designs and statistical methods to evaluate human behaviors "may distort rather than disclose a given behavior by imposing restrictive theoretical constructs that conceal the full meaning and richness of human experience" (p. 14). I want to investigate the individual experiences that gave meaning to the decision not to become a teacher and will use a qualitative research design as a framework for this investigation. A qualitative approach allows the individual experience to speak for itself. Whatever appears will suggest, by its very appearance, something more that is concealed. The act of appearance will provide a direction to follow (Giorgi, 1985). Exploring the lived experiences of a small number of subjects by extensive examination of individual descriptions of the transition experience characterizes this method of inquiry as a phenomenological investigation.

"Phenomenology is the study of the structure, and the variations of structure, of the consciousness to which any thing, event, or person appears" (Giorgi, 1985, p. 83). Phenomenology is a distinct tradition of qualitative research based on the philosophies of Husserl, Heidegger, Sarte, and Merleau-Ponty (Cresswell, 1994). Phenomenological inquiry attempts to understand social phenomena from the actor's own perspectives and describes the world as experienced by the subjects with the assumption that reality is what people perceive it to be. Phenomenology involves a return to the experience in order to uncover comprehensive descriptions that provide a basis for a reflective structural analyses that portray the themes, meanings, and essences of the experience (Moustakas, 1994). Van Kaam (1996) states the phenomenological tradition of qualitative research "seeks to disclose and elucidate the phenomena of behaviors as they manifest themselves.
in their perceived immediacy” (p. 15). The identification and description of the individual experiences that lead to an outcome behavior are the objectives of this study.

The Significance of This Study

It will be difficult to develop more effective programs supporting the transition of veterans into teaching without first understanding the sense and meaning of the individual experiences of veterans who attempted, but failed to complete, that transition. This study will be the first investigation of the individual experiences of veterans during their preparation to become a second-career teacher. Using insights from this investigation, future studies may experimentally investigate with more confidence the conditions and practices that enhance the possibility for successful career change, the types of veterans who are most likely to respond favorably to the socialization process, and the methods by which these veterans may be most helped. Because this investigation focuses on the individual experience, it may also provide later researchers insights necessary to construct quantitative instruments that predict the probable outcome of a veteran’s midcareer transition experience. This research will serve as a pilot study for later quantitative investigations and for predictive modeling that requires better identification of variables at the microsocial level of the transition experience.

Much of the earlier research on midcareer transition did not differentiate between voluntary and involuntary career changers. It may be that assumed voluntary career changers are more positively motivated to accept the instability, redirection, and readaptation associated with other life changing decisions. This study describes the experiences of voluntary and involuntary career changers. It differs from earlier research by linking the participant’s biography to the individual transition experience. This is an important distinction because of the possibility that forced career termination may also force choices relative to a number of other life change issues. This study explores this phenomenon.

Any experience of career change may discover previously unidentified factors that influence the outcome decision. The influences of these experiences may not have been consciously identified by the veteran or purposefully addressed by the transition program administrators. Individual attitudes about teaching and learning may be of central importance to the veteran, or to those assisting the veteran, during the transition
experience. Discovering the meaning of the transition experiences from the individual perspective offers the potential to provide new information to other veterans interested in becoming teachers and to those professionals who assist them. Identifying that new information is the purpose of this study.

While this analysis of midcareer transition is focused on the individual, there are broader consequences for counselors, sponsoring institutions, transition program administrators, and local school districts. A relatively large number of unsuccessful career changers could arguably have an adverse impact on the reputation of any career transition program. Even if the aggregate numbers of failed transitions result from only a few annual failures, exploring the phenomenon is still important. Military retirees are socially integrated into their communities and most maintain some contact with active duty military. A small number of vocal veterans who are dissatisfied with their experiences in a local teacher preparation program could have a negative effect on recruiting, motivating, and retaining others considering education as a second career. Maintaining the good reputation of any midcareer transition program is contingent on administrators addressing the issues and events that cause veterans not to become teachers after investing their fiscal and human capital in the transition process.

The perception that career transition from the military is difficult or that military acquired skills and experience are not adequately rewarded also has the effect of decreasing the value of the military experience (Pinch, 1985). Dissatisfaction during midcareer transition from the military lowers the status of the prior military service and reduces the veteran's competitive position in the national labor market. The direct costs to the individual during the unsuccessful transition experience become indirect costs in motivation, retention, and recruiting for the military (Pinch, 1985). From a policy standpoint, studies investigating the welfare and success of those who embark on a midcareer transition from the military should be of direct practical concern to military manpower planners, because new research may uncover additional insights about the adequacy of military retirement-related policies and programs (Pinch, 1985).

_The Urban Significance of This Study_

More than half (54%) of urban school districts report a need for elementary teachers; 85% need male teachers; 92% want more minority teachers. There is a well-documented
national shortage of special education, mathematics, science, bilingual education, and foreign language teachers (Boe & Gifford, 1992; Recruiting New Teachers, 1998; Stoddard & Flowden, 1995). Transitioning veterans are a source of new teachers with these characteristics. Feinstritzer, Hill, and Willett (1998) reported:

1. Twenty-four percent of all Troops to Teachers participants are now teaching in an inner city school. Thirty-nine percent indicated they would be willing to teach in the inner city. In contrast, few public school teachers want to relocate to urban minority-majority schools (Haberman, 1996). Overall, 86.7% of all white teachers and 84.9% of all black teachers continued to teach in the same school during the school years 1993-1995 (United States Department of Education [USDOE], 1997).

2. Twenty-nine percent of all Troops to Teachers participants are teaching mathematics, 24% are teaching science, and 18% are teaching special education. Only 17.2% of all secondary school teachers teach mathematics; 12.6% teach science, and 1.7% teach special education (USDOE, 1997).

3. Forty-five percent of all Troops to Teachers participants teach in elementary school; 90% of these second career teachers are male; 29% are from minority or ethnic groups. Only 27% of all teachers in public and private schools are male; less than 14% are from minority or ethnic groups (USDOE, 1997).

Midcareer programs for transitioning veterans were created to produce the qualified, licensed teachers needed in urban schools. These programs have been successful (Adde, 1998; Matthews, 1995; Wnek, 1995). New knowledge about veteran's adaptive challenges during career transition has the potential to make these teacher preparation programs even more productive.

Definition of Terms

*Alternative licensure programs* waive certain state requirements for licensure (usually some coursework or student teaching) based on a candidate's meeting predefined criteria for exception (work experiences, test scores, etc). These programs incorporate apprenticeships, internships, and other field experienced-based training that allow individuals who are otherwise qualified to teach while becoming fully licensed (Recruiting New Teachers, 1998).
**Alternative routes to licensure** are designed to attract midcareer adults or recent college graduates to teaching. These programs often have specific modifications to traditional undergraduate teacher preparation programs such as condensed completion time, flexible admission standards, credit for life experiences, night and weekend classes, reduced student teaching requirements, and off-campus programs. They otherwise meet all standard licensure requirements set by the state licensing authority. Generally, students in these programs have not begun to teach (Recruiting New Teachers, 1998).

**Career transition** is the leaving of an established occupation or profession to begin a new one. The term implies the changer has engaged in a process of thoughtful planning and careful exploration of alternatives before choosing a new occupation (Bridges, 1991).

**Clustering the meanings into thematic groups** is the third step in phenomenological data analysis. The researcher clusters statements describing experiences into themes or meaning units, removing overlapping or repetitive words and phrases (Moustakas, 1994).

**Epoche or bracketing** is the first step in the process of phenomenological data analysis (Moustakas, 1994). Phenomenological analysis requires the researcher to state his or her assumptions about the phenomenon under investigation and then suspend these preconceptions in order to understand fully the experience of the subject and not impose an a priori hypothesis on the experience. As a technique reflecting the concept of epoche, the researcher sets aside (brackets) all words and phrases in the transcribed interviews that reflect preconceived ideas, personal experiences, and personal knowledge of the experience (Coliazzi, 1978; Moustakas, 1994).

**Experience** refers to what has happened or is happening to someone during a specific time. It entails a process with a beginning, middle, and end. To experience fully is to become intensely sensitive to all bodily and emotional stimuli. In phenomenological research, descriptions of these intense sensations and emotions are called **lived experiences** (Cresswell, 1998). The lived experiences examined in this study occur during the veteran's attempted midcareer transition from the armed forces into public education. The time examined is that specific segment in the participant's life that begins the moment the participant first decides on a second career as a teacher. Time continues through the processes of preparing for licensure and ends with the decision to seek a second career outside education.
Horizontalization is the second step in phenomenological data analysis. The researcher lists every significant statement in the interview relevant to the experience and assigns it a value equal to every other selected statement (Moustakas, 1994).

Invariant Constituents. From the first three steps of phenomenological data analysis, the researcher derives the invariant constituents of each participant's description of the experience. Using transcribed narratives, the researcher first creates a textural description of what was experienced, i.e., the meaning of the participant's transition experience. Next, the researcher writes a structural description of the experience. This is the description of how the phenomenon was experienced. Creating structural and textural descriptions involves seeking all possible meanings and divergent perspectives and varying frames of reference about the phenomenon. The goal of the phenomenologist is to reduce the textural (what) and the structural (how) meanings of the individual experience into a brief description that typifies the essential, invariant structure (or essence) of the experiences of all the participants in the study. All participants experience it, hence it is invariant, and is a reduction to the essentials of the experience (Coliazi, 1978; Moustakas, 1994).

Licensure is the official recognition by a state governmental agency that an individual meets state-mandated requirements to teach and is approved to teach in that state (Recruiting New Teachers, 1998).

Midcareer is the middle of the participant's occupational or professional life. Depending on the context, it can mean a single figure based on an average adult's working years, or it can denote a specific span of years. In this study, midcareer is defined as the 10 year span between twenty and thirty years of active military service, corresponding roughly to between 27 and 50 years of age. During their first decade of service, most service members are completing their basic military education, professional schooling, and any on-the-job training necessary to enter an occupation or profession. At about 10 years of service and age 30, most will choose to remain in the military. By age 35 most will have determined the consequences of their career choices. Most forced retirements occur around or after twenty years of active service. Few service members are allowed to remain on active duty after 30 years of service or beyond 50 years of age. Age 50 is the maximum age at which a person could reasonably be expected to begin a new career and have at least 12-15 years of productive work before reaching the traditional
retirement ages of 62-70 (Social Security Administration, 2000).

Midcareer transition programs are the postbaccalaureate teacher licensure programs designed to prepare adults to become teachers during a midcareer transition (Lynch & McNerney, 1994).

Military Career Transition Programs (MCTPs) are structured programs specifically designed to assist retiring or transitioning veterans to become licensed as elementary or secondary schoolteachers. Multiple types exist. Unlike other alternative routes to teacher licensure, enrollment in military career transition programs often is restricted to active duty and retired military or to civilian employees of the government (Gantz, 1997).

Participant is the term used to describe a veteran from the study population who volunteers to participate in this research.

Phenomenological studies explore how multiple individuals experience the same phenomenon. The researcher first captures the lived experiences in interviews and then reduces the experiences to a central meaning or essence of the experience (Cresswell, 1998). The goal of the researcher is to reduce the textural (what) and the structural (how) meanings of the experience into a brief description that typifies the experiences of all participants (Moustakas, 1994).

The structure of a phenomenon is the recurring thoughts, judgement, imagination and recollection that identify the essences of the individual experience.

Structural descriptions describe how the study participants experienced the phenomenon and reflect all possible meanings, divergent perspectives, and varying themes of reference about the phenomena (Moustakas, 1994). The structural description provides a vivid account of the underlying dynamics of the experience and identifies the themes and qualities that account for how feelings and thoughts are aroused. Moustakas identifies five universal components of structural description: temporality, spatiality, materiality, relationships to self and to others, and bodily concerns.

Textural descriptions are accounts of participant's intuitive, prereflective perceptions of a phenomenon from every angle (Gall, Borg, & Gall, 1996).

Transition is the process of redirection aimed toward a complete transference of occupations and not merely improvement of existing skills or upgrading of credentials for the same line of work (Bridges, 1991).
Troops to Teachers is a Department of Defense program created by The National Defense Authorization Act (1993). The Troops to Teachers program is designed to encourage and assist veterans with experience in science, mathematics, special education, or vocational and technical subjects to become teachers. Participants agree to seek employment as science, mathematics or special education teachers in elementary or secondary schools. In return, Troops to Teachers provides veterans stipends to offset costs of becoming licensed to teach and offers placement assistance for newly certified and licensed veterans. Troops to Teachers participants must complete all requirements for teaching credentials within two years after leaving the military and accept full-time employment for four years in schools that receive federal grants under Title I of the Elementary and Secondary Education Act, 20 U.S.C. § 6301 (Gantz, 1997).

Traditional Routes to Teacher Licensure are undergraduate, five-year or master's degree programs that require participants to usually spend two to three years at the undergraduate level or one to two years at the graduate level to earn a baccalaureate or a graduate degree in education. These programs may offer some scholarships or evening classes for midcareer adults but otherwise make no changes in academic requirements or program design to accommodate adult learners.

Veterans are retired members of the Army, Navy, Air Force, Marine Corps, or Coast Guard between the ages of 38 and 50, with at least 18 years of active military service. The terms veteran, transitioning veteran, and study participant are used interchangeably throughout this dissertation.

Summary

Although 1.7 million graduates were awarded Baccalaureate Degrees in Education during the last two decades, less than one third of the traditionally trained graduates ever became teachers (Boe, Bobbett, Cook, & Barkanic, 1998). Low pay, unattractive teaching environments, and improved employment opportunities for women and minorities cause one half of all education graduates from traditional teacher education programs to work elsewhere (Haberman, 1992). Sixty percent of all new teachers leave the classroom during the first ten years (Croasman, Hampton & Herman, 1998). The aggregate effects of these trends, changing societal demands for better-trained educators, and increasing numbers of school-aged children, compound shortages of qualified mathematics, science,
and foreign language teachers and perpetuate the lack of educators certified to teach gifted and talented students or those with disabilities. Critical shortages of certified mathematics and science teachers exist in minority-majority urban inner city areas and in smaller rural districts (Forgione, 1998). To meet the universal need for qualified entry level teachers, many states have created alternative routes to teacher licensure to attract highly qualified, postbaccalaureate, military and government professionals who have changed careers because of military force reductions or the changing economy.

Education as a second career is attractive to many active duty military (Feistritzer, 1992a). The Department of Defense encourages veterans to enter teaching as a second career and provides stipends to offset the costs of teacher education. The military has become the largest single recruiter for second career teachers. However, not all retiring or separating military making an initial commitment to become teachers were successful in their transition to education. For every six successful graduates of midcareer teacher preparation programs, at least one other participant self-terminated before becoming licensed, became licensed but did not teach, or only taught for only one year (Gantz, 1997).

Reasons for this attrition are unclear. Researchers investigating veterans who become teachers have traditionally focused on comparing the group performance of these newly licensed veterans or on describing support for veterans who wish to become teachers (Feistritzer, 1992a; Feistritzer & Chester, 1996; Gantz, 1997; Parker, 1992).

The challenges of career transition lie in overcoming individual barriers to attaining a new occupational status, economic adaptation, and successful socialization into teaching. No study has examined the phenomenon of the individual transition experience into teaching and no research has investigated how individual transition experiences during midcareer change give meaning to persistence outcomes.

The purpose of this study is to discover new information that can be used to increase the number of veterans who become teachers. Unlike earlier research that focused on describing group outcomes of a midcareer occupational change, this study investigates the individual experience of career transition. By exploring and linking individual experiences to the behaviors shaped by those experiences, this study will add a new dimension to the research on military career transition. These new insights may assist
MCTP program administrators and counselors to understand better the individual experiences of veterans who did not become teachers and provide new knowledge necessary to develop and to implement more effective support systems for all veterans considering a midcareer transition into teaching. This study will also set the stage for future research by identifying participant experiences that may be related to persistence outcomes.
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The proliferation of alternative routes to teacher licensure and the widely publicized Department of Defense initiatives promoting teaching as a second career encourage many veterans to enter teacher preparation programs. Not all are successful. Some veterans self-terminate before completion: Others become licensed but never teach. The reasons for attrition are unclear because the experiences that give meaning to individual decisions not to teach before entering a classroom have neither been explored nor described.

Research describing career transition is disjointed because definitions of career vary. The traditional concept of career, i.e., the holding the same job or a sequence of jobs in the same type of work throughout life, has been broadened to encompass trends towards multiple careers during the working life of an individual (Crow, Levine & Nager, 1990). Bodgen and Biklen (1992) defined a career as "the various positions, stages, and ways of thinking people pass through in the course of their lives....Career is the expression of individual attributes where values, skills, interests, and self-perceptions are enacted in the work role" (p. 65). According to Taylor and Bogdan (1984), the term career also referred to the sequence of social positions people occupy throughout their lives and to the changing definitions of themselves and their world at various times in that sequence,"the interaction of individuals in a social context" (p. 143).

Other researchers distinguished between external and internal careers (Bailyn, 1989; Barley, 1989). These researchers defined the external or objective career as the unfolding sequence of jobs, work histories, social roles, and organizational patterns of work and identified the internal or subjective career as the individual experience of change including elements of meaning, values, expectations, perceptions of success, satisfaction, and competence. These findings supported Kegan (1982), who earlier identified distinct differences between changes related to the development of a career and changes leading to individual development during a career.

Bridges (1991) differentiated between the process of career change and the process of career transition. Career change refers to external events and actions while career
transition focuses on internal psychological and cognitive changes necessary to accommodate processes of reinforcement of a new career role. This study is designed to explore veterans' career transition experiences in an institutional context and to describe the experiences that lead to their decisions about a second career. The research focuses on examining the interactions between the participant and the institution because it is at the institutional level, i.e., the military career transition program and the public schools, that participants experience the anticipatory socialization related to transition from the military to teaching.

Two distinct bodies of research investigating career transition exist. A large body of theoretical literature discusses theories and conceptual implications of background, career goals, social environment, and internal and external influences on career transition. This literature varies widely in age and focus. In contrast, a smaller number of unpublished dissertations examine individual, midcareer transition experiences and outcomes. That research contains rich, insightful, in-depth, focused examinations of the transition experience and has more direct application to this study.

The remainder of this chapter is divided into eight topical discussions. Beginning with a review of theories of vocational development, the chapter describes recent research on career change and reviews studies describing midlife and midcareer job transition. This overview is followed by a description of the characteristics of the military as a first profession, discussions of teaching as a profession, and a review of the research on veterans' midcareer transition experiences. The chapter concludes with synopses of research on institutional effects on persistence outcomes, overviews of research on teacher attrition, and a summary of research on veterans who have become teachers.

Theories of Vocational Development and Career Change

Super (1957) was one of the first researchers to establish a connection between career development and self-development. He posited career development occurred in five stages: growth, exploration, establishment, maintenance, and decline. His career development model centers on an evolving self-concept in which the individual forms an identity based on opportunities presented by the environment. Super described his idea of self-concept in terms of structure, scope, harmony, flexibility, idiosyncrasy, andregnancy. Super definedregnancy as the level of investment in the former career and
posited understanding its effects is critical to any exploration of how individuals internalize the meanings of the transition experiences and visualize new career identities enacted in a particular occupational role.

Super (1953, 1957, 1990) focused on the meaning of career from sociological and role perspectives. He theorized that people differ in their abilities, interests, and personalities. These differences allowed each individual to be qualified for a number of different occupations. Each occupation had characteristic pattern of abilities, interests, and personality traits with tolerances wide enough to allow a variety of occupations to be suitable for each individual and for a variety of individuals to be suitable for each occupation. Vocational preferences and competencies, and the situations in which people live and work, change with time. Super (1990) described career development as an ongoing, continuous, and generally irreversible dynamic process of compromise and synthesis characterized by seven stages of coping behavior: drifting, floundering, trial, instrumentation, establishment, stagnation, and disengaging. Work satisfaction and life satisfaction depend upon the extent to which the individual finds acceptable outlets for abilities, interests, personality traits, and values during the change processes.

Holland (1973, 1992) hypothesized that interactions between individual and environment cause people to choose second careers that enable them to satisfy their most important social and psychological needs through their work. One explicit assumption underlying Holland's model was that individuals search for environments that will let them exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles. For Holland, career choice and adjustment are continuous processes greatly influenced by the individual's history, perspective, and motivation.

Later research reinforced Super (1953) and Holland's (1973) theories. Leibowitz and Lea (1985) found that acceptance of a new career involves not only matching the person to the new work, but also fitting the new work into the individual's readjusted lifetime career goals. Sargent and Schlossberg (1988) identified readiness for career transition was dependent on (a) willingness to change historic roles, relationships, routines, and assumptions; (b) the level of family and community support for the new career; and (c) conditions supporting the change process. Taylor-Carter and Cook (1995) reported that individuals experience cycles of career initiation, adaptation, reassessment, and
reconciliation. "[Those] who experience involuntary career change often value extrinsic rewards and are usually less open to the risks of a new career, while those who self-initiate career change often view their new careers as vehicles for self-expression and growth. When self-appraisal tells self-initiators the intrinsic rewards of a job no longer satisfy, they seek new opportunities" (p. 76). Salomone (1996) suggested each occupation reflects a characteristic pattern of interests, abilities, and personality traits but vocational preferences, individual competencies, and the situations in which people live and work change over time. Salomone (1996) also reported that career and life satisfactions depend upon finding adequate outlets for new interests, abilities, values, and needs resulting from changes in interests and self-concept.

Other researchers identified multiple external factors that affected the internalization of career transition decisions. Hall (1976) found the individual's socioeconomic status, education level, amount of peer influence, and levels of family support exerted major influences on attitudes and values affecting the second-career transition process. Latack and Dozier (1986) identified (a) individual characteristics, (b) support environment, and (c) the acceptance of the transition process as the three influences most related to career transition decisions. Latack and Dozier (1986) also reported other career change influences that include financial resources, amount of social support for career change, and family adaptability to the new career. These findings supported Cramer and Keitel's (1984) findings that family ability to adapt to new lifestyles and roles as a result of involuntary job loss was a major factor in career transition decisions.

Circumstances of job loss, how the dismissal was handled, and how the individual internalizes grief and anger resulting from job loss and unemployment influence the internal process of career transition. Latack and Dozier (1986) reported that emotional dynamics of job loss are similar to the stages of the grieving process and individuals differ in lengths of time necessary to overcome these negative emotional reactions. Only after moving beyond shock, anger, and depression can individuals direct their energy towards new employment. Emotional acceptance of involuntary job loss is a requisite for change. Latack and Dozier (1986) reported, "Finding new work within a relatively short time is important to avoid downward spirals of career withdrawal that occur when people lose motivation and self esteem and the capacity for goal setting is needed to reestablish
psychological success" (p. 384). Mallinkrodt and Fretz (1988) also verified that financial concerns and social support influenced the length of unemployment. Eby and Bunch (1995) later reported that the need to avoid long-term negative financial impact, the need for emotional acceptance of the loss of the former job, the desire to avoid prolonged unemployment, and the amount of peer support for the new work continue to influence career transition decisions.

Levinson's (1978) adult development model frequently is cited in research on midcareer transition. Levinson found career transitions that occur at midlife, i.e., between the ages of 30 and 45, are opportunities for individualism and a time when age, morality, gender, and relationships become more integrated. Midlife career transitions often require modification of idealized concepts about work and self-identity that were established as a young adult. Previous illusions about self and career must be revised as changing life structures and self-concepts are reassessed and accepted. Levinson divided an individual's life into four alternating periods of stability and transition: childhood and adolescence, early adulthood, middle adulthood, and late adulthood. He described three perspectives that precede career decisions at each of these life stages: (a) sociocultural perspectives that focus on life contexts and generational values, (b) a self aspect that considers the changing psychological and biological self, and (c) need for participation in a world that is focused on external roles and tasks that surround work and family.

Later research expanded Levinson's (1978) findings. Trice and Moreland (1989) reported reinforcement and socialization activities are necessary to reinforce the midlife transition process and to provide glimpses of the new self in the new career. Smirnova (1993) found career transition periods characteristically included periods of exploration to confirm or refute career interests: Favorable reinforcement and socialization experiences during this exploration are the primary influences on second career decisions. Catsouphes (1998) reported a successful midcareer transition must include time for the individual to assimilate information about the new working environment, time to adapt to new values and to different professional practices, and time to experience a readjustment of long-held self-images.

Socialization is the process of exposing individuals to the values, norms, and required behaviors that permit an adult to participate as a member of an organization or to leave...
one work setting and successfully move to another (Van Maanen, 1976). Anticipatory socialization is the theoretical construct most linked to preparation for transitions in status or roles. Merton (1957) described anticipatory socialization as "the acquisition of values and orientation found in groups in which one is not yet engaged, but is likely to enter. It serves to prepare the individual for future status. An explicit, deliberate, and often formal part of this process is education...[but] much of the preparation is implicit, unwitting, and informal" (pp. 384-385). Rostow (1973) further defined socialization as the "process in which a person becomes receptive to the attitudes and values of a given group before becoming a member" (p. 32). Rostow clarified the concept of role expectations when he stated "the critical socialization factor is the level of personal identification with the role" (p. 35).

Osherson's (1980) study of individuals who made radical career changes from established professions (business managers, lawyers, engineers, college faculty) to second careers in the arts, noted that successful career changes often require addressing unresolved issues about one's idealized self. Osherson reported the ideal self is expressed through marriage and initial career choices, but these initial choices often contain the seeds of later dissatisfaction because initial career decisions are often rigid, exclusive of other options, and based on limited information. He suggested the self could be ambivalently held hostage because of resentment about being involuntarily forced into a career. Attempting to resolve this ambivalence through a dialectic process contributes to midlife crises and uncertainty about career change. This situation begins with examination of life experiences and perceptions of self-erosion. Negative evaluations are coupled with a growing awareness of work and family situations. The second step is the reconstitution of self. Reconstitution is a process that oscillates between rigidly holding on to past definitions of self and then suddenly abandoning self-concepts that are threatened by new life experiences. Osherson (1980) reported the oscillation between defending and letting go is a natural part of a grieving process during which individuals attempt to reestablish assumptions about oneself and integrate ambivalence. Bridges (1991) also noted every transition experience must begin with a separation from the past. Bridges stated, "successful beginnings require time and reinforcement for new understandings, values, attitudes, and identities" (p. 135).
Other research investigating midcareer change contained detailed descriptions of the career transition experience. Vitalis's (1987) phenomenological inquiry into experiences of completing a midcareer transition focused on individuals who made significant changes in career direction. Using the participants as coresearchers, she developed a fundamental description of the transition sequence by identifying six common themes in each lived transition experience. Vitalis found preliminary conditions for change stemmed from earlier career choices that no longer seemed authentic to the individual. She described a continuum of internal dialogue that began with dissatisfaction and then moved toward taking corrective action. The active change process was characterized by becoming more open to advantages of chance opportunities not seen at earlier times. Vitalis noted individuals often made small incremental changes throughout the transition process and that these small changes later became significant in the larger search for a second career. The decision making and risk taking elements within the transition resulted from "increasingly coherent self-talk in which the individual develops a sense of having nothing to lose" (p. 89) by staying in the present situation, even though it is unattractive and does not reflect who they are and who they wish to become. Like Osherson (1980), Vitalis (1987) described the experience of letting go the enmeshed family values that prompted earlier decision-making. In addition, Vitalis identified outside-of-self assistance as the fifth theme in managing risks of career change. Participants seek assistance, guidance, and counseling through friends, peers, and structured career planning courses. Commitment to self is Vitalis's final organizing theme, reflecting the process of individuation as career changers reacted to their own values.

Vitalis (1987) also noticed a changing awareness of time during career transition. In periods of ambiguity, individuals did not feel time was a critical factor. As personal commitment grew, their sense of time shifted to one of urgency and action. Vitalis noted differences in the way this urgency was experienced. Her coresearchers experienced a "closing of doors" (p. 90) as time constraints precluded exploring other career options. Others felt a sense of renewal as they moved toward their goal. Vitalis's experiences of time are similar to Osherson's (1980) descriptions of foreclosed resolutions.

Miesel's (1991) phenomenological exploration of voluntary career change combined external factors and internal perspectives by examining attitudes, relationships, roles,
values, identity, and behavior during career transition. He found that the difficulty of the transition experience depended on (a) the career changer's self esteem, (b) the amount of support from others, and (c) personal meanings taken from significant life events. He identified three broad phases of change during the transition experience: (a) motivation and decision making, (b) exploration and education, and (c) establishment of the new career. Motivation for voluntary change ranged from seeking personal growth to pursuing better economic opportunity. Miesel (1991) found self-expression through work was central to transition and that value clarification was continuous during the experiences of change. Other factors included significant events that occurred at different times during the transition. Some of these significant events served as catalysts for action, while others confirmed personal values. Miesel's (1991) findings confirmed Levinson's (1978) notion of the significance of marker events during the career change process.

Miesel (1991) described an adjustment period in which internal pressures foster self-confrontation and emergence of the new work identity. New social expectations and personal values define this identity. The adjustment period includes feelings of confusion and doubt balanced by development of an intuitive understanding that life would somehow realign. Miesel (1991) found affective differences occurred during the sequential process of career change. In the reeducation phase, changers thought exclusively about what needed to be done to enter the new career rather than anticipate the new career identity. Feelings experienced during retraining were affected by past experiences, level of formal education, use of time, levels of self-confidence, and personal values. Levels of family support were linked to the level of satisfaction with the career change. Miesel's (1991) descriptions of family influences on self-discovery and transformation are similar to Osherson's (1980) study of radical midlife career change. Miesel (1991) and Osherson (1980) support Levinson's (1978) earlier findings that the initial career is often a response to external influences while the second career is more likely to reflect the individual's internal standards and values.

Catsouphes's (1998) comprehensive qualitative study of five men and five women explored the internal transition experiences of midlife, midcareer professionals who were in turmoil about the meaning of work. Participants in his study were between 40 and 50 years of age, had family responsibilities, and had not experienced disruptions to their
external careers such as job loss or career change. Catsouphes explored the internal psychological and cognitive changes in the individual's relationship to career roles, rather than individual reactions to external changes in career or job. He found individuals contemplating career change experienced a change in their attitude about the centrality of work. Success and job satisfactions were no longer limited to work but were increasingly viewed in the overall context of life roles. While work remained an important source of meaning, identity, and satisfaction, with age work became less central to the overall quality of life experience. Individuals managed the transition between the centrality of work and family responsibilities by establishing and managing psychological boundaries that differentiated between these roles.

Catsouphes's (1998) participants reported that developing, using, and retaining skills became the focus of career stability as they aged. Reframing the work identity based on skills rather than a place in the organizational hierarchy became important. Catsouphes reported the benefits of changing jobs were replaced with a desire for different roles within the same job. Most participants had concerns about financial and job security that impacted their overall philosophy of career management. Catsouphes also reported that family and financial responsibilities resulted in less flexibility to consider work alternatives.

Catsouphes (1998) identified a need for those in mid-career transition to be involved in meaningful activity and a concurrent need to adjust expectations about what could actually be accomplished. He reported some individuals adjusted the pace at which they expected to realize their goals, rather than relinquish the goals themselves. His participants reported that an increased awareness of aging and passing of time intensified the challenge of managing expectations. Catsouphes found that perceptions of time and age either reinforce the value of a person's current work or cause the identification of options that are a preamble for change.

*The Military as a First Profession*

Research shows that individual history filters the transition experience, that biography is a predictor of persistence, and that personal experiences and attitudes are related to success or failure of attempted transitions into a new career (Chapman & Hutchenson, 1982; Haberman, 1996). Institutions play an important role in the socialization of their
members and the military is a profession concerned with socializing its members in a manner that brings little change to the institution (Huntington, 1957). This section discusses the literature describing military socialization and suggests how military experience shapes individual beliefs, attitudes, and behaviors and may influence the veteran’s decision about teaching as a second career.

Gabriel and Savage (1978) described the difference between a profession and an occupation as the belief that members of a profession perform a service that is recognized as more important to society than other work. Professions are defined more narrowly and are isolated from other human activity more than most occupations (Huntington, 1957). No profession mirrors all of the characteristics of the host society, and each profession has distinguishing characteristics that set it apart from other professions and from the occupations. Over long periods of time, people working in a profession tend to develop behaviors and thoughts reflecting the beliefs and practices of that group. The modern military is a professional body and the responsibilities and relationships within that profession give service members a unique perspective of the world, cause them to rationalize their behavior and roles in society, and often make transition to civilian work difficult (Fernandez, 1993; Huntington, 1957).

Given the special nature of the military’s mission, the range of habits and values acceptable in civilian society historically have not been tolerated within the military because they are held to be detrimental to the effectiveness of the military profession. Gard (1971) described the rationale for institutionalizing these differences:

Vital to combat operations and therefore a necessary part of traditional military professionalism is a set of values that are, to some extent, contrary to those held by liberal civilian society. Military organization is hierarchical, not egalitarian, and is oriented to the group rather than the individual; it stresses discipline and obedience, not freedom of expression; it depends on confidence, accountability, and trust, not caveat emptor. It requires immediate decision and prompt action, not prolonged analysis and extensive debate; it relies on training, simplification, and predictable behavior, not education, sophistication, and empiricism. (p. 699)

Instrumental conditioning is the basis for attitude formation in the military (Lott & Lott, 1968). The armed forces substitute idiosyncratic and individualistic behaviors with rule-based perspectives with clearly defined roles and lines of authority. Individuals in the military are not trained to be reflective, but are conditioned to perform specific tasks...
with prescribed results under defined conditions. O'Neal, Anderson, and Freeman (1986) stated, "Individuals are trained for collective goals rather than for individual achievement" (p. 978). The military concept of education and training, i.e., performing specified tasks, under proscribed conditions and standards, is well entrenched and often difficult to change in veterans (Novak & Knowles, 1992).

For the individual, life in the all-volunteer military is a dual existence. Active duty military must live within the military culture as well as within the larger American society. Durkheim (1951) described the pervasiveness of military culture:

The military as an occupational group is omnipresent, ubiquitous and its control extends to all parts of life. The organizational influence on individuals is not intermittent but is always present in the constant, collaborative performances of duty. Military culture and climate follow individuals wherever they go. It envelops them, describes their duties, supports their needs, punishes their transgressions. For many, military life is the whole of life. It gives life's actions a setting, eliminates social isolation and provides a sense of purpose. (p. 379)

Because certain individual behaviors and values are adjudged antithetical to military effectiveness and are believed to weaken the foundations of the military profession, each service establishes and fosters the internalization of values and practices considered ideal by that branch of the armed forces. This transformation involves conditioning to levels of common responses to discrete stimuli. Whenever a new concept is learned, attitudes toward that concept are acquired (Fishbein & Ajzen, 1975). Giddens (1971) defined these interactions between individual and institution as a "mechanical solidarity" (p. 76) characterized by the existence of a strongly formed set of sentiments and beliefs shared by all members of the community, with little differentiation between the individual and the military culture as a whole. Mechanical solidarity within the military is achieved by providing clearly delineated, common experiences designed to bring individuals closer to the values of the institution (Moskos & Wood, 1988). Johnson (1996) amplified the military concept of stimulus-response:

The first objective of military professional development is to increase the individual's qualifications and competence in performing current and near future duties in their current rank or grade. Activities that support professional development range from formal training to informal feedback from superiors. The experiences gained from the performance of daily activities are a major part of the reinforcement process. Concurrently, the military prepares service members for future challenges by selecting the best qualified for attendance at military and civilian schools and by providing multiple other opportunities for education and training opportunities.
throughout their career. Annual performance appraisals identify the quality of a
service member's performance and indicate how individual performance compares to
the overall performance of peers. Performance appraisals, over time, provide a long
term, cumulative record documenting the individual's professional attributes,
demonstrated competence and potential for retention, further schooling and
promotion. (Pp. 3-4)

Individual performance appraisals are the most influential and pervasive instruments
used to reinforce and maintain military values. Performance appraisals focus on
demonstrated competencies. These periodic evaluations provide a long-term record of
performance and potential based on performance. Performance reports provide
meaningful feedback to the individual and describe how he or she is meeting or not
meeting expectations. Performance appraisals are the vetting instruments used by
promotion and retention boards and other personnel managers to identify the best
qualified and best performing service members (Witt, 2000). Individuals who are
consistently rated above their peers are most likely to be retained and promoted;
individuals with evaluations that are not as high are at risk of being neither promoted nor
retained in the service. As a service member becomes more senior, promotion and
retention become more competitive and the effects of variance reduction more evident.
Relatively few individuals are selected for the higher grades or ranks: Those chosen as
the military elite exhibit remarkably similar biographic and demographic characteristics,
professional outlooks, and social network linkages (Pinch, 1985).

Huntington (1957) stated, "A profession is more narrowly defined, more socially
isolated, and more intensely pursued, than are occupations. Individuals who are rewarded
for professional behaviors over a long period of time develop distinctive and persistent
habits and attitudes" (p. 61). Researchers have identified some major differences among
the values, opinions, and perspectives of the military elite and their equivalents in civilian

1. Veterans who recently became teachers were found to be overwhelmingly in favor
of higher academic standards for students and for stricter graduation requirements.
These veterans are also considerably more in favor of requiring students to pass
standardized, national examinations for promotion from grade to grade than are teachers
who are not veterans (Feistritzer, Hill, & Willett, 1998).
2. Feistritzer, Hill and Willett (1998) reported that while 70% of all teachers agreed that schools should adjust to the needs, interests, and learning styles of individual students rather than expecting students to meet the norms of the school, only 56% of the veterans who became teachers agreed with that statement.

3. Nearly six out of ten (57%) veterans who recently became teachers, compared with fewer than half (46%) of all other teachers, agreed with the statement, "Socioeconomic background does not prevent students from performing at the highest level of achievement" (Feistritzer et al., 1998).

4. Feaver and Kohn (1999) reported that over the past 25 years, 64% of the military elite has largely abandoned political neutrality and has become partisan members of the Republican Party by a margin of 8 to 1 over Democrats. Affiliation with the Republican Party was at the expense the Democratic Party and Independents. These researchers reported the military is the most solidly Republican professional group in American society. In contrast, teachers and teachers unions overwhelmingly support and lobby for the Democratic Party, comprise the majority of delegates at the Democratic National Conventions and, as members of the National Education Association (NEA) and the American Federation of Teachers (AFT), are the largest contributors to the Democratic Party (Berube, 1988). This political gap mirrors an ideological divide. Feaver and Kohn (1999) reported military leaders are far more likely to identify themselves as having traditional, conservative values than their civilian counterparts (66% to 38%).

5. Feaver and Kohn (1999) found military leaders and their civilian counterparts each harbor strong negative stereotypes about the other beneath a surface expression of respect and confidence. Stokes (1984) identified this mutual distrust as a lingering aftermath of the Vietnam War and the antiwar and antimilitary movements of that era. Erosion of public support for the military as an institution and media portrayal of the military in southeast Asia continue to influence military attitudes about civilian society. The most documented antimilitary bias occurs in the public school systems. In 1999, more than 600 schools denied access to military recruiters from at least three of the armed services. Collectively, the military reported over 19,000 instances of teachers or school administrators refusing military recruiters access into their schools (Hutchinson, 2000; Klimp & Parks, 2000).
Structural differences among the branches of service may influence the outcome of a veteran's midcareer transition. The Army, Navy, and Marine Corps are structured around an enlisted combat force commanded and led in combat by their officer corps. In contrast, the Air Force does not commit large numbers of enlisted combat forces but does require a large support force of officer and enlisted specialists. Stokes (1984) reported that when a service or a service component becomes characterized as a force composed of "minimum fighters and maximum technicians" (p. 10) the members of that organization tend to identify more with their specialty field than with the service's warfighting mission.

Differences in attitudes about career and work exist in each service and among the branches of each service. Two models of the military organization, the institutional, i.e., members who are intrinsically motivated, and the occupational, i.e., members who are extrinsically motivated, describe these differences and their impact upon the organization.

Service members who view the military as an institution and their work as a calling acknowledge the profession's mandate for divergence from civilian society as legitimate because of a need for professional values, norms, and purposes that transcend individual self-interests in favor of a higher good. These intrinsically motivated service members tend to view their military experience over an extended time, placing more emphasis on career satisfaction than on job satisfaction. This group often consists of generalists whose professional and social interactions within the military are widespread. Careers are value-oriented, broad-based, and long-term. The intrinsically motivated tend to participate heavily in the military subculture, work long hours at uniquely military tasks, ignore civilian opportunities before mandatory retirement, and not seek assignments in any particular geographic area. Intrinsically oriented service members usually pursue advanced civilian education only as a prerequisite for promotion. Typically, their spouses do not have careers. Research indicates that an intrinsic orientation is most common in those elements of the armed forces that are most structurally isolated and among those service members who perform tasks that are incongruent with skills used by civilian society (Margiotta, 1978). The frequency of intrinsic motivation is highest in service members who serve more than 20 years on active duty (Pinch, 1985).

Service members who view the military as an occupation have an extrinsic perspective about work (Stokes, 1984). Extrinsically oriented individuals place primary importance
on their specialized job function, which they could perform just as well in civilian life, and on the job satisfaction associated with work in that specialty. Advanced civilian education in their specialty is important. The extrinsically motivated place importance on similarities between military and civilian work and often seek to generate or enhance alternative opportunities for employment outside the military. When the cost of staying in the military is too high, opportunities outside the military reinforce career transition decisions. For the extrinsically motivated, career decisions tend to follow the economic model of maximum payoff among alternatives (Margiotta, 1978).

Intrinsically and extrinsically motivated individuals differ in their approaches to defining acceptable performance. The traditional assumption is that intrinsic motivation fosters greater organizational commitment and better performance than does the extrinsic approach. Service members who are intrinsically motivated tend to define tasks, specify the manner in which tasks are to be carried out, and identify the required results. Service members who are extrinsically motivated tend to define task boundaries and to identify standards that signify adequate performance (Stokes, 1984).

Moskos (1971a, 1971b, 1977) offered a microsocial model of military careerism that parallels the intrinsic–extrinsic motivation models. Moskos contended that the structural transformation of the All-Volunteer Force into combat and support forces is based primarily on skill differentiation and that differentiation is reflected at the individual level of institutional and occupational orientations. Institutional orientations are characterized by traditional commitments and attachments related to patriotism, duty, honor, etc., which define military service as a "calling." Occupational orientations are based on commitments and attachments to civilian marketplace principles, and military service is considered to be a "job." In the armed forces of the United States and Canada, a predominant institutional orientation is correlated positively with age, rank, and proximity to the operational combatant role. Occupational orientation is related negatively to age and rank, and positively related to support roles, occupational specialties, positive attitudes about women's roles in society, and skill-related motives for joining the military (Pinch, 1985). Pinch also reported differences in orientation, attitude, and structural segmentation affect the degree to which veterans are able to orient themselves in the civilian employment sector. An occupational orientation suggests
congruence with civilian organizations, while an institutional orientation suggests incongruence with such work. Institutional orientations are likely to interfere with social adaptation in most mainline employment organizations and impede entry into the civilian workforce.

The military is a bureaucratic profession and a bureaucratic organization. Within the military, a hierarchy of rank distinguishes levels of responsibility; within the organization, a hierarchy of office distinguishes duties. In all bureaucracies, authority derives from office; in the military, eligibility for office derives from rank (Huntington, 1957). The military, like civilian organizations, is segmented along managerial and non-managerial lines, has management structures that are differentiated vertically and horizontally, and has good jobs and bad jobs (Cotton & Pinch, 1984; Moskos, 1973). Vertically, the military is separated into officers and enlisted, each with their own ideal career paths. The distinct roles into which each group is socialized, through training, career development, and employment lead to differences in formal qualifications, in perceptions of individual ability, in the amount of contact with the civilian community, and in perceptions of opportunities for work in the civilian labor market (Pinch & Hamel, 1977). Pinch (1985) perceived congruence with civilian sector employment and civilian social requirements to be different for officers and enlisted.

Moskos's (1973) research on horizontal segmentation reported the military is simultaneously converging with, and diverging from, the civilian workforce according to the functional specialization of the individual service member Moskos identified civilian trends within the clerical, technical, and administrative areas of the military, while divergent trends were found within operational forces with the mission of ground combat. This conceptualization is similar to the organization described by Hauser (1973) and Bradford and Brown (1973) who depicted a two-force structure, composed of a socially isolated, traditional military combatant core and a civilianized, more socially integrated support periphery.

Research Investigating Career Transition from the Military

Durkheim (1951) identified three factors related to a veteran's career transition. First, there is a need to submit to new authority. "Man cannot become attached to higher aims and submit to a rule if he sees nothing above him to which he belongs" (p. 389). Next,
there is the power of group consciousness. "Association itself is an active factor productive of effects. When the consciousness becomes grouped, perceptions are altered" (p. 310). Finally, the transition from military to civilian society invariably upsets the veteran's social and professional equilibrium. Durkheim describes this concept:

> No moral idea exits which does not include, in varying proportions, egotism, altruism and certain anomy. Individuals have distinct personalities that they must be prepared to surrender if the community requires it. Individuals are sensitive to the concept of change. Successful change only occurs when these three characteristics blend in. But if one of them exceeds a certain strength, to the detriment of others, it becomes suicidogeneic. (p. 321)

Pugh (1981) examined relationships between the veteran's military job and the veteran's occupation after leaving the service. He found that officer retirees seek to enter civilian careers that mirror their former military occupations, while enlisted retirees were less likely to seek parallel second careers in the civilian sector. He also affirmed previous findings that previous grade or rank and the type of job held in the military tend to be associated with management and professional second-career occupations. Applying Holland's (1966, 1973) theory of vocational consistency, Pugh (1981) determined that military retirees whose military occupations were consistent with their second-career jobs were more likely to have focused job searches and longer second career employment than veterans whose military occupations were inconsistent with their second career jobs.

Pugh (1981) reported labor market conditions were a major contributing factor to veteran unemployment, underemployment, and ill-suited employment. He found many veterans purchase homes near the military installation at which they last served and most have children in local schools. The majority of the veterans' spouses are employed. These family considerations, combined with uncertainties about leaving the present home and relocating in a different area, cause many retirees to abandon their search for an ideal second career and accept the best job available in the local area.

Pinch (1985) reported the local labor market as a critical factor when large numbers of ex-military choose to live in the same geographical area. He found a veteran's initial choice of a retirement location had very little to do with perceived opportunity for second career employment; neither was it based on capitalizing on opportunities for maximum use of past military experience. Pinch identified the most popular retirement locations as those with economic bases characterized by a large number of service industries, as
opposed to "heavy industries" (p. 10). In most retirement locations the military is a significant contributor to the local economy and is well integrated into the community at institutional and social levels. Veterans want the social amenities, medical care, and overall quality of life that they experienced while in the military to be generally available. Retirement locations usually are chosen because they are familiar settings, with existing linkages between the military and institutions that support the military. Newmam's (1995) study reported veterans who cherish connections to a specific city or geographic area find this attitude a significant obstacle to idealized second career employment.

Pinch (1985) identified five characteristics that influence a veteran's midcareer transition experience: The type of military experience during the five-year period immediately before transition, the strength of the veteran's attachment to the military, the motivation to transfer military-acquired skills and status to civilian work, and labor market conditions. Pinch reported military rank or grade, education, and job qualifications most influence successful career transition. He also found the effects of attachment to military life are reversed when civilian work is convergent with military occupations and heightened when it is combined with divergent work. Unless military experience is congruent with civilian employment demands, strong motivation for employment either serves to impede, or has no effect on the hiring outcome.

Using anticipatory socialization, adult socialization, and role discontinuity as the theoretical bases of his research, Wolpert (1989) explored the transition planning activities of retiring Air Force veterans. He examined 360 veterans' preparation to leave the service, their formal and informal planning for second career employment, and the participants' background variables of military rank, civilian education and military occupation. He also described the participant's overall satisfaction with the military career, their reasons for leaving military service, and their geographical considerations for later employment. Wolpert (1989) attempted to determine if differences in preretirement planning would lead to differences in job and life satisfaction in veterans' second careers. He identified five common planning characteristics of transitioning veterans:

1. Spousal satisfaction is important. Veterans' discussions with their spouse were consistently identified as the most frequently occurring and the most helpful of
preseparation planning activities. Wolpert's research supported Moskos and Wood's (1988) finding that males, especially officers, generally put the military over the family in the early part of their career. Over time, emphasis shifts toward the family. For the majority of service members the decline in career involvement is most evident with the approach of retirement eligibility. This decline is caused in part by a realistic assessment of one's post retirement employment opportunities, children's education needs and the spouse's employment status.

2. Planning for family financial arrangements after separation from the military was the second greatest concern and the second most frequent planning activity.

3. A decision about where the family would live after the veteran retired or separated was the third most important preseparation concern and planning activity.

4. Decisions about the veteran's second career are made in the context of earlier decisions about the needs of the veteran's family and the retirement location. Wolpert reported the nature and job content of the second career were of lesser consideration than family and finances.

5. Veterans who started their job search late in their transition process did not have second career job expectations met as well as expected and received lower salaries than veterans who planned early for their retirement.

Wolpert (1989) reported that over half (65%) of the respondents to his questionnaire worked in the same location after retirement, while the remainder (35%) relocated more than 500 miles from the retirement locale. There was a fairly even distribution between those who lived in a large city or the suburbs of a large city. Only 7% moved to a rural area. He does not indicate the reasons for relocation, so it is unknown if the move was job related. Wolpert (1989) found that veterans with more civilian education took longer in the job search but had a higher level of second career job satisfaction. He hypothesized military retirees with advanced degrees had more job options, took longer to commit but were able to find what appeared to be the most ideal job. Wolpert (1989) also reported no direct effect of income level on job satisfaction, confirming Herzberg's (1966) theory that salary and other extrinsic job factors do not directly affect job satisfaction.

Wolpert (1989) suggested that the degree to which transition from the military to a civilian occupation becomes a problem rests in how well individual equilibrium has been...
maintained during the military career and how well the veteran has prepared for a transition into civilian life. He found altruism is the primary and egotism is the secondary personality factor necessary for adaptation to military life and suggests successful adaptation to civilian life may require a reversal in importance of these personality traits as well as adaptation to the higher degree of anomy found in the civilian world.

When veterans leave the military there are marked changes in social and professional roles. Wolpert's (1989) findings are supported by Biddle and Lasley's (1991) study of beginning teachers. Both studies identified the key element in role adjustment is the stress created by change in position, change in required behaviors, or interactions between the two. The issue of role discontinuity is critical to the transition experience. Wolpert (1989) identified a loss in job status for officer and enlisted personnel after leaving the military. His research supported McNeil and Griffen's (1965) findings that veterans often accept lower levels of responsibility, leadership, and management in civilian employment and Pugh's (1985) report that veterans, for financial and emotional reasons, often must find immediate work in civilian environments that may not appreciate the military experience.

The Institutional Influence on Career Transition

Institutions play an important role in the socialization of new teachers and the body of theoretical research identifying institutional factors affecting teacher attrition is well established. When veterans enter the new social and professional environments of public education, they encounter covert and overt influences designed to help them adapt to the rules and practices of the profession (Goodman, 1985a, 1985b). Veterans filter these new influences through perspectives developed in previous social and professional settings. Research indicates that the strength and tenacity of these previous experiences mediates the effects of the socializing experience and gives meaning to the outcome of the transition experience (Novak & Knowles, 1992).

Researchers have examined institutional persistence from multiple perspectives including drop out, withdrawal, attrition, retention, and persistence. This overview focuses on prominent (Astin, 1975; Bean, 1980; Tinto 1993) empirical research of persistence in educational environments and examines more recent research that tests or extends these theories (Allan & Nora, 1995; Cabrerra, Castaneda, Nora, & Hengstler, 1992; Chapman and Greene, 1986; Terenzini & Pascarella, 1980).
Tinto (1993) hypothesized departure decisions are related to the match of individual decisions and commitment to the institution's social system. Tinto's persistence variables include motivation, academic ability, institutional social and academic characteristics, and the closeness of fit between the institution and the student. Tinto (1993) suggested individual dispositions, the character of the institutional experience, and the external forces that influence enrollment behavior are common themes in multidimensional interactions between the individual and the institution. Although Tinto's model was institutional in focus and emphasized academic, social and commitment variables, it did not explain how the institution influences these variables.

Astin's (1975) findings supported Tinto's predictors of commitment as a persistence indicator. For Astin, higher outcome goals, i.e., earning a master's degree, resulted in greater persistence. Astin also noted that when enrollment declines, institutions often lower admission standards. Less selective access leads to less personal involvement in the education process and in the socializing effects it is designed to produce.

Interactions between the student and the institution framed other persistence research. Bean (1980) identified organizational determinants as the primary institutional influences of satisfaction and retention. The higher the level of satisfaction with institutional environments and processes, the greater the commitment to the institution and the lower the likelihood of attrition. Bean (1986) later suggested persistence behaviors reflect individual beliefs shaped by outcome attitudes. Bean's variables included commitment to persist, peer attitudes about the institution, and the degree of family approval about the outcome of the experience. Like Tinto, Bean's model focused on predicting attrition and did not attempt to explain how institutions reinforce persistence.

Other researchers tested Tinto (1987) and Bean's (1986) theoretical models. Cabrerra, Castaneda, Nora and Hengstler (1992) found relationships between Tinto and Bean's models by confirming the positive effect of goal commitment and affirming the impact of forces external to the institution on attrition. Terenzini and Pascarella (1980) found persistence was not a reflection of the type of student enrolled, but is a reflection of the institutional policies, programs, or conditions. Banning (1978, 1991) and Gertner (1991) identified how outcome behaviors are related to interactions between the individual and the institutional environment.
Stage (1989) suggested theories of persistence might be inconsistent when applied to subgroups of students or to groups in nontraditional environments. For students who participated less than full time, integrative variables were less important than student background variables in predicting attrition (Bean, 1986; Pascarella, Dubay, & Iverson, 1985). Chartrand (1992) reported the level of social support from family and peers, career related academic variables, i.e., quality of instruction, perceived value of learning, and the goodness of fit between subject matter and personal attitudes and beliefs are the most critical predictors of persistence for nontraditional students. Naretto's (1995) findings supported Chartrand. He found (a) the level of social support to be a key variable in predicting attrition in nontraditional students, and (b) the degree of social integration into the institution to be the most important factor in predicting persistence. Persisters in Naretto's (1995) study indicated that family, peers, and the institution equally supported them, while nonpersisters indicated that the external community provided more support than the institution. Dworkin (1996) added academic skills, prior schooling, and the level of career intent to the list of factors that most influence retention of beginning teachers.

Background and life experiences influence willingness to participate in activities. Each can be used to predict persistence, but not to explain success (Adler, 1984; Haberman, 1996; Parjares, 1992). The most effective interactions between background, life experience, and the institution occur when social institutions provide a mutually accepted set of expectations, values, and experiences as a framework in which integration, interaction, transformation, and common purpose are facilitated (Bellah, Madsen, Sullivan, Swidler, & Tipton, 1991). The culture, climate, process, and demographics of the transition program and its interactions with the public school system collectively impact on the filtering of the change process through veteran's experiences and personal values. There is a strong relationship between the individual's assessment of the quality and utility of the preparation program and the likelihood of the veteran remaining in education (Page, Page, & Million, 1983).

Transition Program Design

Darling-Hammond (1990) differentiated between the alternate route programs that lead to graduate degrees in education and midcareer entry into teaching and alternative certification programs with less pedagogical and subject matter coursework and a
truncated practicum. She found the more selective alternative route programs produce better results because they attract better academically qualified students and produce teachers who stay in the classroom longer. Program demographics and academic offerings differentially affect persistence. White males, women less than forty years old, and students who do not earn a master's degree during the certification process have higher attrition from teacher preparation programs and exit the profession earlier than their peers (Adams & Dial, 1993; Marso & Pigge, 1995). One interpretation of this finding suggested midcareer programs that provide more professional levels of training reduce anxiety associated with beginning a new career and foster a greater commitment to teaching (Croasmun, Hampton & Herman, 1998). The closer the preservice training is to the actual teaching experience, the greater the new teachers' confidence and effectiveness (Fenstermacher, 1990). The more effective midcareer transition programs are designed around a coherent, integrated curriculum that emphasizes practical and immediate classroom applications rather than emphasizing the underlying theory (Bliss, 1990; Stoddard, 1993). When this practitioner approach is reinforced with intensive practicum supervision, the result is higher student satisfaction and improved retention (Darling-Hammond, 1990).

Attitudes about the value of educational coursework required to become a teacher vary. Veterans who become teachers consistently identify that subject-area coursework is the most valuable academic experience in the preparation process and general education courses are the least valuable (Feistritzer, Hill, & Willett, 1998; Kaplan, 1994).

Research on the relationship of the student teaching experience to a persistence outcome is multifaceted. Guyton, Fox, and Sisk (1991) found a strong relationship between student evaluations of the student teaching experience and subsequent decisions about becoming a teacher. Hoy and Reese (1977) reported the student teaching experience exerted "a powerful and homogenizing influence" (p. 25) on preservice teachers. Other researchers reported student teaching experiences play little part in altering the course set by earlier anticipatory socialization processes (Lortie, 1975; Tabachnick & Zeichner, 1984). Griffin (1987) was more insightful when he suggested; "The preservice teacher's evaluation of the student teaching experience is only related to the warmth of the personal relationship between the student teacher and the
cooperating teacher” (p. 271).

Research on Teaching as a Second Career

Successful transitions into teaching begin with the individual's strong images of self as a teacher: images derived from positive experiences as learners (Calderhead & Robinson 1991; Kagan, 1992). Individuals infer from their own experiences as students and seek confirmation of their beliefs and values about education (Haberman, 1992). For growth to occur, these initial self-images about teaching and learning must be clearly defined. Without a strong initial image of self as teacher, the individual flounders. These images do not always mirror reality. Kagan (1992) reaffirmed the central role of preexisting images, beliefs and prior experiences in filtering the professional development experience. She identified becoming a teacher depends on the individual having reached a point in life where dysfunctional beliefs can be acknowledged and altered. McLaughlin (1990) disagreed. She found practicing teachers’ concepts of successful teaching remained almost universally consistent with prior beliefs and self-images of teachers and pupils.

Veterans who are teaching may reflect this contradiction more than any other group. Veterans have distinctly different attitudes about educational policy and practice. More than any other group of educators, teachers who are veterans support national standards, favor use of standardized tests, encourage adoption of a national curriculum, oppose the practice of social promotion and do not support flexible standards for measuring student achievement (Feistritzer, Hill & Willett, 1998). Individuals with these perspectives about teaching and learning often have the most difficulty accepting current educational philosophy and practice (Knowles, 1990). Novak and Knowles (1992) cautioned, “[such] people may insidiously represent an apparently well qualified group while focusing on perspectives that are not only outdated but represent inappropriate pedagogy” (p. 34).

Individual perspectives, embedded in the veteran’s background and life experiences, may not only be inappropriate in the classroom, but may become inhibiting factors that reduce the probability of the individual becoming a teacher. Haberman (1992) warned, “A carefully thought out selection process for choosing beginning teachers is critical. Education courses are not so powerful that they can change the biased and bigoted possessing good social skills and high GPAs into superior teachers of poor students”
Although individuals with nonconforming perspectives may become certified and licensed, they often fail to become teachers because of conflicting attitudes and beliefs that were inadequately addressed during their training (Knowles & Sudzina, 1991). Haberman (1992) added, "Star teachers and failures have different commitments, view different roles for themselves as teachers, and assign different roles for schools. Without [acceptance of] the common ideological mortar, the certification and licensing process is ineffective" (p. 27).

Other researchers reported moving from familiar work, i.e., the old job, to unfamiliar work, i.e., the classroom, is more difficult for individuals with high levels of extrinsic motivation, for those who feel uncomfortable or unprepared in the classroom, for those who lack family support, and for those who do not strongly identify with their new role as a teacher (Chapman & Hutchenson, 1982). Transition is even more difficult for individuals with multiple options to teaching as a second career and for those whose work experience has long separated them from exposure to youth the age of their students (Novak & Knowles, 1992; Schlecty & Vance, 1983). These findings supported Holland's (1973) theory that individuals move toward work environments consistent with their personal orientations and leave incompatible occupations for work more consistent with their personality traits.

Researchers have described multiple factors that influence decisions to enter and to leave teaching. Weaver (1983) found the individual's marketability is the foremost influence upon teacher recruitment and attrition. He noted that individuals with more marketable talents are less likely to be attracted to teaching and more likely to leave teaching for more lucrative employment outside the profession. Later research identified multiple factors to include personal characteristics, initial commitment to teaching, ideas of career satisfaction, quality of the first employment location, and the external employment climate as influences most associated with teacher entry and attrition (Chapman, 1984; Chapman & Green, 1986). Although occupational stereotypes often change with direct experience, Chapman and Hutchenson (1982) found individuals who enter and remain in teaching are consistently more oriented toward the interpersonal rewards resulting from the approval and recognition of supervisors, family, friends, and other teachers regardless of the cause of their career change.
Murname, Singer, and Willet (1989) reported teachers with higher National Teacher Examination (NTE) scores were less likely to complete teacher preparation programs and more likely to leave teaching earlier. They identified higher attrition rates for individuals with subject specialties valued by business and industry, i.e., chemistry, physics, biology, computer science, than for those with lesser-valued subject specialties, i.e., social science and history. These researchers found white teachers were more likely to abandon teaching as a second career than minority teachers and that secondary teachers with marketable skills left teaching more frequently than did elementary teachers. Jacobson (1988) reported similar relationships between gender, marketability, race, subject specialty, grade assignment, and NTE scores.

Marso and Pigge's (1996b) longitudinal study compared the characteristics of 551 persisting and nonpersisting teacher candidates through teacher preparation and the early years of classroom teaching. Subjects were classified by four degrees of persistence (a) not certified as teachers (21%), (b) certified but not teaching (28%), (c) part-time teachers (22%), and (d) full-time teachers (29%). The subject's gender, teaching level, initial extent of assurance about teaching, and the time at which they decided to become teachers were found to be related to persistence outcomes during transition. Conversely, persistence outcome was not found to be associated with academic ability or individual perceptions of effectiveness as a future teacher. The presence or absence of teachers in the subject's immediate family was not related to success in the transition from student to teacher.

Marso and Pigge (1995) reported that gender is related to transition outcome. Although males and females were equally represented in their sample, males were more likely not to teach and less likely to be part-time teachers. The research suggested male candidates were not as committed to teaching or males may be able to enter other occupational fields if full time teaching positions were not readily available. Marso and Pigge (1996a) reported that subjects with elementary school majors were more successful in making the transition into education. Although proportions of elementary and secondary majors not completing certification were about equal in their study, almost twice as many secondary majors (38%) as elementary majors (20%) were not teaching and fewer of the secondary majors were part time teachers. The researchers posit that
secondary majors may have been less committed to teaching and, if full-time teaching jobs were not readily available, secondary education majors found other occupational options.

Marso and Pigge (1995) also predicted that candidates who were the most certain about their decision to become teachers at the beginning of their teacher preparation were the most successful in making the transition to full or part-time teachers. Almost twice as many of the candidates who were very certain, as compared to those who were uncertain, became teachers. The assurance of becoming a teacher and the time of the decision to become a teacher are related. Almost two out of three candidates in Marso and Pigge's (1996a) study who were uncertain about their decision to teach before beginning their teacher preparation program were not teaching seven years later. These findings led the researchers to conclude that teacher recruitment efforts that focus on undecided candidates are more likely to produce fewer students who persist through teacher preparation and the early teaching years.

Marso and Pigge (1995) found marital status was related more strongly to attrition from teaching than any other variable on which data are available. Bloland and Selby (1980) earlier reported the degree of spousal support and the strength of the relationship with the spouse are major determinates of entry and departure from teaching. Kirby and Grissmer (1993) expanded the concept of spousal support to include the total family and found decisions to pursue, accept, and keep a teaching job depend on life cycle factors directly related to family status or to change in status. Low salaries often were cited as a major family-related factor in departure decisions (Bloland & Selby, 1980; Croasmun, Hampton, & Hermann, 1998; Marso & Pigge, 1995). Overall, teachers earn less than other workers with the same amount of education and experience, ranking below every other occupation of recent college graduates (Fineman-Nemser, 1996). But low pay is not the only salary-related factor. Although salary information is usually available before beginning preservice training, misunderstandings about credit for military experience often cause veterans to assume falsely they will enter the profession above the basic salary level (M. L. Rodriguez, personal communication, June 17, 1998). Relative salary may be more important than low salary. Within a single labor market, there are margins of difference in teachers' salaries based on the wealth and spending choices of contiguous

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
districts. These variations contribute to a surplus of teachers in some areas and shortages in others. Beginning teachers who live in, or can relocate to, relatively better paying districts stay in teaching longer (Fineman-Nemser, 1996). For veterans who cherish connections to a specific city or geographic area, a self-imposed lack of mobility may become a significant deterrent to becoming a teacher (Newman, 1995).

Deciding to Teach: Profession or Occupation?

Moskos (1977) defined a profession in terms of values and norms that transcend individual self-interests in favor of presumed higher good. Members of a profession see themselves following a calling, being apart from the rest of society, and functioning in a culture with unique rules. Ullman (1990) described professionals as being motivated by internal and intrinsic rewards and compensated largely "in kind" (p. 3). In contrast, the marketplace legitimizes occupations. Supply and demand is paramount. Members of an occupation see themselves as sharing a set of skills designed to achieve certain identifiable ends. Occupationalists have some say in working conditions, usually through unions, and identify their relative values in terms of skill in specialty. Occupationalists are motivated by extrinsic rewards and tangible stimuli, i.e., money, comfort, personal power and prestige (Ullman, 1990). The concepts of institutionalism and occupationalism are not mutually exclusive. The literature suggests education is a mixture of both and identifies characteristics that attract individuals from each category to become teachers.

Hochgertel (1987) investigated factors shaping the vocational identity of undergraduates who wished to teach. She reported a desire to work with young people ranked first among the major motivations and the majority of her subjects identified themselves as internally motivated to teach. Parents, family members, and former teachers were found to exert the strongest influences on the decision to teach. Over one half of her subjects had been advised by others not to enter the teaching profession. Labor markets and teacher shortages had no influence on the teaching decision; only a "small percentage of her sample was affected by the lack of job opportunities or by predictions of a teacher shortage" (p. 144). Hochgertel reported the decision to teach did not remain firm through the vocational identity stages. All of her subjects reported contemplating various career options before arriving at a final career decision.
The reasons individuals interested in alternative routes to certification give for wanting to become teachers differ from the reasons undergraduates and current teachers give for choosing to teach or to remain a teacher. Feistritzer (1992b) identified, "Nearly seven out of ten (69%) interested in alternative routes to certification stated 'value or significance to society' as one of the three main reasons they wanted to teach. In contrast, only 32% of the public school teachers surveyed in 1990 cited this reason for entering teaching" (p. 22). Feistritzer further reported nearly one third of all who inquire about alternative certification view teaching as "an opportunity for a lifetime of self-growth" (p. 22). Only 16% of the public school teachers surveyed in 1990 agreed with this statement. Nearly one third (31%) of all public schoolteachers surveyed in 1990 identify long summer vacation as their reason for teaching: Thirty-two percent identified job security as the major attraction. Feistritzer (1992b) stated, "Only eight percent of [all] alternate route teachers listed long summer vacations and only six percent [of all alternative route teachers] cited job security when asked their main reasons for becoming a teacher" (p. 22). Feistritzer, Hill and Willett (1998) reported, "Job security is more important to current teachers [cited by 16% as an original reason for teaching and 28% as a reason for staying] than it is for entering veterans [cited by 11% as a reason for entering or remaining]" (p. 13).

Feistritzer, Hill, and Willet (1998) identified a desire to work with young people as the main reason veterans enter teaching. Sixty percent of Troops to Teachers candidates and 72% of all teachers cited a desire to work with young people as one of the main reasons they entered or remained in teaching. Feistritzer et al. (1998) found the next most frequently cited reason veterans become teachers is a belief in the value and significance of education in our society. Fifty-four percent of all veterans who became teachers identify with this influence compared to 41% of all other teachers. Interest in the subject matter field was the third most frequent reason to become teachers (29% of the veterans and 38% of all teachers). Long summer vacations and opportunities to spend time with family were also major influences; 20% and 18% respectively of veterans cited these incentives to teach. Less than two percent were attracted to teaching because of salary (Feistritzer, et al. 1998).
The reasons veterans continue to teach reflect the mix of professionalism and occupationalism in education. Feistritzer, Hill, and Willett (1998) found veterans remain in the classroom because of a continuing desire to work with young people (60%), beliefs in the value of education to society (54%), interest in the subject field (28%), opportunity for long summer vacations (20%), opportunity to spend more time with families (18%), opportunity for a lifetime of self-growth (14%), and the autonomy of the working environment (12%).

Studies of Veterans Who Have Become Teachers

Jenne (1995) examined life histories of four second-career teachers with military experience. His case studies explored how concepts of career, institution, and personal biography were used to make connections between the perspectives and attractions of the study participants to education as a second career. A second part of his investigation examined his participant's attitudes about traditional pedagogical practices in social science classrooms.

Jenne (1995) reported that veterans who were teachers had developed similar perspectives about learning, teaching, and knowledge prior to entering preservice teacher training programs. Life histories and military career experiences shaped these perspectives. Internalized educational perspectives were well-entrenched and resistant to change. The constancy of these attitudes about teaching and learning were formed during the participant's military experience and were related to previous teaching and educational experiences. Veterans' prior attitudes towards nonreflective behaviors and previous beliefs that utilitarian learning should be accomplished with technical efficiency often were strengthened during the apprenticeship periods of teacher training. Jenne's (1995) participants felt teacher training should be connected to real life, should include hands-on activities similar to on-the-job training, should be based on a life skills approach, and should be transferable to any job. These perspectives, when carried into teacher education programs, caused Jenne's veterans to feel their education-related coursework had little connection to what they would eventually be doing in the classroom.

Jenne (1995) reported a major impact of prior military experience is the development of common perspectives regarding socialization into institutions and a strong attraction to
institutions such as schools. He theorized, "These perspectives lead me to suggest that many second career teachers in this study were not attracted to careers in teaching, but were attracted to the institution of schooling. If veterans entering teaching have an institutional attraction rather than a career attraction, they may not become teachers but will seek other employment in the profession" (p. 223).

Jenne (1995) documented veterans use the socializing strategies that were successful in the military. Each of his participants looked for work that closely matched preconceived second career objectives. Career search decisions included dropping out of teacher preparation programs if they could not find a specific position in a specific school working with a particular group of students. Jenne (1995) reported his participant's socialization strategies also tended to maintain the pedagogical status quo in the schools. He lamented:

The tendency of the participants in this study to maintain their well-entrenched, static perspectives does not speak well to the needs of an institution in which the desire for reform, change and growth is constantly noted (The Holmes Group, 1986). The results of this study suggest that second career teachers whose primary career experiences have been in the military will have a conserving influence on schools. They are unlikely to become pedagogical change agents (p. 239).

White (1997) described the first year teaching experiences of eight veterans who were participating in the Troops to Teachers program. Seven of her study participants were hired on provisional certificates; one held a Postgraduate Professional license. These veterans began teaching in a community that resented the school board's decision to hire uncertified veterans from outside the community. Little factual information about veteran's transition programs into education was provided by the school division's centralized administration. Critics believed the veterans were receiving pay from the military for teaching. Lack of factual information created resentment and criticism of the veterans' performance in the classroom. The veterans took this criticism as a personal affront. When the school board failed to justify the hiring decision, the veterans had to defend themselves against criticism from inside and outside the school district. White does not discuss how the school board's decision to hire veterans differed from decisions to hire other teachers with provisional certificates nor does she identify how many other noncertified teachers were currently teaching in that school district.
Money issues differentiated White's (1997) veterans first year teaching experiences from that of other first year teachers. She reported many in the community misunderstood and resented the incentives provided the school division by Troops to Teachers. Some felt the monies were too strong an incentive to hire unqualified teachers. Others resented the reality that the veterans received two paychecks, one from the military and one from the school board. The retirement check from the military was not the issue. Because the responsibility to train the new teachers was given to the more experienced teachers in the school, many of these older teachers felt the veterans without credentials should not be entitled to the same teaching salaries as other beginning teachers with credentials.

White (1997) reported congruence between the veterans' choice to teach as a second career and their previous work. All had attended college with the intent to become teachers. Seven of White's study participants had been instructors in the military. Each had enjoyed the teaching experience and wanted to repeat the experiences in a second career. None of the veterans adjusted easily to the culture of the school system. For those who retained a strong identity with the military, the school cultures and the military cultures clashed. Each veteran reported a reduction in professional status because of the entry-level positions. Each realized they had little control or authority over students.

Working with students who were not held accountable for the consequences of their actions was the greatest adjustment challenge identified by the veterans in White's (1997) study. The veterans found it difficult to accept the absence of consequence for student misbehavior and could not understand the lack of corrective action by school administrators to deter repeat offenses. Since the veterans wanted to succeed as teachers, "each had to adjust their expectations of student behavior and learning to the student's maturity level" (p. 156).

Summary

The stimulus for career transition may either voluntary or involuntary. Voluntary career transitions result from a desire to seek new opportunities for self-expression and personal growth. Voluntary career changers characteristically immediately seek new opportunities for work. Involuntary career changers must first overcome anger and grief associated with job loss before accepting the need to seek new work (Latack & Dozier, 1986; Sargent & Schlossberg, 1988; Taylor-Carter, & Cook, 1995).
People differ in abilities, interests, personalities, and career goals. A successful career transition requires an acceptable fit between life goals and self-image (Super, 1990, 1993). The acceptance of a new professional identity is not a linear process. It requires adequate time for the individual to assimilate new information, to form images of self in a new professional role, to experience new professional practices and values, and to assess the quality and utility of the transition experience (Smirnova, 1993). Any career transition is a dynamic continuum of coping behaviors which include drifting, floundering, trial, stagnation, and disengagement (Catsoughes, 1998; Super, 1990).

Individual history filters the transition experience. Biography is a predictor of persistence. Individual experiences and attitudes influence the outcomes of the career transition (Haberman, 1996). Military service shapes individual beliefs about teaching and learning. Veterans preparing to become teachers seek to confirm their own experience as students and the validity of their beliefs about teaching and learning (Kagan, 1992). Midcareer transition is a time of oscillation between rigidly holding on to past definitions of self and suddenly letting go to embrace the revised self-concepts required by the new work identity. The outcome of the socialization experience is related to the match between the beliefs of the individual and the practices of the new institution (Bean, 1980; Chartrand, 1992; Tinto, 1993). In an effort to reduce this turbulence, more officer than enlisted veterans seek congruence between their military occupation and work in their second career (Oshershon, 1980; Pinch, 1985).

Marketability and local labor market conditions are major influences in career transition decisions. Multiple employment options make the choice of a second career even more challenging for individuals who are extrinsically motivated (Hall, 1976; Novak & Knowles, 1992; Schlecty & Vance, 1983; Super, 1953, 1957, 1991, 1993; Taylor-Carter & Cook, 1995, Weaver, 1983).

Marital status is related more strongly to teacher attrition than any variable on which data are available and family considerations are the major influences in veterans' career transition decisions (Croasmun, Hampton, & Hermann, 1998). Family considerations include level of spousal and family support, the family financial status, and family acceptance that the veteran may have to relocate the family to find work (Marso & Pigge, 1995; Wolpert, 1989).
CHAPTER III

METHODOLOGY

Introduction

What were the lived experiences of veterans who enrolled in midcareer transition programs designed to prepare them to become teachers? How did these experiences give meaning to their decision not to teach? To gain new insights about the individual experience during a veteran's attempted midcareer transition into education, this study (a) uses participant accounts to document transition experiences of veterans who, after participating in a midcareer transition program that prepared them for licensure, did not become teachers; (b) creates, from individual accounts of the transition experience, textural and structural descriptions that give meaning to the participants' decisions not to become teachers; (c) integrates the multiple textural and structural descriptions into a single, composite, account that captures the essence of the transition experience for the group as a whole; and (d) concludes with discussions that inform policy makers, researchers, and counselors of problematic moments that gave meaning to the veteran's decision not to teach.

The study is a descriptive phenomenological inquiry that explores experiences of veterans who enrolled in a military transition program designed to prepare them for entry into public education as a second career. The research was designed to gather new insights into the phenomena of a midcareer transition into teaching. By focusing on individual experiences rather than group outcomes, this study adds a new dimension to the existing body of knowledge about veterans' midcareer transition into education.

This chapter describes the philosophical framework of the study and the application of phenomenological methods of inquiry. It identifies the methods of selecting and contacting participants, outlines techniques of data collection and analysis, and discusses evaluating the phenomenological accuracy of the study. The chapter concludes with a concept for the integrated display of the structural and the textural descriptions of the participants' experiences and the approach to presenting informed recommendations for policy.
The Theoretical Constructs of Phenomenological Research

Phenomenology focuses on describing and exploring individual experience. Husserl's (1931, 1970) philosophical underpinnings distinguish phenomenological studies from other traditions of qualitative research and Husserlian philosophy shapes the phenomenologist's approach to data collection, data reduction, data analysis, and data display. To know and understand what someone else has experienced, and to grasp the meanings inherent in that experience, requires a focus on consciousness and subjective reality. Husserl (1931, 1970) postulated our only access to physical reality is through our subjective experiences. Human science research makes no distinction between subject and object: Both are so intertwined as to be inseparable.

Phenomenological inquiry attempts to understand social phenomena from the participant's perspective. Phenomenologists believe every conscious act is intentional and demands a certain object. Intent exists before choice. Intentionality is always directed toward something and is the operational process that eventually moves us towards the meanings and structures of a phenomenon. Heidegger (1977) believed all conscious acts have meaning for the experiencing person.

The process of career transition at midlife begins with recognition of the need to redirect ones thoughts from current work to the challenge of finding a second career (Super, 1957). The phenomenological concept of intentionality provides the mechanism to examine and to make explicit this object of individual consciousness. By focusing on participants' recollections of their transition experiences, their meanings, and eventual outcomes, I hoped to identify the essence of the transition experience and to discover how individual transition experiences gave meaning to personal decisions not to become a teacher.

Husserl (1931, 1970) and Heidegger (1977) stated for human experience to be understood it must be framed in the context of the individual's world. Who a person is in their perceived world influences their worldview, which in turn influences individual decisions about their lives. Heidegger posited, "We see things in our own way and give meaning to what we see and feel" (p. 85). To grasp fully the meaning of the individual experience of career change, the researcher must first understand the lived events, perceptions, and behaviors surrounding the experience in the context of the participant's
immediate perceptual field (Keene, 1975).

No researcher can examine the world of the living without self-involvement. As I
attempted to glean the essences of the participants' attempts at midlife career change, our
thoughts, feelings, and actions were the same at some level of the experience. Even
though individual experiences are unique, each was equally real and valid. By using my
own midcareer transition experience as a basis for comparison with others' experiences, I
was able to identify different manifestations of the experience. Creation of the textural
and structural descriptions of each transition experience, the knowledge gained from
conducting multiple interviews and documenting individual transition experiences, and
the extensive literature review all aided in creating a comprehensive, accurate description
of the transition experience for the group as a whole.

**Phenomenological Research Design**

Phenomenologists generally agree the following five processes are characteristic of
any phenomenological investigation (Colaizzi, 1978; Dukes, 1984; Giorgi, 1994;
Moustakas, 1994):

1. The concept of *epoche* is central. The researcher must first set aside all prior
knowledge, preconceived notions, and personal experience to understand others
experience through the voice of the informants.

2. The researcher writes nondirective, open-ended questions designed to
explore the meaning of the individual experience (Spradley, 1980). The researcher then
asks individuals to recount their lived experiences in their own language. The individual
experience, described in the framework of the participant, is central to the investigation.

3. The researcher collects interview data from individuals who have experienced
the phenomena under investigation. Typically, this information is collected through long,
semistructured interviews with informants ranging in number from 5 to 25 (Polkinghorne,
1989).

4. The techniques of phenomenological data analysis have been generally similar
for all phenomenologists who discuss their methodologies. A researcher first brackets
preconceived ideas about the phenomena. The remaining language is reduced to
statements of meaning called *horizons*. Each horizon adds something important to the
experience. Individual horizons are then grouped into clusters of themes. The themes are
then analyzed and integrated to a composite description of the transition experience (Cresswell, 1998).

5. Many phenomenological studies end with the creation of a combined structural and textural account derived from the individual descriptions of the transition experiences of all participants. This synthesis describes the essential invariant structure, i.e., the essence of the group experience. A combined textural–structural account provides the reader a single unifying meaning of the experience and demonstrates comprehensive meanings of the group experience as a whole (Moustakas, 1994).

Phenomenologists agree on the expected outcomes of their research. Miles and Huberman (1994) describe the traditional processes and outcomes of phenomenological analysis:

Phenomenologists search for essences that may not transcend individuals or lend themselves to multiple compelling interpretations. Phenomenologists work with interview transcripts, but they are careful, often dubious, about condensing this material. They do not use coding but assume that through continued readings of the source material and through vigilance over presuppositions, the researcher can reach the "Lebensveld" of the informant, capturing the essence of the account of what is constant in a person's life. This approach leads to a "practical understanding" of meanings and actions. (pp. 8-9)

Procedural Overview

The starting point for this study was the identification and initial contact of veterans who, after enrolling in a midcareer transition program designed to prepare them to become teachers, did not teach. Participants were selected from veterans with those characteristics who volunteered to participate in the study. Individual interviews were the primary data collection method. A single researcher conducted and analyzed all interviews (Bogdan & Biklen, 1992).

The techniques of capturing the participants’ transition experiences and the methods used to strip away nonessential layers of meaning from descriptions are central to the investigation. Seidman’s (1998) multiple-interview model was the framework for constructing and conducting the in-depth interviews needed to explore the failed transition experience. Open-ended introductory questions allowed participants to recount their transition experiences in their own language. The participant’s own words and phrases cued requests for additional information. The cued questions (a) captured
additional sensations, perceptions, and ideations of each transition experience; and (b) 
explored individual experience in the context of other individual experiences without 
introducing new themes to the interview (Gall, Borg, & Gall, 1996; Watson, & 
Welch-Ross, 2001).

After each interview was transcribed and member checked (Gall, Borg & Gall, 1996), 
Moustakas's (1994) modification of the van Kamm (1966) model of phenomenological 
data reduction was used to identify, analyze, and display the essence of the transition 
experience. Moustakas's model emphasizes bracketing the researcher's preconceptions 
about the phenomenon, incorporates techniques to identify and record significant 
statements about the participant's lived experience, and describes the development of 
universal structures that capture experiences based on what participants experienced and 
how they experienced it. Seidman's approach to data collection and Moustakas's concept 
of data reduction and analysis are discussed in detail later in the chapter.

Selecting Study Participants

Maxwell (1996) suggested small samples, systematically selected for typicality and 
relative homogeneity, increase confidence that study conclusions will adequately 
represent the average individual throughout the range of the population. This study does 
not test hypotheses and does not require sampling strategies that allow generalization of 
the findings to a broader population. The intent is to present each subjects' transition 
experiences in sufficient detail and depth so those who read this study can connect to the 
participant and understand the very personal transition experiences that gave meaning to 
individual outcome decisions.

The subject population consisted of all midcareer veterans who (a) enrolled in a 
Military Career Transition Program (MCTP) at a southeastern university, (b) completed 
the Masters Degree in Education offered by that program during the last five years, and 
(c) did not become teachers in a public school system. All in the subject pool who 
volunteered and were accessible to the researcher were selected as study participants.

To protect the identities of all veterans in the subject population, the Director, MCTP, 
generated and mailed an initial letter requesting support for this study (Appendix A). 
Veterans who volunteered to participate in the study returned a sealed, franked postcard 
to the Director (Appendix B). The returned postcards were given to the researcher who
then contacted each volunteer, discussed the study, and scheduled a time and place for the first interview. Each participant received a letter of introduction from the researcher (Appendix C) and a Participant Support Agreement (Appendix D). The Participant Support Agreement was explained, signed, and collected by the researcher at the beginning of the first interview.

The Interview

Descriptions of human behavior become more meaningful and better understood when placed in the context of the narrators' lives and the lives of those about them. Without this context, there is little possibility of fully exploring the meaning of the experience (Patton, 1989). Mishler (1986) cautioned that researchers who propose to explore topics by scheduling only a single interview with someone they have never met tread on thin contextual ice. Multiple in-depth interviews capture the compelling evocation of participants' transition experiences and amplify the connections between reader and participant.

Seidman (1998) suggested multiple interviews would allow the researcher and the participant adequate time to plumb lived experiences and to place these experiences in the proper context in participants' lives. Because I wanted adequate time to collect as many of the rich textural descriptions and as much of the thick data as participants were willing to provide, Seidman's taxa was used to design the interviews in this study.

Each interview was semistructured and topic-guided to maintain the focus of the narrative (Moustakas, 1996; Seidman, 1998). Six open-ended questions encouraged the participant to recount transition experiences in a natural style.

1. Could you describe what attracted you to the MCTP?
2. Why did you want to become a teacher?
3. What do you remember most about your experiences in the MCTP?
4. Would you describe the moment you decided not to become a teacher?
5. What did participating in the MCTP do for you?
6. Using only five words, how would you describe your career transition?

Some participants' descriptions of the transition experience offered opportunity for questions intended to amplify ambiguous words or phrases in the narrative. Moustakas (1994) described this concept:
The phenomenological interview involves an informal and interactive process using open-ended comments and questions. Often these dialogues begin with social conversation intended to create a comfortable, trusting atmosphere. Although the researcher may, in advance, develop a series of questions aimed at evoking a comprehensive account of the person’s experience of the phenomenon, these may not be used if the participant shares the full story of his or her experience. (p. 114)

Four additional questions were prepared for this eventuality.

1. Which of the people connected to the MCTP do you remember the most?
2. How did the experience affect the significant others in your life?
3. What feelings were generated by the experience?
4. Can you think of anything else that is significant about your transition?

Data collection and data analyses were concurrent and ongoing (Glesne & Peskin, 1992). To avoid introduction of external influences during participant dialogues and to eliminate any potential for new ideas that may cause reassessment of the transition experience, additional questions needed to explore topics not included in participants descriptions were withheld until after the participant approved the original descriptions of his transition experience.

Each interview was divided into two parts. The initial discussion in the first interview answered participant’s questions about the study and explained the Participation Support Agreement. The second part of the interview focused on the participant’s entry decision. The first two open-ended questions asked the veteran to describe the events that led to his participation in the MCTP. Cued questions amplified the influence of life history, family, and military background. The first interview was intended to capture descriptions of constitutive events in family, school, and work experiences that placed the decision to participate in the MCTP in the context of the veteran’s life.

The next interview explored the MCTP experience. The initial part of that interview was a member check of the first interview transcript. An open-ended question then asked the participant to describe his MCTP experience. Cued questions explored the veteran’s perceptions of instructors, subject matter, methods of instruction, student teaching experiences and the PRAXIS. Stories of the MCTP experience were encouraged as mechanisms to elicit details necessary to identify the background on which attitudes and opinions are based.
The final discussion began with a member check of the transcript of the second interview. An open-ended question asked participants to reflect on the meaning of their transition experience. Cued questions explored intellectual and emotional disconnects between the participant's experiences and expectations. Making sense of the experience required the participant to examine how factors in their lives interacted to cause the outcome decision. Participants' attitudes and opinions about education as a second career emerged, as did the factors in their lives that affected their present life and work.

Although I did not focus on the participant's decision to abandon education as a second career until late in the interview sequence, transforming previously remembered experiences into written language and synthesizing the essences of each experience was a meaning-making process (Seidman, 1998). As participants reconstructed the remembered experience, they selected their language to describe their experience and chose the beginning and the end of the account. By first focusing on the what, i.e., concrete textural details in participant narratives, I gained insights that defined the how, i.e., the intellectual and emotional structural connections between experience and outcome.

Data Analysis

Evidence from phenomenological research is derived from first-person accounts of life experiences. Derived evidence is valid when the knowledge sought is arrived at through descriptions that make possible an understanding of the meanings and essence of the experience. Data analysis and data reduction is concurrent and continuous. I used Moustakas' (1994) modification of the van Kaam (1966) method of phenomenological data analysis and reduction to extract the collective essence from descriptions in the transcribed narratives. This approach captured the participant's unique transition experience and identified the meanings and themes of the experience. Invariant constituents and core themes were extracted and used to create textural–structural descriptions of the individual transition experience. Analytic emphasis shifted from the individual to the group during the final analysis when individual descriptions were combined into a composite textural–structural description of the group experience.

Step 1: The Epoche. The first step in the data reduction process was to set aside all preconceived opinions about career transition, knowledge of past research, anecdotal judgements, and personal experience during the MCTP. The researcher consciously
attempted to remain completely open, receptive, and naive while reading the participants’ descriptions of their experience. The *epoche* is Moustakas’s (1994) term for attending to the phenomenon with as little preconception and bias as possible.

**Step 2: Identifying and Weighing Constituents by Phenomenological Reflection.**

Phenomenological reflection is the process of transforming sense impressions into essences. It uses two concomitant processes: (a) identifying the key phrases in the interview, and (b) assigning these key phrases relative value. The researcher read, then reread, each transcribed account of the transition experience to identify key words, phrases, and descriptions that appeared relevant to the phenomenon. Each identified expression was listed and initially assigned a weight equal to all other statements extracted from that interview. Moustakas (1994) called this equalization process *horizontalization*, and the extracted words and phrases *constituents*.

**Step 3: Data Reduction and Elimination.** To determine the *Invariant Constituents* of the experience the researcher tested each constituent for two characteristics: (a) did the expression contain a moment of the experience that was a necessary and sufficient constituent for understanding it, and (b) was it possible to abstract and label this expression? Expressions not meeting these two criteria are eliminated. Overlapping, repetitive, and vague expressions were eliminated or presented in more exact descriptive terms. The remaining constituents, i.e., the ones that appeared over and over with meanings that did not vary from context to context, became the *invariant constituents* of the experience.

**Step 4: Description of the Individual Experience.** After the meanings and themes had been identified and clustered into meaning units, descriptions of individual transition experiences were drafted. Each participant was then asked to validate the accuracy of the derived description of his transition experience.

**Step 5: Identifying and Clustering the Invariant Constituents.** The analyst then identified the common meanings and themes embedded in the individual accounts. These became the invariant constituents of the group experience. When these invariant constituents were clustered into thematic groupings, they became the *core themes* of the collective transition experience. Reviewing the complete transcript of each participant’s experience to determine if the statements were explicit or implied in every description.
validated the invariant constituents and associated core themes. If they were neither explicit nor universal, they were not relevant to the experience and were eliminated.

Step 6: Creating Textural–Structural Descriptions. The invariant constituents and the core themes became the basis for creating a textural–structural analysis of the group experience. The textural description is a multidimensional account of the intuitive, prereflective perceptions of the transition experience from every possible angle. It describes what was experienced. The structural description is an account of the regularities of thought, judgement, imagination and recollection that underlie the phenomenon and give meaning to it (Gall, Borg & Gall, 1996). It describes how the phenomenon was experienced. Both exhaustive descriptions explored all possible meanings of descriptive language, looked for divergent perspectives based on the researcher’s experience, and presented interpretations of multiple manifestations of the phenomenon.

Step 7: Creating the Composite Textual–Structural Description. As a final step, the textural–structural analysis was distilled into a single, intuitive, integrated, description of the collective transition experience.

Phenomenological research design assumes the search for descriptions of the participant's feelings, beliefs, intentions, prior behaviors, and overall effects of the transition experience does not need to be reduced to specific questions about the actual data the researcher expects to collect. Instead, collected data was treated as flexible evidence about the transition experience, and imaginative variation was used to test and develop the nature and essence of the transition phenomena (Maxwell, 1996).

*Phenomenological Accuracy*

Phenomenologists disagree on methods of validation and many do not appear to place substantial emphasis on the need to assess the accuracy of their investigations beyond their own perspectives as the researcher (Cresswell, 1998). Dukes (1984) stated phenomenological accuracy is verified when a reader recognizes the logic of the experience and relates it to his or her personal experience. Giorgi (1985) believed the best judge of the accuracy of any phenomenological description is an expert in the phenomenological method. Moustakas (1994) verified the accuracy of his analysis by reflecting on his own experiences and then testing his understanding of the phenomena in dialogues with other persons. For Polkinghorne (1989), accuracy in phenomenological
studies is the reader and researcher's belief that structural and textural descriptions are grounded and supported. He asked, "Does the general structural description provide an accurate portrait of the common features and structural connections that are manifest in the examples collected"? (p. 57). Polkinghorne identified four criteria to determine if the data analysis and analytical templates produced accurate, valid, and reliable descriptions of the subject's phenomenological experience:

1. Did the interviewer appear to influence the subject's descriptions in such a way that the interviews did not truly reflect the subject's actual experience?
2. Is the interview transcript accurate and complete? Does it fully convey the meaning of the transition experience?
3. Are more conclusions possible than those included in the analysis of the transcriptions? Has the researcher incorporated these alternatives?
4. Is it possible to go from the composite textural-structural description back to the individual transcripts of the experience and account for the specific contents and connections in the original descriptions of the phenomenon? (p. 208)

The open-ended, multiple-interview approach enhanced the creditability of interview data. Recording and transcribing the interview preserved the actual recalled description of the phenomenon. Interviewing participants multiple times over the course of 4-12 weeks accounted for idiocentric days and allowed a check for internal consistency within the narratives. If the material in each interview was internally consistent with the preceding interview(s) and if similarities existed in the syntax of each interview, the reader can reasonably assume the participant accurately described the transition experience and what is recalled was true at the time it was said. Interviewing multiple participants allowed the researcher to connect and to analyze the experiences while validating the comments of one participant against the experiences of other participants.

Member Checking

Accurately describing the essential meaning of an experience is the purpose of any phenomenological method, but researcher preconceptions may bias results (Colaizzi, 1978, Giorgi, 1985). Standard phenomenological methods include a procedure to reduce this threat. The participant is asked to confirm the accuracy and completeness of each interview transcript and the accuracy of the derived description of his own transition
experience. If these documents do not accurately reflect the essence of his experience, the researcher makes changes until the participant is satisfied. Watson and Welch-Ross (2001) stated the sole determinate of the phenomenological accuracy of any study is how well, in the opinion of the participant, the researcher’s descriptions correspond to the participant’s actual experience. Member checking is the term used to describe a participant’s use of self-reflection as a check on potentially invalidating researcher effects, researcher bias, or incomplete analysis (Krathwohl, 1998).

Participant involvement in the study ended after the member checks. Each participant received a letter of appreciation and the offer to make a summary of the findings available to any that are interested (Appendix F).

Data Display

Miles and Huberman (1994) stated, "Analysis of qualitative data rests centrally on displays that compress and order data to permit drawing coherent conclusions, while guarding against the potential for bias that appears when researchers analyze extended, unreduced, texts" (p. 141). Miles and Huberman (1994) emphasized matrices and network diagrams that visually portray successive versions of the experience that emerge during data reduction and analysis. These researchers favored bold, interactive graphic displays that focus the reader on each step of the data reduction and analysis process.

Many phenomenologists do not consider extensive use of visual displays to illustrate evolving analyses to be a necessary component phenomenological research. Giorgi (1985) identified only two major tasks of any phenomenological researcher (a) collecting the original data from naive descriptions of the phenomenon from interviews, and (b) describing the essence and structure of the participant’s experiences based on reflective analysis and interpretation of the participant’s accounts and stories. Traditionally, phenomenologists use only text, vignettes, and descriptive summaries to reinforce the researcher’s textural and structural descriptions of the phenomenon.

Although interactive displays are uncharacteristic of phenomenological studies, I have departed from tradition and used matrices, summaries, and findings-oriented graphics as visual support during the development and analysis of textural and structural descriptions of the transition experience. My choice of techniques was guided by the most meaningful way to capture and to present the transition experience to others.
Recommendations for Policy

The purpose of this study was to identify new insights that may increase the number of veterans who become teachers. One outcome is an in-depth description of the transition experience. A second objective is informed recommendations for policy.

Phenomenological analysis created clusters of meanings, core themes, and structural and textural descriptions of the transition experience. After constructing the composite textural-structural description of the group transition experience, these analyses were reanalyzed with an eye towards identifying manifestations of the problematic moments that give meaning to decisions not to become a teacher. Descriptive analysis illuminated the issues embedded in the individual and collective descriptions of each dimension of the transition experience. These summaries, when combined with earlier exhaustive descriptions of the transition experience, are designed to inform and sensitize the reader to the differing manifestations of common phenomena. Recommendations for policy were developed from this data.

Summary

Phenomenologists seek to describe and to explore human experience. Phenomenological investigation returns to individual experiences to obtain comprehensive descriptions that provide the basis for creating a reflective structural analysis based on the essence of those experiences. Van Kaam (1966) stated, "Phenomenologists seek to disclose and elucidate the phenomena of the behavior as they manifest themselves in their perceived immediacy" (p. 15). The researcher determines the underlying themes and structures of the experience by interpreting the participant's description of the situation in which the experience occurs.

The procedures for collecting and analyzing phenomenological data are well established. I (a) identified veterans who completed the MCTP but did not become teachers, (b) selected all volunteers with the requisite characteristics as participants, (c) interviewed the participants and recorded their reflections about their transition experience; and (d) transcribed and member checked the interviews. I then extracted the statements that described the participant's experiences and grouped them into thematic clusters. I used the extracted data to create individual textural-structural descriptions of the transition experience. Then, the invariant constituents of the collective experience
were extracted, grouped into thematic clusters, and used to create textural and structural descriptions of the common experience. These discussions were followed by a description of the problematic moments that led to outcome decisions. The analysis ended with a composite textural-structural description of the group experience. Tables, figures, extracted statements, and derived descriptions displayed the findings at each stage of the process. The interview sequence, the associated data collection, the analytic milestones, and the positioning of member checks are shown in Figure 1.
Figure 1. Sequence of phenomenological data collection and data analysis

Interview #1
- Introduction
- Participation Agreement
- Open-ended Questions
- Cued Questions

| Member Check |

Interview #2
- Member Check Review
- Open-ended Questions
- Cued Questions

| Member Check |

Interview #3 (Optional)
- Member Check Review
- Open-ended Questions
- Cued Questions

| Member check |

Read, then re-read the transcripts of each participant's experience

Create a composite textural-structural description of the group experience from the core themes and invariant constituents in the individual accounts.

Interview #2
- Member Check

Interview #3 (Optional)
- Member Check

Identify the core themes in the individual textural-structural descriptions of the transition.

Open-ended Questions
- Cued Questions

Use these themes to create textural-structural descriptions of each participant's transition experience

| Member Check |

Re-read the interviews to identify the invariant constituents. List these in thematic groups.

Identify and extract the constituents from each of the interviews

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
CHAPTER IV
DATA ANALYSIS: THE INDIVIDUAL EXPERIENCE

Introduction
The study investigates (a) how the veterans who did not become teachers described
their transition experiences in a military career transition program designed to prepare
them to teach, and (b) how these experiences gave meaning to the veterans' decisions not
to become a teacher. The analysis is presented in two parts. This chapter is focused on the
analysis and description of individual accounts of the attempted transition. Chapter V will
focus on analysis and description of the participants' collective experience.

In this chapter, analyses and presentation are divided into three parts. The initial
discussion contains a biographic description of the participants, identifies levels of
program completion, and describes data collection. This overview is followed by an
analysis of each participant's transition experience. Each analysis is summarized and
presented in two parts: (a) figures and tables that display the constituents and themes
extracted from participant interviews, and (b) the textural-structural description of the
individual experience that emerges from the interview data. The chapter concludes with
participant comments about the accuracy of the derived description.

Description of the Interviewed Participants
After Human Subjects Committee approval, the postcards were mailed to veterans
who were enrolled in the MCTP during the past five years. Twenty-five veterans with the
requisite characteristics volunteered to participate in the study. Each was contacted and
scheduled for interviews. After interviewing 22 participants, I was satisfied that all
dimensions of the transition experience had been described and was comfortable that no
part of the essence of the transition experience for this group had been overlooked.

All participants are Caucasian males who live and work within 35 miles of the main
campus of the university. All are married; most have children in high school or in
college. Fifteen families have lived in the area for more than ten years. Fourteen
participants attended classes in urban locations; eight attended classes at suburban sites.
None became teachers. Other participant characteristics are displayed in Table 1.
Table I

**Biographical Characteristics of the Interviewed Participants**

<table>
<thead>
<tr>
<th>Prior branch of service</th>
<th>Rank at retirement$^a$</th>
<th>Years of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army</td>
<td>Q6, 05, 04, E9, E8</td>
<td>20-24, 25-29, 29+</td>
</tr>
<tr>
<td>Navy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air Force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7, 5, 6, 2, 2</td>
<td>10, 10, 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of retirement</th>
<th>Age at retirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-1998</td>
<td>44-46</td>
</tr>
<tr>
<td>1999-2001</td>
<td>47-49, 50+</td>
</tr>
<tr>
<td>7</td>
<td>1, 9</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

Endorsement areas

<table>
<thead>
<tr>
<th>PK-5</th>
<th>Grades 6-8$^b$</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mathematics</td>
<td>Social Studies</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

MCTP completion levels

<table>
<thead>
<tr>
<th>MS. Ed + licensure</th>
<th>MS. Ed + student teach</th>
<th>MS. Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

$^a$ The designation 06 represents Colonels in the Army and Air Force and Captains in the Navy. An 05 is a Lieutenant Colonel in the Army and Air Force and a Commander in the Navy. An 04 is a major in the Army or Air Force and a Lieutenant Commander in the Navy. An E9 is a Sergeant Major in the Army, a Chief Master Sergeant in the Air Force, and a Master Chief Petty Officer in the Navy. An E8 is a Master Sergeant in the Army, a Senior Master Sergeant in the Air Force, and a Senior Chief Petty Officer in the Navy.

$^b$ Middle school licensure requires certification in two endorsement areas.
Data Collection

Data were collected in 51 interviews conducted between October 2001 and January 2002. Each participant determined the number, length, time, and place of his interview. Because of work schedules, nineteen participants chose to describe their transition experience in two interviews. The lengths of the interviews varied. The shortest was 30 minutes and the longest was 90 minutes. Appointments went beyond normal office hours to include breakfast, lunch, and early evenings on weekdays and weekends. Interviews were conducted in participants' offices, public libraries, university facilities, restaurants, on board a ship, and in the researcher's home. The participants appeared interested, supportive, and committed to the study. Although many participants were intensely involved in events that followed September 11, 2001, no interview had to be cancelled or rescheduled. All interviews were recorded, transcribed, and member checked for accuracy. Like all other components of this analysis, each interview has been titled with a pseudonym to protect the identity of the participant.

Data Presentation

After each interview was member checked, the invariant constituents were extracted. The extracted constituents were then arranged in a chronological sequence that describes individual accounts of entry, participation, and reflection. All extracted constituents are displayed in Appendix G. My identification of the constituents was validated by re-reading the participant's description of the experience to determine if the meaning of the derived statement remained within the context of the narrated experience. This methodology was repeated for each narrative. The formulated meanings extracted from each of the individual narratives are displayed in tables 2-23.

The formulated meanings extracted from the individual experience were organized into clusters of themes. Comparing the thematic clusters to the original descriptions of the experience validated the clusters. This methodology was repeated for each individual narrative. The meanings and themes derived from the individual accounts of each transition are displayed in figures 2-23.

The tables and figures identifying the invariant constituents and thematic clusters are followed by a derived composite textural-structural description that summarizes each transition experience. Extensive quotes from the interviews are used to explicate and
to emphasize the themes and the universal structures of the experience. The derived textural—structural description was forwarded to each participant for review, approval, and comment on the accuracy of the description.

Each of the textural—structural descriptions contains multiple excerpts from the participants' description of their respective transition experiences. Participant language allows for personal expression and is essential in exploring meaning. I have made a purposeful effort to preserve the language and syntax of the description. Certain words, expressions, or descriptions in these accounts may be offensive to some readers.

**Analyses of the Individual Experiences**

Inspection determined that although participants varied widely in their individual experiences, their decisions not to become a teacher occurred at identifiable junctures or in relation to identifiable events during their attempted transition. This finding suggested that presentation of the individual experiences in a sequence based on the time of a participant's decision not to become a teacher would emphasize the commonalities and variations of experience that led to outcome decisions. This rationale was used to determine the presentation sequence of the individual analyses.

- Andrew, Talbot, and Walter decided not to teach because of dissatisfaction with endorsement area requirements. These participants comprise Group 1.
- Charles, Martin, and Ross experienced problematic moments during the practicum. These participants comprise Group 2.
- Douglas, Jackson, and Colin had unsatisfactory student teaching experiences. These participants comprise Group 3.
- Edward, Robert, and John accepted unexpected job offers at retirement. These participants comprise Group 4.
- Quentin and Thomas did not complete student teaching after they retired. These participants comprise Group 5.
- Henry and Samuel elected not to teach after successfully completing student teaching. These participants comprise Group 6.
- Bruce, Ford, Graham, Keith, Norman, and Wayne did not become teachers after receiving their license. These participants comprise Group 7.
**Group 1: Meeting endorsement area requirements.** (Andrew, Talbot, Walter)

Andrew was 43 years old when he retired from the military in 1995 after 25 years of active service. He now works as a civilian contractor in a major command headquarters.

---

**Table 2.**

*Formulated meanings of invariant constituents: Andrew*

1. Enjoyed training and mentoring roles while in the military.
2. Satisfaction with instructing in the military led to earning an undergraduate degree while on active duty in expectation of becoming a teacher in his second career.
3. Teaching as a profession would meet quality of life requirements for a second career.
4. Had time and resources to complete requirements for licensure while on active duty.
5. Was focused on preparing to teach as a second career.
6. The academic portions of the MCTP were enjoyable and productive experiences.
7. Working with students was pleasant and satisfying.
8. The requirements to retake CLEP or DANTES courses and the absence of constructive credit for life experiences caused anger and frustration.
9. Was proud of his academic achievements. Felt this policy trivialized his life experiences.
10. Became angry and frustrated during attempts to persuade administrators to reconsider decisions about allowing credit for nontraditional coursework.
11. Frustration diminished interest and enthusiasm for teaching.
12. Dissatisfaction caused inertia. Never completed endorsement area requirements.
13. Drifted away from the MCTP and found other work.
14. Time and circumstances changed attitudes about the adequacy of teacher's salaries.
15. Is stuck in a comfort zone with his present job. Has deferred his transition into teaching.
16. He is dissatisfied with outcome. Wants to earn license and bring closure to the experience.
Figure 2. The meanings and themes extracted from Andrew's narrative.

- Wanted to become a teacher after retiring from the military.
- Wanted quality of life for self and family.
- Earned undergraduate degree before retiring from military.
- Overcame unexpected delays during the process of career transition.
- Was encouraged by positive classroom experiences during practicum.
- Experienced dissatisfaction with the lack of credit for previous DANTES and CLEP coursework.
- Became frustration with inability to resolve DANTES and CLEP issues.
- Had perceptions of misdirection by MCTP counselors.
- Frustration diminished interest and enthusiasm. Dissatisfaction caused inertia. Drifted away and found other work.
- Now working in a comfort zone that would be hard to leave.
- Salary would be major consideration in decision to teach.
- Is satisfied with the experience but disappointed with the outcome.
- Wants to complete the coursework and bring experience to a closure.

Goals
Entry
Self-Assessment
Program Design
Problematic Moments
Socialization
Outcome
Reassessment
Reflection
Evaluation

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Andrew spent most of his military career training or mentoring subordinates. The response "That's the way it's always it's been done in the past" was never an acceptable answer to him. He "wanted to try to change things and do things the way I think they should be done." Over time, his personal desire for better understanding evolved into determination to help others learn. Successes in mentoring and orchestrating informal, self-directed learning activities encouraged him to become a teacher after leaving the military. He liked to train and felt he was good at it. "I saw myself as a middle school teacher after I retired. I was focused on becoming a teacher. I wasn't just looking at second career options. I wanted to be a teacher. That was my goal."

Andrew had earned an Associate degree but knew he would need a baccalaureate to teach. He enrolled in a nontraditional degree program and earned his Baccalaureate degree about five years before retiring. Like many veterans who complete a baccalaureate on active duty, he used a combination of traditional classes, DANTES, and CLEP to satisfy his degree requirements. In service tuition assistance and the GI Bill funded degree completion. He is proud of that achievement.

Deciding to retire was not difficult. Timing was an important factor. "I missed both of my girls growing up. I can never replace that. I couldn't do that to my son." Encouraged by a supervisor who was enrolled in the MCTP, Andrew began the program about three years before his retirement date. His progress was slow. "My military job required a lot of travelling and I didn't sign up for many classes. I was aggravated because I knew I was going to retire. What should have been a three year program was four years."

The practicum was an enjoyable time of self-discovery. Andrew found common bonds with other ex-military teachers who aided and encouraged him to continue. He had a good relationship with his cooperating teacher. He describes his practicum as a "fun time." Encouraged by this positive experience, he began teaching as a substitute a few days a week. "I was very comfortable teaching. I raised three kids of my own. I've raised kids in the military. If I can deal with a bunch of unruly 18 and 19-year-old boys, I can certainly deal with an eighth grader. It's not a big difference."

At the time Andrew was enrolled in the MCTP, policy required each participant to satisfy all endorsement area requirements before beginning their student teaching. Although Andrew completed his Master's Degree in Education, he did not have enough
traditional credits to satisfy endorsement area requirements. He was comfortable with the requirement for new coursework, but became angry when told, "The university doesn't really like these CLEP courses. You must take some of them again." Some of his objections were financial. "The government will say I've already taken these things. Take it again, you pay for it. I wasn't going to do that." Some objections were personal. "I hoped that my CLEP scores in English along with my graduate GPA would demonstrate that I can write with some clarity. Obviously that was the wrong assumption." Andrew was adamant he wasn't going to repeat CLEP credits: Administrators were equally adamant that he would. There was no amiable solution. Andrew was never able to reach accommodation or to compromise on this issue. "I guess I've always been the one who pushes the envelope. I've always been like that and it always works to my disadvantage." He lost interest in becoming a teacher, drifted away from the MCTP, and found other employment.

Andrew was dissatisfied with the outcome of his MCTP experience and returned to his counselor to examine options to use his remaining GI Bill. He discovered the CLEP policy had changed and now he could take different classes. After taking one class, inertia set in. "I've got to go back and it's all uphill. I got to a dead end and I've puffed out of steam."

Andrew is comfortable working in a well paying job. He is happy with work that is congruent with his military experience. Anthony is stuck in a comfort zone. "Having a well-paying position enables me to go out there for the first time in 13 years and buy a brand new vehicle. Otherwise I'd be looking at somebody's headache. I can now afford to get a new car and one for my wife as well, instead of the two of us relying on one vehicle." Although he states his transition into teaching has been deferred, his concerns about the adequacy of teacher's salaries are evident. "I like both my job and the money, but if teaching paid more I'd jump ship in a moment."

Andrew is ambivalent about his experiences in the MCTP. He feels the MCTP was a good experience but is unhappy with the outcome. "I don't know if I'm more aggravated because I got sidetracked and never finished it or wondering if I should have pushed the envelope more, made a nuisance of myself, and brought closure to the thing. I let it go on terms they were happy with, but I wasn't happy with."
Talbot earned a graduate degree in instructional development and served in multiple assignments as an instructor and training manager while on active duty. He retired in FY 2000 after 27 years of military service. He now works as a senior training analyst for a contractor specializing in communication technology.

Table 3.
Formulated meanings of invariant constituents: Talbot

1. Enjoyed training and instructing assignments while in the military.
2. Comfort with role of military instructor led to goal of becoming licensed as a teacher.
3. Teaching was guaranteed employment.
4. Teaching initially met participant quality of life requirements for a second career.
5. Focus was on becoming licensed to teach, not on career exploration.
6. Working with students was pleasant, satisfying, and reinforced perception of competence.
7. Was surprised by the lack of collegiality between teachers.
8. The denial of constructive credit for life experience caused anger and frustration.
9. Felt a need for flexibility in licensing to recognize real world experiences vice the requirement for classroom instruction in basic subjects.
10. Became frustrated by feelings that educators trivialize experiences in the military.
11. This frustration was problematic and put a damper on his enthusiasm to teach.
12. His dissatisfaction caused inertia.
13. As time passed, becoming licensed became a lesser priority.
14. An unexpected job offer resulted in a request for immediate retirement.
15. The work and salary were too attractive to pass up.
16. Time and family circumstances made teaching salaries less attractive.
17. Expects he would be able to return and teach at any time he chose.
18. Still has a desire to teach but the issue of credit for life experience remains problematic.
Figure 3. The meanings and themes extracted from Talbot's narrative.

- Wanted guarantee of a job.
- Wanted family stability.
- Wanted to earn license to teach.

Goals

Entry

- Attracted to instruction and training.
- Extensive training and experience as a military instructor reinforced goals.
- Teaching was certain employment.

Self-Assessment

- Positive student teaching experiences reinforced perceptions of competency.
- Lack of mentoring by practicing teachers was surprising but not problematic.

Reinforcement

- Became frustrated with endorsement area requirements for basic subjects.
- Wanted flexibility to substitute life experience credit for in-class experience.
- Felt educators trivialized military experience.
- Time passed. Teaching became less important.
- Attempts to complete license requirements stopped. Inertia took over.

Problematic Moments Socialization

- Remained frustrated and dissatisfied with policies denying credit for life experience.
- An unexpected job offer offered relief from dissonance of wanting to teach but not accepting licensing requirements.

Outcome

- The opportunity for familiar work with a good salary was too attractive to refuse.
- Changed family circumstances require a larger income than teaching would provide.

Reassessment

- Teaching will always be an option.
- Would reconsider teaching when family fiscal needs change.

Evaluation

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Talbot's military career specialty was education and training. After earning a service-funded Master's Degree in Management with a concentration in motivational leadership, he served as an instructor in a service school, as a Professor of Military Science, and as the director of precommissioning professional development programs for his service. Talbot considers himself to be a well educated, articulate individual who has learned much from his lived experiences. He is experienced in curriculum development, instructional design, and training management. He is confident in his ability to design and to present effective instruction.

Geographical stability for his family and second career employment became concerns before retirement. "I wanted to stay in the area because I have kids in school and I got tired of jerking them around." Teaching was a logical second career option. "I am attracted to teaching and to training development. I am also attracted to teaching young people. I think I would do pretty well at both." Teaching was certain, or near-certain, employment. Entering the MCTP and earning a license to teach were "the right thing to do." Talbot was comfortable about leaving the military and becoming a teacher. He did not feel financial pressures to find a job. "My wife was working and I had my retirement." He enrolled in the MCTP while on active duty.

Talbot enjoyed his student teaching experience. Confident in his ability, he effectively applied his military experience to an elementary school classroom. "The kids were really hopping around. They liked what I was doing. I was teaching bite-sized chunks, had activities and things like that. There was actual learning instead of just teaching."

Teaching and mentoring elementary students were enjoyable activities. He was comfortable teaching to the Standards of Learning. Lesson planning was not a problem. "Nobody has time to do the in-depth documents we did in the MCTP. I did lesson outlines. A single page. It made my life much easier."

He discovered teachers can be parochial and experienced a lack of camaraderie between teachers in the school. Not many would share things. It was, "Don't come into my classroom. This is my little kingdom. I don't want to share my stuff with you because I've developed it." He feels many long-time teachers neither have the time nor the inclination to spread their intellectual abilities around. Talbot has no doubt that some teachers considered him to be "a wart on the ass of life."
Talbot completed student teaching before meeting endorsement area requirements for licensure. He was surprised and disturbed to discover he lacked required credits in English, history, and geography. He felt educators trivialized his life experiences with these requirements. "Adults with real-world experiences outside the classroom should be evaluated and be given credit for their experience." Instead, "It's a rite of passage. Every teacher is sweated and danced to the same song." Talbot received no credit for living or travelling in foreign countries, for attending military schools, or for his two master's degrees. He was humiliated and frustrated by the requirements for these basic courses. "I got this bad taste in my mouth when I took the English course. I knew more about the English language than the professor." He never took any other required courses.

Time was a factor in his transition. After student teaching, he did not plan to retire for 28 months. "The teaching stuff got put on the back burner because I was staying in the service. The everyday monsters were biting at my ankles. There was also this bureaucratic hill I still had to climb in order to become licensed. I lost momentum and moved on." A contractor's unexpected offer of well-paying, congruent work was so attractive that Talbot applied for early retirement. He was out of the service in two weeks. "I think that if I had been able to build up for retirement I would have used my terminal leave, looked for a teaching job over the spring, and phased into it. I would have taken the courses, become licensed, and looked for a job in one of the local school districts."

Talbot thinks the MCTP was a valuable experience that helped him to become more marketable. "The civilian world isn't looking for great leaders. They're looking for guys that can manage this or that. The MCTP was a step up. Developmental classes and design for effective instruction are relevant in other work."

Money has become a consideration in any near-term decision to return to the classroom. "The money is a big deal when you've got kids in college and in a private high school." Teaching is certain employment that Talbot has only deferred. "I might leave this job in about seven years and go into teaching. I'd have everybody through school, so I could take a cut in pay. I don't think I'll ever be too old to teach. At 60 years old I would still consider going into the classroom. I would even do it for free."
Walter completed his bachelor’s degree while on active duty and retired in 2001 after 23 years of service. He was 40 years old had had two children in high school. Walter now works as a logistics and training manager for a major defense contractor.

Table 4.

Formulated meanings of invariant constituents: Walter

1. Teaching and instructing were the most enjoyable assignments while in the military.

2. Wanted a second career job that was enjoyable and would allow time with the family.

3. Became focused on teaching as a second career.

4. Initially, low teacher’s salaries were not an issue.

5. Having practicing teachers and administrators as instructors in the MCTP was an enjoyable and reinforcing experience.

6. Working with teachers and students in the classroom was a satisfying experience.

7. Was frustrated by restrictions on DANTES and CLEP credits.

8. Was proud of his ability to pass requirements based on life experiences.

9. Could not accept the requirement that DANTES and CLEP courses must be repeated in formal classroom.

10. Upset that a "D" letter grade would be acceptable in endorsement area coursework.

11. The perception that DANTES and CLEP courses and life experiences were useless was problematic. Lost interest in becoming a teacher when life experiences were trivialized.

12. Believes the state should be more flexible with the types of classes they were willing to CLEP and the life experiences they were willing to accept in lieu of formal coursework.

13. Felt licensure requirements were too regimented and licensure was no longer worth pursuing.

14. Concerns that acceptable PRAXIS scores indicated low quality of teachers adversely affected his decision to become a teacher.

15. Has not lost all interest in teaching, but thinks his moment to become a teacher has passed.
Figure 4. The meanings and themes extracted from Walter’s narrative.

- Wanted to find enjoyable work.
- Wanted work with a known schedule.
- Wanted to spend more time with family.

<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
</table>

- Positive experiences as military instructor.
- Teaching as a profession met quality of life requirements for second career.
- Time and circumstances supported enrollment in the MCTP. Became focused on teaching.

<table>
<thead>
<tr>
<th>Entry</th>
</tr>
</thead>
</table>

- Enjoyed the MCTP coursework.
- The quality and positive attitudes of MCTP instructors reinforced interest in teaching.
- Gained confidence working with practicing teachers and with students during practicum.

<table>
<thead>
<tr>
<th>Self-Assessment</th>
</tr>
</thead>
</table>

- Had earned a non-traditional baccalaureate degree with CLEP and DANTES credits.
- DANTES and CLEP credits could not be used to meet endorsement requirements.
- Requirement to repeat DANTES and CLEP courses trivialized accomplishments.
- Felt life experiences had little value and the route to licensure was too regimented.

<table>
<thead>
<tr>
<th>Program Design</th>
</tr>
</thead>
</table>

- Inability to resolve DANTES and CLEP issues caused anger and led to decision not to teach.

<table>
<thead>
<tr>
<th>Problematic Moments</th>
</tr>
</thead>
</table>

- Had perception, based on PRAXIS scores, that many entering teachers were academically unprepared to teach.
- Uneasy about entering any profession with low entry requirements.

<table>
<thead>
<tr>
<th>Reassessment</th>
</tr>
</thead>
</table>

- Would be happier teaching than working in present job, but roadblocks that led to decision not to teach remain unresolved.

<table>
<thead>
<tr>
<th>Reflection</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
</table>
Physically and mentally, Walter was about to end his military career. He was anxious to move on and to meet new challenges. He was looking for something fun to do after retiring. His ideal job would be stable work that allowed him to spend more time with his family. He wanted work that coincided with his children's time and a schedule that matched his family vacations. His most satisfying military duties involved instruction and teaching people how to learn. Teaching would meet his second career quality of life goals and would allow him to do something he had enjoyed in the military. Money would not be an issue if the work were enjoyable. When circumstances afforded the opportunity, he enrolled in the MCTP. His plan was to complete the program, student teach while on terminal leave, and seek work in a local school district. "I was prepared to teach and really didn't plan on doing anything else."

The coursework and the instructors in the MCTP were positive reinforcement. The MCTP was more than Walter expected. "I loved the classes." Using working public school teachers and administrators as faculty was a strong point. The instructors were viewed as role models. "They didn't paint a pretty picture, but it was obvious they enjoyed their work. That excited me even more." Opportunities to "learn new stuff", to meet new people, and to be on campus were equally reinforcing.

Walter's practicum was a positive experience. "The fourth and fifth grades really excited me. I had a great time. The kids love you. They wanted to learn." He enjoyed working with students and parents and had a good relationship with his cooperating teacher. He was teaching an hour after he walked into the classroom. Walter was focused on becoming a teacher until he "ran into some stumbling blocks that were discouraging."

Walter's earned his baccalaureate degree over the course of seven years, at five duty stations, and in four geographical locations. His non-traditional route included credits from off-campus courses at different colleges and "an awful lot of CLEP and DANTES credits." He is proud of his achievements and values his learning experiences in the military. He believes he has seen and done things most people will never experience. "Whether I discussed these things in a formal class or not, I certainly talked about them underneath, in, or on top of the darn things." He is an advocate of non-traditional education, and encouraged his subordinates to enroll in education programs and to document their knowledge with CLEP and DANTES credits. Walter feels that if CLEP,
DANTES, or other credits for life experiences are accepted to satisfy baccalaureate requirements, they should be considered the same as in-class courses.

Walter lost enthusiasm for teaching when his counselor would not allow credit for CLEP and DANTES credits. He feels this policy trivialized his accomplishments and thinks the state and the university could be more flexible with nontraditional credits. His disappointment turned to anger when he learned he only needed a "D" in the courses he must retake. Low entry standards became a concern. "I don't think it's so much that I had to take the class; it was that they didn't care about the grade. They were willing to accept a 'D' and the state would be satisfied." His PRAXIS experience reinforced his concerns about standards. Walter describes himself as "an average guy who scored about double that required by the state." He became concerned that people with low scores are becoming teachers and feels he would be dissatisfied with them as colleagues.

Without the necessary endorsement area credits, Walter couldn't complete his student teaching. Although he completed his master's degree, teaching was no longer an attractive career option. "I wasn't as crazy about teaching as I thought. I put up a wall because they were making it too hard with too little compensation." He retired two years later and was recruited for military-related work with a defense contractor at retirement. The work is "not as much fun" as teaching but "it pays a lot more money."

Multiple opportunities for other work were one factor in his decision not to teach. "There are a lot of jobs and a lot of opportunities. I found three or four times the money I would get as a teacher. I would have been happy with a teacher's salary, but it wasn't worth the hassle. I wasn't going to take more classes on top of living with low teacher's salaries." Another consideration was the need for immediate work. "When I walked away from 23 years of guaranteed paychecks and went out into the civilian world, I discovered an odd concept: They want you to work for every hour you get paid."

Walter would still like to become a teacher. He would be happier teaching than he is in his current job. "If it had not been for the problems that I had with the endorsement area credits, I'd probably be teaching today. If they would have worked with me and found a way to make stuff work, I would have finished my time in the service, completed my student teaching, and I would be teaching today."
Group 2: Self-discovery during the practicum. (Charles, Ross, Martin)

Charles was an aviator who served on active duty for 30 years. He was 52 years old when he retired in 1991. At the time of this study, he was the director of a training systems group in a consortium of major defense contractors.

Table 5.

Formulated meanings if invariant constituents: Charles

1. Was uncertain about second career work.
2. Had not thought about anything other than teaching as a second career.
3. Had confidence in ability to teach because of successful experiences instructing and mentoring subordinates while in the military.
4. Teaching met quality of life requirements for second career.
5. The MCTP was a convenient mechanism to transition from military to civilian work.
6. Family and early school experiences resulted in strong beliefs about responsibility and accountability for behaviors.
7. Horror stories about teaching became reality.
8. Not impressed by the quality of some teachers or their standards of acceptable performance.
9. Recognized that his internalized values and beliefs about behavior and accountability differ from current educational policies and practice.
10. Had feelings of vulnerability and was concerned about repercussions if working with students, parents, and administrators.
11. Classroom experienceswarred against the desire to be a teacher.
12. Did not want to give up deeply held beliefs to become a teacher.
13. Elected not to put self at risk by becoming a teacher.
14. Felt the MCTP was a valuable experience in self-discovery that resulted in a marketable master's degree.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
**Figure 5.** The meanings and themes extracted from Charles's narrative.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncertain about his second career.</td>
<td></td>
</tr>
<tr>
<td>Wanted free time in the summers.</td>
<td></td>
</tr>
<tr>
<td>Focus was on becoming a teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Program Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable with training and mentoring roles in the military.</td>
<td></td>
</tr>
<tr>
<td>The MCTP was a convenient mechanism for career transition.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry</th>
<th>Socialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences of others colored expectations about teaching.</td>
<td></td>
</tr>
<tr>
<td>Not prepared for negative experiences during the practicum.</td>
<td></td>
</tr>
<tr>
<td>Unimpressed by quality and low expectations of some teachers.</td>
<td></td>
</tr>
<tr>
<td>His values, beliefs, and expectations differed from policy and practice.</td>
<td></td>
</tr>
<tr>
<td>Would feel anxious and vulnerable working with students, parents, and administrators.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problematic Moments</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt that deeply held beliefs about teaching and learning would have to be compromised.</td>
<td></td>
</tr>
<tr>
<td>Felt vulnerable. Elected not put self at risk by becoming a teacher.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socialization</th>
<th>Reassessment</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom experiences warred with desire to become a teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The MCTP was a valuable experience in self-discovery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The masters degree provided a meaningful outcome.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Charles served on active duty for 29 years, 11 months, and 29 days. Throughout his career he was continuously involved in training and instruction, first as an aviator and later as an aviation unit commander and senior staff officer. He enjoyed teaching and he enjoyed working with youth. He considers himself a capable teacher and instructor. He was uncertain about his second career, but thought, "something in the school system would be advantageous." Participating in the MCTP would allow him to prepare for career transition while on active duty and "roll into a school system that was close to home." Working as a teacher would provide free time in the summer. He entered the program about 18 months before retirement. He was focused on becoming a teacher and did not look for other work.

Charles describes himself as a "workaholic" who becomes involved in his work and with the people who work with him. He feels responsible for subordinates and expects high standards of courtesy, behavior, responsibility, and accountability. He was successful in the military because intense personal interaction with others helped achieve his goals. Charles is a social conservative whose attitudes about responsibility and accountability are deeply ingrained. "I am a disciplinarian. My parents were disciplinarians." When Charles misbehaved in school there were immediate responses from his teachers and additional punishment at home. "It didn't do any of us any harm. We needed some form of discipline." His background indelibly shaped his attitudes.

Other experiences colored Charles's expectations about public schools. Friends and family recounted their bad experiences and dissatisfaction as teachers and their negative feelings about the Standards of Learning. That "didn't make the decision to teach any easier for me." Despite these warnings, Charles was unprepared for his experiences during the practicum. He discovered his concepts of teaching and learning behaviors were vastly different from current teachers and their elementary school students.

The low expectations of some teachers were disturbing. Charles saw students in a geography class who could not correctly spell the state capitols but were given full credit for a correct answer. He feels this practice is dishonest to the student. He saw other situations where students were equally unaccountable for learning. He became dissatisfied with the overall quality of their teachers. Seeing good teachers only caused him to wait a bit longer to make the decision not to teach.
Charles believes if there is no discipline at home there is no discipline anywhere else. He thinks teachers, students, and parents share the responsibility for learning. As a teacher, he would not have hesitated to contact parents and discussed their lack of involvement in their child's education. "I would have had some conversations with parents that were very, very, difficult." Charles knew that he would be confrontational and adversarial in some situations and feared repercussions from things he might have said and done.

Charles also recognized he would have difficulty working with troubled students. He thinks he would have become so involved with his students he would not have been able to "turn them loose", especially if they had a bad background at home. "I knew there were times when I would need to use the rod and times I would need to put my arms around them. I realized I could do neither."

His military experiences sensitized him to the realities of accusation and litigation. His internal values would make him legally and emotionally vulnerable as a teacher. These realities warred against his desire to teach. He concluded he would have to change his values and "that would be a falsification" because he would no longer be true to himself or to his students. "The biggest thing in education today is falsification of values."

Charles would not give up his beliefs about respect, accountability, and responsibility to teach. He completed the master's degree and found other work.

Charles is satisfied with his MCTP experience. It allowed time for soul searching and gave new perspectives about the school systems. It was an experience in self-discovery. It proved to him that he did not want to be a teacher in that environment. The MCTP also gave him other avenues because he earned an advanced degree with a direct relationship to his current work. He believes he made the right choice not to teach in public schools.

"It was a privilege to be involved in the MCTP. The instructors were exceptional. I learned a lot. People in the military tend to get stereotyped and it takes something like the MCTP to get them out of their box. Teaching is one of those things that you have to get in to and figure out for yourself what's there."
Ross is the only participant who chose to teach advanced placement mathematics. He is also the only participant who received no tuition assistance for the MCTP. A former military aviator with an undergraduate degree in physics, he retired from the military in 1999. Ross now works as an aviation systems analyst for a defense contractor.

Table 6.

*Formulated meanings of invariant constituents: Ross*

1. Earlier than expected retirement generated second-career job search.
2. Goal was identification of job options through the process of elimination.
3. No strong desire to become a teacher.
4. Interested in teaching because of experiences instructing in the military.
5. Teaching was attractive because of potential to help own children in school.
6. Earning a masters degree was a positive incentive.
7. The upper level undergraduate courses required in the endorsement area were difficult.
8. Jaded view of student attitudes and behaviors became reality during the practicum.
9. Reacted negatively to students' attitudes, lack of respect, dress, and commitment to learning.
10. Uncomfortable with subject matter competency. Concerned that the lack of content knowledge would be embarrassing in the classroom.
11. Did not feel prepared to deal with classroom management situations on a daily basis.
12. Felt too much time was needed for lesson planning and for mastery of content area.
13. Became dissatisfied with the number of requirements to become a teacher.
14. Felt vulnerable working as a teacher because of his attitudes about students.
15. Concerned about the possible consequences of his attitudes about students.
16. Did not feel like teaching was a desirable situation. Not the expected experience.
17. Comfortable with decision not to teach. Satisfied with master's degree experience.
Figure 6. The meanings and themes extracted from Ross's narrative.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted to explore career options.</td>
<td></td>
</tr>
<tr>
<td>Looking for work with fixed schedule</td>
<td></td>
</tr>
<tr>
<td>and maximum amount of free time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entry</th>
<th>Program Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyed training in the military.</td>
<td></td>
</tr>
<tr>
<td>Becoming a teacher was an opportunity to help his children learn.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Design</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Could earn a master's degree.</td>
<td></td>
</tr>
<tr>
<td>MCTP could be completed in a reasonable amount of time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problematic Moments</th>
<th>Socialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Began with a jaded view of students.</td>
<td></td>
</tr>
<tr>
<td>Was uncomfortable with subject matter.</td>
<td></td>
</tr>
<tr>
<td>Did not feel prepared to deal with classroom situations.</td>
<td></td>
</tr>
<tr>
<td>Concerned about amount of time needed for lesson preparation.</td>
<td></td>
</tr>
<tr>
<td>Felt vulnerable working with students and school administrators.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socialization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of positive reinforcement during practicum caused discomfort.</td>
<td></td>
</tr>
<tr>
<td>Finished MCTP and found other work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not like student attitudes and behaviors.</td>
<td></td>
</tr>
<tr>
<td>Would have to mask true feelings.</td>
<td></td>
</tr>
<tr>
<td>Feels the process of becoming a teacher is too long and involved.</td>
<td></td>
</tr>
<tr>
<td>Not always comfortable with support from program administrators.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reassessment Reflection</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable with decision not to teach.</td>
<td></td>
</tr>
<tr>
<td>Master's degree is worthwhile outcome.</td>
<td></td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Ross's career transition began when he was not selected for command. Instead of remaining in the military for 28-30 years, "I knew I'd be staying for only 20-22 years." He started to look for things to do. He became a Division I basketball official. Officiating is uncertain work and he began to search for something that he could do to supplement his income and "have in his back pocket." Teaching was an attractive option. Ross had enjoyed instructing in the military and thought that experience might translate into something in the civilian world. He also thought it would be nice to give something back to the community. If he became a teacher, he could help his children in high school.

Ross never had a "strong inclination" to become a teacher. No particular event led him into education. "It was more a process of elimination than a calling." His spouse, parents, and others were encouraging. He learned about the MCTP from television and from veterans who participated in the program. The MCTP was attractive because it was readily available and could be completed at night in two years. Another incentive was the master's degree. "I always wanted to earn a master's degree and thought a master's degree in education was a very respectable degree." When Ross discovered the MCTP, "It all fell together. The MCTP gave me something to focus on; something to establish as a goal; something to keep my self-esteem at whatever level it was at that time. That was a good thing. I had achieved all I was going to achieve in the military. I needed to refocus."

He felt his strong points were engineering and mathematics and chose to teach AP mathematics in high school. Ross had to take three undergraduate courses in advanced mathematics to meet subject requirements. They were not easy courses for someone who had been away from the classroom for over 20 years. "They were difficult courses. They really kicked my rear end. Fortunately, the professor would help you out."

Ross had a jaded view of students from discussions with teachers and friends. His feelings were reinforced during the practicum. "The number one thing that kept me from becoming a high school teacher was the students. I didn't like them. I didn't like their attitudes. I didn't like their lack of commitment to learning. I didn't like the way they dressed. I didn't like the way they were flippant and their attitudes towards adults." He became concerned about controlling his frustration with students, developing a bad attitude, becoming cynical, or reacting to a "smart alec." He observed students who came into class unprepared, socialized during class, and ignored the teacher. "Their lack of
respect was shocking." The noise, the inattentiveness, and the obvious lack of desire to learn was "disheartening." Disruptive students were a particular concern. Ross "did not take kindly" to those behaviors and was concerned about how he would react to the lack of discipline and the lack of respect for others in the classroom. His emotions disturbed him and he became concerned about the possible consequences of his feelings. "I would never have gotten physical but I might have become sarcastic because the obvious lack of support from principals and administrators would have bothered me."

An embarrassing incident caused concern about his lack of subject knowledge. Ross's preparation did not include refresher coursework. He thought mathematics courses that were more pertinent to the level he would be teaching would be more appropriate than the higher-level mathematics courses he was required to take. "I didn't fully understand the amount of preparation required not to be put in embarrassing situations. I just didn't want to go through that amount of effort."

Ross does not feel he was adequately prepared to deal with classroom situations. He didn't think some new concepts of teaching were "very good" and wasn't comfortable using them. The use of cooperative learning techniques "spooked him a little bit." He feels some of the MCTP coursework was "too generic" and more courses should be specifically tailored towards grade levels. He hoped for more "practical stuff."

The requirements to become a teacher became discouraging. Ross had to "finish the math, do the student teaching, put up with students, and do the PRAXIS." He was "pushed down the road by requirements he wasn't aware of when he entered the MCTP." Teaching just didn't feel right. "It didn't add up. I wasn't satisfied with the monetary compensation or the less than challenging curriculum. I didn't want to be a part of it."

Concerns about the large numbers of veterans preparing to be teachers, the local market forces, his unsatisfactory classroom experiences, and his anxieties about subject knowledge coalesced. Ross's decision not to teach wasn't an epiphany: It was the culmination of negative experiences. He brought his teaching initiative to closure and found other work. He is comfortable with his decision not to teach and satisfied with the outcome of his MCTP experience. "One personal and financial goal was to earn a graduate degree. That degree helped me get a job and improved my financial situation."
Martin is a 44-year-old veteran who retired in FY 2000 after 22 years of service. A high school dropout, he earned baccalaureate and master’s degrees on active duty before entering the MCTP. He is married and has two daughters in high school. Martin is now working as a management analyst with a local defense contractor.

Table 7.

Formulated meanings of invariant constituents: Martin

1. Second career goal was to find stable work, with regular hours, in the local area.
2. Seeking job satisfaction, long-term employment, and day-to-day achievement.
3. Started looking at second-career options five years before retirement.
4. During 20 years of attending post-secondary classes, education became important.
5. Thought teaching was an honorable profession. Was uncertain if education was a viable second career option. The MCTP was career exploration.
6. The MCTP was a tool to gain more options for employment after retiring.
7. A perceived lack of rigor in MCTP selection and preparation and the mix of military and civilian students in the MCTP were negatives that contributed to the decision not to teach.
8. In the practicum, saw teachers doing a good job while another had a temper tantrum.
9. Became aware of disconnects between educators and the public. Uncomfortable with different agendas within education and with responsibilities beyond academic instruction.
10. Would have been frustrated in that environment. Discovered that teaching would not be fun.
11. The realities of teaching made it less attractive than other job options. Lost the motivation.
12. The MCTP experience answered questions about teaching as a second career.
13. Perceptions about the lack of academic rigor did not give a satisfying sense of completion to the MCTP, but the master’s degree is perceived as useful and valuable.
14. Is not against teaching but would not become a traditional teacher in public schools.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Figure 7. The meanings and themes extracted from Martin's narrative.

- Wanted to plan for retirement early.
- Wanted to find enjoyable work, with regular hours, in the local area.
- Wanted to seek, and evaluate, job options.

Goals

- Positive experience as military instructor.
- Extensive experience as a student in postsecondary schools.
- Thought teaching was honorable profession.
- Viewed the MCTP as career exploration.

Self-Assessment

- Only cost would be time.
- Perceived a lack of rigor in MCTP selection and low standards in academic coursework.
- Thought mix of military and civilian students detracted from purpose of program.

Program Design

- Experienced inappropriate teaching behavior during the practicum.
- Discovered military instruction was different from teaching in public schools.
- Realized he could not solve the problems in education that were most troubling.

Problematic Moments

- Became frustrated with the realities of teaching and with education as a profession.
- Concluded that teaching was not as attractive as other second-career options.

Outcome

- Satisfied with overall MCTP experience. It answered his questions about teaching.
- Perceived lack of academic rigor detracted from the value of master's degree.

Reassessment

- Has not abandoned the idea of teaching, but he would not teach in public schools.

Evaluation

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Martin planned for his retirement; during his last five years of active duty he began evaluating second career choices. He set goals and had "plenty of time to sort things out." One goal was to spend more time with his family. He pictured himself working regular weekday hours, at home evenings and weekends, with some travel, and occasionally working late. "For the most part I wanted to be home versus my military experience of being away so much. At home I wanted to be free, to relax, and do what I wanted to do." Martin wanted to remain in the area because his daughters were in school. He didn't have a "grand scheme" and wasn't focused on money. Martin wanted enjoyable, long-term work and was researching options. He was "maybe over-preparing" for retirement.

Martin dropped out of high school and joined the military. For the next 20 years he attended night schools. Education became important to him. "It had been in the back of my mind to consider teaching as a second career. All on my mother's side of the family were teachers. There was a connection." Martin considered teaching an honorable profession and thought his experiences would be valuable in a classroom. "It wasn't that I decided to become a teacher. It was career exploration to see if I wanted to teach."

He enrolled in the MCTP. "It was a tool to gain more options before retiring. It was another arrow in my quiver. The only cost would be my time." Martin had mixed feelings about his coursework. Adolescent psychology was a valuable class with an excellent instructor; classroom management was "terrible; absolutely awful; an embarrassment." Martin's program included military, non-military, and military dependents. This mix of students was problematic. "Having a heterogeneous mix of students in the classroom did not detract from the learning experience, but it disturbed me because I thought it was getting away from the purpose of the program." Martin feels his instructors promoted and defended "pet issues" and "circled the wagons" on other issues. When certain questions "pushed the instructors' buttons, they became defensive and very party line."

Martin does not think standards for becoming a teacher are very high. "I definitely felt there was not much rigor in the MCTP selection process. Some participants had trouble communicating ideas; others had a hard time writing simple English." He perceived a lack of rigor in the practitioner-oriented curriculum. "The MCTP was the least challenging of anything I've ever done. My other education experiences were much more rigorous. I never figured out if the lack of academic rigor was intentional or if it was just
the way teacher education programs are." He was not satisfied with his masters degree.

The practicum was the high point of Martin's MCTP experience. He was uncertain about teaching, but saw good teachers doing a good job. "That tugged at me." He also saw a teacher lose his temper, throw objects during class, and yell, "See what you have to put up with. Find something else to do." Martin realized teaching in public school is not like teaching in the military and thinks public school teachers work in more dynamic situations involving instruction, behavior control, and issues between students.

Martin became sensitized to current issues and challenges in education. He feels public schools can't overcome all societal problems and that values instruction has "been thrown" into the classroom. He discovered that teachers are saddled with programs and expectations beyond academic instruction. "Administrators do not support teachers; the administrators' agenda is to appease politicians and the public." Martin feels he would be frustrated working in the schools and decided not to teach. "That's not a pot of boiling oil I wanted to be a part of." His career exploration ended. He was hired a week after retirement by a defense contractor. "This job satisfies the goals I had when I retired."

Teaching did not meet Martin's second-career goals. "The low teacher's salaries didn't bother me. I was looking for certain things. I found teaching could be longer hours and involve things other than teaching. That made it less attractive than other alternatives." Martin enrolled in the MCTP to explore teaching as a second-career option and decided not to teach after experiencing the realities of the classroom. Teaching was something he "really didn't want to do right now." Martin wasn't looking for action in his second career. "I wanted something stable, something with achievement from day-to-day. I discovered I was not ready to gird up my loins, draw my sword, and do daily battle with teenage kids and disgruntled parents. I've made the transition to my second career."

Martin hasn't completely given up the idea of teaching. "Nobody can say this is where I'm going to stay forever. The MCTP focuses on K-12. Business education was my interest. I couldn't get there. Who knows what I'll do 15 years from now? I never did get turned off teaching. I just didn't want to be a traditional teacher in a public school system."
**Group 3. The unsatisfactory student teaching experience.** (Douglas, Jackson, Colin)

Douglas was a military aviator who retired in 1998 after 23 years of service. With a baccalaureate degree in physics, he elected to teach middle school math and science. His wife is an elementary school teacher and his son attends middle school. This 43-year-old veteran now works as a Microsoft certified technical coordinator at a local university.

**Table 8.**

**Formulated meanings of invariant constituents: Douglas**

1. Had the resources to be selective about second career. Wanted to create and explore options.
2. Second career objective was enjoyable, stable work, with time for family and other activities.
3. Teaching met second career goals.
4. The practicum was a positive experience.
5. Experienced problematic moments as a student teacher in middle school.
6. Lack of interaction with other adults was disturbing.
7. Was uncomfortable with congruent requirements for management, teaching, and entertaining.
8. Did not feel a sense of ownership of the class or class activities.
9. Became frustrated because cooperating teacher encouraged students to misbehave.
10. Lesson planning from scratch was particularly problematic. Felt there was not enough time to execute the MCTP model. Did not know any other method.
11. Experienced long hours of preparation but no feedback and no instant gratification.
12. Was frustrated, dissatisfied and miserable. Self-terminated student teaching after two weeks.
13. Looked for other options. Started to substitute teach in high school. Enjoyed the pace.
14. Found that teaching the computer lab with young adults was enjoyable with few of the problematic experiences of student teaching. Became a Microsoft technology coordinator.
15. Recognizes that lesson planning and classroom management exercises during the MCTP gave a false sense of competence as a teacher.
Figure 8. The meanings and themes extracted from Douglas's narrative.

- Wanted stable, enjoyable work.
- Wanted more time with family.
- Could be selective about choosing career.
- Felt he had the ability to teach.
- Teaching met career requirements.
- Information useful with son.
- The MCTP courses were enjoyable.
- Superb instructors were reinforcement.
- Student teaching was unpleasant.
- Could not manage, teach, and entertain.
- No sense of class ownership.
- Felt the lack of interaction with adults.
- Cooperating teacher encouraged student misbehavior.
- Lesson planning was major concern.
- Requirement that each lesson be planned "from scratch" was problematic.
- Long hours at night planning lessons with no feedback was unacceptable.
- Was frustrated, dissatisfied, and miserable.
- Wanted more self-gratification from work.
- Self-terminated student teaching.
- Examined options. Began to substitute.
  Liked the pace of substitute teaching.
  Enjoyed high school computer classes.
  Became Microsoft certified.
- Feels lesson planning and management exercises gave a false sense of security.
Douglas finished his military career with a "nice retirement" and a "working wife." He wanted options and had the time and the financial security to be selective about his second career. He wanted enjoyable work but wanted his first choice to be the right one. Douglas wanted more time with his family. He was looking for work with regular hours, work within driving distances, and work that allowed him more time at home. Douglas wanted better quality of life. "I knew I had the options to make a choice. I could change my mind. I didn't have to do something I didn't enjoy. I didn't have to live with a bad decision. I could quit at any time. That was a good feeling."

He was confident in his ability to teach. "If I could fly airplanes in the military, I could do just about anything." His college coursework gave him the credits for all endorsement area requirements in middle school mathematics and science. His counselor didn't encourage him to take the additional courses required for high school and "it didn't seem to be worth the time and effort." With his military experience and a Bachelor of Science in Physics, he thought he had the basic core skills to teach. Douglas considered teaching to be stable work, with summer vacations, and with time to spend with his family. As a teacher, he thought he would not be "tied to an organization 24 hours a day." He could help his son with schoolwork. Collectively, those opinions caused him to enroll in the MCTP. He focused on becoming a teacher and did not consider other options.

Douglas enjoyed the MCTP coursework. "I loved it. I had no bad instructors." Every course was designed around practical application for the "real world." The instructors were prepared and motivated. "Their enthusiasm reinforced my own enthusiasm." The practicum experience reinforced his feelings of "I can do this."

An unsatisfactory student teaching experience led to his decision not to teach in middle school. "It opened my eyes. I felt that I should be able to jump in and charge full steam. There was more to it than just throwing together some interesting lesson plans and using a few management skills to teach that age group. I thought I could do it immediately and I couldn't." Five experiences led to his outcome decision. Douglas had an unsatisfactory relationship with his cooperating teacher. "My cooperating teacher purposefully set up some of the students to misbehave. They thought it was a game and were still acting up two weeks later. That caused most of my attention to be diverted from teaching to classroom management." He was uncomfortable attempting to teach others'
students. It was not his class; it was another teacher’s class. He didn’t feel ownership in what he was doing. "The regular teacher brought the students to a certain point and then I was thrown in. I was the new person and I didn't want to act like a total idiot. I was anxious, worried, and stressed about little things." Douglas felt isolated in the classroom and missed the adult interaction he found in the military. "That interaction with other adults was important to me." He was also uncomfortable with the congruent requirements for classroom management, teaching, and entertaining.

I knew I couldn't do everything. I wasn't physically able to do it. I was going to have to prioritize. I was not going to make every student 100% successful. Some were already lost to education. I had no effect on them. Those were uncomfortable feelings. I couldn’t fix that problem and I didn't want to worry about it when I came home at night. I didn't like not being able to get through to every student. It's a personality thing. You’re either meant to teach or you’re not. In the MCTP we learned you’ve got to be an entertainer in the classroom. I wasn’t at that point. I wanted to perform and to be comfortable doing it. I could do neither.

Lesson planning was Douglas's most problematic experience. His supervising teacher required him to create new lesson plans daily. "It was throw out the book. Don’t use prepared plans." Douglas felt there was not enough time to prepare lesson plans the way that he was taught in the MCTP. "Wonderful instructors prepared exemplary lesson plans. There wasn't enough time in the day to do that." Most of Douglas's out-of-class time was spent preparing lesson plans "long hours into the night" for the next day. "There seemed to be no light at the end of the tunnel."

Douglas was comfortable with the subject matter, but the classroom management, lesson planning, and working in an isolated environment were different from what he expected. He felt he needed to teach all the material each day or he hadn't done his job. "I had no idea that is was going to be like that until I was in the classroom."

Douglas looked for some form of payback for the work he was doing. He wanted to enjoy his work. "I was so uncomfortable after a week of student teaching that is was hard for me to get to sleep. It was stressful. There's nothing there. I'm not enjoying it. I don't think anything is going to change." He didn't want to work in a middle school for the rest of his life. "I didn't want to put that much effort into it. I didn't want to spend the time to get there. I wanted to think about things that would have positive impacts on my students; instead, I worried if my lesson plans would be good enough or if I could handle the kids."
It wore on me. I didn't think it would get better and I didn't want to remain frustrated any longer." Douglas quit student teaching after two weeks.

I thought the MCTP did a wonderful job preparing me to be a teacher. Maybe that's what deceived me. I thought I was well prepared because they did such a good job. I enjoyed every course. I loved those night classes. The quality of the instructors was absolutely superb. I had no bad instructors. I knew that I could use the skills with my son. I could use them in the real world. Everything was eye-opening and fun to do. I thought that fun would carry over to the real world classroom. If it's this enjoyable here, it's got to be a piece of cake in the classroom. I thought, "This is so much fun, I've got to enjoy this when I get out." But when I look back on it, I realize I was with adults, practicing lesson plans and classroom management skills in an artificial, adult environment.

Douglas was satisfied with his achievements in the MCTP and thought he would look at teaching from a different perspective. He began to substitute in high school and found that experience more enjoyable and working with young adults more pleasant. Douglas was comfortable "working into education slowly." As a substitute teacher he still encountered problems but "I could deal with the stress because I knew I was not taking it home with me. I could dump the stress at the end of the day." His experience in a computer laboratory was an epiphany. "I discovered even the most misbehaved kids could focus in front of a computer. Computerized instruction reduced my previous problems with classroom management by one half." Teaching was much easier in that setting. "I actually got stuff done. I was able to control the kids. It was much less stressful." There was instant reward because both Douglas and the students enjoyed themselves and learning occurred. "I then realized that I didn't want to be a middle school mathematics and science teacher. I wanted to be a computer laboratory teacher." He became a Microsoft Certified technician and is now working as a computer technology coordinator at a local university. Douglas likes his work and his students. "It's not a 24 hour a day job. I can come into the classroom and instruct, but I don't take my work home with me. If I do, It's because I like it and can do it on my terms."

Douglas thinks the MCTP was a valuable experience. "I have a Master's Degree in Education that I use in resumes and can hang on the wall. That's what got me my current job. I will always have that degree to fall back on. I'm not going to let it go to waste."
Jackson is the only participant with experience working with teenage youth in instructional environments. He earned a bachelor's and master's degree on active duty before entering the MCTP. This 45-year-old veteran is now working as General Schedule (GS) employee at a major command headquarters.

Table 9.

*Formulated meanings of invariant constituents: Jackson*

1. Extensive experience working with teen-age youth while in the military.
2. Wanted to teach after retirement. Did not consider any other second-career option.
3. Had children in high school and retired from the military to stay in the local area.
4. Enjoyed the academics in the MCTP and the courses required for endorsement area.
5. The student teaching experience was problematic.
6. Was disturbed by policies used in the school for behavior control during lunch.
7. The cooperating teacher was negative and critical about quality of work.
8. Lesson planning was problematic. Each lesson plan was required to be an original effort, approved in advance and each became a major presentation in detail.
9. The hours required to prepare unacceptable lesson plans became problematic.
10. Experienced feelings of being continually criticized and attacked. Perceived the student teaching experience as a test that was being failed. Felt abandoned by the system.
11. Self-terminated student teaching when the stress levels affected his health.
12. Feels the system performed a triage and was angry and bitter about his experience.
13. Needed to regain self-esteem and went back into the comfort zone of military-related work.
14. Still has a bitter taste about his experience in the public schools.
15. Has never given up on teaching but has changed his mind about where and what he would teach.
Figure 9. The meanings and themes extracted from Jackson’s narrative.

- Wanted to become a teacher. **Goals**
- Wanted to remain in the area. **Entry**
- Extensive experience instructing youth. **Self-Assessment**
- Confident in ability to teach and instruct. **Design**
- Enjoys going to school. **Program**

- Enjoyed academics in the MCTP. **Socialization**
- Accepted requirements for courses in endorsement area. **Problematic**
- The practicum was a positive experience. **Moments**

- Student teaching was problematic. **Outcome**
- Could not accept practices used for behavior control during lunch. **Reassessment**
- Experiences with critical and negative cooperating teacher were discouraging. **Reflection**
- No positive reinforcement. **Evaluation**
- Did not have time or talent to create acceptable lesson plans. **Needs help. None provided.**
- Felt abandoned by the system. **Felt abandoned by the system.**

- Self-terminated student teaching when stress began to affect health. **Evaluate the system.**
- Was angry and bitter. **Reconsider the system.**
- Feels the system performed triage. **Reconsider the system.**
- Lost self-esteem and confidence in ability to teach youth. **Return to comfort of familiar work.**
- Return to comfort of familiar work. **Consider the system.**
- Considers the MCTP experience as opportunity for re-assessment. **Consider the system.**
- Wants to teach but not in public schools. **Consider the system.**
Jackson is passionate about teaching and passionate about working with youth. He has been teaching as a youth minister in a large religious education program since 1987. "I love working with kids and I love teaching. I just keep doing it." After retiring from the military, he wanted to teach and work with youth as his second career. "I was going to be a teacher. There were no ifs, ands, or buts about it." The MCTP "was the way to do it."

Jackson enjoyed attending school and he liked what he was doing in the MCTP. He enjoyed the courses. It was the most enjoyable degree he ever earned. "When I was going through the program I was totally involved. It was reinforcing my dream. I didn't do the program for a hobby. It was like a missile. This is where I'm going and this is getting me there. I was getting positive feedback from every instructor." He was not anxious about retirement because "everything was falling into place" and the MCTP was doing an "excellent job" preparing him to teach. Jackson finished the program and began student teaching in the sixth grade just before retiring from the military.

Working with students was an enjoyable experience, but the control mechanisms used by teachers and administrators were disquieting. Jackson was uncomfortable with the practice of requiring students to march silently and the enforcement of silent lunches. There was no opportunity for "kids to be kids." Teachers and administrators seemed to "fear anything outside the regimented." The students were "treated like criminals."

Unsatisfactory experiences with his cooperation teacher and with administrators caused Jackson to self-terminate his student teaching. One major issue was lesson planning. His cooperating teacher required a new lesson plan for each lesson. She had to approve the plan three days before the class. "I had prepared lesson plans for years, but she wanted something in great detail and very formal." Jackson worked until "two or three o'clock each morning" to create plans that would be approved; only to have his mistakes identified the day of the lesson. "They're no good. You're going to fail." Jackson thought this attitude was "pure criticism." "She would walk in and tell me, 'this is what you've done wrong and you've got to live with it'." Each lesson plan was a "test and a major presentation." He saw none of her plans and none were offered as examples.

Jackson feels his cooperating teacher was "negative about the quality of my work. She wasn't there to help me, she was there to grade me, and to filter me out." Jackson did not feel his student teaching was a learning experience, for him it had become a test that he
was failing. "I was continuously attacked." His cooperating teacher told him that "he wasn't made to be a teacher."

Jackson also had an unsatisfactory experience with a school administrator. "I think some of it was because I was older and she wanted to assert her authority. I also think some of it because I was white, male, and ex-military. She thought I would have an attitude. My only attitude was 'please help me'. She exhibited no friendliness at all towards me."

The stress began to effect his health. Jackson experienced chest pains, nausea, and vomiting. He could neither eat nor sleep. He thought he was about to have a heart attack. "None of this was worth it. It was too much pressure and no support." He quit the MCTP.

Jackson lost his desire to teach in public schools.

When Jackson discussed his experience with an MCTP administrator he was told, "You made a good decision to leave student teaching, but you can still get your degree." He was angered by this response. "They abandoned me. I was out there alone and nobody cared. I gave it everything and got nothing back." He feels the system performed a triage. "I was very bitter about that, but I think things happen for a reason."

Jackson lost self-esteem during his student teaching experience. He knew he was an effective teacher and could demonstrate his competence if given the chance. "If somebody had said I was doing something worthwhile, I would have kept going. But I was always hearing, 'You're no good'. My cooperating teaching continually said I was failing and I was working my tail off." He did not want to fail again and returned to more comfortable military-related work as a civilian. "If I had a cooperating teacher that wanted to help correct my shortcomings, and if my MCTP advisor had supported me, I would be a public school teacher today. Instead, their intent was to filter me out."

His failed teaching experience afforded him an opportunity for reassessment. Jackson thinks participating in the MCTP had a positive effect on his mid-career transition. "It taught me things that help me in my youth ministry. I'm still teaching. It's a different avenue, teaching theology to kids. It's part-time but I'm having fun." Jackson is considering returning to school to earn a degree in theology. Those new credentials would allow him to "reconsider teaching in the totally new context of parochial schools."
Colin retired from the military in 1993 after 25 years of service. He completed the MCTP in 1995 and is now working as a program analyst for a major defense contractor.

Table 10.

_Formulated meanings of invariant constituents: Colin_

1. Vague second career goals contributed to the uncertainty of career transition.
2. One concrete goal was to earn a meaningful master's degree.
3. Another second career objective was job satisfaction.
4. In exploring second career options, teaching was something he thought he could do.
5. Parent was a teacher and he is familiar and comfortable with a teacher's lifestyle.
6. The MCTP was the best opportunity to earn a master's degree and to explore teaching as a second career.
7. The class times were convenient, the instructors were positive about education as a profession, and the coursework wasn't perceived as too challenging.
8. Felt prepared to teach after completing the MCTP.
9. During the student teaching experience, became uncomfortable with lesson planning and with teaching students with different abilities and interests in learning.
10. Became frustrated when working before students in a classroom environment.
11. Discovered a lack of patience with the emotions students bring to the classroom.
13. The cooperating teacher would neither assist nor recommend corrective action.
14. The cooperating teacher's attitude resulted in a decision not to teach.
15. Feels that he did not have adequate skills or the patience and desire to develop them.
16. The outcome was a decision to return to comfortable and familiar work.
**Figure 10.** The meanings and themes extracted from Colin's narrative.

- **Goals**
  - Wanted to earn a master's degree.
  - Wanted job satisfaction.
  - Vague career goals contributed to uncertainty of transition.
  - Familiar with teacher's lifestyle.
  - The MCTP was career exploration.

- **Entry**
  - Attractive, available program was positive reinforcement.
  - Opportunity to earn master's degree and to explore teaching option.

- **Program Design**
  - Had an unsatisfactory student teaching experience.
  - Uncomfortable with lesson planning and with students of different abilities.
  - Uncomfortable teaching large groups.
  - Had lack of patience with problems students bring into the classroom.

- **Self-Discovery**
  - Cooperating teacher would neither assist nor recommend corrective action.
  - Cooperating teacher's attitude cemented decision not to teach.

- **Problematic Moments**
  - Completed student teaching and returned to familiar work.

- **Socialization**
  - Realized the inadequacy of teaching skills and preparation.

- **Support**
  - No longer had the patience or the desire to teach.

- **Outcome**
  - Realized the inadequacy of teaching skills and preparation.

- **Reassessment**
  - No longer had the patience or the desire to teach.

- **Reflection**
  - Realized the inadequacy of teaching skills and preparation.
Colin's second career goals were vague. "That was part of the problem." He wasn't oriented towards military-related work, but a defense contractor hired him soon after retiring. Colin did want to earn a master's degree and the MCTP was at the "top of the list" of ways to accomplish that goal. Teaching would be long-term, stable work. His mother was a teacher and he was comfortable with the idea of teaching as a second career. Teaching was something he thought he could do and it would "be a way to contribute after being out of society for many years." He thought he might integrate "core values" and "real world experiences" into education. Colin decided to "give it a try." He was exploring another option for a second career.

The design of the MCTP was positive reinforcement. The night classes did not conflict with his day job. The atmosphere was "semicasual." The majority of his instructors were "very positive and wanted to teach you about education." He felt the academics were easy for a "reasonably intelligent person." His attitudes about the courses varied. Statistics was "too theoretical" and "not very useful." Special education was "very interesting and informative." Colin felt he was ready to teach when he finished his coursework. "There isn't much more you can give other than outlines and examples."

Student teaching in fourth grade was an unsatisfactory experience in self-discovery. Colin was comfortable working one-on-one with students, but he didn't feel comfortable working with larger groups. "I discovered I didn't have the skills to keep an in-class balance between the intelligent students, students in the middle, and those that were struggling." Colin could not "swing between the spectrums of ability." "The majority of his students were below the median learning level. He was troubled because he couldn't reach every student. Accommodating special needs students was problematic. "I had many special needs kids who left the class a few times a week for special assistance." Colin found this practice disruptive and didn't know how to deal with it.

Colin experienced a lack of accountability in students and in the school system. He was troubled that many of his students came from dysfunctional families where adults weren't positive or did not discipline. He discovered he "could not deal with kids that just did not get it." He had trouble with the emotions they brought in every day. Colin wanted to help these students but was easily frustrated when working with them. "I can go along with the students that just don't care for only so long." He didn't have the skills to get
their attention or to discipline them.

After four weeks of student teaching, Colin was uncomfortable as a teacher. He thought he was teaching without "too much flair or interest" and had difficulty bringing his level of teaching down to the fourth grade. He was struggling and procrastinating with lesson plans. "I didn't have the self-discipline. I have always had problems developing plans and concepts and never corrected that deficiency during the MCTP. Even though I had the basic tools, I never became comfortable with lesson planning for multiple levels of students." He asked his cooperating teacher for guidance. He received none.

Colin's cooperating teacher was a former Teacher of the Year who was teaching the fourth grade for the first time. She never defined any "real expectations" and gave Colin no guidance or feedback. He described his frustrations, but she did not want to be a mentor. Her response, "Well that's the way I was treated as a student teacher" angered Colin. "If that is the attitude of a teacher of the year, I didn't want to teach." Colin had enough discomfort. He did not feel the education establishment was trying to "reach out to him." He "knuckled down" and completed student teaching after deciding not to teach. "My cooperating teacher didn't need any more stress."

Colin thinks he just didn't have the aptitude, the attitude, or the skills to teach. It bothered him that he was unprepared to deal with a wide range of student abilities. Although he is comfortable working with youth in informal environments, he didn't have the tools to keep students' attention in class or to make learning enjoyable. He discovered he didn't have the patience or the desire to develop those skills. Colin feels he "just wasn't suited" to be a teacher. He left the MCTP with feelings that "things just never connected." Colin could not balance "what kids like with what they need." He wasn't prepared to teach and returned to "much more comfortable work" as a defense contractor.

Colin feels the MCTP was a positive experience in public education and a meaningful activity during uncertain times. It was an exercise in career exploration that convinced him that he "needed to stick with work that he was most knowledgeable about and most comfortable with." He remains undecided about how to use his masters degree. "I'm not certain which way I will go, but it won't be into teaching."
Group 4: The unexpected job offer at retirement. (Edward, John, Robert)

Edward is a former aviator who retired in 1995 after 21 years of service. He earned a master's degree before entering the MCTP. He is 42 years old with two children in high school. After retiring, he returned to his previous military job as a civilian contractor.

Table 11.

Formulated meanings of invariant constituents: Edward

1. Was anxious and uncertain about retiring from the military.
2. Was searching for second career options in the local area.
3. Teaching as a profession met second career quality of life requirements.
4. Had positive experiences instructing in the military but limited contact with children.
5. The MCTP was attractive. The GI Bill was available. The only investment would be time.
6. The evaluation of previous academic coursework was a reinforcing experience.
7. Enjoyed being with other students in the MCTP.
8. Enjoyed working with students and teachers during the practicum.
9. Completed the master's degree but did not begin student teaching.
10. Was surprised when defense contractors began calling just before retirement.
11. Discovering a demand for his military-related skills changed thought processes.
12. Job offers were attractive because they were congruent with military occupation.
13. Liked what he did in the military. Salary was more than teaching. Not a hard choice.
14. Unsolicited offers from defense contractors eliminated the anxiety about retirement.
15. Did not look for other work. Feels contractors lured him away from teaching with money.
16. Feels participation in MCTP had calming influence during the emotional transitional period.
17. Believes a master's degree in education is valuable and marketable.
18. Likes having marketable skills. Having the option to teach is reassuring.
19. Thinks his transition into education may only be deferred until retirement from current job.
**Figure 11.** The meanings and themes extracted from Edward's narrative.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wanted to explore second career options.</td>
<td>• Very anxious and uncertain about retiring.</td>
</tr>
<tr>
<td>• Family wanted to remain in the local area.</td>
<td>• No recent contact with school age youth</td>
</tr>
<tr>
<td>• Had positive experiences instructing in the military.</td>
<td>• Teaching would meet the quality of life requirements for the second career.</td>
</tr>
<tr>
<td>• Teaching would be certain employment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th>Program Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The MCTP was a convenient program.</td>
<td>• Recruited by contractors at retirement.</td>
</tr>
<tr>
<td>• The only cost would be time.</td>
<td>• Discovered a demand for his military skills.</td>
</tr>
<tr>
<td>• Previous coursework evaluation was a positive experience.</td>
<td>• Job offers were congruent with military skill.</td>
</tr>
<tr>
<td>• Working with other veterans was enjoyable.</td>
<td>• High salary was strong inducement.</td>
</tr>
<tr>
<td>• Practicum was an enjoyable experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Socialization</th>
<th>Problematic Moments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unexpected job offers took the anxiety away.</td>
<td>• Recruited by contractors at retirement.</td>
</tr>
<tr>
<td>• Contractors lured him away with money.</td>
<td>• Discovered a demand for his military skills.</td>
</tr>
<tr>
<td></td>
<td>• Job offers were congruent with military skill.</td>
</tr>
<tr>
<td></td>
<td>• High salary was strong inducement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Reassessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Feels the MCTP was a calming influence during a time of high stress and anxiety.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Likes having another marketable skill.</td>
<td>• Master's degree is valuable asset.</td>
</tr>
<tr>
<td>• Having the option to teach is reassuring.</td>
<td>• Having the option to teach is reassuring.</td>
</tr>
<tr>
<td>• Thinks current work is only delaying his transition into education.</td>
<td></td>
</tr>
</tbody>
</table>
Edward was "scared to death" about retirement. He spent his adult life in the military and had no civilian skills. "I was a whiz at dropping bombs but there wasn't much civilian demand for that skill." His career was about to end. He was "starting to panic." He didn't think "anybody would hire him" with just his military credentials. Edward's family was tired of moving and didn't want to "job search around the country." They had "moved every two or three years", liked living in the local area, and wanted to remain here.

Edward planned to use the remainder of his GI Bill to enhance his civilian-related job skills. He became a certified massage therapist; but he wanted other options. "I like to have a lot of doors and I like to have them open." Additional education was one door. "If I have it, doors open. I may never use it, but it gives me confidence with more options."

Earning another degree and becoming a teacher was attractive. Edward enjoyed his experience instructing in a service school. "I thought I did it well." He held a master's degree in school administration. Teaching would be "a good job that he could do." He knew that many districts were looking for teachers and felt it would be "relatively easy" to be hired. The feeling that "he wouldn't have trouble finding a job as a teacher" was a major incentive. Edward believed his military retirement and his wife's salary would allow him to teach without a major change in his family's lifestyle. "We wouldn't be rolling in money but with three incomes, we would be fine." He wanted an adequate salary and time to travel. A teacher's work schedule seemed "ideal." The free time was important. "Teachers work 180 days a year, from eight o'clock in the morning until three in the afternoon. Teachers get summers off. That was a big plus for becoming a teacher."

Edward feels education is filled with "liberal people." He is "very conservative." As a teacher, he could "give back to the country" by promoting "other ways to look at things." He thinks different perspectives would be valuable experiences for students.

The time needed to prepare to become a teacher was a factor. "I didn't want to go back to school for two or three years." He explored teacher education programs at a local university. "I was completely, absolutely turned off. They looked at my transcripts and said, 'You have these math courses but they don't count because they are not education math courses.'" His four years of college and his previous master's degree counted for almost nothing. "It was unbelievable. It was obvious my education was not the proper education. They discounted most of what I had done." Edward discovered he would
"have to go through their stylized system" for three years to earn the necessary credits for a baccalaureate degree in education. "I was treated like a slug." The MCTP "didn't discount what I had done in the past: It was additional education on top of what I had done before." Edward felt "it was refreshing" to be treated so well. His prior education and his military experiences were applicable. "I enjoyed the instructors, the class schedule looked good, my initial experience with the MCTP was reinforcing, and on-base classes were perfect." Edward continued in the MCTP. He did not look for other work.

Edward's only contacts with public schools were his children's and his own experiences as a student. Most of his recent information about schools was "pretty damn negative He enjoyed the MCTP. "I only thought a couple of classes were kind of silly. We wore signs with happy and sad faces according to everyone's perceptions of your feelings. I never understood the point." The practicum was a high point. "Actually being in a classroom allowed me to ask myself if I want to do this." He felt some anxiety about "all the current laws" but thought, "I could put up with most of that."

Six weeks before he retired, defense contractors offered Edward unexpected work. This new opportunity changed his thought processes. It "opened a window of opportunity" he had never considered. Edward was surprised with the demand for his military-related skills. Contractors wanted him because he was "one of the few people in the world who were experts in this thing." They recruited him. "It was nice. It took the anxiety away." Edward liked what he did in the military and never thought he would be able to continue that work as a civilian. "When they started talking money, it was a whole lot more than teaching offered." With two children approaching college, "it wasn't a hard choice." He was "lured away with money."

"Participating in the MCTP quieted my nerves. Before I retired, I saw this big giant black wall. It was very hard to see anything beyond that. After the MCTP, I felt I had a marketable skill; something I could do after I retired."

Edward is sidetracked in his current job and thinks teaching is "only deferred." When he leaves this work he will reconsider teaching. "I like having marketable skills. I have the degree. I'm not using it right now, but it's there. I can use it anytime I want. That makes me feel better because I have another career option just sitting there. I can use it anytime I want"
John retired from the military in 1996 after 24 years of service. He earned a master’s degree on active duty before entering the MCTP. He is 45 years old with a son in high school. After retiring, he returned to his previous military job as a civilian contractor.

Table 12.

*Formulated meanings of invariant constituents: John*

1. Identified retirement date early and planned for career transition.
2. Not focused on a particular second career. Wanted to explore options.
3. Was always interested in teaching and education. Was attracted to working with children.
4. Thought teaching was an honorable profession for second career.
5. Considered teaching to be certain employment. If licensed, could teach anywhere.
6. The timing and opportunities were right to enter the MCTP.
7. Associating with people in similar situations during the MCTP was reinforcement.
8. Going to class with familiar faces in familiar environments eased the transition.
9. Enjoyed working with students during the student teaching experience.
10. Sensed he did not have ownership of the classroom. This was a negative experience.
11. Some experiences with the school administrators were discouraging.
12. Student teaching was a reality check but did not discount teaching because of it.
13. Life is dynamic. Options change. Lifestyle decisions changed before retirement.
14. Received an unexpected job offer from a military contractor at retirement.
15. The work would be enjoyable and the salary was twice that of a beginning teacher.
16. This opportunity eliminated the uncertainties of a job search and allowed the family to maintain its standard of living. It afforded a seamless transition to civilian life.
17. Is uncertain about gains from the MCTP but is comfortable that nothing was lost.
18. Plans to work at current job for five years then reexamine the option to teach.
Figure 12. The meanings and themes extracted from John's narrative.

- Wanted a planned, orderly transition.
- Wanted to explore multiple career options.
- Wanted to maintain family lifestyle.
- No particular second career in mind.

Goals

- Interest in teaching and education.
- Teaching would be certain and enjoyable employment.
- Could choose time and place to teach.
- Felt working with children was honorable.
- Timing and opportunity were right to enter the MCTP.
- Made the decision to become a teacher.

Entry

- Self-Assessment

- Associated with other transitioning veterans was a reinforcing experience.
- Familiar faces and familiar environments eased the anxiety of transition.
- Elective courses were interesting and informative.
- Enjoyed the student teaching experience.

Program Design

- Socialization

- Recruited by contractor at retirement.
- Contractor offered well paying, familiar work.

Problematic Moment

- Could not reject the opportunity for a seamless transition for self and family.

Outcome

- Still has the desire to teach.
- Thinks teaching career is in abeyance.
- Will reconsider teaching in five years.

Reassessment

- Evaluation

- Satisfied with MCTP experience.
- Time and circumstances changed options.
John wanted an orderly, planned career transition. He was certain of his retirement date and wanted to prepare early for his second career. The family wanted to remain in the local area because his son was in high school. He "didn't have a particular second career goal in mind." John had always been interested in "the education aspect" and earning a second master's degree was a "no fear sort of thing." He was aware of the teacher shortage and thought that having a license would allow him to work as a teacher at "any time and place." Colleagues recommended the MCTP. "The timing was right and it looked like fun." He enrolled two years before retirement. Once he began, he didn't want to stop.

"I'm not certain why I wanted to be a teacher. It was one of those things." John thought teaching would be an honorable second career after serving in the military. "You always look up to your teacher when you're a little guy." He was attracted to "some of the obvious things like standing up in front of children and trying to show them the way." John considered teaching to be "certain employment": He also thought it would be "enjoyable employment." "It was another arrow in my quiver." He was able to use VA and Troops to Teachers funding, and "got another master's degree at one fifth the cost."

The academics were enjoyable. The juvenile behavior course was a high point. The instructor was "vibrant"; the information was "valuable, useful, and interesting."

John experienced some anxiety about leaving the military, but he had a clear picture of what he was doing. "Attending classes with the same faces and being around people like myself who were in similar situations eased my transition. A lot of quality folks involved in the program were in the same boat as I. We all had retirement dates and we all needed to find work other than our military careers. We became close during the transition process. It would be tough for me to go up to Longwood and take courses with 18-19 year olds." Having older, mature peers in class and having instructors who were sensitive to students still on active duty who had to do "active duty things" were strong reinforcements. John "did not appreciate" the MCTP instructors who failed to accept those realities and "cautions anybody with those attitudes" not to teach in a MCTP.

John enjoyed working with students during his student teaching. "It seemed intuitive for me to grab those teaching moments, to get those sparks of interest, and to capitalize on them." He was uncomfortable as a student teacher in another teacher's class. "The
class and classroom weren't really yours. You were just borrowing it with some caution. It was almost like asking permission to do the class each day. That was certainly a negative." Working with school administrators was also a negative experience. "It seemed that when you were most intense with your students, the 'boom box' would request a student to come to the front office because mom was there with lunch. I didn't like that protocol."

The MTCP put me into a classroom and allowed me to see the behaviors of students. I had a pretty good idea of what's going on. But I made other lifestyle decisions during the next two years. There were opportunities to question whether or not teaching was going to be a career move. Student teaching was a reality check. I didn't discount teaching from my student teaching experience. I thought it was a positive thing. It gave me a chance to check my patience.

As John was leaving the military, his office was downsizing and opportunities for contracting became available. A contractor offered work three months before he retired. They literally doubled the money I would make as a beginning teacher. We had certain needs and a son still at home that we wanted to bring up in the same lifestyle that he enjoyed while I was on active duty. Becoming a civilian contractor allowed me to step into civilian life seamlessly. We didn't have to change our lifestyle, we still lived in the same house, lived by the same rules, and paid the same bills. We didn't have to change anything or give anything up. I probably didn't make much of a career transition at all. The opportunity to become a contractor, with the option of doing the same job as I did in the military, had not been apparent two years ago. It became available only three months before my retirement date.

John considered his MCTP experience to be preparation for a new vocation. "I was ready to learn about education. I enjoy learning and the MCTP was a positive educational experience. I don't want to just throw it away." The new learning was a valuable part of John's experience, but "after I got into the reality part, the money part, I decided teaching wasn't it just yet." His desire to become a teacher is "still there." "I guess I just don't love teaching enough because I still need the other pay."

I don't know if there was anything big gained from my participation in the MCTP but there was certainly nothing given up. That was the biggest the biggest thing. Nothing's given up. I would like to be a teacher, but I find that I have value in the job I'm doing. That job's not done yet. If I can teach five years from now, I'll do that. Perhaps not full time. I'll become a resident substitute or something like that. Right now I can't do that. But I've got that degree in education and my plans to become a teacher are in abeyance. I finished my master's degree but never took the PRACTICE. I knew that I was going to be a contractor before I needed a license to teach.
Robert retired in 1999 after 20 years of service. This 42-year-old veteran has two
children in college and another in high school. He returned to his former military job as a
civilian contractor.

Table 13.

Formulated meanings of invariant constituents: Robert

1. Needed a master's degree to be competitive for promotion in the military.
2. Liked the idea of teaching. Profession met second career quality of life requirements.
3. Wanted to retire and continue to work in the local area
4. Considered the MCTP to be the only graduate program with a useful degree.
5. The master's degree in education was a strong incentive.
6. Impressed with the MCTP. Thought the coursework was useful and practical.
7. Instructors' presentations were valuable exercises in reality and practicality.
8. Working with students and teachers during the practicum was reinforcing.
9. Decided to teach after completing the academic phase of the MCTP.
10. Had three years remaining until expected retirement. Deferred student teaching.
11. Was not selected for promotion and retired earlier than anticipated.
12. Became anxious because retirement pay was inadequate for the family needs.
13. Received an unexpected job offer at retirement. It was a matter of timing and luck.
14. Contractor offered familiar and comfortable work with a generous salary.
15. Unexpected opportunity removed anxiety about retirement
17. The MCTP was self-fulfilling experience but has yet to influence career transition.
18. Has not abandoned the idea of teaching. Would consider exchanging higher salary for more
   available time and a different lifestyle after his children graduate from college.
Figure 13. The meanings and themes extracted from Robert's narrative.

- Needed a graduate degree for promotion.  
- Wanted to remain in the area after retiring.  

- Considered the MCTP to be the only graduate program with a useful degree.  
- Favored teaching as a second career.  
- Teaching met quality of life requirements.  
- The masters degree in education was a positive incentive.  

- Experiences in the MCTP reinforced decision.  
- Instructors provided valuable insights.  
- Found the courses were useful and practical.  
- Positive experiences during the practicum led to the decision to teach.  
- Could not retire immediately after completing the MCTP. Chose to delay student teaching.  

- Retired earlier than expected.  
- Early retirement resulted in less retirement pay.  
- Retirement pay inadequate for family needs.  
- Experienced anxiety about financial situation.  

- Accepted an unexpected job offer at retirement.  

- Contractor offered familiar, comfortable work.  
- Salary was double a beginning teacher's salary.  
- Job acceptance eliminated anxiety and concerns about the family's financial situation.  
- Never experienced a career transition.  

- MCTP was self-fulfilling experience but has not influenced the process of career transition.  
- Financial needs are relative to family situation.  
- Would again consider teaching after children finish college.  

Goals  
Entry  
Self-Assessment  
Program Design  
Socialization  
Outcome  
Reassessment  
Reflection  
Evaluation
Robert needed a master's degree for promotion and the MCTP offered the "only graduate degree that would be useful" after he retired. He liked the idea of "going out and teaching " high school students and thought he could "accept that kind of salary." Work schedules were a strong incentive. "You get time off in the summer. Christmas and Thanksgiving are pretty much guaranteed. You may be working at home but you will be at home. I was deployed for many holidays. The fact that I would be home for Christmas and Thanksgiving was a powerful incentive to teach." His spouse was concerned about teachers' salaries but agreed that teaching would be a "better lifestyle" than the military.

Robert's family wanted to retire in the local area. "We grew roots here. This is the first time we owned a home in lived in a civilian community." Robert enrolled in the MCTP five years before retirement and completed the coursework for a master's degree in two years. He deferred student teaching until just before he expected to retire.

"I was impressed with the MCTP. It didn't feel like a graduate course; no esoteric lectures. It was all concrete." Robert thought the information about classroom management and lesson planning was "practical and useful." He felt the experiences the instructors related in class were "enormously useful" tools that added realism and practicality to the course. "The most eye-opening experiences were discussing the disciplinary problems and how to handle students in the classroom. I was shocked to learn what teachers go through and how they work. It was eye-opening to be exposed to the sociological aspects of modern education." Robert's coursework was a "valuable experience." The master's degree was a strong incentive to continue.

The practicum was Robert's most vivid experience. It was "hands on" and he was able to do a "little bit of teaching." He describes the opportunity to experience a teacher's lifestyle as a "wonderful experience." Part of his experience was "personal" because he has a son in special education. His practicum experiences "helped me and my wife work through things." Robert decided to teach after he retired. "For a period of time the MCTP actually settled me in on what I was going to do after I retired. It was peace of mind. For a short period of time, I knew that answer."

Robert was not selected for promotion. He planned to spend 25 years in the military but elected to retire at 20 years. "I made a lot less retirement at 20 years than if I had been promoted and retired at 25 years." The issue became money. "My retirement pay, while
not bad, would not be enough for my family situation." This was the most problematic moment of his transition.

He had also been reassigned to another location and could neither complete student teaching nor look for work in the local area before he retired. Robert was worried about an uncertain future. "There was a lot of anxiety. Finances were my biggest concern. I had three children; two in high school and one in college. I also had a house payment. How was I going to make ends meet?"

Then Robert began to receive unexpected job offers from defense contractors.

I decided not to become a teacher when a company offered me a starting salary that was more than twice that I would receive as a beginning teacher—before I even retired from the military. That salary would secure our family's financial situation. My decision was based on the money, on the fact that I could stay here, and on the fact that I was comfortable and familiar with the work. The company came looking for me. I was at the right place, at the right time. Many of my coworkers are former students. It's not only congruence in the work, I'm still in the same military community. That job offer took my anxiety away.

Robert has not yet made his midcareer transition. "I didn't physically change careers. I took off my uniform, put on a civilian suit, and do my exact same job as a civilian. I didn't mentally change careers either. I still have the attitude and internalize the culture. I still won't grow my hair long and I won't grow a goatee. I haven't transitioned at all."

If his contract ends, Robert would consider becoming a teacher. His required income is relative to family needs. If his family could live as comfortably on less income, Robert would consider teaching. "If we're financially secure, then what I want is time. Time and a different challenge." Robert does thinks about other work. "The MCTP was interesting and self-fulfilling, but it wasn't the key to my current job. It hasn't really played any part in my career transition yet."

There's got to be something else out there. When I look at the future, I see myself becoming a teacher. I would exchange money for a different experience, a new challenge, and other lifestyle benefits such as free time to travel in the summer. That would be what I would look for, time in the summer to do other things I would prefer to do. When the kids are out of school, when we're a little bit more financially secure, and when the contractors don't want me anymore, I would probably teach.
Group 5: Student teaching after retirement. (Quentin, Thomas)

Quentin was a military aviator who retired in 1994 after 26 years of military service. His family lived in the local area during his entire military career. At the time of the study his daughter had graduated from college and his son was a college freshman. He is now a team leader and senior planner for a major defense contractor.

Table 14.

Formulated meanings of invariant constituents: Quentin

1. Wanted to stay in the area. His children never attended school anywhere else.
2. Wanted to explore teaching as a second career. Wanted that option at retirement.
3. Was not inspired to teach but had occasionally thought about teaching since college.
4. The MCTP was an attractive program that could accommodate military schedule.
5. Did not complete the MCTP coursework required for student teaching before retiring.
6. Daughter began college. Tuition was due.
7. Discovered no teacher shortage in his area. Some applicants waited a year to be hired.
8. Believed he was at least nine months away from uncertain employment as a teacher.
9. Needed the certainty of employment and more immediate work to meet financial obligations.
10. Interviewed with defense contractors. Was hired but did not start work immediately.
11. Used available time to substitute. Enjoyed the students and the atmosphere.
12. Completed the rest of the MCTP coursework and took the NTEs.
13. Was not ready because of incomplete coursework. Had immediate family financial needs.
14. Another factor was a fear of the unknown. Leaving familiar work was problematic.
15. Teaching was too far down the road and too uncertain employment.
16. Then inertia took over. Got in a rut and became used to paycheck coming in on time.
17. Enjoys current work. Is congruent with military experience. Thinks work is important.
18. Has not forgotten about becoming a teacher but thinks the moment has passed.
Figure 14. The meanings and themes extracted from Quentin's narrative.

- Wanted to remain in the area because children were in school.
- Goal was option to teach after retirement.
- Was not inspired to teach, but sometimes thought about becoming a teacher.
- Found the MCTP attractive and thought it could be completed while on active duty.
- Circumstances and work load might prevent completion of the MCTP before retiring.
- Post retirement financial obligations soon increased when daughter entered college.
- No teacher shortages in local school districts.
- Felt he was at least nine months away from being hired as a teacher.
- Needed certainty of employment and more immediate work.
- Teaching was too far in the future.
- Employment was uncertain.
- Another factor was fear of the unknown. Was uncomfortable leaving familiar work.
- Found work with a defense contractor.
- Now inertia has taken over.
- Is satisfied with congruent work.
- Considers himself to be in a very comfortable rut with regular paychecks.
- Substituting and completing the NTE were personal equivalents of student teaching.
- The MCTP experience did not influence decision. The timing just wasn't right.
- Thinks moment for teaching has passed.
Quentin first thought about teaching when he was in college because "the only way I could do anything with my majors was either go to graduate school or teach." After graduation, teaching was a moot issue: Viet Nam shaped his future. "I liked the military and stayed for 26 years." Quentin's thoughts about teaching "really didn't formulate" into anything concrete. "I'd like to say I was inspired to teach from childhood, but I wasn't."

He applied for retirement well before his expected retirement date and began to "cast around" for opportunities after the military. Quentin was "somewhat anxious" and "wasn't sure what to expect." "It was a rough time." One goal was family stability. His family wanted to remain in the area because his children never attended school anywhere else. Friends recommended the MCTP. "It was a VA eligible program, tailored for the military, and would fit in around my work. I liked it." Quentin didn't think he was "driven to teach", but neither did he have reservations about becoming a teacher. He wanted to "take a look at teaching so I'd have a back pocket option when I retired."

Quentin had two concerns about teaching. Being an older male was one concern. "I was told they wanted male teachers. They liked experienced guys. They supposedly hired you over the average kid out of college. Most guys have gotten jobs. If they didn't, they believe age was the reason." A second concern was subject competency. "I've been out of college for God knows how long. I was not required to take any refresher work in my endorsement areas. I don't know how those courses are taught now. That bothered me."

Quentin had definite expectations from the MCTP. "I wanted practical stuff. What I got was a lot of very good solid instruction and some practical stuff." It was "better than I had expected: It was also tougher than I expected." Quentin thought most courses were "pretty straightforward stuff." "The good classes discussed instructional methods and classroom management. Instruction about child psychology was "good, practical" information and Language Arts was "great", but Quentin thought the science methods and statistics courses were "totally worthless."

He enrolled in the MCTP nine months before he retired but could not complete the classes he needed to student teach before leaving the service. His challenge was time. "I just didn't plan ahead. If I had been able to take two classes per semester, I probably could have made it. But I was still in the military and had a full time job that I needed to pay attention to." Quentin's daughter entered college in August: He retired one month
later. The bills for tuition started "rolling in." Quentin's student teaching would not begin until January and local market forces made teaching uncertain. "It wasn't quite the teacher shortage I thought it was. Guys were taking up to a year to get hired. I didn't expect to be hired until the fall of the following year." Quentin's decision not to teach was a confluence of "having a daughter in college, just bouncing out of the military, not having a million dollars in the bank, and the uncertain local job market for teachers." Quentin needed the certainty of a paycheck and "just couldn't wait for almost a year on the chance of being hired." He began interviewing with defense contractors.

A contractor hired Quentin, but he did not begin work immediately. He continued in the MCTP at night and substituted during the day. Quentin taught "damn near every morning." He discovered he "enjoyed the kids" and "enjoyed the atmosphere." "I never found any resistance to ex-military. The teachers I met were very receptive to me and to those like me." Quentin substituted for seven weeks, completed the requirements for his masters degree, and took the NTE. "I did everything except student teach." It was a "good experience." He feels that if the timing had been different and if he had finished the MCTP and the student teaching before retiring, he could have given teaching "better consideration."

Quentin is now stuck in the "comfortable rut" of familiar work and regular paychecks.

Working for a government contractor maintains a tie to things I did in the military. The new organization is not foreign to me. The transition was easier than jumping into an unrelated civilian job. What we do is important. The most enjoyable aspect is this job maintains the ties with the military organization and environment that I've enjoyed for so long. I am more comfortable in something I've been in, done, and am familiar with, than I would be with something totally different.

Quentin hasn't forgotten about teaching, but he "probably wouldn't do that" because he likes what he does and "that's where it stands at the moment". He likes to go to school and is thinking about taking "refresher courses" to "get out of the same rut all the time."

The MCTP kept me occupied and gave me something to focus on during the last year of my military career. That can be a trying time. You're anxious about a lot of things. The MCTP kept me busy and kept me from dwelling on things I couldn't control. It gave me a goal. I knew I was doing something to prepare for my transition. The MCTP gave me something concrete. I enjoyed it. It was also a hobby; something other than what I was doing all the time.
Thomas is a 49-year-old aviator who retired after 31 years of service. His wife is a teacher in a local school system. Thomas now works in a major military command and describes himself as "the highest paid defense contractor in the local area."

Table 15.

Formulated meanings of invariant constituents: Thomas

1. No decisions about a second career. Was uncertain about work after leaving the military.
2. Transition was not planned. Was just stumbling along. Future was not planned out.
3. One second-career goal was to remain in the area after retiring from the military.
5. Stumbled onto the MCTP. Saw the program as a stepping stone towards a doctorate.
6. No inherent desire to teach but rather an interest in learning more about education.
7. The MCTP was available and convenient. Teaching would be a hip pocket option.
8. Enthusiastic instructors from local school systems provided invaluable insights.
9. Horror stories and friends negative evaluations dampened enthusiasm for teaching.
10. During the practicum, educational policies conflicted with personal beliefs.
11. Felt he was "out of touch" with current education policy and practice.
12. Lack of parental involvement and interest were problematic.
13. Change in retirement plans before student teaching caused anxiety about second career.
14. Changed circumstances afforded no opportunity for a graceful exit from the military.
15. Second career goals changed. Continuity of employment became a priority.
16. Became concerned about loss of income during student teaching. Was uncertain about when and if he would be hired as a teacher. Financial uncertainty was a major issue with spouse.
17. Accepted an unexpected job offer from a defense contractor before starting student teaching.
18. Considers the MCTP to be a positive experience that improved his ability to communicate.
Figure 15. The meanings and themes extracted from Thomas's narrative.

- Undecided about second career before retiring.
- Wanted to stay in the local area.
- Continuity of income became objective.  

Goals

- Has a lifelong interest in education.
- Wanted to learn more about education outside the military.
- Interested in teaching in college.
- Saw the MCTP as route to doctorate.
- Teaching would be a hip pocket option.  

Assessment

- MCTP was available and convenient.
- Instructors were positive influence.  

Program

- Horror stories dampened enthusiasm.
- Discovered educational policies conflicted with personal beliefs during the practicum.
- Lack of parental involvement was problematic.
- Change in retirement plans created anxiety.
- No opportunity for graceful exit from military.
- Second career goals changed. Was concerned about loss of income during student teaching.
- Was uncertain about employment as a teacher.
- Spouse was concerned about retirement income.  

Socialization

- Unexpected job offer relieved fiscal anxiety and the uncertainty of employment.  

Outcome

- Considers the MCTP to be a positive experience with a meaningful outcome.
- Improved his ability to communicate.  

Reassessment

- Thinks better placement at entry might have resulted in a different outcome.  

Evaluation
When Thomas enrolled in the MCTP, he had not made decisions about his second career because he didn't know when he would retire. His transition "wasn't very well planned out." Projection was difficult. "Things were moving in a general direction, but I just seemed to be along for the ride. I set the course but could not manage the details." Thomas "stumbled" onto the MCTP. He thought his "ability to communicate" and "his natural desire to learn" might make a contribution as a teacher. Thomas considered teaching at a university, but he could find no graduate program designed for his work schedule. The MCTP was available, would accommodate his work, and would provide a degree that could be a "stepping stone" towards a doctorate. Those considerations and the desire to learn "a little bit more" about civilian education "drove me to the program."

Thomas wasn't attracted to the MCTP by an inherent desire to teach: He was attracted by an inherent desire to expand his own education and to develop himself professionally and personally. "I never pounded the table and said, 'teaching is what I want to do'. It was more, 'I think I have the ability to teach and would be good at it'." He thought completing the MCTP and becoming licensed to teach would be a hip pocket option he could "fall back on." If there were no better opportunities, "teaching was always there."

Friends told Thomas he would not "fit in" as a teacher because he would not accept the lack of student discipline and accountability or the lack of cooperation from parents and school administrators. Thomas's spouse is a teacher. She thought Thomas "might be fired" because he was too much of a disciplinarian to accept the policies and practices of the current school environment. "These thoughts stuck with me and I can't remember anything in the MCTP that addressed those concerns."

Thomas feels his instructors were dedicated, competent individuals who communicated subject matter well. "Their active involvement in local schools was invaluable." He feels the MCTP provided adequate instruction on behavioral attitudes and the "hormones that cause them" but left it up to the individual to "figure out how to deal with them." Thomas had no recent contact with school age children and the practicum "opened my eyes" to the realities of public school teaching. His practicum experience "added to his doubts" that he would be comfortable in a middle school classroom. "Horror stories by other teachers reinforced my concerns about teaching." The discovery that most parents didn't, or wouldn't, get involved was troubling. "Parental
involvement is critical. I probably would have told them so." Thomas thought there was inadequate time to teach. "There were too many interruptions and too little time on task." His biggest challenge was the conflict between current educational policies and practices and his "internalized concepts about what students should be and do." Thomas thought he would "be very vulnerable working as a teacher" because "school policy wouldn't have aligned with my thinking."

Overall, Thomas considered the MCTP to be a "very positive" experience.

The MCTP kept me from becoming a couch potato. It helped organize my time and effort. It kept me invigorated and focused on something other than just coming home in the evening, having a beer, and mowing the grass. At that stage of my life, it gave me a much-needed charge. I was doing something useful. It was new learning. It improved my communication skills. It was enjoyable with a meaningful outcome.

The threat of involuntary force reduction caused Thomas to elect voluntary retirement. Then he was voluntarily recalled to active duty for a year. His attitudes about retirement changed. "Now I was anxious about retirement. I didn't see the opportunity for a graceful transition anymore. I wanted continuous employment and work soon after I retired."

Thomas deferred student teaching until his retirement. He was concerned that during the six weeks of student teaching he would have no income other than retired pay. He was uncertain about when and where he would be hired to teach. Not having a known job "was certainly an issue with my wife." A contractor unexpectedly offered immediate work. "I accepted it over the phone. It was a spur of the moment decision. It was a combination of wanting to provide security for my family and the fact that good money can be made as a contractor." Teaching was no longer an attractive second career option.

Thomas feels his attempted transition may have begun with an erroneous assumption.

I didn't have any understanding of how the MCTP was set up in terms of elementary versus secondary education. I think was steered into the middle school because I was male. I'm not sure I was the right person for that age student. My outcome might have been different if I'd gone into secondary education. I might have felt more comfortable with older students. I walked in and was signed up before I knew all that I should have known. I was not smart enough to ask the right questions.

Thomas enjoys his current work and feels he has been very fortunate. He thinks he is being used to his full capacity. "That is very important. If I feel I'm working below my capacity, I'm dissatisfied. I know what my skills are and I don't think I would be satisfied teaching. I'm an organizer and would have liked working as a school administrator."
Group 6: The unexpected job offer after student teaching. (Henry, Samuel)

Henry retired from the military in FY 200 after 28 years of service. He was 52 years old and is now working as a defense contractor in a major command headquarters.

Table 16.

Formulated meanings of invariant constituents: Henry

1. Never wanted to leave the military. Was not proactive and did not plan for retirement.
2. One goal was to find enjoyable work. Another was to remain in the area.
3. Recognized a need for teachers. Believed in certainty of employment as a teacher. Liked working with kids. Thought he might have the personality to teach.
4. The MCTP offered a meaningful masters degree, contact with local educators, an opportunity for self-improvement, and time for student teaching while on active duty.
5. The timing, tuition assistance, and course availability made the MCTP a comfortable experience. Without those circumstances, he would not have attempted it.
6. Instructors' dedication and caring attitudes reinforced his desire to teach.
7. Discovered lesson planning was time consuming and frustrating during student teaching.
8. The amount of time away from family during lesson planning became problematic.
9. Felt he was not giving students what they needed. Became frustrated and insecure.
11. Felt isolated. Other teachers became mothers at lunch. The bonding wasn't there.
12. Unexpected job offer at retirement offered twice a teacher's salary and interesting, comfortable work. The offer took away the uncertainties about teaching.
13. Never reached an acceptable comfort level with teaching and returned to familiar work.
14. Teaching didn't measure up to ideas of second career. Felt the compensation was too low and the time demands were too great.
Figure 16. The meanings and themes extracted from Henry's narrative.

- Wanted to find enjoyable work.  
- Wanted to remain in the area.  
- Not proactive. Did not plan for retirement.  
- Teaching was certain employment.  
- Likes working with youth.  
- Thought he had the personality to teach.  
- MCTP offered a meaningful degree.  
- Could interact with educators.  
- MCTP was available, with convenient courses, and was almost free.  
- Instructors' experiences reinforced the desire to become a teacher.  
- Lesson planning was frustrating and time consuming experience.  
- Working with special needs students was difficult. Felt unprepared with this group. Time away from family during lesson planning became problematic.  
- Needed tangible evidence of success but was receiving no feedback.  
- Became frustrated and insecure.  
- Felt isolated in class and with other teachers.  
- Never bonded or felt comfortable with teachers.  
- Accepted unexpected job offer from contractor.  
- Did not want to risk the uncertainty of teaching.  
- Returned to familiar and comfortable work in the military community.  
- High salary was an additional incentive.  
- Was never comfortable as a teacher.  
- Teaching didn't measure up image of a desirable second career.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Henry "never wanted to leave the military." He enjoyed his work, had comfortable relationships with peers, and was socially and professionally integrated into the military community. Henry is not a "proactive person" and "not much of a planner." He had not planned for retirement because he could not envision himself doing other work. "I just merrily rolled along. In the back of my mind, I hoped they'd never make me leave. I wanted to remain on active duty long enough to fully retire when I left the service."

About five years before mandatory retirement, Henry recognized he didn't have the skills necessary to work anywhere but in the military. He became anxious about his transition because he recognized that if he did not prepare for a second career, his less than adequate retirement pay would cause drastic changes in his lifestyle.

Henry had three second career goals: He wanted to enjoy his work. "It's nice to have money, but having a job I enjoy is worth more than having money"; he wanted to remain in the local area "because of the opportunities for government employment"; and he wanted to earn a "meaningful master's degree." Henry thought, "there would always be a need for teachers" and that he "could always get a job as a teacher." He liked working with youth and thought he might have the personality to be a teacher. He also thought he might build on his experiences as a military instructor.

The MCTP offered opportunities to earn a "substantive" master's degree "that might open more doors than just in a school system" and to improve his ability "to compile information and present it to groups of people." The MCTP also offered peace of mind. "I wasn't too old to learn and it would prepare me for another career." The program design was positive reinforcement. "Had it not been virtually free, I wouldn't have done it. It was also convenient. It was something that would fit into my schedule. Timing, economics, and availability made the MCTP comfortable to do and I did it."

Interacting with the MCTP instructors was the most reinforcing experience of Henry's attempted transition into education.

I respected the instructors in the MCTP. They cared about what they did. I admired their lifelong dedication to teaching. I thought them worthy of emulation because they spend their lives trying to make things better for kids. It was a little bit of hero worship. They appeared to be fulfilled and happy with their life decision. I saw rewards to education other than money. That image stuck in my mind. I wished I could be like them because they positively influence more people than I ever did during my years in the military. All that got under me and registered.
His practicum experience was "eye-opening" and his emotions about teaching "ran the gamut." "In some classrooms I thought, 'There is absolutely no way I'm going to be as good as this teacher'; in others, 'This person should be the school crossing guard'." Henry's most disturbing experience was being in classes where "nobody paid any attention to anything." He did not want that to happen to him.

Henry is a "shy person" and is "leery about" making presentations before groups. He did not feel the MCTP gave him enough experience of "trying to present a lesson to a bunch of adolescents." After completing the MCTP coursework, he questioned if he could teach or if he wanted to teach. He deferred student teaching until near retirement because "I wouldn't know until I tried it and I wanted that experience fresh in my mind when I decided what I really wanted to do."

Unpleasant student teaching experiences lessened his desire to teach. Time required for lesson planning was a major concern.

I was spending an awful lot of time lesson planning and recognized that teaching would have been a time consuming process for the first few years. That bothered me. Planning took more time than I thought because I wanted to think I had a good lesson for the next day. I would often sit for an hour trying to make it interesting. The mechanics were easy; teaching students why they needed to know how to do it was difficult. During lesson planning, I was shut out of everything else with my family. My wife was not happy with the amount of time I was away from family activities.

Henry had difficulty teaching special needs students in heterogeneous classrooms. He needed to teach four levels of ability and found himself in a situation where "100% wasn't going to be enough." "It was frustrating because I could not give every student all of what they needed. It was tough. It scared me. It bothered me." His concerns about presenting information to groups of students were validated the first weeks of his student teaching experience. "Standing up in front of kids and trying to teach them mathematics was disconcerting. I had a bit of trouble earning the respect of my students."

Henry could not gauge the reaction of his students to instruction. He needed tangible evidence of success and indicators that he accomplished what he set out to do. "I wasn't getting enough feedback from my students to satisfy me that I was doing the right job. That bothered me." His feelings of isolation from his students and from other teachers who "may be doing something more effective" were troubling.
I didn’t feel like part of the gang. I just didn’t. It was just a different environment and I didn’t slide into it comfortably. I just felt like I had nothing in common with any of the other teachers. The bonding wasn’t there. I was sitting by myself at lunch. I wasn’t part of the program. I didn’t feel there was much to share. Nothing much in common to talk about. The ladies I worked with were good teachers and were really nice, but they became mothers at lunch, talking about their kids and their problems.

Henry completed student teaching but was concerned about his experiences in the classroom. He was not comfortable with teaching as a second career. As he began terminal leave, he was offered a well paying contractor job. "One of those calls from out of the blue. I hadn't even done a resume." Henry was offered familiar work in a military environment. He thought he would enjoy it. "Things just kind of fell into place. The job offer took away the uncertainty about teaching. It took away the fact there was not going to be anything else. They gave me the bird in the hand." Accepting that job offer "put the crimps on my plan to teach. I put teaching on the back burner." Henry entered the MCTP because he thought he would enjoy teaching. An employer with other enjoyable work called first. "I spent 28 years in the military. I was always comfortable with the people and the mission. Continuing to work in that environment is even more comfortable and more attractive. It's not teaching's fault because I never called them." Henry never reached his "level of comfort" in the classroom. "I don't think everybody can teach. I'm not certain I could be successful."

When other opportunities came, Henry chose the known rather than the unknown. Teaching didn't measure up to his ideal of a second career. "I now have the best of all worlds. My moment to become a teacher has passed. My work has improved in salary, duties, and description. My coworkers and I share a common bond. By comparison it makes teaching less and less attractive." That realization bothers Henry because "teaching is such an honorable thing." "What I do for the government isn't a big deal. It gnaws me a bit because I would probably be doing mankind a much better service by teaching."

There were some disappointing aspects of teaching that didn’t leave the picture as glowing as what it was when I started. The money is not good. That was a little bit of a factor. Spending all day with people I didn't have much in common with wore on me a little bit. The amount of time spent just to be adequate in front of a class was troubling. There was also more administrative workload than I thought it was going to be. Trying to assimilate and get comfortable with all this in a short period of time was very problematic.
Samuel retired in 1993 after serving 24 years on active duty. He is 45 years old and earned a master's degree on active duty before entering the MCTP. Samuel now works as a counselor and administrator in a veteran's program at a local university.

Table 17.

Formulated meanings of invariant constituents: Samuel

1. Wanted to do something different from previous military work.
2. Wanted to stay in area because children were in school.
3. Wanted a stable family environment for children to succeed and the resources to do that.
4. Sought work in a positive environment where he respected the leadership.
5. Sought excitement, passion, and gratification in second career job.
6. Was uncertain about what second career work would be. Was not focused.
7. Spouse was anxious about career transition.
9. Thought he would enjoy the autonomy teachers have in the classroom.
10. The MCTP was an option to explore teaching as a second career.
11. Program was convenient. Classes were readily available. GI Bill was available.
12. Enjoyed working in the university environment.
13. During student teaching, discovered lesson planning was a negative experience.
14. The level of activity and the time required for class preparation was problematic.
15. Did not agree with the practice of heterogeneous grouping within the classroom.
17. Was recruited for a position in education administration within the university.
18. Employment was certain, work was familiar, and the quality of leadership was known.
19. If this unexpected opportunity had not intervened, he would be teaching today.
Figure 17. The meanings and themes extracted from Samuel's narrative.

- Wanted different work from military.
- Wanted to remain in the area.
- Wanted to provide stable family environment and have the resources to maintain lifestyles.
- Sought work in positive environment.
- Wanted excitement, passion, and gratification from second career work.

Goals

• Entry
  - Was uncertain and not focused.
  - Spouse was anxious about transition.
  - Enjoyed working with people. Enjoyed counseling and working with young people.
  - Liked the autonomy of the classroom.
  - Thought the MCTP was ideal vehicle to explore teaching as a second career.

Self-Assessment

• Program
  - MCTP was convenient. Classes were available. GI Bill covered costs.
  - Enjoyed work in the university environment.

Design

• Socialization
  - Lesson planning was a negative experience.
  - Required activity levels and time needed for preparation was problematic.
  - Heterogeneous grouping was problematic.
  - Felt vulnerable. Concerned about litigation.
  - Uncertain about leadership climate in schools.

Problematic Moments

• Outcome
  - Was recruited for, and accepted, a position in education administration.

• Reassessment
  - Certain employment, familiar work, and known quality of leadership were deciding factors.

Reflection

• Evaluation
  - If not for unexpected opportunity in education administration, would be teaching today.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Samuel "didn't have a good idea" of what he wanted to do after he left the military. He didn't think that congruent work would be "very gratifying." "I realized I needed to do something different; something that would give me excitement and passion in the next chapter of my life." Samuel was determined to remain in the area because his children were in school. "That narrowed the pool of possibilities." His spouse was in the "early stages" of reestablishing her career and was anxious about "how things were going to work out." Samuel began "casting about" for interesting work. "I didn't have a number of things on my plate and I wasn't very focused."

One of Samuel's second career goals was to "have the financial resources" to maintain a stable environment for his family. A second objective was to get "gratification out of my work." "I learned in the military that you could have a great organization, but if you had a jerk for a boss, it was going to be hell." Samuel wanted to work in a positive environment where he "respected the leadership" and "enjoyed the atmosphere."

Samuel enjoyed "training and counseling new people" while in the military. "People often mentioned to me that certain elements of my personality facilitated work in informal personal environments." He enjoyed working with young people and thought he might have a "talent as a teacher." Samuel's thoughts about teaching "evolved through an evolutionary process of elimination" that occurred in the latter part of his military career.

The MCTP seemed like "an opportunity to go to school and check teaching out." "The MCTP was pretty damn convenient. The program was booming at multiple locations, classes were coming out of your ears, advisors and staff were nearby, and more growth was projected. It was a big operation and so very available." Samuel used the GI Bill and Troops to Teachers. "I wouldn't say I was rolling in money, but it was pretty good."

Concurrently, Samuel began working as a VA work-study student on the main campus. "The sense of campus was enjoyable and I saw myself working in that environment."

The amount of work required during student teaching was problematic.

One negative during student teaching was the amount of work. It was a reality check. You were working 12 hours a day to do it right. You had to think outside the box and use your own imagination for the approach. You could get ideas from your own experiences, but that was hard work. I didn’t realize the amount of work required. I don’t think I really had a sense of the impact of that workload on my day-to-day routine until I was in the student teaching environment.
The requirement that he create all new lesson plans was particularly troubling.

Most problematic for me was the amount of time needed to do lesson planning. I was startled by the amount of time it took to do it right. It wasn’t an issue of mastering the material. It was getting it into a form that will be interesting and exciting. The need for lesson planning starting from zero was especially troubling. It’s almost a test of your commitment. It’s almost a rite of passage into education. I was reinventing the wheel. Where’s the accrued knowledge from years of past experiences? Where’s the experiential knowledge from the generations of teachers before you?

Samuel does not feel he was prepared to teach heterogeneous groupings of students. The "philosophical issue of heterogeneous versus homogeneous grouping" was troubling. "It was difficult to handle the breadth of students in these mixed classes." The levels of activity in these classes were "eye-opening." Samuel feels that "cooperative learning in artificial classes designed to represent the greater society is a formula for disaster."

Samuel felt a sense of vulnerability working with small children and was worried about the "legality issue." "It is ridiculous to say, "Never touch a child."" He felt, as a male teacher, he might easily get into difficult situations and "parents are suing left and right." Concerns about litigation were "in the back of his mind", but they did not prevent him from becoming a teacher.

When Samuel finished student teaching and returned to his work-study site, a new administrative and counseling position opened up in the university. He was "at the right place at the right time" to be offered that job. "I was recruited. It was mine for the taking. I knew the job; I knew the leadership. I was comfortable in the environment. Taking that job was a no-brainer compared to the uncertainties of working somewhere else."

The sensitive thing was the leadership climate in my second career job. I worked under poor leadership for the last part of my military career and had determined that it almost didn’t matter what I did after leaving the service as long as I worked in a collegial environment and respected the leadership. The teacher hiring process is a crapshoot. Uncertainties about the leadership and the working conditions in schools that might have hired me were troubling. I think that consideration was so critical that I sacrificed my teaching career on the horns of that issue.

Samuel thinks he "took advantage of another opportunity in education."

I went into the MCTP to explore a different avenue; I opted out for more familiar work. I didn’t find that teaching wasn’t for me; I found some things I disliked about teaching. If the opportunity for more comfortable work had not intervened, I would probably be a teacher. I’m a little old now to jump into teaching. I think my window of opportunity for going into the classroom has passed. Now teaching seems a less viable second career than it once was.
Group 7: Unsatisfactory experiences with market forces. (Bruce, Ford, Graham, Keith, Norman, Wayne)

Bruce has more classroom experience as a teacher and instructor than any other study participant. He was 45 years old when he retired in 1991 after 23 years of service. Bruce now works as systems engineer for a major defense contractor.

Table 18.

Formulated meanings of invariant constituents: Bruce

1. Did not want to move from the local area after leaving the military.
2. Wanted to teach mathematics and science in the public school teacher after retiring.
3. Was a Master Training Specialist and Certified Instructional Developer in the military.
4. Had extensive experience teaching at Tidewater Tech and ECPI.
5. Was not anxious about retiring. Had a day job before he retired.
6. Believed there was a shortage of teachers and that work as a teacher was inevitable.
7. Not initially concerned about low teachers’ salaries.
8. Enjoyed the MCTP. It taught him the things he needed to know about public schools.
9. Program had good instructors. Enjoyed the classes. Worked hard while in program.
10. Was comfortable in the classroom. Had years of experience instructing.
11. Worked as a substitute teacher for three years while attending the MCTP.
12. There was a local surplus of teachers when he finished the MCTP.
13. Applied at multiple school districts. Never was called for a job interview. No feedback.
14. Could not wait on uncertainties of the hiring process. Needed to find work.
16. Subsequent salary increases made teaching an unaffordable and unattractive option.
17. Had an enjoyable MCTP experience followed by the frustration of not being hired.
18. Master’s degree in education is a useful credential in defense contracting.
**Figure 18.** The meanings and themes extracted from Bruce's narrative.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not want to leave the area after retiring from the military.</td>
<td>Wanted to teach science and mathematics in public schools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Had extensive training and experience as an instructor and training manager.</td>
<td>Had taught in the civilian environment.</td>
</tr>
<tr>
<td>No anxiety about retiring.</td>
<td>Initially believed a shortage of teachers would guarantee employment as a teacher.</td>
</tr>
<tr>
<td>Low teachers salaries were not a concern.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Design</th>
<th>Socialization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoyed the MCTP experience.</td>
<td>Discovered a local surplus of teachers.</td>
</tr>
<tr>
<td>Program had good instructors.</td>
<td>Applied but was not hired.</td>
</tr>
<tr>
<td>Thought the courses were valuable.</td>
<td>Now uncertain about employment as a teacher.</td>
</tr>
<tr>
<td>Enjoyed the student teaching experience.</td>
<td></td>
</tr>
<tr>
<td>Substituted while attending the MCTP.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problematic Moments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Began working for defense contractor.</td>
<td></td>
</tr>
<tr>
<td>Subsequent salary increases made teaching not affordable as second career option.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had an enjoyable MCTP experience but frustrated by not being hired to teach.</td>
<td>Master's Degree in Education is a valuable credential in defense contracting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reassessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doesn't know what he could have done differently to become a teacher.</td>
<td></td>
</tr>
</tbody>
</table>
Bruce wanted to become a public school teacher after he retired. "I've got teaching in my blood; always had and always will." He enjoys teaching and he enjoys working with youth. He had been a Master Training Specialist and Certified Instructional Developer in the service and was an instructor at ECPI, at Tidewater Tech, and in the military. He was comfortable in the classroom. "I've never been without a job for more than a couple of months. I'm willing to do anything." Bruce wasn't anxious about retiring. "I had a day job before I got out. If you must support a family you have to have a job." He "wanted to begin teaching full time" on the day he retired from the military.

Bruce enrolled in the MCTP before retiring but completed the last six months of the program as a civilian. He started as a substitute teacher during the daytime and attended the MCTP at night. He enjoyed the classes. "The MCTP was fine. It taught me things I needed to know about teaching in public schools. I worked very hard. I had some good instructors who knew their stuff. They were good at what they did. I also had some good classes on methods and the legality of teaching." Bruce "got more out of the MCTP than I expected." Student teaching was a positive experience. "I was comfortable in the classroom. I'd taught for years as a night job." Bruce "got along well" with school administrators and felt he had a "good shot" a being hired when he finished the MCTP.

Unexpected market forces influenced Bruce's attempted transition into teaching.

Everything worked against me when I graduated from the MCTP. I was 46 years old. I had a master's degree, was certified in two subjects, and had years of instructor experience. They would have to pay me more than a person just out of college. There was also a glut of teachers. I discovered [one local district] had 2500 applications on file for full time employment. I think those factors counted against me. I was ready to teach, but I couldn't get in.

Bruce applied to teach in all the local school districts but never had a job interview even though he had substituted in most of those schools for "quite a while." He provided principals with resumes with no results. He never received any feedback about why he was not hired. "I just never got called." Bruce thought hiring decisions were based on more than personal credentials. "I found out you had to know the principal at whatever school you wanted to teach at. If the principal don't know you from Adam, you ain't getting hired." He felt that most new hires were younger teachers, straight from school. "The only ones in my age group who were hired were those who did nothing but substitute for a long time." Bruce substituted for two years and "didn't have the luxury" of
continuing part time work any longer. He could not afford to leave the area to accept more distant work as a teacher. Bruce began to look for other options.

He "fell into" a government-contracting job with an instructional developer but continued to substitute. Time passed. He became a Microsoft Certified systems engineer with two certifications. He was not hired as a teacher.

After three years of contracting work, there was no question about trying to continue to find work as a teacher. I just couldn't afford to do it. I had a family to support. I had to make a living. It got to the point where I was making more money than teaching was ever going to pay me. Enough was enough. Reality bites. I would have to take a rather large cut in pay to teach. I couldn't afford it. I would end up losing money.

Bruce's lifestyle improved and his financial requirements increased after he retired from the military. Time and circumstances changed his opinions about the attractiveness of teaching as a second career.

When I was just getting out of the service and going into a house, I didn't have much in the way of bills. I would have jumped at the chance to teach. The low teachers' salaries wouldn't have bothered me. I make too much money now. I'm not rolling in the stuff, but I'm making much more than I would as a starting teacher. As I made more money, I acquired more goods. I acquired more bills. The bills got larger. I've grown into a certain lifestyle that must be supported by a certain salary. Teaching just isn't going to pay that kind of money.

Bruce considers the MCTP to be a valuable experience. "Government contracts require instructional developers to have a background in education. The Master Training Specialist, the Instructional Developer certification, the Master's Degree in Education, and my instructing experiences combined to help me get the jobs I've had up to this point." The MCTP was "productive and enjoyable." The after program job search was "frustrating." "I had a very enjoyable education experience followed by the frustration of not getting hired." This frustration colors Bruce's description of his MCTP experience.

I hit the streets running at the wrong time. There was nowhere to go. Too many people were trying to teach at that point in time. I don't know of anything I could have done differently. I put all the round pegs in all the round holes. It just wasn't happening. It was after the program that the skid blocks came in. There just weren't any jobs for someone my age and with my experience. It was a combination of money and age. When I went through the MCTP they emphasized the teacher shortage. They were supposedly crying for teachers. When I got out in the real world, I was slapped in the face with reality. They weren't crying for teachers at all.
Ford retired after 21 years of service. He is a 41-year-old veteran with a wife in graduate school and a daughter in college. Ford now works as a support technician at a local military base.

Table 19.

Formulated meanings of invariant constituents: Ford

1. Wanted to leave military environment for other type work.
2. Wanted to use VA benefits to earn a master's degree.
3. Enjoyed the role of instructor while in the military.
5. Entered MCTP at retirement. Wanted to explore teaching as a second career option.
6. Anxiety was high. Needed work but also needed flexibility to complete MCTP.
7. Fell into a job with good salary and benefits. Schedule would allow MCTP.
8. Enjoyed the MCTP coursework. Felt the curriculum was not overly demanding.
9. Common student backgrounds and familiar faces were positive reinforcement.
10. Felt the program adequately prepared him to teach.
11. Positive student teaching experience was another reinforcement.
12. Working nights and weekends to prepare lesson plans was problematic.
13. The nonsupportive attitude of some parents was eye-opening.
14. Had trouble accepting the fact that you could not teach all students.
15. Discovered there were no teaching vacancies.
16. Became uncertain about when and where he would be hired as a teacher.
17. Needed financial security. Felt the timing was not right to seek employment as a teacher.
18. Deferred teaching. Returned to former job with higher salary and more benefits.
19. Has not given up on teaching. Works at lesson planning during lunch.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Figure 19. The meanings and themes extracted from Ford's narrative.

- Wanted a different career after retirement.
- Wanted to use VA to earn master's degree.
- Wanted financial security for family.
- Wanted to explore teaching as second career.

- Enjoyed teaching in the military.
- Enjoyed working with public schools.
- Work schedule would support MCTP.

- Having a background similar to other students and attending classes with familiar faces were positive reinforcement during MCTP.
- Enjoyed the MCTP coursework.
- Confident the MCTP prepared him to teach.
- Had a positive student teaching experience.

- Working long nights and weekends to prepare lessons was problematic.
- The attitude of some parents was discouraging.
- Had to accept he could not teach every student.
- Discovered there were no vacancies when he was ready to start teaching.
- Became uncertain about when and where he would be hired as a teacher.

- Returned to former job.
- Deferred teaching until the family financial situation improved.

- Timing was not right to seek work as a teacher.
- Needed financial security.

- Still wants to teach.
- Works at lesson planning during lunch.
Ford was ready to leave the military and look for different work. He was anxious about retirement but it was "time to go." The family wanted to remain in the area because his spouse was in graduate school and his daughter was in college. Ford also wanted to use the benefits from his GI Bill to earn a master's degree. "I was an instructor in the military. I like to learn, to teach, and to be a student. I enjoyed working with kids. I thought I'd like teaching." He didn't think adjusting to a teacher's salary would be difficult. "I wouldn't lose anything, but I wouldn't have as much set aside for retirement. We would make ends meet." After discussing the MCTP at a job fair, "everything fell into place." Ford earned his baccalaureate degree in May, retired in August, and started the MCTP in September.

I'd heard about the MCTP before. It was always referred to as Troops to Teachers and it didn't seem like there was much involved with graduate school. It was almost like you could go and start to teach, take some instruction, and become a provisional teacher. But I liked the MCTP better because I could get some classes under my belt first. I would also have a masters degree when I started teaching. That was a much more attractive option.

He didn't have a job when he retired. "My anxiety was high because there weren't a lot of people hiring." Ford "fell into a job" with a steady income and benefits. His schedule allowed him to attend MCTP classes. His anxiety went down. "I'm going to school at night, working for a government contractor, and trying to adjust to being retired. It was something I had to get used to. It was difficult."

Ford enjoyed his MCTP coursework. "It was tough but not overly demanding. It made you work." He was not concerned that his credits for CLEP and DANTES were not valid in the endorsement areas. "It never became an issue because I had more than enough in class credits to meet endorsement area requirements."

Ford feels attending classes with other veterans was a positive experience.

I like going to school. I made a lot of friends in the MCTP. We all had a common military background. Most everybody went to the same classes. It was nice that the group started together, went through together, and finished together. That was really neat. You never really felt alone going into a classroom. You always knew somebody. The camaraderie was reinforcement. The group atmosphere was a positive thing.

Student teaching was positive reinforcement. It was "a lot of work and a lot of hours." Ford thought the MCTP prepared him to become a teacher but he "had to make some
adjustments." He had difficulty accepting that he couldn't teach all of his students. "Some students just don't want to be there. They don't pay attention. They just don't want to learn." It took Ford some time to "accept that reality." Parents were another surprise. Some participated and were supportive, but Ford was "floored" by parent's phone calls after students were disciplined. "Explanations weren't possible. Some parents were rude and hung up." Ford thought teaching would be "easier than it was." "From the outside looking in, it seemed teachers had it pretty decent. I just didn't know the activity level required for preparation." The hours required away from school were problematic. "At times I had to work on the weekends. I wasn't into it like a seasoned teacher."

When Ford finished his student teaching there were no full time vacancies. Ford and his family were in transition. His wife planned to leave her job for a graduate internship and his daughter was in college. Ford needed a job. "Timing was a big thing. I didn't know if, or when, I was going to be hired to teach. Summer was coming up and summer teaching jobs were locked in. Maybe if I had finished my student teaching sooner, I could have fit in somewhere. When and where I would be hired to teach was all too uncertain."

Ford's former boss called and offered a higher position with more benefits. He returned to his previous job because he needed the money. "The pay raises were hard to pass up. I had to grab it. Maybe I just wasn't ready. I still want to be certain we are financially secure before I leave this job and step into a classroom."

I can't say anything bad about the MCTP. It got me into the education system and I earned a license. It boosted my morale. I can pat myself on the back a little bit more. The experience was self-rewarding. I never dreamed of getting a master's degree or even attending graduate school. The graduate degree wasn't a requirement for my current job, but it helped. I think my supervisors saw the advanced degree and said, "this guy has something."

Ford thinks his plans to become a teacher have only "been sidetracked." "If the timing had been different" he would be in a classroom. Ford is still pursuing that goal. He earned his license and works on lesson plans during any free time at work.

I just haven't made up my mind. I want to say within the next couple of years I'll be in the classroom. When things settle down and the family again has the security of a second income, I see myself leaving this job and becoming a teacher. I won't quit this job until I'm hired as a teacher. I am going to teach. That's where my heart is. Necessity guided me toward where I'm at right now, but deep down in my heart I want to be a teacher.
Graham is a former military aviator who retired after 29 years on active duty. He earned a master's degree on active duty before entering the MCTP. Graham is 50 years old and now works as a senior analyst for a major defense contractor.

Table 20.

Formulated meanings of invariant constituents: Graham

1. Wanted to be in control of his transition experience.
2. Wanted options. Did not want to have to take only the most available work.
3. Wanted family stability and to remain in the area after retirement.
4. Retirement planning was a lengthy process. Goals changed to meet family considerations.
5. Believed the universal demand for teachers would always provide work in any location.
6. Had positive experiences with own education. Thought his background would be beneficial.
7. Spouse works in education. Important that their work schedules coincide.
8. Wanted to begin a graduate degree program for a new challenge.
9. Wanted to explore options for different work in second career.
10. Appreciated the direct practical application of MCTP coursework.
11. Believed the instructors working in public schools are the strength of the program.
12. Completed the master's degree. Elected to stay on active duty.
13. During his student teaching he did not feel he owned the class; found the amount of time wasted on nonacademic tasks problematic; and was uncomfortable with mainstreaming.
14. Was anxious to start work as a teacher. No teacher shortage. No response to applications.
15. Found other work in the defense industry. Feels teaching will always be available.
16. Discovered his family financial needs were larger than expected.
17. Feels he deferred his option to teach and that teaching is a strategic reserve.
Figure 20. The meanings and themes extracted from Graham's narrative.

- Wanted to choose retirement date.
- Wanted options after retirement.
- Wanted family stability.
- Wanted to choose second career.

Goals

- Family requirements changed over time.
- Certain of employment as a teacher.
- Positive past experiences in schools.
- Work schedules would align with spouse.
- Graduate program would provide challenges.
- No concerns about use of graduate degree.

Entry

- Enjoyed academic portions of the MCTP.
- Lack of academic rigor was surprising.
- Instructors who worked in public school were the strength of the program.
- Valued the direct practical application of academic coursework.

Assessment

- No feelings of class ownership and time on nonteaching tasks was wasted.
- Concerned about mainstreaming.
- Attempted to start working as a teacher.
- No vacancies. No shortage of teachers.
- Had no responses to multiple applications.

Program Design

- Could not wait for uncertain work.
- Accepted an unexpected job offer from a friend working for a defense contractor.

Moments

- Financial needs were greater than expected.
- MCTP eased concerns about transition.
- Feels he only deferred decision to teach.

Outcome

Reassessment

Reflection
Graham retired from the military because of "statutory requirements." "I chose my retirement date. I was ready to do something else." Graham thought about retirement for nine years. His perspectives often changed because of family concerns. Three goals remained constant: He wanted family stability and "his kids to finish high school in one place"; he wanted to "avoid wandering about" and taking "whatever job was available"; and he wanted to "be at the controls" of his transition.

During a previous military assignment, Graham felt "underused, underemployed, and not very challenged." He did not enjoy going to work. He began to look at graduate degree programs to "give him a challenge." With teenage children and a full time job, he was concerned about course schedules and completing the degree within available time. Graham was also "a little nervous" about job opportunities after he finished his degree.

"If I am going to spend the time, I might as well do something with a job waiting for me."

Graham is "not a missionary" but felt teaching was an arena where he could "do some good" by building on his background and his experiences in the military. Financially, he felt teaching was "doable." "It was not going to make me affluent, but it would not require a drastic change in lifestyles." Graham believed the "almost universal demand for teachers" would allow him greater latitude in his choice of retirement locations. Having that option was a "motivator." Graham's wife worked in education. "Our schedules would have lined up nicely. That was important." Outside of "the obvious financial concerns", Graham's family was supportive. A meeting with MCTP administrators answered his questions about time and the level of commitment. "It alleviated my fears more than got me excited. It was the information I needed to push on with it."

His "prime motivation" for enrolling in the MCTP was to explore "dramatically different" careers from the military. "I took one course as trial. I enjoyed it. I stayed with it." He has mixed emotions about the coursework. The MCTP was "much less rigorous" than expected. "Some of the classes were pure fluff. It seemed the intent was to get us through, vice a demanding academic program." He thought the teaching methods courses had "too much theory", and described statistics as a "low point." Graham valued classes that had "direct practical application" and discussions that described the classroom "as it exists today." The instructors were positive reinforcement. "A strength of the program were instructors who were working in public schools. They provided factual examples."
Graham completed the master's degree but elected to remain on active duty. He deferred student teaching. When he retired he was "more financially comfortable." With a larger pension, his options were greater. "We had groceries and could pay the rent. A financial sword was not hanging over my head. I didn't have to take the first job."

Student teaching was a "good experience." "It didn't allow me time to sit around and think about retirement. I jumped right in it." He was "fortunate" with his cooperating teacher. "She was approximately my age; a good person with a willingness to help me out. She brought me along slowly." Lesson planning wasn't a problem. "I was astounded because your lesson plans were essentially done. I was expecting a far greater burden because the MCTP did very little with writing lesson plans." "Waiting for kids to come out of the bathroom was very annoying. It was wasted time for the kids and for me." Mainstreaming was uncomfortable. "I didn't feel qualified to work with special needs children after only one course of instruction. I was very nervous about that."

When Graham finished his student teaching, he intended to "kick back for the summer, wait for the job offers, and start teaching in August." He applied in five school districts but "heard from" only one. "I believed all the propaganda about the mass shortage of teachers and expected that my phone would be ringing off the hook. That didn't happen." Time passed. Graham was bored, "mildly anxious", and wanted to start to work. "I was not in a panic. The pressure was self-inflicted. I was eager to do something." A friend offered work. Graham accepted. "The decision was partly financial and partly to capitalize on a window of opportunity. Timing was everything. Teaching will always be out there. This opportunity was a moving target." Graham "blundered into a good job." "I thought I could live on my retirement and a teacher's salary, but my financial needs were greater than expected. We could have survived, but at a reduced lifestyle."

Graham is satisfied with his experience in the MCTP. "The MCTP was my golden parachute. If I could find nothing else, I was fairly confident with my degrees, my background, and my Master's in Education, I would somewhere be able to find a teaching job. That was my safety belt. If nothing else had popped up, I would have been quite happy to go into teaching." Teaching is now Graham's unlikely "strategic reserve."
Keith retired from the military in 1996 after 25 years of service. He was 47 years old with a son in college. His family lived in the local area for most of his military career. Keith now works as a project manager for a major defense contractor.

Table 21.

Formulated meanings of invariant constituents: Keith

1. Was looking for family stability in second career.
2. Wanted to do something he liked. Had always considered teaching.
3. Looking for satisfying work that would help children.
4. Becoming a teacher became a top priority at retirement.
5. Wanted to combine desire to teach with the need to find work.
6. Retired earlier than expected. Didn't have time to plan transition.
7. Was anxious and concerned about transition. Plans for second career were murky.
8. Enrolled in MCTP after retirement. Concurrently began part time work with a contractor.
9. MCTP was an enjoyable experience: The new learning was a positive experience.
10. Change in endorsement areas delayed completion of MCTP. Began working full time.
11. Enjoyed the additional courses required for the endorsement area.
12. Enjoyed student teaching. Had positive relationships with students and teachers.
13. Felt well prepared to teach. Liked teaching and liked being in the classroom.
14. Became vested in contractor job. Pay, benefits, and time with family became major considerations. Discovered he was competitive in ways he hadn't realized.
15. Spouse became concerned about maintaining the family quality of life.
16. Became comfortable as a contractor. Work is important to him. No learning curve.
17. Did not seek to become a teacher after becoming licensed. Decision has been deferred.
18. Would still like to teach but feels that is now an unlikely option.
19. Thinks he took too long to finish the MCTP and became less driven to teach.
Figure 21. The meanings and themes extracted from Keith's narrative.

- Wanted stability for family after retiring.
- Wanted work that he liked to do.
- Wanted to work with children.
- Wanted to prepare to become a teacher.

- Retired earlier than expected. Didn't have time to plan for retirement.
- Was anxious and unsure about retirement.
- Parents and spouse were teachers.
- Wanted to combine plans to teach with need to find work.

- Enrolled in the MCTP and began to work part time for defense contractor.
- MCTP was enjoyable experience.
- Enjoyed student teaching. Enjoyed coursework.

- A change in endorsement areas added to the time necessary to complete program.
- Began to work full time for a defense contractor.
- Became vested in company. More pay and benefits.
- Discovered military experience was valuable.
- Spouse became concerned about quality of life.

- More time with family and larger salary became major considerations.
- Earned license but did not become a teacher.

- Is comfortable as a contractor. Work is important.
- Experienced little or no learning curve.

- Feels his opportunity to teach has been deferred.
- Teaching as a second career is now unlikely.
- Thinks he took too long to complete the MCTP and lost the drive to teach.
Keith had always wanted to be a teacher. "I had that in mind when I went to college." After college, "the draft got in the way." He remained in the military until an unexpected overseas assignment "sent me a strong signal that it was time to retire." Earlier than expected retirement was major influence on Keith's mid-career transition. "Because I retired two years earlier than anticipated, I was not able to make any plans for career transition." Keith did not "talk, think, or plan" for his transition until six months before his retirement date. His second career goals were "kind of murky" because he thought he would remain in the military longer. Keith was anxious about his transition. "I was not prepared to retire. There was a lot of concern."

One second-career goal was family stability. His family had lived in this area for 25 years. "They stayed here. When I got orders for somewhere else, I commuted." A second objective was enjoyable work. "For 25 years I was a patriot. I'm done with that. I was ready to something satisfying and something that would help children." Keith's parents and spouse were teachers and he saw teaching as a "good career." He thought it would be "satisfying" and "something he would be good at." He also thought he could combine preparation for teaching with his desire for work after he retired. "Teaching gave me a goal to work towards." Keith explored Troops to Teachers but thought it would "be too sharp a transition going directly into the classroom without preparation or practice." He "didn't see immediately stepping from one career to another." Friends recommended the MCTP. Keith enrolled before leaving the service.

Finances became a concern after Keith retired. "When I got my first retirement check, my wife asked, 'Is that all'?' He needed to "start doing something" because he needed a supplemental income. A friend offered part time work with a defense contractor. "I just fell into it. There may have been other things I could have done, but I never pursued anything." The salary did not cause him to "choose the work", but it was the catalyst that "got me to do something." Keith also began working, part time, as a substitute teacher.

Keith enjoyed the MCTP, but he did not like working in middle school. He extended his endorsements to K-8. The additional coursework was an enjoyable experience. "I really enjoyed the children's literature courses. The instructors was exciting." Some of the required classes for elementary education were a "high point" of his MCTP experience. Student teaching in the fourth grade was Keith's "most positive experience" in the MCTP.
"It was the hardest six weeks I've ever done." He was "well received" in the elementary school. "They made me a role model and I always got a positive response." Keith liked being in the classroom. He liked the students. He didn't "feel inhibited" because he wasn't the teacher in charge. He felt he was well prepared to teach and the amount of time for student teaching was "sufficient." "Additional time would only give me more experience. I don't think that would have a good return on my investment."

His student teaching experience was not without its problematic moments.

It's amazing how inefficient the school day has become. By the time you take roll, get the lunches, do the writing, and read from books in class, you've only got about 20 minutes to teach. My school day only included a couple of hours for teaching. I had to teach math without homework because there weren't enough books. I couldn't turn my back because of the fighting. My ideal image of teaching was working with students who wanted to learn. My image wasn't reality.

Time passed and Keith became more "ingrained" in his contracting work. He was now working full time, vested in the company, and starting to get raises. When he completed the MCTP, he was earning "twice as much" as a beginning teacher.

The relatively low teachers' salaries didn't bother me in the beginning. With my retirement and my wife's salary, we would have been fine. But what do you do after you've seen Parée? It was a combination of familiar, easy work, stock options, and having to weigh job satisfaction as a teacher working 12 hours a day against working only 10 hours a day in a job that pays twice as much? It was an emergent dilemma. I saw myself as a teacher. I never saw myself as a contractor. My wife and I decided that one teacher in the family was enough. She would continue to teach and I would continue to work as a contractor.

Becoming a teacher was a "top priority" for Keith when he retired. "It remains high, but there are so many factors about my current job that outweigh starting a new career."
Keith's work as a contractor is "important to him." His work is congruent with work he did in the military and is "relatively easier than writing lesson plans." "There was no learning curve for this job. There is a huge learning curve to becoming a fourth grade teacher. In the long run, it was a choice between no learning curve and a steep learning curve. A lot of time to get where I wanted to be verses not having to get there at all."

Keith is certified K-8, has a Master's Degree in Education, and has his license. He has never applied for a teaching job. Keith has "not ruled out teaching" although he thinks his chances of becoming a teacher are "less and less" as time passes.
Norman was a military chaplain who retired in 1994 after 27 years of service. He was 54 years old and had earned a master's degree before entering active duty. Norman is now working as a student advisor and counselor in a graduate program at a local university.

Table 22.

*Formulated meanings of invariant constituents: Norman*

2. Wanted to make own decisions about work. Wanted to choose his next career.
3. Had the resources to be selective about choosing a second career
4. Enjoyed counseling, training, and curriculum development responsibilities in the military.
5. Felt his military duties were closely aligned with teaching.
6. The MCTP was convenient and could be completed while on active duty.
7. Felt that the MCTP was the beginning of a meaningful career change
8. The MCTP was user friendly. It gave participants credit for being adults.
9. Enjoyed the curriculum. No surprises because he had been involved in son's education.
10. After completing the MCTP had option to teach or to continue in higher education.
11. Could not find work as a public school teacher. Applied and interviewed but was not hired.
12. Was encouraged to pursue a terminal degree. It would complete his career transition.
13. Had the resources (the GI Bill) to continue education. No anxiety
14. Enrolled in a terminal degree program. Concurrently committed to work in the university.
   Was not available to accept offers as a public school teacher.
15. Is now working in academic services at the university rather than teaching.
16. Never intended to work in academic services. Unintended outcome of the MCTP.
17. Current work is worthwhile and fulfilling; it is a continuum of his role in the military.
18. He would consider offers to teach when his current commitment to the university ends.
Figure 22. The meanings and themes extracted from Norman's narrative.

- Wanted family stability after retirement.
- Wanted to make own decisions about work.

Goals

- Had the resources to be selective about work
- Was kindly disposed toward education.
- Enjoyed counseling, training, and curriculum assignments in the military.
- Felt his military duties and experiences were closely aligned with teaching.
- Felt that teaching offered security and stability.
- Thought the MCTP would be the beginning of a meaningful career change.

Entry

- The MCTP was convenient and could be completed on active duty.
- Found the MCTP to be "user-friendly."
- Enjoyed the curriculum and the student teaching experiences.

Assessment

- Could not find work as a public school teacher.
- Felt his age was the discriminating factor.

Program Design

- Enrolled in terminal degree program.
- Committed to temporary work at the university while completing terminal degree.
- Became socialized at the university level.
- Made a second commitment to longer term work at the university.

Socialization

- Never intended to work in academic services.
- Finds current work worthwhile and fulfilling.

Outcome

- Feels it would be hard to move back into public school classroom but would consider future offers

Reassessment

Reflection

Evaluation
Norman had "16 or 17" assignments during his military career. He and his family were tired of moving. "My family was growing. Grandchildren were on the way. We felt a real need for stability." After nearly three decades, he was ready to "opt out of a system where somebody else told you where to live and what to do." Norman wanted family and work stability "after years of moving around the world." Although Norman was a military chaplain for 28 years, he knew he "probably would not go" into the civilian pastorate.

In the military Norman provided "secular instruction" in writing, intercultural awareness, and leadership. In one assignment he was responsible for organizing and updating the curriculum for military chaplains. "I had a good time doing all that and felt gifted at it." He was "kindly disposed" towards teaching. "Ministry and education are very closely linked. Teaching is a big part of ministry." Becoming a teacher was "a natural move" to an "interesting environment." Norman felt teaching would be stable employment. "Once you are hired, you can probably stay forever if you're good at it." The opportunity to "do something else" during the summer was "very appealing."

Norman considered the MCTP to be the beginning of a "very meaningful" long-term career change. He "wasn't exactly sure" where he was going when he entered the MCTP. "I had been a living civics lesson for years. I thought that was something I could teach." He wanted to "see what was out there" when he finished the program. "The MCTP was not a surprise. I was involved in my sons' education and knew what the classroom was like." Norman felt the MCTP was very "user-friendly" and treated students "like adults."

The MCTP was not a course that you could just breeze through. It made you work. Design for Effective Instruction was a highlight. The instructor led us into the inner workings of designing courses of instruction and provided a theoretical framework for creating a lesson plan and the theoretical pegs to hang it on. The quality of the MCTP instructors was another highlight. They would come into class fresh from working in public schools and tell us how it really was. "This happened today and this is how I analyzed it." That was cutting edge stuff. Everybody liked that because it was theory, application, and practice. Military people not impressed with theory; we want to know what to do with it. We resonated to that type of instruction.

Norman was a senior officer. He served on active duty for 28 years, earned a master's degree, sailed around the world, and had been involved in "military and political issues" for years. The need for additional, basic undergraduate courses for licensure requirements was problematic. "The requirement for work in areas that I was proficient in, but couldn't document, was troubling. It wasn't a good use of my time."
After Norman finished the MCTP, he was encouraged by MCTP administrators to earn a doctorate. "The administrators planted seeds that led me away from the classroom." The idea grew and "became my own." Norman was not anxious about immediate work. "I had money to live on and the luxury of time. I could either look for work as a teacher or begin a terminal degree and see if something would open up in higher education." Norman had not used his GI Bill. "If I walked away from the Ph.D., I wouldn't be a good steward of that resource." Norman enrolled in the Ph.D. program and "held teaching open as an option." The GI Bill "gave him the option." "If I had to fund the whole thing myself, I probably wouldn't have done it." Norman began to view a doctorate as a way to transition out of the military. "I was working for credentials in other areas." Time passed. Norman "made contacts in the university" and "developed a network outside the public school system." He thought it "would be hard" to move back to the public schools.

Norman was not hired as a teacher. He thinks age and background were the reasons.

The actuarial imperative got in the way. Administrators who were 20 years younger than I was interviewed me. I could sense their discomfort because I would be two generations removed from my students. They didn't hire me because they thought I couldn't teach; I was rejected because they were young, fuzzy-faced people. My different background and credentials were also a deterrent. I developed expertise that was transferable from the military, but the places I wanted to apply that experience were filled with people who had worked in that particular vineyard for years. They didn't view me as having similar qualifications because I didn't come by them the same way they did. I was not like them. I didn't pay my dues in the same system.

Market forces were also a factor. "There were 30-40 people for every job. Selection was an exercise in exclusion; if you had an age thing, if you had a gender thing, or if you were different, you were excluded. As a white, middle aged male I was very excludable." Norman then made a commitment to work full time as a counselor and administrator at the university. He now "advises, nurtures, encourages, and convinces" veterans to teach. He works with "people I understand" and considers academic services to be a viable second career because he uses "all the skills I developed in 30 years as a minister." A door opened and Norman "walked through it." "I still like the idea of teaching but working with veterans is very rewarding. I have a sense of mission. Three years ago that feeling wasn't there. The Ph.D. program led me down a path I never intended to go."
Wayne retired from the military in 1991 after 21 years of service. He was 43 years old and had a daughter in high school. He is the only participant who wished to continue in his military career field as a civilian. Wayne is now the master of a commercial vessel.

Table 23.

*Formulated meanings of invariant constituents: Wayne*

1. Wanted congruent work after retiring from the military.
2. Wanted work with a maximum amount of money and maximum free time.
3. Family wanted to stay in the local area.
4. Somewhat uncertain about retirement but not concerned about finances during transition.
5. Prepared for idealized second career before leaving the service.
6. Began work in the merchant marine. Job was eliminated. Looked for other options.
7. Chance encounter with MCTP. Thought teaching might be an avenue to explore.
8. Initially thought it would take too much time to prepare to become a teacher.
9. Thought he might be a good teacher. New learning would help daughter in school.
10. Enrolled in MCTP. Worked part time during the day.
11. Liked the homogeneity of all-veteran classes. Comfortable with the curriculum.
12. Surprised and angered by an unacceptably low student teaching evaluation.
13. Did not feel the cooperating teacher was supportive or helpful.
14. Repeated student teaching experience. Good experience in a more positive environment.
15. Applied to teach. Had no response to applications in three school districts.
16. Finished MCTP in August. Felt the timing was a negative.
17. Hiring process wasn't encouraging. Interest in becoming a teacher faded.
18. Needed to find regular work. Took a series of jobs that led to present position.
19. Enjoys current work. Will stay with current job until retirement.
20. Would have accepted a teaching position if one had been offered.
Figure 23. The meanings and themes extracted from Wayne's narrative.

- Wanted congruence with military work.
- Wanted maximum salary with free time.
- Family wanted to stay in the local area.

Goals

- Uncertain about work but not concerned about finances during transition.
- Prepared for idealized second career.
- Looked for other options when first job was eliminated.
- Thought teaching would be avenue to explore.
- Thought he might be a good teacher.

Entry

- Enrolled in MCTP. Began part time work.
- Comfortable with the MCTP curriculum.
- Liked the homogeneity of all-veteran classes.

Self-Evaluation

- Surprised and angered by unsatisfactory student teaching evaluation.
- No support from cooperating teacher.
- Felt cooperating teacher resented his presence in her classroom.
- Repeated student teaching in more supportive school. Feels it reduced chances of being hired.
- Completed MCTP in August. Felt timing worked against him.

Program Design

- Became discouraged. Found other work.

Outcomes

- Enjoys his current job. Will stay until retirement.

Assessment Reflection

- Expended much time and effort in preparing to become a teacher. Would have accepted a teaching position if one had been offered.
Wayne spent much of his military career aboard vessels and watercraft. He thought it "was time to retire", but he did not want to change his occupation. "I wanted to work on the water." Other second career goals were to find stable work, to earn a sufficient amount of money, and to have the maximum amount of free time. He prepared himself with the credentials and licenses necessary to work in the merchant marine before leaving the military. Wayne was uncertain, but not worried, about finding work. His family did not want to leave the local area. "That put some constraints on my job opportunities, but I had the cushion of my retirement and my wife was working." He found "a good job" in the merchant marine, but he was one of the casualties when the crew size was reduced. Wayne became discouraged with the lack of opportunity in the maritime occupations and began to look for other work.

He learned of the MCTP at the local employment commission. Wayne had not thought seriously about teaching as a second career because of the time it would take to become a teacher. Two aspects made teaching attractive: "I thought I could do a pretty good job as a teacher and new insights and expertise in education would help with my daughter's education." Teaching would be "another avenue to explore" as a second career but not as a "serious thing." Wayne enrolled in the MCTP to "explore that option."

Wayne was not expecting all of his MCTP classmates to be transitioning veterans. "I think that made it a better experience. It's a different environment when you've got old guys who have been around the block." Wayne thinks adult students are "harder on the professor" and "ask more probing questions" than younger students. Overall, he was "comfortable" with the things he learned in the MCTP.

Wayne's relationship with his cooperating teacher was less than cordial.

During my student teaching experience, I was one of only three males teaching in that school. I felt that my cooperating teacher wasn't thrilled that a middle-aged male with no teaching experience was coming into her domain. I couldn't say whether it was anti-military bias. It was just anti-older male. I felt something. Nobody overtly said, "This is a really bad idea and why are you guys trying to do this", but it was the feeling I got from her and from the assistant principal.

Wayne was troubled by the cooperating teacher's lack of effort to control student attitudes and behaviors. He saw "no significant consequences" for student misbehavior, "no discipline", and "little accountability" in his assigned classroom. Classroom management was "difficult" in that environment. He was surprised when his cooperating
teacher's final evaluation recommended more student teaching.

My cooperating teacher really didn't tell me anything that was a particular concern, either at the beginning or at the end. She gave me some guidance and we discussed some things, but we never discussed any problems. I didn't perceive what she was telling me was a problem or that I needed to change and do something else. I really thought I was doing pretty well. Reading between the lines, I don't think I was managing the class the way my cooperating teacher thought I should be. I wasn't doing it her way. The poor evaluation was a big surprise to me.

Wayne felt no district would hire him with a poor evaluation and he repeated his student teaching in a different school system. "It was a much more positive environment. My cooperating teacher was a much better teacher. She was enthusiastic about helping me. Other teachers who were veterans were very supportive. MCTP graduates were obviously much more welcomed and accepted in that system."

He completed the MCTP in August and applied to teach in three school systems, but he didn't "hear from anybody." "My timing wasn't good." Wayne interviewed in another district but was never contacted again. "You first have to substitute where you want to work because it's pretty much a local hire deal." The hiring process wasn't encouraging. "I think people looking at my application said 'put this one aside' because of the adverse comments." Wayne never considered asking anybody in the MCTP for help in finding a job. "I do things pretty much on my own and that probably was a failing on my part." His interest in teaching faded. He decided not to pursue teaching further and accepted work outside the local area. "I didn't do any subbing and I didn't try to teach for the next year."

Wayne's attempted transition has come full cycle. The Master's position on his former vessel became vacant. He accepted that billet. It met his second career goals. "There's enough variation to keep me from becoming bored. I also have a great deal of autonomy. I get to go home every night and I get to stay with my ship. It's one of the more unusual jobs in the merchant marine." Wayne plans to stay in his current job until he retires. If he were not in his current job, he would consider teaching.

I can see myself as a teacher. I don't see myself as one of the inspired teachers that get awards for everything and that students talk about for years to come, but I think I would have been an above average teacher. I invested time and money becoming licensed as a teacher. If the opportunity had presented itself, I would have given teaching a try because I wasn't yet in my idealized second career job. I needed work. I would have tried it. I may have quit the next year, but I would have tried it.
Accuracy of the Textural–Structural Descriptions

Accuracy in phenomenological studies is the reader and the researcher's belief that any derived description provides a comprehensive portrait of the common features and structural connections manifested in the experience (Polkinghorne, 1989). The following participant comments validate the descriptive accuracy of their respective transition experiences. The comments also indicate the participants' level of interest in the study and reflect their continuing interest in the MCTP.

Andrew: "Your description of my experience captured my thoughts superbly. I would very much like to have a summary of the findings and recommendations. I wish you success in this monumental task."

Bruce: "Your description looks good to me. It pretty well sums it up. It's a good summary of my experience."

Charles: "Your description is OK. Hope it helps future MCTP students and others in the education arena that take the time to read it."

Colin: "You have written an exacting description of my experience in the MCTP. The reflections are true to form. You pulled the loose ends together with a comprehensive description that gives insights into the gray areas. Well done!"

Douglas: "Everything looks good. A nice description of my experience. My current job title is 'Technology Coordinator' for all of our classes, so I am not officially back in the classroom. I give performance counseling and one-on-one training as the opportunity arises. Although my boss would like me in the classroom as an instructor, I find my workload outside class is too great and too much fun."

Edward: "Your description looks real good. Very accurate. It captures my experience completely. It's what I said and what I meant. I'm curious about the outcome of your study and would appreciate a copy of the results."

Ford: "It's great! It is accurate and it tells my story."

Graham: "Although I might have selected a few different quotes, it was a pretty good description that captures my thoughts about the MCTP."
Henry: "Good call! Your description completely captured my experience."

Jackson: "Overall, the description is very accurate. It was great! It pinpointed the problems and captured my experience. I would love to have a copy of the findings and recommendations."

John: "Your description of my MCTP experience is accurate. It captures the spirit of my experiences as I was leaving the military for a second career. I would be glad to have a summary of the findings."

Keith: "A good description. It captures what I said and what I meant at each stage of my attempted transition."

Martin: "The description was a good presentation of my experience. It was complete and accurate."

Norman: "The summary of my two interviews accurately reflects my vocational journey from the time of retirement from the military until July 2002."

Quentin: "I have no problems with your summary of my experiences in the MCTP. I would like a copy of your findings and recommendations when the study is complete."

Robert: "I read your description of my transition experience. It accurately describes my thoughts and feelings. I would like a copy of the results."

Ross: "It is a good description of my experiences and my feelings while participating in the MCTP. I would very much like to have a copy of the study results."

Samuel: "Your description pulled it all together. It was a good account of my experience. Preservice attrition badly needs further investigation."

Talbot: "The description of my MCTP experience looks good. Hope something positive comes out of all this work."

Thomas: "I think you have captured the description of my experience very well. I would very much like to see the summary and recommendations."

Walter: "The description is close to my experience. It captures what I said."

Wayne: "Your description looks good to me. Seems to include all the important things. Please provide me a copy of the findings and recommendations when they are complete."
CHAPTER V
DATA ANALYSIS: THE GROUP EXPERIENCE

Introduction

Phenomenologists do not attempt to explain or to predict. In phenomenological research, disciplined reflection replaces experimentation as the method of analysis and structural description replaces cause-effect relationships as the research objective. Phenomenologists attempt to describe lived experience by answering the question what with a textural description of the experience and the question how by describing the "realities that one responds to" with structural description (Georgi, 1978, p.179).

This chapter focuses on the collective transition experience. The analysis begins with identification of the invariant constituents and the core themes embedded in participant accounts of their transition. These textural derivatives provide the framework for a structural description of the common experience. Building on the textural descriptions of what appeared, structural descriptions illustrate participants' feelings, sense experiences, and thoughts. The collective structural description is followed by textural-structural descriptions of the problematic moments that led to outcome decisions. Collectively, these three discussions provide the framework for a concise, textural-structural description of the group experience.

The Extracted Invariant Constituents

Repeated readings and reflective analyses of the meanings, themes, and descriptions of individual transition experiences suggested the invariant constituents of the collective experience. Invariant constituents are formulated meanings derived from statements and inferences common to all participants. They represent what the participants meant rather than what they said. Each invariant constituent was validated against individual descriptions of the attempted transition to determine if all common experiences had been included and if each of the invariant constituents was representative of each experience. The following invariant constituents were extracted from participant accounts.

1. Participants began planning for retirement late in their military career. Anxiety about leaving the military and uncertainty about their marketable skills led them to search for multiple options for a second career.
2. Improved quality of life was a universal second-career goal. Family stability, financial security, enjoyable work, and more free time for self and family were operational terms used to describe idealized work.

3. Family financial requirements during and after the transition were a major concern. Spousal opinion was the most frequent indicator of how the participant was meeting expected obligations as the family's primary wage earner.

4. Participants' positive experiences with education and training strengthened their belief that more education is a path to opportunity. This perspective, and positive instructor and training experiences in the military, reinforced participants' decisions to enter the MCTP.

5. The universal belief that teaching would be certain employment influenced entry and exit decisions.

6. The academic policies of the MCTP reinforced interest in teaching. Ease of entry, convenient classes, maximum credits for past academic achievement, and the opportunity to earn a graduate degree in two years positively influenced entry and retention.

7. Program design provided additional reinforcement. Instructors who were teachers and administrators in public schools were the most valuable part of the MCTP experience. Coursework with practical application resonated with participants. Design for Effective Instruction, Adolescent Psychology, and techniques for classroom management were perceived as the most valuable classes.

8. Tuition assistance from the GI Bill, Troops to Teachers, and in-service tuition programs was a strong incentive to enter the MCTP and a positive influence on retention.

9. Discovering that competency credits were not awarded for professional military education or training, life experiences, or for DANTES, CLEP, and ACE credits was problematic.

10. Decisions about selecting endorsement areas were dictated by practical considerations such as previous coursework, the degree of difficulty and time required for any additional coursework, and the time required for completion of certification requirements.

11. Few participants had recent experiences with adolescents. The practicum was an "eye-opening experience with reality" that provided opportunity for reevaluation of the
decision to teach after first-hand observations of student behaviors, teacher workloads, and public school environments.

12. Participants entered the MCTP with idealized images of teaching and learning. Differences between expectations and lived experiences created problematic moments during the socialization experience.

13. The problematic moments became the marker events that were precursors of change decisions. Dissatisfaction occurred at seven milestones of the transition experience.

14. Local market forces influenced the outcome of the attempted transitions. Limited opportunities to teach discouraged participants who had earned licenses; but options for well-paying, comfortable, or congruent work were available in other segments of the local job market.

15. Participants are comfortable with education and value opportunities for learning. Positive experiences with new learning during the academic portions of the MCTP encouraged program completion.

16. The MCTP was a positive experience. It provided a sense of purpose during the uncertainty of career transition.

17. The program design offered multiple opportunities for satisfying outcome. The master's degree is a powerful incentive for program completion. It improves marketability and the academic coursework is applicable and valuable in other work.

18. Participants retain images of themselves as teachers but in other venues and at later times.

The Core Themes

Phenomenological reduction is assumed to follow a natural and fluid emergence of textural themes. Identifying the core themes of the experience is the final step in the reduction of textural data. Core themes emerge from further analysis of the invariant constituents extracted from participants' textural descriptions of individual transition experience. A core theme may carry more or less saliency from one participant account to another, but it exists as a fundamental element of each participant's description of the experience. The core themes that link the individual experience to the group experience are displayed in Table 24.
Table 24

Core themes of the collective experience

<table>
<thead>
<tr>
<th>Theme</th>
<th>Statement</th>
</tr>
</thead>
</table>
| Preparation for Career Change | 1. Planning started late in military career.  
2. Planning began with images of ideal work, goals definition, and self-assessment.  
3. Improved quality of life was objective.  
4. Focus was on exploring options.  
5. Positive experiences with training and education were a strong influence.  
6. Certainty of employment reinforced entry decision. |
| Socialization and Adjustment  | 1. Ease of entry, tuition assistance, supportive atmosphere, quality instructors, and enjoyable coursework were positive motivation.  
2. Practicum was valuable exercise in self-evaluation.  
3. Problematic moments resulted from dissonance between expected experience and lived experience. |
| Refocusing Career Goals       | 1. Problematic moments became marker events that led to change decision.  
2. Easy to default if other options were available. |
| Reflections on the Experience | 1. MCTP provided sense of purpose during anxious and uncertain time.  
2. Program design offered multiple options for satisfying outcome.  
3. Problematic moments color descriptions of the transition experience.  
4. Dissatisfaction with some aspects of current work cause participants to remain interested in teaching. |
The Composite Textural Description of the Transition Experience

Participants described their career transition as a phenomenon in four stages. The process began with the acceptance of retirement and the definition of idealized second-career goals. Goal definition was followed by a period of self-assessment that identified capabilities and interests. This self-evaluation led to enrollment in the MCTP and to the beginnings of the socialization and adjustment required for veterans to become teachers. Each participant experienced unresolved problematic moments during his transition. This unexpected dissonance became a marker event precipitating the refocus of career goals. Reflections on the centrality of the MCTP during the transition give individual meanings to the value of the experience.

The veterans in this study left the military for multiple reasons. Some reached a mandatory retirement point, a few elected to retire rather than accept an unwanted assignment, others were not selected for promotion, and several just "felt it was time to go." Regardless of their reasons for leaving the service, participants did not start to plan for their retirement until late in their career. One participant described the challenge of preretirement planning while on active duty:

You usually have to commit to retirement a year before you are going to retire. No potential employer will talk to you about anything during the year before you retire, so you're really in this nowhere zone for about ten or eleven of that twelve months. You know you're getting out, you know what day you're getting out, you can sort of plan for that, but you have no idea what's next. You can't go on interviews. You can't talk to people. Nobody is interested in a guy that's getting out a year from now.

Participants were confident in their abilities. They are well educated and proud of their lived experiences and accomplishments. Most were uncertain about their marketable skills after leaving the military. They felt they had options for second-career work but wanted better certainty of employment. They were searching for options and for meaningful direction to a second career. Participants were not clear about what jobs they wanted or where to find them, but they were certain they wanted work that was readily available and did not involve long preparation times or high training costs. Teaching was attractive because it had been a positive experience in the military.

Idealized images of a second career included enjoyable work, more time with family, a predictable work schedule, and free weekends and holidays. Family stability and
financial security were imperatives. Any work that would result in improvement in the quality of personal and family life was acceptable. The participants' focus was on exploring options for work that met their second-career goals.

I had finished my career in the military and was looking for something fun to do. I wanted a job that coincided with my children's time and with their vacations. After years of being away for months, I wanted to spend more time with my family.

I had 16 or 17 different assignments in 28 years of military service. We were tired of moving. My family was growing. I had a married son and another son was contemplating marriage. Grandchildren were on the way. We felt a real need for stability. It was time for us to opt out of a system where somebody else told you where you were going to live and where you were going to serve. We had done that for the better part of three decades. I wanted a second career that would give us more stability. It was important that we buy some stability right now. That we settle down after all those years of moving around the world.

Certainty of employment as a teacher was a universal belief. Participants had been conditioned to believe there was a universal teacher shortage and that they could find work as a teacher at any time and place. This perception reinforced the desire to become licensed and the feeling that teaching was an attractive option for a second career.

I would be at home more. I wanted a nine to five job, whether that was night, day, or weekends. Whatever the hours, I would know when I was going to work and know when I was going to be home. I would not be off and running on deployments for six months once every other year. Not really having a schedule. I was looking forward to having a job where I could go to my son's sports and school events. In my mind, teaching would allow me to do that. I would have summers off. I may have to work hard for nine or ten months a year, but I've got a long time off in the summer to do what I want. Those considerations drove me towards MCTP.

The design of the MCTP encouraged entry and reinforced interest in teaching. The masters degree was powerful incentive for completion. Ease of entry, maximum credit for past academic achievement, and the opportunity to earn a graduate degree in two years were all positive reinforcement. Instructors who were teachers or administrators in public schools were consistently identified as the most valuable part of the program.

The curriculum was in touch with the real world of education. The MCTP professors would come in, fresh from their work in public schools, and tell us how it really is. This is what's going on. This is cutting edge stuff. This is what happened in school today and here's the framework under which I analyzed it. Everybody in the class liked that because they saw theory, application, and practice. Military people like that. We're not very impressed with just getting a bunch of ideas. We want to know...
what to do with them. Most veterans have good quantitative skills and they resonated to that kind of instruction.

Decisions about selecting endorsement areas were dictated by practical considerations such as previous coursework, the degree of difficulty and time required for any additional coursework, and the time required for completion of certification requirements. Some participants felt that other agendas might be involved.

I didn't walk into the MCTP with any understanding of how the program was set up in terms of elementary versus secondary education. I think was steered into the middle school environment because I was male. I'm not sure I was the right individual for that age student. My outcome might have been different if I'd gone into the secondary education program. I might have felt more comfortable dealing with high school students than middle school students. I walked in and got signed up into a path before I really knew everything that I should have known about it. I wasn't smart enough to ask the right questions.

All participants described positive experiences with teaching and learning in civilian academic environments before entering the MCTP. The participants' undergraduate backgrounds varied, but their attitudes reflected similar attitudes about teaching and learning. No participant admitted that his military experiences shaped his perspectives about education, but there is evidence to suggest that military experience was a major influence on the participants' positive reaction to the MCTP curriculum.

Participants believed education should be connected to real life and expected the MCTP curriculum to be application oriented with direct connectivity to the classroom. The practitioner-oriented curriculum was well received. Participants felt they learned what they needed to know to become successful teachers. Courses with direct application (Adolescent Psychology, Classroom Management, and Design for Effective Instruction) were valued. Courses with less immediate application (Statistics, Research Design) were criticized.

I certainly expected preparation that would make me feel comfortable in a classroom, to allow me to understand the material, and be able to confidently develop lesson plans that would get my points across to the students. I was concerned about those things. I wanted to come out of the MCTP with those kinds of abilities and that kind of knowledge.

I was looking for practical application, not theory. I wanted practical stuff. What I got was very good solid instruction and some practical stuff. It was a better course than I had expected. It was also tougher than I expected. Most of the courses were
pretty straightforward. The good classes were the classroom management and how to maintain discipline in the classroom. The child psychology course was good from a practical standpoint. Language Arts was great! Taught me what I expected it to. It was focused on how to teach language arts. The research course was worthless.

Overall, participants were satisfied with their academic preparation for teaching. They were confident they had enough knowledge about lesson planning and classroom management to successfully complete student teaching. Some were mistaken. One participant who later struggled during student teaching lamented:

I thought the MCTP did a wonderful job preparing me to be a teacher. Maybe that's what deceived me. I thought I was well prepared because they did such a good job. I enjoyed every course. The instructors were superb. Everything was eye-opening and fun to do. I thought that fun would carry over to the real world classroom. The world was going to be great because if it's this much fun here, I've gotta' be halfway decent in the classroom. When I look back on it, I now realize I was with adults, practicing lesson plans and classroom management skills in an adult environment.

Only two participants had recent experience working with adolescents. The practicum provided an invaluable opportunity for all to observe students and teachers in the classroom. The practicum was an "eye-opening" experience with reality that either reinforced participants' desire to teach or drove them away from the public schools.

My practicum experience was fun. The kids love you. They wanted to learn. I was teaching an hour after I walked in the classroom. I loved it.

I didn't like the students. I didn't like their attitudes. I didn't like their lack of commitment to learning. I didn't like the way they were dressed. I didn't like the way they were flippant and their attitudes towards adults. The students kept me from becoming a teacher.

Each participant encountered a problematic moment during his attempted transition. These often-emotional experiences caused participants to question their desire to teach. Uncomfortable experiences were related to participant backgrounds, to differences between lived and expected experiences, to unsatisfactory relationships with others, and to changes in time, family status, or local market forces. Each problematic moment became a marker event that resulted in a change decision.

The program design offered multiple opportunities for satisfying outcomes. All participants considered the MCTP to be a positive educational experience. Some internalized it as a valuable hobby; others considered it to be a "golden parachute." The
A master's degree was universally considered to be a valuable outcome.

The MCTP kept me from becoming a couch potato. It helped me organize my time and effort. It kept me invigorated and focused on something other than just coming home in the evening, having a beer, and watching TV. At that stage in my life, it gave me a charge. I was doing something useful. The MCTP was something that was enjoyable with a meaningful outcome.

The MCTP was my "golden parachute." If I could find nothing else, I was fairly confident with my degrees, my background, and my master's in education, I would somewhere be able to find a teaching job. That was my safety belt. If nothing else panned out, if nothing else popped up, I would be quite happy going into teaching.

I think the MCTP allows you to become more marketable. I enjoyed the things I did in the military, but I wasn't very marketable because the civilian world isn't looking for a bunch of great leaders. They're looking for guys who can manage this and do that. The MCTP was a step up. It also made you marketable in a field where you could get a job because they always need teachers.

Participants retain positive images of themselves as a teacher. Although many are "stuck in the comfort zone" of well-paying work, they have not given up their interest in teaching. Some instruct in informal activities, others work in careers related to academia. All would like to become more involved in teaching or in training, but that option is reserved for some indefinite time "after I leave my current job."

The Composite Structural Description of the Transition Experience

The structural elements in this study provided powerful forces for personal revelation and self-assessment. Perceptual reactions to time, space, materiality, bodily concerns, and relationships to self and to others shaped and framed the collective transition experience. Participants were pragmatic people who wanted to keep their second-career options open and who looked at life through optimistic eyes. They knew that some personal sacrifice would be required during career transition, but each had clearly defined limits on the amount of acceptable angst. When the connections between life and work were not harmonious, participants become dissatisfied and looked for other opportunities.

The need for preparation for new work after the leaving the military came after recognition that the participants' military career was ending and acceptance that they had achieved all that was possible in the military. For some, the retirement date was planned; for others, it was an unexpected change in a long relationship between the individual and the organization that disturbed the sense of personal and family security and safety.
Participants were anxious about leaving years of comfortable and familiar work for the uncertainty of a civilian career. While on active duty they were isolated from potential employers and could not see beyond the "black wall" of retirement. Many had not planned for retirement, hoping that unforeseen circumstances would allow them to remain on active duty. Others delayed thinking about retirement because they denied the finality of leaving the military. They just "didn't have time to do it." Procrastination in retirement planning delayed program completion and caused some participants later financial hardships that did not allow them to complete their transition into teaching.

Relationships to self and to others became more important. Satisfying internal personal needs was a key consideration in planning for career transition. Idealized images of self and family defined second-career goals. After years of having their lives controlled and directed by others, participants wanted the benefit of more time for self and for family. Family relationships received more emphasis. The strength of traditional role definitions is reflected in participants' unwillingness to surrender the economic responsibility for family quality of life. This economic burden caused concerns about the time needed to reestablish themselves the workforce and the effects of second-career decisions on spouse and family. During the transition, the spouse often assumed a more dominant role in decisions about career choices and family finances.

The MCTP eased the transition experience. Part-time, on-base classes with peers was a comfortable experience that allowed participants to remain in a familiar, quasi-military environment while exploring second-career options. Positive relationships with the instructors were reinforced by a satisfying curriculum. Participants entered the MCTP without strong commitments to teaching, with no feelings of financial sacrifice, and without expectations of adverse consequences. These nonconfining attitudes enabled them to prepare for one career while keeping all options open for other opportunities. Once committed to the MCTP, they focused on completion.

Participants considered the MCTP to be a valuable experience in career exploration. It allowed veterans affective space to comfortably explore career options, to fail without penalty, and to be satisfied with the outcome of their academic experience. The MCTP experience aided self-development and facilitated outcome decisions. Temporary setbacks strengthened participants' desire not to disappoint themselves again.
Self-image affected relationships with others. Participants were not begging for work. They were confident in their ability to teach and wanted the credentials of that profession. Their military experience conditioned them to expect the MCTP would provide the basic instruction and that they would gain additional competency with experience. Although they were focused on becoming teachers, they remained aware of family responsibilities and of the self-commitment to seek work that met second-career goals.

Time touched every phase of the transition process. As participants moved through their transition, there was a growing awareness that time is a continuous variable with challenging and frightening consequences. Participants were continuously required to evaluate where they were in their transition and where they intended to go. Time needed to complete the MCTP after leaving the military and wait times before being hired as a teacher were realities that caused many to abandon teaching or to defer plans to teach.

Veterans are proud of their experiences in the military. They believe their long military experience distinguishes them from civilians. They are comfortable in the role of older neophyte teacher but uncomfortable with the institution because their views about the value of nontraditional life experiences differ from teacher educators. Participants value learning from lived experiences. For them, "Been there; Done that" is equivalent to textbook knowledge. Rejection of the value of their lived experiences resulted in anger, frustration, and a reduced commitment to teaching. These negative emotions caused discouragement and resentment with the preparation process. "There is no light at the end of the tunnel and everybody has to jump through the same hoop" were statements that related the transition experience to negative perceptions of substance. Participants became disturbed when teacher educators placed no value on their unique competencies and considered this decision to be a "break in the connectiveness" between veteran teachers and the rest of the profession.

As participants continued their MCTP experience, all experienced unpleasant moments. The manifestation and the intensity of the problematic moment depended on how the participants viewed themselves in relationship to events and to others. During the problematic moments, participants experienced feelings of inner protest, anger, disillusionment, vulnerability, isolation, bitterness, or resignation in the face of callous, insensitive, or anonymous antagonists. They felt helpless to address the cause of their
dissatisfaction and were unwilling to change their deeply ingrained views and attempt accommodation. Problematic experiences varied. Participants with nontraditional degrees felt program administrators denigrated their lived experiences. Other participants felt vulnerable, isolated, or ill prepared in the classroom. Some felt their cooperating teachers treated them unfairly. Participants who completed licensure felt invisible to the profession. These bodily concerns created mental dissonance or physical discomfort. When the lived experience was disturbingly different from the expected experience, self-evaluation identified the need for change and feelings of self-empowerment generated the initiative for change.

**Textual–Structural Descriptions of the Problematic Moments**

Previous descriptions focus on the individual and collective experiences of attempted transitions into teaching. They use constituents and themes to construct the textural and structural accounts of the experience. These presentations were designed to illustrate how the veterans who did not become teachers described their transition experiences while enrolled in the MCTP.

This discussion is focused how participant experiences gave meaning to veterans' decisions not to teach. It describes how the problematic moments identified in participant accounts led to outcome decisions. Each account begins with commentary introducing the problematic moment. This contextual overview is followed by a verbatim account of the troubling experience. A short structural description connects the unsatisfactory experience to the outcome decision. These analyses are presented in the sequence used for earlier descriptions to aid any reader who might wish to discern similarities and differences of experience.

**Group 1: Meeting endorsement area requirements.**

Andrew focused on becoming a teacher earlier than most participants. He used a combination of DANTES, ACE, and CLEP credits to earn his baccalaureate degree while overseas. The government paid all costs for test and evaluation of his nontraditional credits. His concern was credits accepted for his baccalaureate degree did not satisfy requirements for demonstrated knowledge in the endorsement areas.

I was disturbed to learn that I had to repeat CLEP coursework in the endorsement area. It wasn't so much having to do the additional work, it's what I was told I must do versus not having the freedom to take other classes. Who established that policy is
one of my unanswered questions. I didn't mind taking the classes that I did not have credit for because it was new learning and the government would pay for that, but I would have to fess up the money to repeat courses the government had paid for. That's not what I wanted to do. That was a sticky point. There was no amiable solution. The only solution was to take English 101 again and my answer was "No, I'm not going to do that." It would have cost me out of pocket money to do that. I wasn't going to pay for something when my level of knowledge had been previously judged acceptable.

Andrew was proud of his nontraditional degree and felt the endorsement area requirements questioned his integrity and his academic competency. He could not internalize the need for formal coursework in previously documented competencies and his repeated attempts to resolve the impasse resulted in increasing anger, frustration, and feelings of helplessness. Repeating courses would incur costs he could not afford. He had no options. He was "boxed in." His frustration resulted in a decision to complete the master's degree and to defer meeting endorsement area requirements. This decision did not give him a satisfying sense of completion, but his later attempts to complete the coursework required for endorsement just "ran out of steam."

Walter earned his baccalaureate degree over the course over 13 years, in five duty stations, and at four different locations. He used a combination of credits from different classes and different colleges and CLEP and DANTES. He valued his nontraditional educational experience. It provided an opportunity for self-fulfillment and was the mechanism for his upward mobility in the military. During the last decade of his military service, he encouraged subordinates to take advantage of off-duty and nontraditional opportunities to earn a degree. Many did earn associate degrees and Walter was proud of his role in their accomplishments. He became angry when learned nontraditional credits were not acceptable substitutes for in-class experience.

My most problematic moment was the challenge to my DANTES, ACE, and CLEP credits for courses in the endorsement area. They wouldn't take some of them because you had to have grades in certain classes. I think what really bothered me was when they said, "We don't care what grade you get as long as you're getting credit." They were willing to accept a "D". I could go to one of the local community colleges, pay a couple of hundred bucks, walk away from the class with a "D" and the state would have been happy because I took the class. I scored extremely well on the PRAXIS. My scores were probably double that required by the state. Then I was told, "We won't take your CLEP score. Although you scored 800 or something on
the CLEP test, you've got to have a letter grade. We'll accept a 'D'." I thought, "You guys are willing to accept teachers who score that low on the PRAXIS and you're willing to accept a "D" in course work for those who teach our kids? Your standards are pretty low." I thought, "How dare you tell me that my CLEP test is no good if you're willing to accept a "D"? I think they set their standards in odd places.

Challenging Walter's nontraditional credits was an attack on his deeply held beliefs about the value of nontraditional education. To accept this requirement would be to repudiate years of encouraging others to do what he had done. He was angered by this policy, but he became incensed when told the minimum acceptable standard for the coursework he needed to replace nontraditional credits. The low letter grade requirement reinforced his belief that standards were not high and that very little demonstrated subject matter competency was required to become a teacher. He was disappointed, frustrated, and angry. When he realized so many of his credits for life experiences were useless, he lost his enthusiasm for teaching and began to search for other options.

Talbot earned a baccalaureate degree from a first-tier university before entering the service. The military then sent him to graduate school at a prestigious regional university. He had extensive experience as a military educator and trainer. He attended elite military schools. He was a senior officer who had lived and traveled extensively in Europe, Asia, and South America. He had been a briefing officer in the Pentagon and was serving as the training director in a major command when he elected to retire. His concern was documenting competency for life experience.

This whole thing goes back to "You have to take another geography course. You have to take a basic English course." What the heck do you mean I have to take a geography course? I've been in the military for 27 years. I've probably been there and stood under, in, or over it. That requirement bothered me. It put a little damper on the edge of it. What more BS do I have to go through to prove to you that I want to become a teacher? I probably should have taken the courses, just sucked it up, got a "C", got my license, and left. All you’re doing is going through the wickets they want you to go through. I think they can be waived. It’s a rite of passage. Every teacher is sweated and is danced to the same song. You must dance to it. How bad do you want teachers from nontraditional programs?

Talbot feels he is proficient in written and spoken English and has first-hand knowledge of world geography. He became angry and frustrated when he could not successfully document these competencies. He temporarily lost interest in teaching.
because of these restrictions and the requirement to go "in lock-step through the wickets." Time was a factor because he had two years remaining before his planned retirement. He procrastinated. When he received an unexpected job offer from a contractor and requested immediate retirement, teaching became a deferred option for employment.

*Group 2: Self-discovery during the practicum.*

Charles's parents were strict disciplinarians who emphasized individual responsibility and personal accountability. Unacceptable behavior resulted in corporal punishment. His military experience reinforced those traditional values. He was successful in the military because he set high standards and expected performance and responsibility from subordinates. His methods were to become totally involved with subordinates who were experiencing or causing problems and with their families. In the military, he had the responsibility and the authority to change unacceptable behavior.

I discovered that teaching was a situation where, knowing my background and temperament, I would be vulnerable. I thought better of putting myself in a position where I was pretty sure I knew what was going to happen. I knew that my feelings about responsibility and personal accountability were going to get the best of me. Sooner or later I was going to reach down and grab one of those little snotty-nosed boys by the nape of the neck, put him in his place, and incur the wrath of parents and administration.

Charles's self-image and values color his relationships with others. He knew his conservative attitudes would make him vulnerable working in an environment where he had responsibility, but little authority, to control student behavior. Charles's classroom experiences warred against his desire to become a teacher. He wanted to teach but was afraid of repercussions from things he might say and do. He was concerned about low standards and academic practices he thought were "dishonest to the student." He felt he would have to give up his core values to become a teacher. Charles could not compromise his identity nor could he refute the principles he believes are the foundations of our society.

Martin was exploring options for his second career. The MCTP was just "putting more arrows in his quiver." He was looking for enjoyable work with regular hours. He wanted work with tangible evidence of day-to-day achievement. Martin considered the practicum as an opportunity to discover if he really wanted to be a teacher.
I was uncertain about teaching. I wasn’t even sure that’s what I wanted to do. During my practicum I saw good teachers doing a good job. That tugged at me. I thought it was admirable. I also saw a teacher lose his temper, have a temper tantrum, and throw objects. He yelled, "Now see what you have to put up with. You don’t want to be a teacher. Find something else to do." That wasn’t a high point of the program. It dawned on me that there are more problems in education than I could solve. I would be very frustrated in that situation. That wasn’t a pot of boiling oil that I wanted to become part of.

Martin’s dissatisfaction with the MCTP and with his practicum experience was a reaction to his discovery that his self-image of teachers differs from his lived experience. His frustration resulted from the recognition that his values and work would not change the unattractive characteristics of public education. He would see little evidence of day-to-day achievement. Martin recognized his vision of satisfying work as a teacher was illusory. He looked for more comfortable work with measurable outcomes.

Ross’s military career ended sooner than expected and his part-time work disappeared. He wanted something in his “back pocket” to supplement his retirement income. He never had a strong desire to teach, but he did want a master’s degree. In the practicum he became concerned that his attitudes about students, parents, administrators, and behaviors would cause him to become cynical, to develop a bad attitude, or to "get physical." He discovered teaching was not as rewarding or as enjoyable as he thought it would be.

My decision not to teach wasn’t an epiphany. It was a culmination of factors coalescing in my mind during the practicum. I just simply didn’t want to do it. One reason was the kids. I didn’t like the attitude of the kids. I just didn’t feel like dealing with their issues. I would be vulnerable. I’m very opinionated. I’m also very conservative. I didn’t want to train kids other than my own kids. I knew I would exhibit one outward behavior but feel differently. Instead of having to worry about doing something that I would regret, I just decided not to put myself in that situation.

Ross had uncomfortable relationships with students and administrators. He became angry and frustrated when their actions differed from his idealized images of acceptable behaviors and felt vulnerable because he recognized the potential consequences of his feelings. He did not want his life to be controlled by others. Self-assessments of the reasons for his anxiety resulted in a decision that opportunity existed for work in more comfortable environments.
Group 3: The unsatisfactory student teaching experience.

Douglas had the time and the resources to choose his second career. He wanted to enjoy what he was doing and was not particularly interested in making money. He does not live to work. Time with family and better quality of life were his second-career goals. He was concerned because he thought he might not have the personality to be a teacher. During student teaching, he discovered he was not adequately prepared to teach, to plan lessons, or to be a classroom manager. He self-terminated student teaching and looked for other opportunities in education.

I didn't like being responsible for 30 kids' education and classroom management when I wasn't given total control. I was uncomfortable knowing that I couldn't do everything. Some students were already lost to education. I had no effect on them and I didn't want to worry about them when I came home at night. I wasn't having fun. There was no reward. I needed to be thinking about things that would have a positive impact on these kids. Instead, I worried if my lesson plan for the next day was going to be good enough. I worried if I was going to be able to handle the kids if they misbehaved. That was wearing on me. I certainly didn't want to be a new teacher experiencing that kind of anxiety for an entire year. I just wanted to hurry and have student teaching over with. I wasn't going to get that into that long-term situation. I quit after my third week of student teaching because I didn't want to work in that environment.

Douglas's self-image as a teacher conflicted with the self-evaluation of his classroom performance. He considered himself a failure because he could not meet his idealized standards. Ineffective cooperating and supervising teachers reinforced his uncertainty. Greater efforts for perfection had adverse impacts on his relationships with family and on his vision of teaching as a second career. He remained confident in his ability to work as an educator and persisted until he found an acceptable avenue to achieve that goal.

Jackson had years of experience teaching youth in religious instruction programs. He was comfortable working with youth and was confident in his ability to plan and to present instruction. Teaching was his second-career goal and he felt the MCTP adequately prepared him for student teaching. An unsatisfactory relationship with his cooperating teacher and with school administrators caused him to self-terminate student teaching and to leave the MCTP.

My cooperating teacher required me to create all new lesson plans using MCTP model. She would look at them and say, "OK, that's fine." When I implemented them, she would say, "These are no good." Lesson planning probably took two hours.
a night. I would end up redoing them because when I presented them, I got shot. If my cooperating teacher had attempted to help and to be supportive, I would be teaching today. Instead she was there to grade me and to filter me out. I became ill from the stress. I felt abandoned by the MCTP and self-terminated student teaching.

Jackson's decision not to teach resulted from his unsatisfactory relationship with the cooperating teacher and from feelings that the university representative had abandoned him. He felt his experience was a deliberate attempt by the cooperating teacher and the MCTP administrator to prevent him from teaching in public schools. He believed he was in a trap. His disappointment turned into frustration, anger, and bitterness when his situation did not change. He felt constantly attacked and isolated by the "system." He quit the program when his emotions resulted in symptoms of physical illness.

Colin's second career goals were "undefined." His positive experiences with training and mentoring in the military caused him to consider teaching as a second career. During student teaching he discovered he didn't have the personality or the skills to be a teacher. He felt he was teaching "without too much flair or interest", was uncomfortable with lesson planning, and felt he was unprepared to teach groups with a "full spectrum of abilities." Colin was dissatisfied with his performance and was struggling to adjust. He asked his cooperating teacher for guidance.

I became frustrated with my cooperating teacher. She didn't provide any help in the classroom and her interpersonal skills with adults needed improvement. I was struggling. Lesson planning wasn't something I was super-skilled at. I was having difficulty and procrastinating because I wasn't exactly sure how to go about it and wasn't getting any help. I expressed my feelings to her in a very frustrated way. Her reaction was, "Well, that's the way that I was treated as a student teacher." Wrong answer. If that is the attitude of a former Teacher of the Year, I didn't want to be a public school teacher. I thought, "This isn't my cup of tea. I don't want to do this." If I can't get the help I need to be a teacher, then I'm not going to be a teacher. I had enough discomfort at that point. The education establishment wasn't trying to reach out to help me. I decided to go back into defense-related work.

Colin was uncomfortable about his relationships with his students and with his cooperating teacher. He had limited patience with students and with their everyday problems. He wanted to succeed but felt he was failing. His relationship with the cooperating teacher deteriorated and he distanced himself from her after she refused to mentor. Colin discovered he didn't have the ability to keep students interested or to make
learning enjoyable. Dissatisfied, he no longer wanted to spend the time and effort to develop those skills. Instead, he wanted to return to the comfort of more familiar work.

Group 4: The unexpected job offer at retirement.

Edward was very anxious about leaving the military. He was looking for options that would allow him to remain in the local area. He became a massage therapist. He enrolled in the MCTP. Edward was frantically looking for second-career opportunities. When a defense contractor recruited him for familiar, comfortable, well-paying work, he immediately accepted the job offer. Teaching became a deferred option for future work.

I was scared to death about retirement. I had no marketable civilian skills. My plan was to become a teacher. I was not looking for another job. I wasn’t calling up companies or going to headhunters or anything. They called me. I was ambushed. Contractors actively sought me out. It was a great feeling to be recruited. It took all my anxiety away. Contractors lured me away from teaching when they threw money at me. It was all their fault.

Edward’s isolation from employers that could offer military-related work contributed to his anxiety. His uncertainty was reinforced by a strong sense of fiscal responsibility for his family. Although he successfully completed student teaching, he was uncomfortable thinking about new, uncertain work and new work identities. He could see nothing beyond the "black wall" of retirement. Timing and relationships with others influenced the outcome of his transition. Edward retired when contractors were assuming more military-related work. Former peers and coworkers knew his ability. The unexpected opportunity to return to work in a military environment "took all the anxiety away."

John was confident in his ability to find work after leaving the military. One of his second-career goals was to maintain the quality of life his family had enjoyed while he was on active duty. He also thought teaching would give him an option of employment at any time or place. He enjoyed the MCTP and was focused on becoming a teacher.

As I neared retirement, I received an unexpected job offer from a defense contractor. His offer of military-related employment literally doubled the money I would make as a beginning teacher. We had certain needs and a son still at home that we wanted to bring up in the same lifestyle that he enjoyed while I was on active duty. Becoming a civilian contractor allowed me to step into civilian life seamlessly. We didn’t have to change our lifestyle. We still lived in the same house, lived by the same rules, and paid the same bills. We didn’t have to change anything or to give anything up. In retrospect, I probably didn’t make much of a career transition at all.
John's options were better than most participants because his family was not geographically tied to the area and he could explore more distant options for work. He was not overly concerned about retirement, but earning an adequate income was an imperative. Like Edward, he had been isolated from potential employers while on active duty and the offer to return to his former job as a civilian was a surprise. This opportunity resulted from his strong personal and professional relationships with former peers and coworkers.

Robert's plans for career transition unexpectedly changed when he was not selected for promotion. He completed all academic coursework while on active duty but did not student teach. Although his family remained in the local area, Robert's last duty station was in another state. He could neither complete student teaching nor return to this area to search for work before he elected to retire.

I planned to spend 25 years in the military, but I retired at 20 years. The real issue became money. My retirement pay was not enough for my family situation. There was a lot of anxiety. Finances were my biggest concern. I had three children. One was in college and two were in high school. I also had a house payment. As I neared retirement, I began to receive unexpected job offers from defense contractors. I decided not to become a teacher when a company offered me a starting salary of $63,000 before I retired from the military. That salary would secure our family's financial situation. That job offer took the anxiety away. My decision was based on the money, the fact that I could stay right here, and that I was familiar and comfortable with the work I would be doing. The company came looking for me. It worked out. I was at the right place at the right time. It was a matter of luck and timing.

Time available to prepare for retirement influenced the outcome Robert's transition. His plans for a gradual transition were shattered by unexpected events. His priority now became immediate work. He no longer had the time to complete student teaching or time to wait for employment as a teacher. Family needs were paramount and financial concerns caused feelings of anxiety and uncertainty. Timing and prior socialization experiences resulted in a satisfactory financial outcome when downsizing of the military created opportunities for civilian contractors. Robert's skills were known. He instantly accepted the unexpected offer of military-related work.
Group 5: Student teaching after retiring.

Quentin was a senior officer who elected early retirement. He chose his retirement date, but he did not have enough time remaining on active duty to financially plan for retirement or to complete the MCTP. He was concerned about the long period of unemployment at a time when his family's financial needs were a major concern.

My timing was not good. I didn't have the all of the classes I needed to student teach before retired. My daughter started college and the bills for her tuition started rolling in. My student teaching was not scheduled until January. I was out in the cruel world with tuition bills and other financial obligations. With a daughter in college and a son in high school, I needed to go to work. I guess it wasn't quite the teacher shortage I thought it was. Guys were taking up to a year to get hired. I saw myself at least nine months away from employment as a full-time teacher because I didn't expect to get hired until the fall of that year. I figured it would be almost a year before I would get a full-time job teaching. Some guys were waiting that long and still were not getting hired. I just couldn't do that.

Time, uncertainty, and family relationships shaped Quentin's outcome decision. The time necessary for him to complete student teaching and the wait times before finding employment as a teacher were problematic. He needed time he could not afford. Quentin required immediate work and certainty of employment. Teaching was too uncertain and too indefinite. His pressing family financial requirements dictated an immediate return to the workforce. Quentin decided not to student teach and looked for immediate work.

Thomas did not plan his transition. He wanted to teach at the university level and thought the MCTP would be a "step in that direction" and a "hip-pocket option" for a second career. He elected to retire but returned to active duty for an additional year. He deferred student teaching until retirement. He became anxious about his second career during his last year on active duty. Continuity of employment became a priority.

Not having a known job was an issue with my wife. During my six weeks of student teaching, I would have no income other than retired pay. I didn’t know if I could afford that loss of income when no other income was coming in. There was also some uncertainty about when and where I would be hired as a teacher. A defense contractor called and offered me a job starting the following Monday at a salary that was twice that of a starting teacher. I accepted it over the phone. It was a spur of the moment decision. I guess it was a combination of wanting to provide security for my family and the fact there was pretty good money to be made as a defense contractor.
Thomas did not have a comfortable relationship with his students during the practicum. He had difficulty communicating with young children and discovered his strong internalized concept of what students should be and should do conflicted with reality. He thought his attitudes about teaching and learning would make him vulnerable in the classroom. These feelings dampened his enthusiasm for teaching. Time was also an issue; he did not feel he could afford the loss of income during student teaching or during the wait to be hired as a teacher. Spousal concerns about maintaining quality of life reinforced his decision not to teach. When a friend unexpectedly offered immediate employment in a well-paying job, he did not hesitate to accept.

*Group 6: The unexpected job offer after student teaching.*

Samuel retired from the military when his spouse was beginning to reestablish her career as a college administrator. His experiences with poor leadership in the military and his wife's experiences with poor leadership in public schools colored his attitudes about second-career work. He entered the MCTP and began working as a VA work-study student on campus. He enjoyed the campus environment, the interaction with students, and a positive relationship with supervisors.

After I completed my student teaching, I was offered a great opportunity to work as a counselor and administrator at the university. The position was mine for the taking. I was recruited. I knew what was involved with that job. Important to this whole issue and a most sensitive thing for me was leadership climate in my second career job. I experienced instances of poor leadership in the latter part of my military career and determined that it almost didn't matter what I did after leaving the service as long as I was working in an organization with a collegial environment and where I respected the leadership. I knew the leadership in the job I was offered. I was uncertain about the quality of the leadership in the unknown school district that might eventually hire me. That consideration was so critical that I sacrificed my teaching career on the horns of that issue.

Samuel's second-career goal was comfortable work in a supportive environment. His relationship to and with others was important. During his career transition he experienced simultaneous socialization experiences; one while participating in the MCTP and another resulting from his work-study opportunity. When the opportunity became available to work in a known, collegial environment he did not hesitate to accept.
Henry never wanted to leave the military. He spent the last 14 years of his military career at one location and was professionally and socially integrated into that organization. Henry was comfortable with the people and the work. Positive images of MCTP instructors reinforced his desire to teach, but student teaching was a disquieting experience that caused concerns about his ability to adapt to the public school environment.

During my student teaching I didn't feel like part of the gang. I guess teaching was just a different environment. I didn't quite slide into it comfortably. I felt isolated from my students and isolated from other teachers. I just felt like I had practically nothing in common with any of the other teachers. The bonding wasn't there. I pretty much was sitting by myself at lunch and was not part of the program. I just didn't feel there was much to share. Nothing much in common to talk about. The ladies I worked with were good teachers and were really nice, but they became mothers at lunch, talking about their kids and their problems. I was also isolated from my family because of the time required for lesson planning. I was very fortunate. Things just kind of fell into place. I was offered a contracting job. One of those calls from out of the blue. I hadn't even done a resume. It paid about twice a starting teacher's salary. It was a job that I was comfortable with and a job I thought that I would enjoy. That job offer took away the uncertainty. It took away the fact that there was not going to be anything else. They gave me the bird in the hand. Accepting that job put my plans to teach on the back burner.

Henry's relationships with others are an important part of his job satisfaction. He needed the security of acceptance. During student teaching, he never felt comfortable working with students and did not think he "fit in" with other teachers. He felt alone and isolated. Henry was struggling to accept the loss of comfortable, familiar, military-related work. He felt confined because of his few options for other employment. The unexpected opportunity to return to work in the military environment instantly erased his self-doubt and restored his self-confidence.

Group 7: Unsatisfactory experiences with market forces.

The certainty of an undesirable overseas assignment caused Keith to elect voluntary retirement about five years before his planned retirement date. The time between his decision to retire and his leaving the military was not adequate to prepare for retirement. Because his retirement was unexpected, he had not planned for a second career. He thought teaching might be attractive work and enrolled in the MCTP after leaving the military.
When I enrolled in the MCTP I also began working part-time for a defense contractor. As the years went by and I continued to take classes, it just gave me too much time to become ingrained into my current position. I was becoming vested in the company and was starting to get raises. By the time I completed the MCTP I had reached the point where I was earning twice as much as I would as a beginning teacher. My wife and I decided one teacher is all we needed in the family. She would continue to teach and I would continue to work as a contractor. I’m certified K-8. I have a master's degree. I have my license. I never looked for a teaching job.

Time and relationships to others influenced Keith's decision not to become a teacher. Keith's decision to extend his certification to the primary grades added to the time required for licensure. As time passed he also received more benefits from his company. When he completed licensure, local market forces were not financially competitive. A decision to become a teacher would now adversely effect his family's quality of life.

Ford elected to retire from the military when his wife was in graduate school and his daughter was starting college. He wanted to teach. Ford earned his baccalaureate degree a month before retirement and entered the MCTP a month after he left the military. He was anxious about finding work. Ford considered himself fortunate to have found work that allowed him to complete the MCTP and to return to the same job with increased pay and benefits after completing student teaching. Financial security during the family transition became Ford's primary concern.

When I finished my student teaching, there were no full-time vacancies. I needed a job. Timing was a big thing. I didn’t know if or when I was going to be hired to teach. Summer was coming up and the summer school teachers were locked in. Maybe if I had finished my student teaching sooner, I could have fit in somewhere. I went back to my old job because I needed the money. The pay raises were hard to pass up. I wanted something to fall back on, so I got my license. When things settle down and my family again has financial security, I see myself leaving this job and becoming a teacher, but I won’t quit this job until I’m hired as a teacher.

Time and relationships shaped Ford's transition. His decision to retire came at a moment when family finances were taxed by a family in transition. His experiences looking for work were disquieting and he considered himself fortunate to have found a "good job." Positive relationships with his employers permitted him to return to more lucrative work after student teaching. Ford has strong images of himself as a teacher, but his desire to teach is tempered by fiscal pragmatism. Because he is the primary wage
earner for his family, he feels he must defer teaching until other members of his family complete their education and the family is more financially secure.

Graham entered the MCTP when he was not challenged enough by his military assignment. He wanted to use the MCTP as an opportunity to look for second-career work that was "dramatically different" from the military. After retiring, Graham discovered the financial demands of his family's current lifestyle were greater than anticipated. He would have to live in "reduced circumstances" if he accepted work as a teacher. This revelation was disturbing. When he received no immediate response to his applications to teach, he accepted an unexpected job offer from a defense contractor.

After I finished the program my intent was to kick back for the summer, wait for the job offers, and start teaching in August. I was mildly anxious. It was not in a panic. I think the desire to start back to work was from boredom. I applied in five school divisions. Heard from only one. I wasn't expecting this. I believed all the propaganda about the mass shortage of teachers and expected that my phone would be ringing off the hook. Timing is everything. An opening popped up with a defense contractor. A long-time friend offered me the position. The deciding factor was partially financial and partially to capitalize on that window of opportunity. I believe that teaching will always be out there. This opportunity was a moving target. I deferred teaching by choosing something else.

Graham considered the MCTP to be a "golden parachute" that allowed him to explore teaching as a second career. The program gave him a sense of purpose during an anxious time of his life. He was not strongly committed to teaching, but his work ethic would not allow him to do less than attempt to find work in the profession. After completing the MCTP he wanted to "move on" to other challenges. He had time for meditative reflection about teaching as a second career, decided that teacher's salaries would not meet family financial requirements, and accepted the first attractive option for other work.

Bruce had years of experience teaching in the military and in civilian technical schools. He had never been without work and was certain of employment as a teacher. He attended the MCTP at night and substituted in local schools during the day. Local school systems were experiencing a glut of applicants and he was not hired. He could not afford to relocate to districts with more vacancies. After three years of attempting to become a
teacher, his part-time job was paying much more than he would earn in the classroom. He would not give up his new lifestyle to teach in public schools.

I was 46 years old. I had a master's degree. I was certified in mathematics and science and had instructor time in the service. They would have to pay me more than someone just out of school. There was also a glut of teachers. I was ready, but I couldn't get in. I applied in all the local school districts. I never had a job interview, even though I was substituting everywhere and had been doing it for quite awhile. I talked to a number of principals. Gave them my resume. No results. I looked at who was hired. Most were a lot younger, straight out of school. The only ones in my age group that were hired were the ones that did nothing but substitute. I didn't have the luxury of doing nothing but substituting to get my name in the system. I had to work for a living. I ended up in a government-contracting job, but I continued to substitute. After three years there was no longer any question about trying to continue to teach. I couldn't afford to do it.

Bruce is bitter about his failed attempt to become a public school teacher. He feels he was betrayed by those who emphasized and promoted the need for teachers when few local jobs were available. He felt abandoned during the job search. Although he substituted in local schools for three years, he felt he was invisible to principals and administrators. He wanted to teach and became angry and frustrated when he was not hired. Time and improved quality of life have not softened his feelings about this unsatisfactory dimension of his attempt to become a teacher.

Norman was 54 years old when he completed the MCTP. He discovered that his age, background, and local market forces were strong negatives during his job interviews.

When I interviewed for teaching positions, I felt the interviews went very well. But I was being interviewed by people who were 20 years younger than I was. I could sense that if I had been ten years younger they would have been more comfortable relating to me. The administrators looked at me as somebody from a generation twice removed from the students I was going to teach. It really didn't occur to me that I was beyond the age where I would be acceptable teaching adolescents. I figured they would look at me for my qualities and say, "This guy could do well in school." But they didn't hire me because they were such young fuzzy-faced people. It didn't dawn on me until I looked around and saw the kind of people that they were hiring. When the new hires were born, I was fighting wars. I wondered just how open the market was. And I found out that in every teaching job there were 30-40 people lined up for it. If you had an age thing, if you had a gender thing, or if you had anything that was a reason for exclusion, filling those jobs became a question of finding ways to exclude people. I looked at myself and I just had to realize that as a middle-aged white male, I was very excludable.
Differences in age, attitudes, and relationships colored Norman's job search. Younger administrators had problems relating Norman's age and experience to effective teaching. They viewed the gap between Norman's age and the age of his students as a barrier to instruction. Norman did not feel administrators accepted his credentials as equivalent experiences because "I didn't get there the same way they did." Administrators' practices of variance reduction were an exercise in distancing school systems from nontargeted applicants with nontraditional backgrounds.

Wayne entered the MCTP after working several years in his second career. He had never thought about teaching except as "another avenue to explore." His first student teaching experience was unsatisfactory, but it was successfully repeated in a different school district. He applied in several districts but was not hired. He felt his first student teaching evaluation was a negative in the hiring process. He became discouraged and accepted an offer of more prestigious work in his former career.

I graduated from the MCTP in July and applied to teach in three school districts. I interviewed in one district but never got called after the interview. It seemed like a pretty positive interview. I don't know why they didn't hire me. I guess August is not the best time to apply to teach. I did substitute in two school districts, but I needed to find full-time employment. I wasn't really hopeful that I would hear from anybody. I never thought about asking anyone in the MCTP for help. I do things pretty much on my own and that was probably a failing on my part. The hiring process wasn't encouraging. My interest in becoming a teacher faded.

Wayne's unsatisfactory experience with his cooperating teacher caused anxiety and concern about his ability and his attractiveness to the profession. He was discouraged by his first teaching experience and was uncertain if he would be welcomed as a teacher. His family's need for geographical stability limited employment opportunities. His uncertainty caused him to be less aggressive about finding work as a teacher. His interest in the profession faded and his moment to become a teacher passed.

The Composite Textural-Structural Description of the Transition Experience

Attempting a midcareer transition into teaching was composed of interconnected elements that, over time, reflected unique patterns of experience in a continuum that included preliminary conditions for change, the active change process, decision making, and assessment. When goal definition and self-assessment became more focused, the
active change process began. Idealized second careers took on special meanings and significance as the participant searched for work that would provide job satisfaction and a better quality of life. Participants focused on options and were prepared to take advantage of unexpected opportunities that may have been overlooked during retirement planning.

The transition was a time of heightened awareness of family responsibilities and relationships. Geographical location, job content, and family considerations became priorities for the new career. The partner's attitude was critical to the outcome decision. Talking with the spouse was the most often mentioned preretirement planning activity and postretirement finances were the most frequently mentioned concern. Support relationships with other family members became more significant as the participant experienced changing demands of time and circumstance.

Participants looked to outside help for career development information. The direction and stability of an organized transition program were attractive. Many were uncertain about career choices and drifted into the MCTP by default. Program design encouraged entry and reinforced interest in completion. The quality of the instructors and the value of application-oriented coursework resonated with participants. Participants entered the MCTP without strong commitments to teaching, with no feelings of financial sacrifice, and without expectations of adverse consequences. "What do I have to lose?" was a statement that reflected their nonconfining attitudes about career exploration. Although teaching was considered to be certain employment, many considered it as only one option for future work.

Many participants discovered that values and practices in education were counter to long-held personal beliefs or to second-career goals. Others recognized their lack of skill in classroom management and lesson planning. A few had bad experiences in the local job market for teachers. When personal values were attacked, family quality of life threatened, ideal images discredited, or the sense of enjoyable work lost, participants opted for change. Self-assessment allowed participants to visualize consequences and to make change decisions. Dissatisfaction caused them to become more aware of a need to take control of their lives and to explore the possibility of other work. Some outcome decisions were influenced by offers of more attractive work, others from feelings of alienation and dissatisfaction with teaching as a profession.
Time and space touched every phase of the transition experience. In linear form, time described the phases of the transition. Time of program start or completion, time of retirement, and wait times before employment were manifestations that effected outcome decisions. Spatial issues were multidimensional. They were described as feelings of confinement or additional opportunity. Participants with nontraditional degrees felt they were restricted by requirements to "lock-step through the wickets" of certification while an unexpected opportunity for enjoyable, well-paying work as a defense contractor was a liberating experience. Opportunities in the local education market were "tight" while opportunities for work as a defense contractor were "wide open."

A belief that education is related to opportunity allowed participants to positively internalize the MCTP experience. Multiple program outcomes provided incentives for completion. The master's degree was instant gratification and a promise of future reward. Knowledge of the design for effective instruction improved personal and organizational marketability. Other participants described less tangible benefits of structure and focus during a stressful time of their lives.
CHAPTER VI

SUMMARY, IMPLICATIONS, AND OUTCOMES

Introduction

The purpose of this study was to identify new insights that may increase the number of veterans who become teachers. One goal was to create in-depth descriptions of the individual and collective transition experience. This chapter discusses a second objective, implications for policy and for future research. The discussion is divided into six parts. The chapter begins with a summary of the study's inspiration, framework, methodology, and outcomes. This overview is followed by in-depth discussions of study findings. I then suggest applications for policy. Discussions of the similarities and differences between this study and the research described in the literature link study findings to the existing body of knowledge and frame recommendations for further research. The chapter ends with comments on the unique characteristics of the study and reflections on the insights gained during the investigative experience.

Inspiration, Framework, Methodology, and Outcome

The decision to explore veterans' attempted midcareer transitions into teaching resulted from my own failed attempt to become a teacher. I was comfortable with education, had been an instructor in the military, and had extensive experience working with youth. Teaching was my second-career goal. I discovered I didn't dislike students, I disliked student attitudes about learning and the school policies that reinforced those attitudes. Student perceptions that individual effort was not required were influenced by unwritten local policy that none would fail because of school overcrowding. My decision not to teach was troubling and I wanted to know if my experiences were similar to those of other veterans. During later reviews of the research describing veterans' transitions into teaching, I discovered if veterans never enter the classroom, attrition is not a topic of interest. The opportunity to validate my own experience and to add new knowledge to a neglected aspect of veterans' career transition made this subject ideal for my dissertation.

The initial chapters of the study introduce the problem, discuss the significance of the research, suggest how new knowledge might assist program administrators increase the number of veterans who become teachers, identify study parameters with two research
questions, and define terms in their intended context. This introduction is followed by a comprehensive literature review that identified previous research on career transition, described the research on theories of career transition, discussed teaching as a second career, and examined multiple influences on persistence outcomes. My interest was in investigating lived experiences that led to outcome decisions. This suggested a qualitative investigation in the phenomenological tradition. I chose Moustakas's (1994) protocols because he is a frequently cited modern phenomenologist and his descriptions are free of much of the confusing terminology used by earlier phenomenologists. I described the conceptual framework of my study and discussed my application of Moustakas's methods and procedures to collect, analyze, and display the data.

Multiple interviews with 22 participants produced 978 pages of transcribed dialogue and 85 pages of constituents extracted from these accounts. Chapter four is my initial attempt at data reduction. It uses thematic clusters of formulated meanings of invariant constituents to create individual descriptions of the transition experience. This deviation from Moustakas's protocols reduced a large amount of individual description to a more manageable form and afforded participants another opportunity to evaluate the accuracy of description. During the collection and analysis of data supporting the individual descriptions, I discovered the multiple-interview design had four unexpected outcomes:

1. It allowed for real-time mental triangulation among my own experiences, participant descriptions, and the findings from other research.
2. It validated my belief that descriptions of lived experiences are accurate in the context of each participant’s worldview.
3. The process of conducting multiple interviews was a personally enriching experience that added meaning and depth to the interpretation of participant descriptions.
4. Although each participant was open and candid, his description of the transition experience focused on the problematic moment. That was the story they wanted to tell.

After the interviews, I described the individual and collective transition experiences. Invariant constituents of the respective experiences were defined and arranged in thematic groupings titled by a core theme. Each textural and structural theme represents a
common part of both individual and group experiences. Four textural themes emerged as dominant manifestations of the transition experience: preliminary conditions for change, socialization and adjustment experiences, refocusing of career goals, and a reflective assessment of the transition experience.

1. Preliminary conditions for change. Four factors influenced participants' decisions to enter the MCTP: (a) time available before leaving the military, (b) second-career goals, (c) self-evaluation of interests and skills, and (d) the convenience and the ease of entry into the MCTP.

2. Socialization and adjustment experiences. This group of experiences included feelings of reinforcement resulting from program design, relationships with self and others, and experiencing the problematic moments that led to decisions not to teach. Multiple references to self-discovery, money, time, and personal values characterized the multi-dimensional qualities of this theme.

3. Refocusing career goals. The MCTP was second-career exploration and the problematic moments became a vehicle for participants to identify the authentic self. As new needs were identified and idealized expectations rejected, participants opted to change the focus of their transition. For participants with multiple options, it was easy to default.

4. Reflective assessment included internalizing the transition experience and describing present and future decisions about work. Participants felt the MCTP provided a sense of purpose during career transition. The program design offered multiple options for satisfying completion. The belief in certainty of employment as a teacher caused many participants to retain the image of teaching as a future option for work.

Six structures shaped and framed the transition experiences. All were stated or implied in varying magnitudes each account of the attempted transition. Participants' descriptions of time, space, materiality, relationships to themselves and to others, and to the bodily effects of emotion caused by other actors or the environment provided insight into distinct manifestations of common structural experiences.

Temporality is an implicit or explicit reference to time in participants' narratives. It often was described as present and future or physical and psychological. In the physical sense time represented duration ("I didn't have enough time to finish the transition before
leaving the service" or "I couldn't wait that long to be hired"). In the psychological sense
time demarcated activities or events of psychological or emotional significance ("I began
to cast around for opportunities" or "My children were about to begin college").
Temporal expressions were also specific ("They didn't hire me because I was too old") or
infinite ("I think about teaching after I leave this job").

Spatiality referred to participant perceptions of oriented and affective space. In
oriented space the body was the reference point and the experience of space was in
physical reference to the body. Oriented space communicated boundaries ("I plan to
remain in this job until I retire" and "We wanted to remain in the local area"). Affective
space was a mental measurement. It described feelings and moods about space. "Lesson
planning took me away from family activities" described an invasion of family space
while "I didn't want to be associated with some individuals who might pass the PRAXIS"
reflected a participant's desire for professional distance. Phenomenological space also
included descriptions to emotional positioning. "I felt isolated", "I just built a wall
between me and the MCTP" and "The MCTP just abandoned me" are statements
representative of this dimension of spatiality.

Materiality is relating an event or experience with cognitive perceptions of substance.
It was a frequently used metaphor. "The draft got in the way", "It was just too much of a
load", "I just ran out of steam", "You've got to keep grinding away", and "There was no
light at the end of that tunnel" are examples of materiality in participant descriptions.

Relationship with self was the most frequently mentioned structure in participant
narratives. Key aspects of this structure included self-doubt, self-questioning, and
self-empowerment. Self-confrontations were either confirming or condemning. This
structure described the problematic moments that reflected self-depreciating behaviors,
dissonance, and doubt. Relationships with self aided development of new insights and
facilitated movement towards outcome decisions. Self-consciousness and self-encounter
were often described as unpleasant and painful experiences. "I just couldn't give up my
values to become a teacher", "I just wasn't prepared to teach", and "I really didn't love
teaching enough" were representative outcomes of self-evaluations reflecting the
dissonance between expected experiences and lived experiences.
Relationships to or with others is the way the participant perceived his relationship with intimate others or with strangers. This structure was highly salient in all participant descriptions. Relationships to or with others fell into six domains: trust and betrayal, family obligations, loss or sacrifice, influence of MCTP instructors, relationships with practicing teachers and students, and the participant’s reputation to peers while in the military. Much of the textural description extracted from participant accounts is subsumed within the structural umbrella of relationships to or with others. Examples of trust and betrayal included "They said they were crying for teachers, but when I started for to look for work there were no vacancies" and "I think the only reason they steered me towards middle school was they wanted more males teaching in that environment." Statements such as "The family wanted geographic stability" or "My wife was reestablishing her career and we needed geographic and financial stability" were representative of family considerations. Loss and sacrifice were expressed as reduction in family status. "We've grown into a new lifestyle that needs to be supported by a certain salary", "I wanted my son to continue to enjoy the same quality of life we experienced on active duty", and "For the first time in years we can afford two decent cars" are manifestations of this structure. The positive relationships with MCTP instructors was fundamental to all descriptions of the transition experience while the outcome of the student teaching experience was influenced by the warmth of the personal and professional relationship between the participant and the cooperating teacher. Relationships with former peers in the military were also major influences of transition outcomes. "I just fell into a job" was the result of social interactions and the participant’s professional reputation with former military coworkers and not solely by chance.

Bodily concerns are key to understanding human experience and are frequently mentioned or implied in participant accounts. Bodily concerns described feelings and communicated an awareness of the body and body functions. The following excerpts are manifestations of this phenomena: "I was anxious about retiring"; "I felt vulnerable working in that environment"; "I couldn't sleep at night worrying about the lesson plan"; "It was stressful"; "I had recurring headaches and couldn't sleep"; "The stress began to affect my health." I could no longer eat and I threw up"; "I began having extreme chest pains and thought I was having a heart attack."
The final step of the analysis was combining these textural-structural elements into a single description of the collective transition experience. This synthesis reflectively integrated individual experiences into a collective portrait of the phenomenon.

Findings

Textural-structural descriptions of lived experiences are the outcome of phenomenological analysis. Implications refer to the ways in which new knowledge from phenomenological inquiry is connected to existing knowledge. Application refers to where and how this knowledge may be used. The comprehensive descriptions in the following paragraphs link phenomenological outcomes to practical application. Although based on core themes, the descriptions include multiple textural trends identified in participant accounts. Textural trends differ from core themes because they are not present in all participants' descriptions of the transition experience. Because these trends represent major manifestations of the transition phenomenon for multiple participants, they seem important enough to be included in this summary.

1. The MCTP is a highly visible program with strong support in the local military community. The previous director and his staff are well known and respected. Former participants work in military and contracting organizations throughout the local area. Although these veterans chose not to teach, most retain positive feelings about their MCTP experience and continue to recommend the MCTP as a valuable program and a creditable approach to a midcareer transition into teaching.

2. Many participants (77%) did not begin to plan for retirement until late in their military career. Some (36%) did not consider their military skills appropriate in the civilian job market; others (48%) initially did not want military-related work. Many (77%) continued to search for second-career definition after leaving the military. "Exploring options" was the term used to describe this indecision. Poor retirement planning resulted in concerns about meeting the family's financial requirements during the transition. "The need to find immediate work" was the rationale often used by the participants who were fiscally unprepared for up to six months of unemployment or underemployment while waiting to be hired as a teacher.

3. All study participants had a common second-career goal of improving the quality of their personal, professional, and family lives. This objective was variously described as
family stability, stable work, regular working hours, certainty of employment, free
time, enjoyable work, and more time with the family. The importance of family
influences on second-career decisions was manifest in all descriptions of the transition
experience. The geographic location of the participants’ family was a major consideration
in where participants' enrolled in the MCTP and where they eventually wanted to teach.
The time required for lesson planning conflicted with the desire for more free time with
the family. Spousal concerns were an important component of the transition decision. The
participant's decision to teach frequently was weighed against the spouse's work and
career. The spouse's perceptions of the family's future quality of life were barometers of
the success of the attempted transition into education. Uncertainty of employment, loss of
income resulting from leaving current work to become a teacher, and dissatisfaction with
the prospects of a lesser quality of life for the family were spousal feelings mentioned in
participants' descriptions of their outcome decision.

4. Certainty of employment as a teacher was the most frequently cited reason for
entering the MCTP. Participants believed a teacher shortage existed and that earning a
license to teach would guarantee them second-career employment at any time and in any
locale. Participants also felt that becoming a teacher would satisfy their second-career
goal of achieving a better balance between work and family. Other identified reasons for
wanting to teach are listed in Table 25. Participants described positive experiences with
education before entering the MCTP. They valued their formal and informal education
and their previous military training. Their enjoyable instructing, training, and mentoring
experiences in the military reinforced decisions to teach or to explore teaching as a
second career option.

5. The design of the MCTP aided recruiting and reinforced interest in teaching. The
program was attractive because it was uniquely organized for transitioning veterans.
Classes were convenient. Funding was available. Maximum credit was awarded for prior
academic coursework. Attending classes with other transition veterans was positive
reinforcement. The practitioner-oriented approach to curriculum design satisfied the
participants' desire for coursework that emphasized practical application. Instructors who
worked as teachers and administrators in public schools were universally described as the
strong point of the program. Courses that addressed adolescent behavior, design for
Table 25

*Participants’ reasons for wanting to teach*

<table>
<thead>
<tr>
<th>Stated reason for wanting to teach</th>
<th># of participants</th>
<th>% of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certainty of employment</td>
<td>18</td>
<td>82%</td>
</tr>
<tr>
<td>Appeal of preparation program</td>
<td>17</td>
<td>77%</td>
</tr>
<tr>
<td>Wanted more options for second career</td>
<td>15</td>
<td>68%</td>
</tr>
<tr>
<td>Enjoyed learning and going to school</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>Enjoyed instructing in the military</td>
<td>13</td>
<td>59%</td>
</tr>
<tr>
<td>Preparation resulted in master's degree</td>
<td>13</td>
<td>59%</td>
</tr>
<tr>
<td>Job stability</td>
<td>11</td>
<td>50%</td>
</tr>
<tr>
<td>More time with family</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td>Possessed talents and personality to be a teacher</td>
<td>10</td>
<td>45%</td>
</tr>
<tr>
<td>Enjoyed working with youth</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Long summer vacation</td>
<td>7</td>
<td>32%</td>
</tr>
<tr>
<td>Teaching was something I could do</td>
<td>6</td>
<td>27%</td>
</tr>
<tr>
<td>Wanted to use knowledge with own children</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Interested in subject matter</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Attractive working environment</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Teaching is an honorable second career</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Never really considered anything else</td>
<td>4</td>
<td>18%</td>
</tr>
<tr>
<td>Contribute experiences to next generation</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Make contribution to society</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Wanted a career different from the military</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Needed additional income after retirement</td>
<td>1</td>
<td>1%</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
effective instruction, and classroom management resonated with the participants. Many described the opportunity to experience students in a classroom environment and to observe teachers' lifestyles during the practicum as the most valuable experience of their program. The military and civilian benefits of a master's degree provided a strong incentive for program completion.

6. The participants' choice of endorsement areas was dictated by the amount of undergraduate coursework in subject areas, the time of previous coursework, the undergraduate major, and the time needed to complete any additional courses required for other endorsement areas. Most (98%) had no recent contact with younger children. Many participants chose elementary school because they thought the children would be easier to manage. Other participants felt guided into lower grades because of a need for male teachers at those levels. Although most (65%) graduated from college more than 20 years before entering the MCTP, only two participants (both of whom expected to teach mathematics or science) expressed concern about subject matter currency.

7. Participants entered the MCTP with strong individual images of self as a teacher. They developed self-images of learning, teaching, and appropriate student behaviors from their experiences as an undergraduate and while training and instructing in the military. These perspectives were deeply ingrained and resistant to change during their short attempt to transition into education. The fit between institutional environment and personal values was an important aspect of the transition. Participants expected teaching would require only a minimum of internal or external adjustment. Descriptions of tensions between the two value systems varied, but no participant reported that he was able to change his personal values and beliefs or could accept the troubling aspects of educational policy or practice. Well-entrenched, idealized perspectives led to unresolved problematic experiences and to a decision not to teach. When the lived experience was unacceptably different from the expected experience, participants defaulted. The MCTP was a mechanism for exploring a different career. If participants had options for work that was more comfortable or more appealing, it was easy to default.

8. All participants recognize the value of education. For the participants who entered the military without a college degree, education had been the path to upward mobility. Many (45%) worked their way, part-time, through commuter schools and used
combinations of ACE, CLEP, and DANTES credits to earn their baccalaureate degrees. Other participants described the educational value of their lived experiences. For these veterans, the knowledge gained from military education, travel, and work was a more valuable and a more meaningful experience than academic coursework.

9. Participants brought a wealth of life experiences into the MCTP and had been conditioned to expect that demonstrated competencies gained outside the civilian education system could be substituted for traditional coursework. Discovering the lack of credits for DANTES, ACE, and CLEP, for military training, and for life experiences was problematic. Veterans who earned nontraditional degrees, who traveled extensively, who lived abroad, and who attended select military schools are proud of the competencies gained by lived experiences. Requirements for new coursework were never an issue; but participants felt the requirement for classwork in basic courses like English, modern history, and world geography trivialized their life experiences and denigrated the value of self-directed learning. Variations in counselors' attitudes and practice exacerbated the issue. Some counselors worked to maximize participants' use of nontraditionally acquired competencies; others never approved DANTES, ACE, or CLEP credits and gave no credit for military education, training, or life experience.

10. Most (99%) participants described no recent contact with adolescents. During their last five years on active duty, they worked on senior staffs or in positions with little or no contact with younger members of the military. The positive evaluations of coursework that addressed adolescent behavior, special education, and classroom management techniques reflected a desire for knowledge about working with youth.

11. Not all participants entered student teaching with a clear expectation of the cooperating teacher's role or responsibility. Some discovered their cooperating teacher was not enthusiastic about working with student teachers. Others described indifferent or punitive behaviors. Problematic experiences with the cooperating teacher were the most frequently described issue with student teaching and the different attitudes, practices, and approaches to mentoring were the most cited reasons for participant dissatisfaction with this experience. Most cooperating teachers were supportive; but participants described some that did not wish to be mentors, encouraged student misbehavior, or did not seem to want to work with older white males. The most frequently described problematic issue...
was lesson planning. Requirements varied. Many cooperating teachers allowed participants to use the plans found in the classroom materials: A few required the participant to create a new plan for each lesson. The time required to create new lesson plans was the most frequently described problematic moment in this study. The participants were not prepared to write detailed lesson plans that were "informative and entertaining." The time required for the unassisted lesson planning was a strong negative influence on participant and spousal attitudes about teaching as a second career.

12. Participants' relationships with their cooperating teacher colored their student teaching experience. Participants who described their working relationship with the cooperating teacher as "collegial" or "cooperative" were not as likely to describe problems with classroom management, lesson planning, or student behavior. Their student teaching experience was positive reinforcement. Other participants were placed in classrooms with ineffective or hostile cooperating teachers. Participants who described unsatisfactory personal or professional relationships with their cooperating teachers more often described problematic experiences with classroom management, lesson planning, student behaviors, and school administrators. Their student teaching experience became a strong negative reinforcement and these veterans often elected to self-terminate student teaching or decided not to teach after completing student teaching.

13. No participant described instances of intervention or assistance from counselors or university supervisors during the problematic moments of student teaching. Poor student teaching evaluations, procrastination with lesson planning, inappropriate behaviors by cooperating teachers, feelings of isolation and abandonment, and anxiety about classroom expectations and performance were manifestations of the student teaching experience exacerbated by the absence of timely, effective intervention by program administrators. These unresolved emotions and conflicts with cooperating teachers caused some participants to decide not to teach. The university supervisor's role was often irrelevant and their scheduled visits a waste of human and fiscal resources.

14. Adverse local market conditions in education were the most frequently cited reason by participants who became licensed but did not become teachers. The desire for geographical stability and the unattractiveness of commuting beyond contiguous school districts self-limited job opportunities for new teachers who applied to teach only in local
schools. Participants described a saturated local job market with multiple applications for every vacancy, waiting times of up to one year before hiring, and few vacancies except for special education. Minimum or no recruiting in some districts, doubts about school administrators' willingness to accept veterans as teachers, and restrictive local hiring practices caused some participants to abandon the job search after initially failing to be hired. Other participants elected not to student teach because of these uncertainties.

15. Participants maintained close ties to the military community where their abilities were recognized and valued. This strong organizational affiliation resulted in many being recruited into contracting work or recommended for their present job by former colleagues. "I just fell into the job" was more the result of networking and socialization than chance. Conversely, many participants felt isolated from the education community. Other than student teaching and substituting experiences, no participant described participating in activities that allowed them to meet with educators or administrators. The absence of opportunity for the participants' abilities to become known to the administrators that might hire them contributed to their uncertainty about being hired as a teacher.

16. Low teachers salaries were not a major concern when participants were leaving the military; most would have begun teaching the day after they retired. Many participants had children in college, mortgage payments, and a family to support. Financial requirements were high. Military retirement and the expected salary as a beginning teacher would have been essentially equivalent to most participants' active duty base pay. Many participants were not financially prepared for long periods of unemployment and had to quickly find work after retiring. Time changed their attitudes about teaching. For the participants who remained unemployed after retiring, the time needed to complete student teaching combined with the wait before finding work as a teacher was too long to be affordable. They needed more immediate employment. For participants who accepted part-time work while completing the MCTP, the issue became increases in salary and benefits. As time passed, these participants became vested in their companies, received raises and benefits, and were often working at a salary above that of beginning teachers when they completed the MCTP. Participants retained strong images of themselves as the primary wage earner in their family. Electing to teach would require
a voluntary reduction of family income and a deliberate acceptance of a lower standard of living for themselves and their family. Participants predictably chose the higher salary and the attractive, familiar, and comfortable work.

17. The military promotes teaching as a second career on the premise that veterans bring desirable traits from life experiences into the classroom, but participant descriptions of classroom experiences and the hiring practices in local schools suggest otherwise. Participants did not feel their military experience was directly transferable into education or that it eased their transition into teaching. Many (68%) participants described themselves as conservative with traditional values. Their dissatisfaction with the "liberalism" of current educational policy and practice was apparent. Their long-term, reinforced educational perspectives suggest they would have been conserving members of the profession. Other than student behavior modification, no participant expressed interest in becoming an agent for social change or in promoting social engineering agendas. Participant interest was focused on the near-term objectives of effective instruction, improving student behavior, and encouraging academic achievement.

18. Attempting the midcareer transition was an uncertain experience. Participants were anxious about leaving familiar work. On active duty many felt isolated from job searches by federal statutes that prohibited or limited contact with employers who might offer defense-related work. The MCTP gave participants a sense of purpose during their transition. For those who had decided to teach, the MCTP was a direct path to their second career, others considered the experience a "meaningful hobby" with a useful outcome. The MCTP was internalized as a "decompression experience" or as a "golden parachute" that allowed participants to become gradually acclimated to a civilian profession. It invigorated some participants and provided others the opportunity to become focused at a critical stage of their lives.

19. Expressions of time were components in all descriptions of the transition experience. Manifestations of the temporal dimension included the time of the decision to become a teacher, the time needed to complete the MCTP and to earn a master's degree, the time available to complete the MCTP while on active duty, the time of retirement, the time required to complete the MCTP or to complete student teaching after leaving the service, the time required for lesson planning, the time in part-time work, the uncertain
time before being hired as a teacher, the time expended in attempting to be hired as a teacher, time expressed as a "window of opportunity" for other work, and the indefinite future time when some participants hope to leave their current work and become teachers.

20. The program design offered multiple options for completion. The master's degree was a powerful incentive. It was a valuable experience in new learning and a credential that improved individual and corporate marketability. Developmental classes and design for effective instruction are applicable in other work. The opportunity to complete a graduate degree in education without becoming a teacher provided a mechanism for a seamless redirection of expectations and a satisfying academic outcome.

Implications for Policy

There is little point in training veterans to become teachers if they cannot find work as teachers soon after becoming licensed. Veterans entering the MCTP need more information about the local market forces, hiring practices, and the hiring cycles of local school divisions. They need to know the local demand for teachers in their endorsement areas. While entrants may choose to remain in the local community or to continue in their endorsement area, they will do so with the knowledge that their opportunities for local hire as a teacher may be limited.

Time and money were major obstacles for veterans who did not complete all requirements for licensure while on active duty. Future briefings about the MCTP should emphasize the need for early financial planning for career transition and identify the probability that newly licensed veterans who plan to remain in the local area may not be immediately hired as teachers.

Teacher educators and administrators need to review their own preconceptions and attitudes about veterans who attempt to become teachers and to recognize that institutional attitudes are a significant influence on their attempted transition into education. The quality and scope of military training and professional development education is much improved since the inception of the MCTP. Teacher educators should investigate ways of maximizing the varied life experiences of these older students. The university should review and revise current guidelines for assessing nontraditional competencies in the endorsement areas. Training and education specialists from each of the armed forces might be invited to provide information about the scope and content of
military coursework. Counselors need current information about recommended ACE credits and the university policy about awarding credit for nontraditional competency needs to be more uniformly applied. Each veteran should receive a written copy of the university policy on nontraditional credit for demonstrated competencies at the time of transcript evaluation.

Participants reported that some cooperating teachers and school administrators had negative a priori assumptions about veterans as teachers. Other participants felt that not all teachers, schools, and school districts welcome veterans. Teachers, administrators, and organizations with such attitudes should be identified and veterans attempting to become teachers should be assigned to observe and to student teach in more supportive environments.

The MCTP should prepare written guidelines for cooperating teachers. The guidance should identify the competencies the MCTP wants the veteran to demonstrate and any areas of professional development the cooperating teacher wishes to promote. A conference between the university supervisor, the cooperating teacher, and the student teacher would answer questions about expectations, evaluation, and mentoring before the student teaching experience begins.

The time required for lesson planning was a negative incentive for many participants and their families. Understanding the design for effective instruction is one skill; timely, parsimonious writing of a lesson plan is another. More instruction on techniques for writing practical, effective lesson plans is needed. Emphasis should be on the Standards of Learning and materials available to assist instruction. The focus should be in the endorsement areas. Because Design for Effective Instruction and the methods of instruction classes are taught in multiple locations, MCTP administrators should closely monitor student teaching to identify instructor or cooperating teacher idiosyncrasies that cause negative experiences with lesson planning.

Participants felt isolated from the administrators and principals in the local school districts. The MCTP needs to facilitate the socialization process by providing more opportunities for formal and informal contacts between veterans and gatekeepers before the hiring process begins. The program should transmit more information about veterans who best demonstrate the characteristics of an ideal teacher to the school administrators.
who make the hiring decisions. Placement assistance should become a more visible component of the MCTP. Placement should begin with a discussion of projected teaching vacancies at program entry and continue until the veteran finds work as a teacher.

Problematic moments occurred because of unresolved dissonance between the lived experience and the expected experience. Career transition is an uncertain time and participants need more effective intervention and counseling at critical decision points during the practicum and student teaching and more individual opportunities to discuss troubling issues not addressed during academic preparation.

At inception, the MCTP was an innovative approach to teacher preparation. The more recent proliferation of alternatives to traditional preservice training—distance learning packages, teletechnet opportunities, and innovative approaches to work-study such as Career Switchers—now almost relegates the MCTP to traditional status. Participant descriptions of time lost because of work schedules, the time required to complete student teaching after retirement, and the time required to find work after becoming licensed suggests a need for program modification that introduces innovative opportunities for accelerated completion and alternatives to the traditional sequence of academic coursework—student teaching-licensure-job search.

Relationship to Previous Research

Changing the emphasis from individual needs to family needs at the beginning of a midcareer transition is a characteristic described by Moskos and Wood (1988) while participant descriptions of family influences on second-career decisions are consistent with the findings of Wolpert (1989) and Catsouphes (1998). Wolpert identified job content, family considerations, and geographical location as the most important elements in a veteran's preretirement planning. He described the frequent discussions with the spouse during retirement planning and identified that spousal satisfaction was an important influence on the outcome decision. The participants' concerns about second-career options, family finances, and maintaining the spouse's career parallel the issues in Wolpert's study. The participants' search for a better quality of life resulting from enjoyable work and more free time is consistent with Catsouphes's finding that the centrality of work often changes during midcareer transitions, when success and satisfaction are frequently evaluated in the more holistic context of multiple life roles.
Multiple researchers have documented family considerations as a reason for leaving education. Marso and Pigge (1995) reported marital status was related more strongly to attrition from teaching than any other variable on which data are available. Bloland and Selby (1980) found the degree of spousal support and the strength of the relationship with the spouse are strongly related to entry and exit from education. Kurby and Grissmer (1993) reported that decisions to pursue, accept, or keep a teaching job depended on life cycle factors directly related to family status or change in status. These findings are consistent with participant descriptions of their problematic moments while attempting to balance transition and family.

Pinch (1985) reported that local labor markets are critical factors when many veterans live in the same locale; that the retirement location has little relationship to opportunities for employment; that military rank or grade, education, and job qualifications most influence the transition outcome; and that strong motivation for employment is enhanced by opportunities for work that is congruent with the former military occupation. Participant descriptions of their attempts to become teachers added new dimensions to Pinch's findings. Local labor market conditions were a negative factor only for the participants who attempted to become teachers. These participants described saturated job markets, long waiting periods, and few vacancies in local school districts. Throughout the local area, too many qualified, experienced individuals were seeking work as teachers. Although many veterans live in local communities, the number competing for teaching jobs is relatively small. Education was only one job market; competing forces in other venues were more pervasive. Although few participants described an initial interest in military-related work, the defense community offered opportunities for immediate and better paying work. Contrary to Pinch's findings, many participants chose to remain in this area because of that option. After deciding not to become a teacher, participants were recruited for, or gravitated to, work in the defense sector. No participant described influences of former rank, grade, or education on their attempted transition into teaching, but biographical information seems to support Pinch's finding that strong linkages exist between military rank, life experiences, education and the participants' current work and Weaver's (1983) determination that individual marketability is the foremost influence on teacher attrition.
Certainty of employment was the reason most cited by participants (82%) for wanting to become teachers. The appeal of the MCTP, the search for second-career options, positive experiences with education, and satisfaction from instructing and training while in the military were attractions listed by more than 59% of all participants. These descriptions of the reasons for entering the MCTP differed from earlier research investigating veterans who have become teachers (Feistritzer, 1992a; Feistritzer, Hill, and Willett, 1998) and research identifying the reasons non-veterans wanted to teach (Feistritzer, 1992b; Hochgertol, 1987).

Participant descriptions of the need for financial stability after leaving the service, choices of retirement location, and retirement decisions made in the context of opportunities in local job markets are consistent with the findings in Wolpert's (1989) study of transitioning veterans. Other participant experiences differ. In this study there was little difference reported in outcome between participants who planned early for retirement and those who started planning much later—or never planned at all. Unlike Wolpert's veterans, preretirement planning activities had little impact on the outcome of participants' career transition or on the well-paying current work that was commonly described by participants who failed to become teachers. Contrary to Pugh's (1985) findings, participants in this study found immediate work in local labor markets that understood and valued the military experience.

Participants who described nurturing experiences with cooperating teachers felt student teaching was a positive incentive to become a teacher. Participants who were unsatisfied with their personal relationship with the cooperating teacher, who described cooperating teachers with deviant attitudes about veterans, mentoring, or professional development became discouraged with the profession. These outcomes are consistent with earlier studies that reported a strong relationship exists between the warmth of the relationship between the cooperating and the student teacher and the student teacher's subsequent decision about becoming a teacher (Griffin, 1987; Guyton, Fox, & Siske, 1991; White, 1997).

Implications for Further Research

The emphasis of this study focused on the transition experiences of veterans who attempted a midcareer transition into education and on the centrality of the MCTP during
that transition. Yet, in the background, the impact of family influence on career transition decisions was apparent in all manifestations of the transition experience. The interviews contained multiple descriptions of the influence of family commitment and the level of spousal support for entry and exit decisions about work and career. A more specific exploration of the resonance between work and family during midcareer transition is an area for future research. Qualitative and quantitative investigations are needed to examine the relationships between the level of family support at each stage of the transition process and to describe the effects of these considerations on the outcome decision of the veterans who became teachers and the veterans who did not.

The study documented that many participants viewed their transition experience from a role perspective. Idealized identities were key determinants in self-evaluation, assessing work-family balances, assessing the value of the socialization experience, comparing lived experiences to expectations, and functioning as the primary wage earner in the family. I feel the inability to separate one's self from these images was an impediment throughout the transition and a contributing factor to the high level of congruence between the participants' military experience and their current work. More qualitative investigation of role and self-images during career transition would better describe this phenomenon.

Marso and Pigge (1995, 1996a, 1996b) identified that the time of the decision to become teachers was related to persistence outcome. They predicted that the individuals who were most certain about becoming teachers at the beginning of teacher preparation were the most successful in making the transition to education. These researchers concluded that teacher recruitment efforts that focused on candidates who were initially undecided about education as a second career are more likely to produce fewer students who persist through teacher preparation and the early years of teaching. The majority (78%) of the participants in this study were undecided about teaching as a second career when they entered the MCTP; and some (27%) remained undecided after completing or leaving the program. Decision times appear to have similar effects on the persistence outcome of the veterans in this study, but this assumption needs further investigation.

The reason participants in this study wanted to become teachers differ from those of veterans who are now teachers (Feistritzer, 1992; Feistritzer, Hill & Willett, 1998).
Although this study was limited to a few veterans in one geographical area, the effects of differences in attitudes about education as a second career merit further investigation. More research also is needed to determine the effects of military experience, gender, subject area specialties, reasons for teaching, and attitudes about education policy and practice on the persistence outcomes of veterans who become teachers and the veterans who chose not to teach during preservice training programs. Other comparative studies might examine the differences in transition outcome between (a) veterans who voluntarily or involuntarily leave the military, (b) former officer and enlisted, (c) veterans of different ages, (d) veterans with traditional and nontraditional degrees, and (f) veterans from diverse racial or ethnic groups.

Although this research makes no attempt to document the participants' former military specialties, their motivation by extrinsic rewards and tangible stimuli is consistent with Ulman's (1990) descriptions of occupationalist attractions to second-career work. Further research would identify the relationships between tangible and intangible attractions to teaching, former military occupations, and the outcome decision.

One of the surprising findings of this study is the participants' lack of strong subject matter focus. It will require further study to identify if this can be attributed to undergraduate coursework that is decades old or if the participants or the counselors chose the endorsement areas for more practical reasons.

Participants used Troops to Teachers stipends, in-service tuition assistance, the GI Bill, or combinations of the three to reduce the cost of the MCTP. These financial incentives were positive reinforcement for entry and for completion of the master's degree. Participants who were enrolled in Troops to Teachers reported principals and local administrators showed little enthusiasm for that program's financial incentive. Additional research is needed to document the effects of tuition assistance on veterans' decisions to enter and to complete teacher preparation programs. Research also is needed to determine the effects of the Troops to Teachers financial incentive on hiring decisions at the level these decisions are made.

Commentary on the Study Design

Contributions in two areas make this research different from previous studies. This investigation differs in time, methodology, and procedure from earlier studies of veterans...
who became teachers. By focusing on the preservice experience, this study illuminates the personal meanings, values, and essence of early attempts at career transition and presents an opportunity for a holistic view of the biographical, motivational, supportive, and sociological dimensions of the outcome. No previous study synthesizes the phenomenon in a way that reflects the multiple manifestations of this particular human experience. The study is also unique because it is the first attempt to investigate the process of career transition by a common group (veterans) attempting to transition into a common second career (teaching). By exploring the experiences leading to common objectives by individuals with common backgrounds, I was able to identify the centrality of the MCTP during the transition and to determine the program's role in outcome decisions.

The phenomenological approach resulted in rich descriptions of the experiences of veterans attempting a career change into teaching. However, the study population, the time most participants retired from the military, and the location of the study have distinct characteristics that should be considered when evaluating the findings or when planning future research.

The first consideration is the number of study participants. In retrospect, 22 were too many. Descriptive phenomenology is concerned with exploring the essence of the experience through descriptive accounts. In this study, the number of accounts required to achieve saturation determined the number of participants. This created an over-abundant repetition of common experiences that added quantity rather than quality to the analysis. The invariant constituents and the core themes could have been derived accurately from fewer interviews of purposefully selected volunteers. Although collecting and analyzing the experiences of 22 participants left little doubt about the essence of the collective experience, I must be convinced that the additional, repetitive accounts produced a better study. Other than making the obvious more obvious, large numbers of participants were counterproductive in this investigation as the research design progresses from the microsocial analysis of individual accounts to a macrosocial description of the collective experience.

Time and location shaped the participants' transition experience. All participants were veterans who had experienced the post Gulf War force reduction and the increased tempo
of military operations during the Clinton administration. Time away from family and uncertain work schedules because of increased operational tempo caused many capable officers and enlisted with needed skills to leave the service during the time of this study. Concurrently, force reduction and realignment afforded recently retired veterans unprecedented opportunities to immediately return to the military environment in more stable work as Government Service (GS) employees or as civilian contractors. The extensive local defense community includes a mix of headquarters and operational units. This environment offered the opportunity for many participants and their families to remain in the local area for years. It is also an area with a high demand for veterans' skills. At the time many participants were leaving the military, market demands in the local military-industrial community created opportunities for military-related work that were not available to earlier retirees or to retirees in other locations. Local market forces recognized the value of the military experience with well-paying jobs. Defense contractors were recruiting and hiring participants, the local school systems were not.

Coda

This study investigated and documented the broad range of experiences described by veterans' attempting a transition into teaching. It was a therapeutic exercise that answered my initial question about the adaptive challenges other veterans experienced during their attempted transition into teaching. It was also an experience in self-discovery. As I listened to participant descriptions of their transition experiences, I discovered my experiences and feelings were not unique. The participants' challenges and emotions were similar to the ones I experienced while attempting to become a teacher. Listening to their accounts was a validating experience.

I value my experiences in the MCTP and wanted an opportunity to give something back to the program. Identifying and describing the dissonance between the lived experience and the expected experiences will improve understanding of failed attempts to become teachers. Career development practitioners can use this information to inform veterans of the problematic moments that inevitably occur during career transition and to devise and implement strategies for self-renewal after these disappointing experiences. Program administrators also might use the documented experiences to devise strategies that help individuals overcome the frustrations and the negative self-judgements that
occur during dissonant moments. With these additional insights, I hope veterans beginning a midcareer transition into teaching will approach the experience and the problematic moments with less anxiety and uncertainty.
REFERENCES


Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.


Recruiting New Teachers (1998). *Take this job and love it: Making the mid-career move to teaching*. Belmont, MA


APPENDIX A
DIRECTOR'S LETTER

MCTP Letterhead

Date___________

Dear ________

We are beginning a study of veterans who completed the Military Career Transition Program (MCTP) at XXXXXXXXXX University but did not become teachers. The purpose of this investigation is to document individual experiences during the MCTP that gave meaning to decisions not to teach. The topic has not been explored and offers the potential to provide new and useful insights for the counselors and the administrators supporting veterans' mid-career transitions into teaching.

The researcher will seek comprehensive descriptions of your transition experience. In a series of interviews, he will ask you to share your thoughts, feelings and behaviors during your participation in the MCTP. Although descriptions of your experience will be used in the study, only the researcher will know your identity.

This investigation promises to be the most comprehensive examination of veterans' experiences in the MCTP to date. I have included a pre-addressed postcard that asks for information needed to begin this study. Please complete the postcard and return it to the MCTP office. Receipt of the postcard will alert me that you have received this letter.

Your participation will make a unique contribution to this study and I ask and thank you in advance for your support.

Sincerely,

Director, MCTP
APPENDIX B

RESPONDENTS' POSTCARD

Thank you for indicating your willingness to participate in our study of veterans who did not teach after completing the *Military Career Transition Program* at XXXXXXXXXX University.

To protect the information we need to contact those who wish to participate, please fold the card and seal with the attached tabs.

Even if you do not choose to participate, we would like to know if you ever became a teacher.

The number at the bottom of this card informs us that you have received our request to participate in the study. It protects the identity of those who do not wish to participate.

---

**Fold Here**

- □ YES. I am interested in participating in the study
- □ NO. I do not wish to participate in the study.
  - □ I did become a teacher.
  - □ I did not become a teacher.
APPENDIX C

LETTER OF INTRODUCTION FROM THE RESEARCHER

Date___________

Dear ______________

Thank you for agreeing to participate in the research of veterans’ experiences in the Military Career Transition Program (MCTP). I believe you will make a unique contribution to the study and I am excited about your participation and support. This letter describes the study and provides a copy of the Participant Support Agreement.

The research design seeks comprehensive descriptions of your transition experience. I will use a series of three interviews scheduled 2-4 weeks apart to capture your reflections about your experiences in the MCTP. Using your descriptions, I hope to capture the essence of your attempted transition in teaching. I will ask you to recall specific episodes, situations and events in your MCTP experience. I will ask for vivid, accurate and comprehensive portrayals of what the MCTP experience was like for you: your thoughts, feelings and behaviors, as well as the situations, events, places and people connected with that experience. Although your descriptions will be used in the study, each will be identified by a pseudonym. Only I will know your identity.

I value your participation and thank you for volunteering you time, energy and effort to help others better understand the process of mid-career transition. If you have further questions before signing the release form or you wish to change the date and time of our first meeting, I can be reached at (xxx) xxx-xxxx or e-mail at xxxxxxxxxxxxxxxxxxx.

Sincerely,

Joe Shipes
Doctoral Candidate
XXXXXXX University
APPENDIX D

PARTICIPATION SUPPORT AGREEMENT

I agree to participate in the study of veterans' mid-career transition experiences while enrolled in the Military Career Transition Program at XXXXXXXX University. I understand the purposes of this study are to explore experiences of veterans in mid-career transition and to identify the processes and mechanisms by which their transition experience unfolded.

I am voluntarily participating in this study. I do not expect to receive any form of compensation for my support.

I understand that the study will consist of three taped interviews conducted by the researcher at a time and place convenient to me. I will be asked questions in three semi-structured interviews designed to explore my transition experiences. I grant permission for the researcher to tape record and to transcribe these interviews.

I understand I will be given a transcribed copy of all interviews and will be asked to read and concur with the accuracy of the transcription. I also understand I will be asked to read and comment on the drafts of the summary descriptions of my transition experience extracted from these interviews.

I grant permission for any of the collected data about my experiences to be used in the process of completing this study and in any publications that may result from this study.

I understand my name will not appear anywhere in the study or on any data or transcripts that could identify me. My actual name will be replaced by a substitute name mutually chosen by the researcher and myself.

All information about myself, to include the taped interviews taped and transcriptions, will be kept in confidence by the researcher. At the completion of this research, I may ask that all tapes of my transcribed interviews be destroyed.

I understand I may withdraw from this study at any time.

______________________________   ______________________________
Research Participant/ Date       Researcher/ Date
APPENDIX E

TRANSMITTAL LETTER - FIRST INTERVIEW TRANSCRIPT

Date_________________

Dear_________________

Thank you for meeting with me for our first interview and for sharing the reasons that led to your decision to enter the Military Career Transition Program.

I have enclosed the transcript of our dialogue. Please review the entire document and ask yourself if this narrative fully captures your thoughts and experiences. If you find some important parts have not been discussed or were incomplete, please add any comments or further descriptions that better capture the whole of your experience. If you prefer, we can begin our next interview by recording your additions or corrections. Please do not edit this document for grammar or syntax. The way you told your story is a critical part of capturing your experience.

When you have reviewed the transcript and made any changes or additions, please return the document in the pre-addressed envelope. If you have any questions or concerns, please call me at (xxx) xxx-xxxx or e-mail me at xxxxxxxxxxxxxx.

I am the sole researcher and no others have access to the raw data extracted from these interviews. All interviews and derived descriptions of your transition experience have been titled with a pseudonym to protect your identity.

I enjoyed our dialogue about your reasons for deciding to enter the Military Career Transition Program and appreciate your willingness to share your experiences with me.

Sincerely,

Joe Shipes
Doctoral Candidate
XXXXXXX University

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
APPENDIX E

TRANSMITTAL LETTER - SECOND INTERVIEW TRANSCRIPT

Date_________________

Dear_________________

Thank you for sharing your reflections on the meaning of your experience while participating in the Military Career Transition Program.

Once again I have enclosed the transcript of our dialogue. Please review the entire document and ask yourself if this narrative fully captures your thoughts and experiences. If you find some important parts have not been discussed or were incomplete, please add any comments or further descriptions that better capture the whole of your experience. If you prefer, we can begin our next interview by recording your additions or corrections. Please do not edit this document for grammar or syntax. The way you told your story is a critical part of capturing your experience.

When you have reviewed the transcript and made any changes or additions, please return the document in the pre-addressed envelope. If you have any questions or concerns, please call me at (xxx) xxx-xxxx or e-mail me xxxxxxxxxxx

I appreciate your candor when sharing these reflections with me. Please note this interview has also been titled with a pseudonym to protect your identity.

Sincerely,

Joe Shipes
Doctoral Candidate
XXXXXXXXXXX University
Dear 

Thank you for sharing your reflections on the meaning of your experience while participating in the Military Career Transition Program. 

I have enclosed the transcript of our dialogue. Please review the entire document and ask yourself if this narrative fully captures your thoughts and experiences. If you find some important parts have not been discussed or were incomplete, please add any comments or further descriptions that better capture the whole of your experience. If you prefer, we can meet again and I will record your additions or corrections. Please do not edit this document for grammar or syntax. The way you told your story is a critical part of capturing your experience.

When you have reviewed the transcript and made any changes or additions, please return the document in the pre-addressed envelope. If you have any questions or concerns, please call me at (xxx) xxx-xxxx or e-mail me at xxxxxxxxxxxx.

Please note that the transcript of this interview, like the previous interview transcripts, is titled with your pseudonym to protect your identity.

Sincerely,

Joe Shipes
Doctoral Candidate
XXXXXXX University
Dear __________

The study of veterans who participated in the Military Career Transition Program but did not become teachers is nearly complete. The final phase of the data analyses will create a description of each participant's experience while in the program. The proposed description of your transition experience is attached. It has been created from key words and phrases extracted from each of your interviews. I hope you will agree that it captures the essence of your transition experience.

The interviews and all extracted data have been identified by a pseudonym to protect your identity. Your pseudonym is XXXXXX. These names were randomly selected from a list that excluded the actual first names of each participant. If you wish, you may change your pseudonym.

Please review the draft description and ask yourself if it captures the essence of your experience. Note any important parts that have been omitted or any changes you recommend. Your approved description and your comments will become part of the final report. Please provide me your approval/comments by e-mail at xxxxxxxxxxxxxx or by telephone at (xxx) xxx-xxxx.

I will not ask you for more support beyond this last request. During the next few months, I will complete the study. If you wish, I will be pleased to provide you a copy of the summary of the findings and recommendations.

Thank you for your interest and best wishes for continued success.

Sincerely,

Joe Shipes
Doctoral Candidate
XXXXXXXXXXXXX University
Dear _______________

Thank you for meeting with me and for sharing your candid reflections about your experiences in the Military Career Transition Program. I appreciate your willingness to describe these most personal thoughts, feelings, and situations. The study would have been a much lesser effort without your experiences.

I wish to again assure you that all information about your identity, to include the taped interviews, the interview transcripts, and the descriptions of your transition experience, will be kept in confidence. Your identity will be protected by a pseudonym on all data and in all accounts of your experience that appear in the study.

During the next few months I will be completing this research. After the writing is finished and the study approved, I will be pleased to provide you a summary of the findings and recommendations.

Thank you again for your support.

Sincerely,

Joe Shipes
Doctoral Candidate
XXXXXX University
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Andrew

1. I spent my first 15 years in the military training other people. I wanted to try to change things and do things the way they I think they should be done.

2. When people came to me I give them an answer other than the canned answer, "That’s the way it’s been done in the past."

3. As I started doing more and more training. I said, "You know maybe this is not such a bad deal. Maybe I am cut out to teach."

4. During one three and a half-year assignment all I did was train. I became more convinced that I really liked this training venue. It’s something that I could fit into. I know how to do it.

5. As soon as I got to my next command, I went back to college and finished my bachelor’s degree. Then I wanted to get a master’s degree and find a job as a teacher.

6. When I transferred back to this area, I started the MCTP while I was still on active duty. I was only going to do one more tour and then it was time for me to move on.

7. I had missed two of my girls growing up. I can never replace that. I couldn’t do that to my son.

8. I saw myself as a middle school teacher after I retired. I was focused on becoming a teacher. I wasn’t just looking at second career options. I wanted to be a teacher. That was my goal.

9. My boss was also enrolled in the program. We had a common bond; similarities in what we were trying to do. He gave me a lot of encouragement and information. That helped a lot.

10. My military job required a lot of traveling and I didn’t sign up for many classes. I was aggravated because I knew I was going to retire. What should have really been about a three-year program for me actually was about four years.

11. I didn’t have any preconceived notions about teaching. It wasn’t easy. It was a challenge.

12. The practicum was a fun time. I found that I had a lot in common with other ex-military teachers. They taught me a few tricks of classroom management. I was getting reinforcement from them and from my cooperating teacher.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Andrew (Continued)

12. While I was in the MCTP, I did some substitute teaching for a year before I landed some full-time work. I had a great time.

13. I didn’t work steady. If I subbed one or two days a week, I was lucky.

14. I was very comfortable substitute teaching. I raised three kids of my own. I’ve raised kids in the Navy. If I can deal with a bunch of unruly 18 and 19-year-old sailors, I can certainly deal with an eighth grader. It’s not a big difference.

15. I finished my degree. The one thing I couldn’t do was student teach.

16. I earned my baccalaureate degree from XXXXX University. I CLEP’d some courses. The MCTP counselor said, “There’s a problem because this university doesn’t really like these CLEP programs—specifically English and American History II.”

17. I was told that I would have to retake these courses, even though I had almost maxed the two English exams.

18. The revelation that I would have to take courses that I had credit for was very disturbing.

19. A discussion with the Director, MCTP, resulted in my recognition that our opinions greatly differed about the validity and difficulty of CLEP examinations. I thought they were more than valid indicators of subject matter competency. He wouldn’t accept them.

20. I guess I’ve always been one who pushes the envelope. I’ve always been like that and it always works to my disadvantage.

21. I was willing to bide my time hoping for a change. I wasn’t going to take these classes again. The government would say, "You’ve already taken these things. You want to take it again, you pay for it." I was adamant that I was not going to do that.

22. I also needed three other new classes. I didn’t have a problem taking them.

23. In hindsight, I should have asked if the university would accept a creative writing class or some other history class. I would have done that.

25. I never pursued it any further. I was somewhat content to get my master’s degree in education and not teach.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Andrew (continued)

24. Circumstances precluded me from becoming a teacher.

25. I was, and still am, disappointed about that.

26. I went out in the job market, networked, and finally moved into a defense contracting position.

27. In 1999, I got antsy. I have time left on my GI Bill and I don’t want to give the money back to the government. I got to thinking, "What else can I do"?

28. I talked to the counselor again. The policy had changed. Now I didn't have to worry about English, but instead needed to take different classes. I was somewhat interested.

29. The counselor encouraged me to use the GI Bill and take the five classes that I needed. I took a Speech class and had a great time with that.

30. I haven’t followed through anymore after that.

31. That wasn’t a short cut. They put me on a side road and said, "Follow this road." Eventually I got to a dead end. I’ve puffed out of steam. Now I’ve got to go back, and it’s all uphill because I’m still upset about the CLEP issue.

32. I had a job and by then I was pretty set. I’m comfortable working in a job that I get paid very well to do. It’s basically the same type of work I was doing in the Navy. I was happy, although I think I would have been happier as a teacher.

33. I’m stuck in a comfort zone.

34. Another thing was having to retake the PRAXIS exams. I’ve already done that. I proved I can pass them. I don’t see the need to do that. That would be a real deterrent for me. It’s not worth my time.

35. Now my GI Bill time is running out. I need to do something. I’m seriously looking at that.

36. It’s always in the back of my mind that I’d like to teach.

38. My transition into teaching has been deferred. My crystal ball ran out power and I don’t know when it’s going to give me the answers I want to see.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Andrew (continued)

39. A lot of it is how fast can I get back on track.

40. I knew about low teachers' salaries before I retired. I didn’t give it a lot of thought. It was never an issue back then.

41. Now, going back into the classroom would be a hard transition. I work in a comfort level that I’m accustomed to. I get paid well for what I do.

42. On one hand, my heart is really into teaching; on the other hand, my wallet says if you pay me more I’d jump ship in a moment. I would move into teaching if the opportunity was there.

43. The reduced salary would affect my decision. I’d really have to seriously weigh the thing and determine whether or not I would give up what I’m doing. I like both my job and the money.

44. Time and my circumstances have changed a lot. Unfortunately, teacher’s salaries haven’t changed. If there was a well-paying teaching position in another state, there is an 80% possibility I would go.

45. I got my money’s worth out of the MCTP. Participating in the MCTP was not a waste of time. I would do it again if I had to. I absolutely would do it again.

46. I was happy with my experience in the MCTP and I’m still happy. I have nothing but positive comments about the program.

47. I don’t know if I’m more aggravated because I got side tracked and never finished it, or wondering if I should have pushed the envelope some more, made a nuisance of myself, and brought closure to the thing. I let it go on terms they were happy with, but I wasn’t happy with it.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Talbot

1. I wanted to stay in this area because I have kids in school and got tired of jerking them around. I needed to put down a few roots.

2. I am attracted to instruction and training development. I'm also attracted to teaching young people. I think I would do pretty well at both.

3. I was comfortable about leaving the military and going into the classroom. My whole military career involved training—either I was learning or I was teaching. I felt good about that. That wasn't a problem.

4. Teacher's pay really wasn't a problem either. My wife was working. I had my retirement, but there would have been a gap.

5. I was looking toward leaving the military and wanted to have somewhat of a guarantee of a job. The MCTP and a license to teach were the right things to do.

6. I enrolled in the MCTP while I was still on active duty. After my student teaching, I had about a twenty-eight month commitment remaining in my assignment. I knew that I was going to retire after that.

7. I entered the program just to get certified. I didn't care if I earned a second master's degree.

8. I completed the master's degree and the student teaching. (Biographical data)

9. I was comfortable teaching to the SOL.

10. During my student teaching the kids were really hopping around. They liked what I was doing. I was teaching in bite-size chunks and had an activity and things like that. There was actual learning instead of just teaching.

11. I most enjoyed bringing the students from the basics up to an acceptable skill level. Then I liked to see them start to think on their own.

12. I discovered teachers are very parochial. They are very, "Don't come in my classroom. This is my little kingdom. I don't want to share my stuff with you because I've developed it."

13. I expected to see a little more camaraderie than I actually saw. Teaching is really an individual sport. It isn’t a team sport.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Talbot (continued)

14. But I still needed a geography course and an English course for endorsement area requirements. I never took those courses and never became licensed to teach.

15. The teaching stuff got put on the back burner because I was staying in the military. The everyday monsters were biting at my ankles. There was also this bureaucratic hill I still had to climb in order to get certified.

16. I had to go through certain widgets and a common degree of suffering in order to be a teacher. There are rites of passage.

17. I think the time that I spent in the military was trivialized by educators. No credit for life experience. That bothered me. It put a little damper on the edge of it.

18. I lost the momentum and moved on.

19. My plan was to suck up my pride and take the geography and English courses, get fully certified, and have my teaching certificate so that when I went looking for a job I had that thing in my pocket. It was another little hammer in my tool bag.

20. Then a friend asked me to come and work for his company. I interviewed. They made me a job offer. The starting salary was much better than schoolteachers make in the best districts. It was also an area that I had a comfort zone in. I accepted.

21. I had not looked at any retirement options other than teaching. I thought I was going to teach or do something that was teacher related until I could find out what I really wanted to do. I never thought I'd be a contractor.

22. I requested immediate retirement and was out of the service in two weeks.

23. After I get through with this job, I would still like to teach. But, it's still this thing, "You've got to take that geography course." I did well on my PRAXIS. I passed everything over the limit. But it was, "You've got to keep grinding away. Everybody's got to have...."

24. I don't think all the required endorsement area courses are necessary for some adults to teach. There needs to be some flex for the people who have real world experience outside of a classroom.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Talbot (continued)

25. If you don’t have the courses required to meet the endorsement area requirements you should be evaluated for life experience credit for those courses. The university should then stamp your stuff and send it to the state board of education and say, "This guy is good to go."

26. I think about going back to the classroom. The money is a big deal when you’ve got kids in college and in a private high school.

27. I would much rather be an influence on some young person’s career than sit around and develop training modules.

28. I would probably leave this job in five to seven years and go into teaching. I’d have everybody through school, so I could take a little cut in pay. While the kids are in college, this is the best environment.

29. I don’t think I’ll ever be too old to teach. At 60 years old I would still consider going into a classroom. I would even do it for free.

30. The civilian world isn’t looking for a bunch of great leaders. Participation in the MCTP improved my marketability. Developmental classes and designs for effective instruction are relevant in other work.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Walter

1. I enjoyed teaching in the military. I went to a lot of schools

2. During my 23 years in the military the most satisfying jobs I had were instructing people and teaching people how to learn.

3. I had finished my career in the military and was looking for something fun to do.

4. Staying in the area was my number one priority.

5. I also thought it would be a great to have a stable job that coincided with my childrens' time and with their vacations.

6. Teaching was a great opportunity for a second career. After years of being gone for months I could now spend more time with my family.

7. I'd make considerably less money teaching but money initially was never an issue. It was all about doing something that I would love to do.

8. I had some time to prepare—about a two year window of opportunity before retirement.

9. The MCTP was more than I expected. Real teachers were teaching the classes, not professors or graduate students. That was a better experience than to have a full-time college professor coming in and telling me what was supposed to be like.

10. They didn't paint a pretty picture for us.

11. They told us the way it was, but they obviously enjoyed the challenges of teaching. That excited me even more.

12. I think one important part of the program is for you to discover the age of the students you would most like to work with and the ages of those you didn't want to work with.

13. The MCTP also gave me an opportunity to learn new stuff, to meet new people and to finally be on a college campus. It was nice to get out at night.

14. The fourth or fifth grade really excited me because you weren't concerned with one particular discipline and the hormones hadn't kicked in yet.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Walter (continued)

15. I loved working with individual students that age and with parents who would come into the classroom. My cooperating teacher literally turned the reins over to me after the first few hours.

16. My classroom experience was fun. The kids love you. They wanted to learn. I was teaching an hour after I walked in the classroom. I loved it.

17. I was going to use my terminal leave for my student teaching as I walked out of the service in February. I planned to student teach till the end of the school year, take the summer off and job search, knowing that I probably wasn't going to get a call until August.

18. I was focused on becoming a teacher. I was headed down that path until I ran into some stumbling blocks that were fairly discouraging.

19. One stumbling block was the way I earned my baccalaureate degree. I started my baccalaureate degree in 1979 and finished it in 1991—over the course of five duty stations and in four different locations. It was a combination of credits from different types of classes, different colleges, and a lot of CLEP and DANTES credits.

20. I was told that the state would allow only a certain number of credits from CLEPS and there were certain core courses they wouldn't let you CLEP at all.

21. One that stuck in my throat was a History I class. Although I had scored very high on the CLEP, they wouldn't accept a CLEP for that. It had to be a letter grade.

22. A "D" was acceptable. as long as it was letter grade.

23. I wanted to teach and didn't plan on doing anything else until I found out that I was going to have to go to the local community college and take three or four courses for virtually no reason other than to get at least a "D" in a subject I had already demonstrated competence in.

24. When I found out that so many of my credits and so many of my life experiences were useless, the attractiveness of becoming a teacher began to diminish.

25. I thought the state and the university could have been much more flexible with the types of classes that they were willing to CLEP and the life experiences they were willing to accept.
APPENDIX G

EXTRACTED CONSTITUENTS
Group I: Walter (continued)

26. It just wasn't worth pursuing. I thought. "You know, they're making this too hard for
the little bit of compensation and as much work as it is because there are other
things that I can do."

27. I also took the PRAXIS exam. I'm just an average guy. but I scored about double
the minimum score required for licensure in this state and I didn't even answer
some questions I didn't want to answer.

28. I'm not sure if my scores inspired me or disappointed me but it did scare me to think
that we were accepting people into teaching programs that scored so low.

29. When I saw the minimum score required on the PRAXIS. I felt that I would be
dissatisfied with the quality of some of the teachers I would have to work with.

30. I found I don't agree with the Standards of Learning. The current policy does not
allow a teacher enough flexibility to deviate from published guidelines.

31. It particularly bothered me last year when the USS Cole was bombed and my children
reported they didn't talk about it in school because they didn't have time in the
Standards of Learning to discuss the Cole. What a waste of teachable moments.

32. Without the necessary endorsement area credits I couldn't do my student teaching.
Although I completed the master's degree. I had written off teaching as a
second-career option by 1999.

33. I guess maybe I wasn't as crazy about teaching as I thought I was. I figured. if they're
going to make it this hard. I'll just put a wall up. I can go out and not necessarily have
more fun. but make a heck of a lot more money doing something other than teaching.

34. I would still like to teach. I would be far happier teaching than I am in my current
job. I'm in my current job because I have to work. I'm not independently wealthy.
I must get up and go to work.

35. Would I go back and teach today if my phone rang and somebody said. "You can
teach for us tomorrow"? I'd have to think about that at this point. but as I was getting
out I would have done it without thinking twice and without ever searching anyplace
else.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Charles

1. I really wasn't sure what I wanted to do after the military.

2. I thought I had been fairly capable as a teacher and instructor while in the Navy, so something in the school system would be advantageous.

3. Basically I've been some type of instructor all my adult life and had not thought about doing anything else but teaching after I retired.

4. The MCTP appeared to be a very convenient proposition to finish my military career, and roll right into a school system that was close at home. I would have my summers off which I was adamant about.

5. I knew that the salary wouldn't be great, but that didn't really bother me.

6. Relatives and friends had been vocal about their bad experiences as a teacher.

7. These horror stories didn't make my experience any easier for me.

8. I listened to what they said, put it away in the back of my brain and thought, "You know, I might just think about that later on."

9. My military background and my background as a youth were very structured.

10. My mother and dad were disciplinarians. I also got my share of whippings in school.

11. Whippings didn't do any of us any harm. We needed some deterrent form of immediate discipline.

12. I am a disciplinarian. I was a disciplinarian with my kids. I knew those attitudes would carry over into the school system.

13. I knew working with 10-12 year olds would be very difficult for me, so I chose to teach in the lower grades.

14. I went into the practicum with an open mind, knowing full well that the school system had changed dramatically since I was in school.

15. I wasn't really prepared for what I found.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Charles (continued)

16. I had very pleasant interpersonal experiences with all of the teachers.

17. The quality of some teachers was such that I was not impressed.

18. It was obvious to me that the kids were not learning because they were not being taught the way they should be taught.

19. I thought for a fourth grader to be required only to spell the first letter or two of a word for the word to be graded as correct was a practice that was very dishonest to the students.

20. Seeing other teachers that were better did not change my attitude. It probably swayed me some and might have made me wait a little bit longer to make my exit decision.

21. Having lived and worked for years in a very disciplined environment, I also realized that I probably was going to have trouble in the school system because the discipline, at least where I was, was so loose.

22. I believe there are times when you need to use the rod and there are times when you need to put your arms around the kid. I realized I could do neither because of all the litigation flying around.

23. I knew what I would have to go through as an individual working with these kids to keep myself from being accused of harassment.

24. I have always been a yes sir, no sir, yes ma'am, no ma'am person. When youth speak to me or speak to their mothers or speak to my wife, it's "yes sir", "no sir" or "yes ma'am", "no ma'am."

25. I can honestly say teaching was a situation where, knowing my background and my temperament, I thought better of putting myself in the position where I was pretty sure I knew what was going to happen.

26. I knew that my background was going to get the best of me and I'm going to reach down and grab one of those little snotty-nosed boys by the nape of the neck and put him in his place and incur the wrath of both parents and administration.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Charles (continued)

27. In the military I had very interactive relationships with the young men and women who worked with me. I'd call their parents, talk to them, and tell them that I was there to help. I felt responsible.

28. I would also have become so tied to my students, one on one, that it would have been very, very difficult for me to turn 'em loose, especially if I found one that had a bad background and an adverse situation at home.

29. For some students there's absolutely zero discipline at home. There's absolutely zero discipline anywhere. The teacher can't teach effectively if you are spending the majority of your time just trying to do mundane things that parents have not taught them.

30. I can understand why some students are hard to control in school. If I could ever get my hands on some parents, I'd probably wring them by the damn neck! I know that I would have been confrontational and adversarial with these parents and that's why I made the decision that I really didn't need to subject myself to that vulnerability after 29 years in the military.

31. It took me awhile to decide not to teach because my experiences in the classroom were warring against my desire to be a schoolteacher.

32. My ultimate fear was the repercussions from things that I might have done.

33. I just could see the handwriting on the wall if I got into the school system. I just elected not to put myself in that position.

34. I took the easy way out and accepted other employment.

35. Throughout the MCTP and throughout all of my MCTP coursework, I had good intentions of being a teacher. I was looking forward to it.

36. I could have been a teacher. I know I could have been. I could and would have probably done a good job at it. I would have had some trying moments. Conversations with some parents would have been very, very difficult.

37. I just did not want to give up those things that I believe are requirements in our society and to become a teacher. I couldn't do that.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
38. The MCTP was an experience in self-discovery. It allowed me to do some additional soul-searching. It gave me new perspectives. It proved to me that I did not want to be a teacher in the public school system.

39. The MCTP's advanced degree and coursework in instructional design strengthened my résumé and made me more marketable to our clients.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Martin

1. I dropped out of high school and joined the military. For the next 20 years, I found myself going to night school. Education became a very important thing for me.

2. I started looking at career choices during my last five years in the military.

3. After retirement, I pictured myself as being able to be home. Having a normal life. Working Monday through Friday. Maybe 8:00 to 5:00. Maybe occasional travel. Occasionally working late.

4. For the most part, I wanted to be home versus my military experience of being away so much. At home I wanted to be free, relax, and do what I wanted to do.

5. I had two daughters that were still in high school. They wanted to stay in this area. I was open-minded to other possibilities, but if we didn’t have to move, then I didn’t want to.

6. I was prepared for retirement. Maybe over-prepared. I set goals. Everything I had been doing for several years was getting me ready. I had plenty of time to sort things out.

7. It had been in the back of my mind to consider teaching as a second career.

8. I thought my personal experiences might be valuable in the classroom. It was something I wanted to check out. I’m certainly glad I did.

9. I’d seen literature about military that became teachers. That was something to consider.

10. All on my mother’s side of the family are teachers. There was a connection.

11. I viewed teaching as an honorable and worthwhile way to make a living after I left the military.

12. I attended a seminar about the MCTP. The only cost would be my time. I enrolled in the program.

13. I got a feel of the MCTP and thought, "This is something I ought to pursue."

14. It wasn’t that I had decided to be a teacher. It was more of a career search to see if education was something that I wanted to do. It was career exploration.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Martin (continued)

15. The MCTP was just another tool for me to find out what I wanted to do after I left the military.

16. I was putting more arrows into my quiver. Giving myself more options.

17. I wanted to research and evaluate all my options before I retired. The MCTP allowed me to do that.

18. I didn’t have any grand scheme. I wanted something that I could be happy doing Monday through Friday and wouldn’t take me far from home.

19. My focus wasn’t on making a lot of money. I wanted to stay at home and be satisfied with a job that I could stick with for a long time.

20. Having a heterogeneous mix of people in the MCTP did not detract me from the learning experience, but it disturbed me because I thought it was getting away from the purpose of the program.

21. The adolescent psychology class was an extremely good class with an extremely good professor. I came out of that with a lot of knowledge.

22. The class dealing with classroom discipline was a terrible class. Absolutely awful. The printed material was expensive, full of misspellings, and very poorly put together. It was embarrassing.

23. Each of our instructors had pet issues they defended or promoted

24. Like the military-industrial complex, I discovered there is also a professional education complex. The tendency that educators have to circle the wagons is very unobtrusive. When certain questions and topics would come up in the classroom, they definitely pushed every instructors' buttons. Each instructor became very defensive and very party line. It’s not something you see as a parent.

25. The MCTP was the least academically challenging of anything I’ve ever done. All my other educational experiences were much more rigorous. I never figured out if that was intentional or if it that was just the way teacher education programs are.

26. The lack of academic rigor was disappointing. The hurdles to become a teacher were not very high. That was disturbing.
27. I definitely felt there was not much rigor in the selection process. Some participants had trouble communicating ideas; others had a hard time writing simple English.

28. The lack of academic rigor contributed to my decision not to teach in public schools. It wasn’t the sole factor, but it did have an impact.

29. One high point of my MCTP experience was when MCTP graduates talked to us about their experiences after the program. That was interesting and enjoyable.

30. Another high point was the practicum.

31. I was uncertain about teaching. I wasn’t even sure that’s what I wanted to do. During my practicum I saw good teachers doing a good job. That tugged at me. I thought it was admirable.

32. Also during the practicum I saw a teacher lose his temper, have a temper tantrum, and throw objects. He yelled, “Now see what you have to put up with. You don’t want to be a teacher. Find something else to do.” A whole classroom of kids was sitting there.

33. I’m glad that happened but it definitely wasn’t a high point of the program.

34. I had one assignment as a military instructor. I didn’t learn until later it’s not the same thing as being a teacher in the classroom.

35. There is a lot more to it. The classroom is more dynamic environment. There are a lot of other things going on beside instruction. There is behavior control. There are issues between the students.

36. The whole SOL issue is an example. The demands by the public for accountability. Standardized testing is supposed to fix the problem. It won’t, it can’t. Public schools can’t overcome all of society’s problems. Values instruction that should be coming from the home is now thrown into the classroom. Teachers are saddled with programs and expectations above and beyond academic instruction.

37. There are also disconnects between educators and the public and between teachers and administrators. The administrators are not supporting the teachers in the classroom. The administrators' agenda is to appease politicians and the public.
APPENDIX G

EXTRACTED CONSTITUENT
Group II: Martin (continued)

38. I started paying more attention to educational issues, to disconnects between educators and the public, and to the challenges that teachers face in the classroom. That's not a pot of boiling oil that I wanted to become a part of.

39. Initially, I was motivated enough that if I saw teaching as something that I would enjoy, I would have chosen it as something that I would do.

40. It dawned on me after awhile. There are more problems than one person can ever solve. I would be very frustrated in that situation.

41. About half through the MCTP, I decided I didn't want to be a teacher. After examining education and its realities, I didn't think teaching was for me.

42. The practicum was enough for me to form that opinion. If I worked at it, I probably could have been successful teacher. I don't know that I would have been a happy one.

43. My career exploration with teaching ended.

44. That realization wasn't a singular moment. It occurred to me over time. The MCTP opened my eyes.

44. The reasons I didn't teach didn't have anything to do with the MCTP. The realities of public education were such that I don't think I would have been able to do that after being there and discovering reality.

45. My MCTP experience let me learn if I wanted to be a teacher. That was what I was after. As I moved through the program, I realized teaching really wasn't for me.

46. I wasn't searching for action in my second career. I wanted something stable, something with achievement from day-to-day. I discovered I was not ready ready to gird up my loins, draw my sword, and go forth to do daily battle with teenage kids.

47. Maybe I didn't want to be a teacher bad enough.

48. I finished the MCTP while still on active duty. Six months later I retired. I was hired a week later by a defense contractor.

49. I was what they wanted and they were what I wanted. It was a good match.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Martin (continued)

50. My work is Monday through Friday. Very little travel and no weekends. I have no homework. I don't have to put up with disgruntled parents. I don't have to buy school supplies. I get paid about a lot more than I would as a teacher. It meets all the criteria I wanted when I retired.

51. The low teachers' salaries didn't bother me. I wasn't looking to make a million dollars. I was looking for certain things. I found teaching could be longer hours and involve things other than teaching. That made it less attractive than other alternatives.

52. The MCTP was something I'm glad I did. The question of whether or not I wanted to be a teacher had been in the back of my mind. Going through the MCTP helped me to put that issue to bed. The MCTP experience made it clear that teaching was not something I really wanted to do right now.

53. My impression about the lack of academic rigor did not give me a satisfying sense of completion. I completed the MCTP but without a real sense of achievement. My bachelor's degree means a lot more to me because I had to put a lot more effort into it.

54. The master's degree was useful. I'm not using it in my present work, but I value education. I don't think the experience hurt me a bit.

55. I've made the transition to my second career, but I don't think anybody can say, "This is where I'm going to stay forever."

56. I like education. I've been a student most of my life. Who knows what I'm going to be fifteen years from now?

57. The MCTP focuses on public schools K-12. There wasn't an option for adult education or business education. Business education was my interest. I just couldn't get there.

58. I can picture myself teaching business classes part-time in the evening. I never did get totally turned off teaching. I got turned off to being a traditional schoolteacher in the public school system.

59. Even today, I wonder if someday I might teach. Maybe adult education. I still wonder if teaching is not something that I want to do in the future.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Ross

1. I did not screen for command. Instead of remaining in the military for 28-30 years, I knew I’d be staying only 20-22 years. I started looking for things to do.

2. I became a Division 1 women’s basketball official.

3. I was very comfortable officiating, but that business is very insecure. I needed another profession, something that I could do long term to supplement my income and to have in my back pocket. I felt that teaching was that type of profession.

4. Teaching interested me. I had instructed in the military and enjoyed that. I thought that might translate into teaching in the civilian world.

5. I thought that it would be nice to give back to communities. I also thought it would help me understand my children and help them in high school if I were a teacher.

6. I saw a special on television that talked about veterans who became teachers and about the MCTP at the local university.

7. I felt like my strong points were engineering and mathematics. I elected to try secondary mathematics. That was my reason for entering the MCTP.

8. I thought I could get the degree within a two-year period.

9. Wanting to become a teacher was more a process of elimination than a calling. I had been an instructor in the military. I soon found out was that it was different from teaching in high school.

10. In the military, I was dealing almost exclusively with officers or educated enlisted personnel military that were motivated to learn more about their profession.

11. I think those were the primary reasons. More a process of elimination.

12. The MCTP was available I felt like it was doable. It wasn’t too difficult. I felt like I would be able to complete the course of study.

13. I always wanted to get a master’s degree and I thought a Master’s Degree in Education was a very respectable graduate degree.

14. MCTP wasn’t easy. Parts of it were hard, especially the required undergraduate mathematics courses.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Ross (continued)

15. I took three undergraduate courses. They really kicked my rear end. They were very difficult courses. Fortunately, the professor would really help you out.

16. I don't think I had any significant military event that pushed me toward being a teacher.

17. I never had any strong inclination toward being a teacher. I think it was more just talking with my spouse, parents, and other people who encouraged me to do that.

18. Then the MCTP came to light and it all fell together. That's why I went that route.

19. There were 30 people in my MCTP class. I just felt like there would be a lot of competition for local teaching jobs.

20. The number one thing that kept me from becoming a high school teacher was the students. I didn't like them. I didn't like their attitude. I didn't like their lack of commitment to learning. I didn't like the way they dressed. I didn't like the way they were flippant and their attitudes towards adults.

21. I worried about whether I could control my frustration with students to the point where I would not get cynical, develop a bad attitude, or even get physical with a smart aleck. I was concerned about that.

22. I was also concerned about not knowing my subject or not being able to help the students out and looking stupid in front of the classroom. That weighed heavily on my mind.

23. I had not looked at calculus for 20 years. I was concerned whether I would be always prepared to teach the class and be helpful to the students.

24. One slightly embarrassing situation caused me to ask myself, "Am I willing to put in the time to be totally prepared for every situation that might come up in the classroom"? I didn't think I was prepared to do that.

25. I didn't fully understand the amount of preparation that teachers actually go through in order to not be put in those kind of situations. I didn't want to go through that that preparation process at that time.

26. I never did any student teaching because I didn't really like the students and I was not comfortable with my level of content knowledge. A third reason was financial. Teaching wasn't as rewarding as basketball.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Ross (continued)

27. I just didn’t like the total school environment. I just wasn’t comfortable with it.

28. I started out saying, "Get that master’s degree and quite possibly teach."

29. I felt that if I had a master’s degree it would make me more marketable in whatever profession I could get hired in.

30. It was a personal goal of mine to achieve the master’s. It was also financial. It did help me to negotiate a higher salary with the company because having master’s helps the company get contracts.

31. I’ve talked with a number of teachers. Most of them are a little jaded and cynical. They’ve become complacent and they’re always counting the days until vacation.

32. I got the feeling that teaching wasn’t as rewarding as it should be. I was told, "Some kids make you feel good, but there are more you can’t help because they won’t help themselves." That statement would play on my mind.

33. I didn’t think that some of the new concepts of teaching are very good. I didn’t totally buy into them. I wasn’t comfortable using them.

34. I was not comfortable with those techniques as far as cooperative learning and being able to facilitate student involvement in keeping them on task in that environment. Some of the stuff that they were doing spooked me a little bit.

35. I guess I had a jaded view of students prior to going into the classroom. Once I got there it was reinforced.

36. Not coming into the classroom ready to do the work, total socializing, ignoring the teacher. The lack of respect was shocking to me. I didn’t think it would be quite that bad. The level of noise, the level of inattentiveness, the lack of desire to learn were all so obvious it was disheartening.

37. There were some students that just showed no respect for other kids and wanted to be disrupting the whole situation. I was concerned about the way I would react to some kid like that over a period of time. I would not. I do not. take kindly to that and I guess it all comes down to discipline and showing respect to others in a social setting like that. That disturbed me.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Ross (continued)

38. It just felt like there were too many demands to get from here to there. I had to finish the math, do the student teaching, put up with the students, and do the PRAXIS. Individually, these were no big deal, but when taken together I was getting worn out. I’m getting pushed down the road because of all these different requirements that I may have not been as familiar with before I got into the program as I was after I got into the program. That was a negative influence.

39. I don’t agree with today’s public school curriculum. I think it’s been dumbed down. It teaches to the SOL. It doesn’t challenge students enough. I didn’t want to be a part of that.

40. All together teaching just didn’t feel right. It didn’t add up. I wasn’t satisfied with the monetary compensation. I felt like I was worth more. I feel all teachers are worth more.

41. Inwardly, I knew I was having a tough pull and a struggle emotionally with myself I knew I had the potential to get angry and to become cynical and jaded a lot faster than a long-time teacher.

42. I’m not sure I was prepared to deal with classroom situations on a daily basis.

43. I thought there would be more practical stuff.

44. Some of the courses were too generic. I felt that coursework should be more tailored towards your grade level.

45. My decision not to teach wasn’t an epiphany. It was a culmination of factors finally coalescing in my mind. The bottom line was I didn’t want to do it. I just simply didn’t want to do it.

46. I don’t think my heart was in the right place. One big reason was the kids. I didn’t like the whole encompassing attitude of the kids. I just didn’t feel like dealing with those issues. I’m sure I could have. I just didn’t want to do it.

47. I would have been vulnerable. I’m very opinionated. I’m also very conservative. I didn’t feel like I wanted to train kids than my own kids.

48. I knew I would find myself exhibiting one outward behavior but feeling differently. Instead of having to worry about doing something that I would regret later. I just decided never to put myself in that situation.
APPENDIX G

EXTRACTED CONSTITUENTS
Group II: Ross (continued)

49. I would have controlled my feelings about students and parents by becoming
   ambivalent on one side and caustic on the other. I get so tired of hearing excuses. I
didn’t want to be in a situation where I was going to hear them all the time.

50. I was concerned about the possible consequences of some of my feelings. I would
    never have gotten physical but might have become sarcastic. The lack of support from
    principals and administrators would have bothered me. I didn’t feel like teaching was
    a situation I wanted to be in.

51. I had to bring my teaching initiative to a closure. If I were not going to be a full time
    teacher then I’d look at a different field. That’s what I ended up doing.

52. I went looking for jobs. I was still searching for what I might want to do

53. A friend’s company was looking for somebody with my military expertise. I’ve
    worked for that company for about 18 months.

54. Once I made the decision not to teach. The MCTP became just an exercise in getting
    my master's degree. I didn't plan on using the knowledge that that master's degree
    signifies, but using the fact that I got a master's degree to help land a job and to
    improve my financial situation.

55. I am now comfortable with my decision not to become a teacher. I was wavering a
    little bit before, wondering if I had made the right choice.

56. The number of students in the class, the availability of jobs in this area, my ability in
    the classroom, my anxiety about subject knowledge, and my not being prepared.
    Those concerns all started playing in.

57. But the solidifying factor was getting into the classroom and not having a good
    experience. It wasn’t a bad experience, but it wasn’t what I expected. It was a little bit
    worse.

58. Even after I decided that I didn’t want to teach. I still feel teaching was a viable option
    because a high school approached me about it.
APPENDIX G

EXTRACTED CONSTITUANTS
Group III: Douglas

1. Having finished my military career with a fairly decent retirement, I could be choosy about my next career. I wanted to enjoy what I was doing and I didn’t want to do it just for the money.

2. I thought if I could fly airplanes in the military, I could do just about anything.

3. I didn’t want to pick a second career that I hated. I wanted to take my time and not keep switching jobs endlessly until I found what I really wanted.

4. My retirement planning didn’t really begin until the last tour of duty. I wanted to have options available to me. My worst case would be I would have to take whatever came along.

5. My wife made things a little bit easier by taking a job before I retired. That made my need to find a job less urgent. I could take my time and pick something that I thought I would like to do and that I had some skills for.

6. I don’t live to work. Teaching as a second career offered a stable, 9 to 5 job. summers off and more time to spend with my family. I would no longer be tied to an organization 24 hours a day. Those points drove me towards the MCTP.

7. I focused on teaching as a second career and I focused on getting through the MCTP.

8. I was a physics major. My college coursework gave me credit for all endorsement area requirements for middle school science and mathematics, but not enough for high school. The additional courses required for high school didn't seem to be worth the additional time and effort.

9. With the skills I had from college and with a Bachelor of Science in Physics, I thought I had the basic core skills to be a middle school teacher.

10. All through the MTCP we were reminded that you might not have the personality for teaching.

11. I kept that thought in the back of my mind because I had never been in a class with kids or in a public school setting.

12. When I did the practicum, I did a little bit of teaching. I thought, "I know I can do this." That positive experience kept me interested and active in the MCTP.
13. In the military I taught adults. Children are a little bit different. Student teaching is where you discover if you like teaching or you don't.

14. I did not like the middle school setting because there's absolutely no adult interaction, other than with the cooperating teacher, all day long.

15. I missed the adult interaction that I experienced for 21 years in the military. That interaction meant a lot to me.

16. Having to use classroom management skills in a middle school classroom wasn't as enjoyable as I thought it would. I did not have what it takes to entertain to and to be a classroom manager 100% all day, every day.

17. I was more uncomfortable with the congruent requirements for classroom management, teaching, and entertaining than I was with my lack of interaction with other adults.

18. It is not that the MCTP didn't give me the skills necessary to do proper classroom management. It was the situation and environment. It is not my class as the student teacher. It's another teacher's class.

19. I would probably have behaved differently as a new hire teacher. I would definitely do things differently. If you feel like you have the ownership, you take more responsibility. You do a little bit extra.

20. I know the skills that I learned in MCTP program but how am I supposed to put those in effect? Sometimes the kids were misbehaving because the teacher asked them to do that, to test me out. I really didn't have ownership of what I was doing. I was in a simulated environment.

21. I was also creating lesson plans from scratch. It was throw out the book. Don't use prepared plans was one requirement from the cooperating teacher. It wasn't fun.

22. Lesson planning was a problem for me only because I only knew the standard the MCTP presented to me. Wonderful instructors prepared wonderful lesson plans. Integrating planning and management takes time and effort. I've got to hurry up and do everything in six weeks.

23. There was very little time to plan lessons the way that we were taught in the MCTP. There just wasn't enough time in the day to do it the way I thought it was supposed to be done. That was uncomfortable.
24. I'm uncertain how much needs to be covered for the SOL. I'm there at the last second making these plans up on my own. I'm very uncomfortable.

25. Most of my out-of-class time used up long hours into the night getting ready for what I thought should be taught the next day. There seemed to be no light at the end of that tunnel.

26. Each day I knew I must get through all the material or I haven't done my job. I just didn't know how much to get done each day. That was an eye-opener.

27. I knew the material, but the classroom management, lesson planning, and working in an isolated environment all day long were different from what I expected. I had no idea it was going to be like that until I was physically in that classroom.

28. Every evening as I was getting ready for classes the next day, I looked for some form of payback for the job that I was doing. I wanted to enjoy my work.

29. I was so uncomfortable after a week of student teaching that it was hard to go to sleep worrying about it. It was stressful.

30. Two weeks into my student teaching I said, "There is nothing there. I'm not enjoying it." I didn't think my perceptions were going to change.

31. One additional benefit of the MCTP was finishing with a masters degree even if I didn't become a teacher.

32. I decided not to finish my student teaching. I had my masters degree. I would look elsewhere for work.

33. I self-terminated my student teaching. I quit. I was willing to forgo the tuition, even against my wife's wishes. I was that uncomfortable.

34. I called my supervising teacher and said, "I just don't want to do it." I knew that would blow the bridges behind me. I purposefully wanted to do that. I was adamant.

35. I discovered that I didn't want to work the middle school environment for the rest of my life. I needed to step back and rethink about the next twenty years.

36. I'm a person that should have decided during the practicum that teaching in a middle school just isn't for me. I didn't come to that conclusion until after two weeks of student teaching.
37. I choose not to teach in middle school. I had that option. I choose to quit and do something different. I didn't want a job where I'm not having fun and where I will come home miserable every night.

38. I really needed to be proactive. Nothing was going to happen if I didn't force it. I had no friends that would say, "Why don't you come work for me"?

39. I was happy with my achievements in the MCTP and thought I'd look at teaching from a different approach. Maybe I could teach adults or in high school.

40. A few months after leaving the MCTP I became a substitute teacher in a high school. That experience was much more enjoyable. Dealing with young adults was a real pleasure.

41. I found it was more enjoyable to work into teaching slowly. At the substitute teacher's pace, the problems of being a teacher and classroom manager were still very difficult. I could deal with the stress because I knew I was not taking the work home with me. I could dump the stress at the end of the day.

42. While substituting, I took night classes in computer technology at the university to see where that might lead. It was a shot in the dark, but it was something I thought I would like to do.

43. The most enjoyable thing that I did during my substitute teaching was taking the kids into a computer lab to do science projects.

44. I discovered even the most misbehaved kids can become focused in front of a computer. They immediately became busy doing something. Computerized instruction reduced my previous classroom management problems by one-half.

45. My experience in the computer lab was an epiphany. Teaching was so much easier in this setting. I actually got all the stuff done. I was able to control the kids. It was much less stressful.

46. There was instant reward for me while teaching the computer lab because the kids and I enjoyed themselves and the work was getting done.

47. Then I realized that I don't want to be a middle school math and science teacher. I wanted to be a computer lab teacher.
APPENDIX G

EXTRACTED CONSTITUANTS

Group III: Douglas (continued)

48. I knew it would be difficult, but with time I would either be back into education teaching some of this computer stuff or in a job where I get to physically use it. Now I’m working in a job that is technically half way, the best of both worlds.

49. The fact that I had the Master’s Degree in Education contributed to getting me this job.

50. It’s not a 24-hour a day job. I can come to the classroom. I can instruct, but I don’t always take my work home with me. If I do, it’s because I like it and because I do it on my terms. I can put as much as I want into it because I’m enjoying what I’m taking home to work on.

51. I like the educators that I’m dealing with now. I really enjoy the students. I’ve fallen into something that I like.

52. In retrospect, I don’t think I have the personality for the middle school environment. I wasn’t meant to be a middle school math and science teacher. I don’t think it was meant to be. The atmosphere wasn’t right. Not at this point in my life.

53. Had I first attempted to teach in a high school, teaching may have been a more positive experience. That environment would have been more of what I was looking for. Maybe it would have better fit my personality.
APPENDIX G

EXTRACTED CONSTITUENTS
Group III: Jackson

1. I started working with the Boy Scout program and with religious education in 1987. I really loved working with kids. Loved teaching. Loved passing things on. I just kept doing it.

2. After I retired I wanted to teach or work with kids as a second career. That dream kept getting bigger and bigger. I was going to be a teacher. There were no ifs, ands, or buts.

3. I didn’t know how I was going to become a public school teacher until I saw the MCTP advertised. I decided that was the way to do it.

4. I liked the MCTP. I had fun taking the courses and learning how to teach.

5. Taking the extra courses to meet endorsement area requirements wasn’t a problem. I didn’t mind doing it. I loved going to school.

6. I retired a little earlier than I had planned. The military was going to send me overseas.

7. My children were both in high school. I decided to stay in the local community.

8. I finished the MCTP, except for student teaching, just before I retired.

9. That wasn’t a problem. I was ready to start student teaching. Everything seemed to have fallen into place.

10. Until I got to student teaching.

11. The students were awesome. They were doing fantastic stuff. They loved learning. That was the best part of student teaching. They were having fun. I was having fun.

12. I watched kids being marched to lunch. Lined up in single file; absolutely no talking. March to the lunch line. If they got too noisy while moving, they would have silent lunches. Then they would be formed in regimented military lines and marched back to the classroom. That was not something I wanted to be a part of.

13. Students were treated like criminals. They were never given a chance to be a kid. The teachers seemed to fear anything outside of the regimented. That’s not what I was about.

14. I was placed in a 6th grade talented and gifted (TAG) class. That was a mistake.
APPENDIX G

EXTRACTED CONSTITUENTS
Group III: Jackson (continued)

15. The math was not a problem. I ran into difficulty with social studies.

16. My cooperating teacher was a perfectionist and I wasn't perfect. She didn't want anybody who was not perfect in her classroom. She expected me to be as good as she was from day one.

17. She was not helping me learn. She was testing me.

18. I had to get my cooperating teacher's approval on everything I did before I did it. That was the rule.

19. My cooperating teacher's approval of my lesson plans required much more than an outline of what I was going to present, how I was going to present it, and the activities I would use to reinforce the learning.

20. I had to have everything spelled out in minute detail.

21. Her approach wasn't much help. It was pure criticism. She would walk in and tell me, "This is what you've done wrong, now you've got to live with it." That's what I was told over and over and over again.

22. I was under a lot of stress. I would present my lesson plans a week in advance and my cooperating teacher would let me go on. Then I would present exactly what I wrote down and my cooperating teacher would say, "It's not going to work."

23. I would put together a lesson plan and my cooperating teacher would agree to it. Then I would start the lesson and she would then tell me that I was going to fail.

24. She became very negative about the quality of my work.

25. My impression was my cooperating teacher thought that since I was an adult, I should be as good a teacher as she was. The MCTP should have taught me to be a perfect teacher.

26. I never saw one of her lesson plans.

27. Each of my lesson plans was a test and a major presentation.

28. I felt really set up a number of times. Lesson planning was not a learning experience. It became a test experience. Student teaching became a test experience.
29. It got to the point where I was getting really upset. Everything I did was criticized. When I presented my lesson plan for approval, it was great. As soon as I began to present it, it won't work. I felt really, really, really let down.

30. I would start lesson planning while I was still at school. Then I would go home and work. Every “T” had to be crossed and every “I” had to be dotted.

31. I did a lot of work. I was working on lesson plans until 3:00 or 4:00 in the morning and getting up at 6:00 to get into class on time. In class every time I turned around, I was getting nailed.

32. It just kept going downhill. I kept teaching the class and kept working. I felt attacked continuously.

33. My cooperating teacher kept hinting that maybe I wasn’t made to be a teacher.

34. I also had a bad experience with the school principal. I think some of it was because I was older than she was and she wanted to make a point. There was no friendliness in this at all.

35. I also think it had to do with me being a white male military person. It almost felt like she thought I was going to walk in there with an attitude. My whole attitude was, "Please help me do this." I didn't get any help.

36. I no longer could eat. I threw up. My wife wanted me to quit.

37. I was giving everything I had. The stress began to affect my health. I began having extreme chest pains. I thought I was getting ready to have a heart attack. The program wasn't worth it. I quit. I got my stuff and I left.

38. Everything seemed to fall apart and I was getting no support. It looked like the teacher wanted me out of there. I thought I was going to die. None of this was worth it.

39. I just wanted out. I just had to give up. I couldn't risk everything for this. It was too much pressure and no support.

40. I can take criticism, but I couldn't take the concept that I was a failure.
APPENDIX G

EXTRACTED CONSTITUENTS

Group III: Jackson (continued)

41. I enrolled in the MCPT program, completed the coursework, got to the student
teaching experience, and was abandoned. That’s what I felt like. I was out there
alone. Nobody cared.

42. The MCTP abandoned me. They just totally left me. I was told, "You made a very
good decision to leave student teaching, but you can still get your degree." At that
point, I decided that I wasn’t going to teach in public schools.

43. I gave student teaching everything. I got nothing back.

44. I felt like the system performed a triage. This is a test and you either pass or fail. And
by the way, you’re failing.

45. I was very bitter about that. I think I’ve gotten past that now. I think things happen for
a reason. What I’m doing now may be more important.

46. I had retired from the military and had to make a living. I had such a bitter taste for
the public school system I couldn’t have gone back. I still have a bitter taste about the
public school system. If I teach, I’ll teach in a private school.

47. Philosophically, teaching wasn’t meant to be. I needed to figure out where I was
going. My failed student teaching experience provided me an opportunity to do that.

48. I had to regroup. I didn’t want to fail again.

49. I ended up going right back to where I worked before. I was going back into a
comfort zone. I was crushed. My dream was shot. I knew I could teach. Coming off
failure, that was the best thing I could do.

50. I took the PRAXIS. I was at the top. I’m still convinced I could be a good teacher. I
think I still am.

51. I’ve never given up on becoming a teacher. I’ve changed my mind about where I
would teach.

52. I’m getting ready to get another degree in theology and may some day go into the
private schools to teach theology.

53. When my son moves out, I get my car fixed, and we get college paid for, I would
consider teaching in that totally new context.
APPENDIX G

EXTRACTED CONSTITUENTS

Group III: Colin

1. My second career goals were and still are vague. That was part of my problem.

2. I wasn't strongly oriented in terms of doing direct follow-up for military support stuff.

3. I am knowledgeable and comfortable in military-related work but I don't really enjoy it.

4. One definite second career goal was to earn a master's degree.

5. My mother was a teacher. I was exposed to teaching when I was young.

6. I felt, with my background and experience, I could provide some meaningful feedback through the education process to kids coming up today.

7. I was also exploring and I thought teaching was something I could do.

8. I knew there was no money in education. I wasn't there because I knew I was going to make a lot of money. My wife's got a full time job. I've got a good retirement. Money was not an issue.

9. I wanted a master's degree and looked for a program that I could go into. The MCTP was at the top of my list of ways to earn a master's degree.

10. The MCTP was primarily all evening courses, so it had no major impact on my day work.

11. The coursework wasn't super challenging for those of us that had the mental background and capacity for it.

12. The grading was very easy.

13. The majority of the instructors were very positive, wanted to be there, and were quite emphatic about why you should or should not go into education.

14. The best courses were the ones that dealt with special needs and special education.

15. One negative in the curriculum was the statistics course. I'm not big on theory and found this course was not very practical or useful.
APPENDIX G

EXTRACTED CONSTITUENTS
Group III: Colin (continued)

16. I completed the academic requirements for certification and the additional courses required for the master's degree in 1995.

17. I was given time off by my company to do my student teaching.

18. When I finished the MCTP coursework I felt that I was prepared to go into the classroom. There isn't much more you can give a new teacher other than to prepare outlines and give them samples and stuff.

19. I did my student teaching at the elementary level.

20. About the fourth week of student teaching I began to realize I just didn't feel comfortable as a teacher.

21. I had difficulty bringing my level of teaching down to the level of the kids at the fourth grade.

22. I tended to be a little stoic and taught without too much flare or interest for the kids.

23. I was struggling. I was procrastinating on making student lesson plans. I felt uncomfortable and lesson planning wasn't something I was super-skilled at.

24. Only a few students in my class could perform at the 4th grade level.

25. I didn't have the skills, didn't develop the skills, didn't feel comfortable working with a large group where you have the full spectrum of abilities in the classroom.

26. I didn't feel that I had that skill to keep that balance and be able to swing the two spectrums of ability.

27. You've got to have a certain level of love for kids and patience to understand where they're coming from. That's probably something I had limited patience with.

28. I found that I couldn't deal with some of the kids that just couldn't get it.

29. I had trouble dealing with the emotions the students brought in every day.

30. A couple of students obviously didn't care. I didn't have the skills to get their attention back or to know the right way to discipline them.
31. I became frustrated.

32. This was my cooperating teacher's first time in this grade level and I think she was struggling.

33. Although she had been Teacher of the Year, her skills with adults could have been better.

34. I needed guidance from my cooperating teacher and didn't get it.

35. My cooperating teacher's response was "Well, that's the way I was treated as a student teacher."

36. That was the moment I decided not to become a teacher.

37. That response made up my mind that I needed to stick with that which I was most knowledgeable and comfortable.

38. I had experienced enough discomfort. If I couldn't get the help I needed, I would return to the comfort zone I'm used to.

39. I realized that I didn't have the aptitude or the attitude to teach kids in the fourth grade level.

40. I was never really comfortable developing lesson plans and dealing with the multiple levels of student abilities that I had to deal with.

41. Although I am very comfortable working with kids in a playing environment, I got frustrated real easy trying to get them to focus in the classroom.

42. I could never correct my inability to balance what the kids liked with what they needed.

43. I didn't have the tools to keep the kids attention and make learning enjoyable. At that point, I didn't have the patience or desire to develop them.

44. The MCTP was just a feeler. I just elected not even to take the PRAXIS.

45. The MCTP experience convinced me that I needed to stick with work that I was most knowledgeable about and comfortable in.
APPENDIX G

EXTRACTED CONSTITUENTS
Group IV: Edward

1. I was coming up on retirement and was looking for a second career.

2. I was getting really nervous because the job I had been doing my whole life was coming to an end. I was starting to panic.

3. I was scared to death about what life would be like after retirement. I had no idea what to expect.

4. We wanted to stay here. We didn't want to move. My wife was adamant that we didn't want to job search around the country and move somewhere. We liked it here and wanted to stay here.

5. I still had educational benefits from the GI Bill. I started looking at what I could do to enhance my second-career job skills.

6. I knew that local school districts were starting to look for teachers. It would be relatively easy to get hired. That was important. I didn't think I would have any trouble at all finding a job as a teacher.

7. I was an instructor in the military. I enjoyed that. I thought I did it well.

8. I thought being a teacher would be good. You work 180 days a year. You work from eight o'clock in the morning till two, three in the afternoon. You get the summers off.

9. I already had a military retirement so I didn't have to bring in as much money. Having time off would be important because I would like to do some traveling and the teacher's schedule seemed to be ideal for that. That was one of the big plusses for going into teaching.

10. One of the reasons that I looked at teaching was I wanted to have time. You actually have two and a half or three months off. I would have money and time to travel. That's what I was looking for.

11. Time required to prepare was also important. I didn't want to go back to school for two or three years.

12. I checked into the MCTP. I had the GI Bill. The military was willing to pay. All I had to do was invest a little time.

13. The MCTP didn't discount what I had done in the past. It was additional education on top of what I had done before.
14. I enjoyed teaching. The schedule looked good, the program looked good, and doing the MCTP right on the base was perfect.

15. I deliberately chose to make a serious effort to teach as a second career. I was planning on becoming a teacher. I was going to be a good one.

16. I had a little apprehension about all the current laws. "Don't ever be alone with a student" and "You got to watch this." I figured I could put up with most of that.

17. I thought the MCTP was good. I enjoyed it. I enjoyed the other students.

18. My only prior contact with schools was my children's experiences and my own experiences as a student. I didn't know that much about what was going on in schools. Most accounts were pretty damn negative.

19. The practicum was one of the better experiences because you were actually in a classroom seeing what was going on and doing things. It allowed you to ask yourself, "Do you really want to do this?" It was a high point in the program.

20. I thought a couple of classes were kind of silly. We had to wear signs around our neck with a happy face and a sad face and you'd turn these signs around depending on how everybody said you were feeling that day. It was a touchy-feely kind of class. I never understood the point.

21. I didn't do the student teaching.

22. I was still looking at different things. I earned a degree in massage therapy and I got my teaching degree. I was doing both at the same time. I was looking at options.

23. When I retired, I was almost at the end of the MCTP. I started getting calls from contractors.

24. I still wanted to complete the course because education never hurts and it would be another thing that I could always fall back on.

25. Defense contractors were basically begging me to come and work for them. They had contracts and they just couldn't find qualified people.

26. I had not gone out looking for a job. The contractors sought me out. It was nice having them call me.
APPENDIX G

EXTRACTED CONSTITUENTS
Group IV: Edward (continued)

27. I was surprised. It took the anxiety away.

28. I was also surprised there was a demand for my military-related skills. They hired me because I'm an expert in something that very few people in the world understand. It was, "We want you because you are one of the few experts in this thing."

29. When the defense contractors called, it opened a window that I hadn't really thought about. It changed my thought processes.

30. I liked what I did in the military. I never really thought about being able to continue doing that work as a civilian. It wasn't a hard choice.

31. When they started talking money, it was a whole lot more than teaching offered.

32. I have two children coming up on college. When somebody comes and offers more money for a job I also enjoy, it was, "Why not?"

33. I never thought about working for a defense contractor or becoming a GS employee. I just assumed I would retire from the military, get a real outside job, and continue on from there. That's partly why I went into the MCTP. I figured teaching would be a good job that I could do.

34. My plan was to become a teacher. I was not looking for another job. I wasn't calling up companies or going to headhunters or anything. They called me. I was ambushed.

35. They threw money at me so it was their entire fault.

36. The Masters degree in education obviously looked good on my application.

37. It's valuable having another masters degree in teaching and education. The contractor could say, "This person has two masters degrees, etc, etc."

38. Teaching is not something that I'm not going to do. It's something that I have put off.

39. My transition into education is deferred. I wouldn't say that I'm not going to use it. I'm just sidetracked now.

40. I've thought about teaching after I leave this job. I'm planning on retiring from the civil service in about seven years and I'm considering going into teaching then.
41. I like having marketable skills. I have the degree. I'm not using it right now, but it's there. It's something that I can pull off anytime I want. That obviously makes me feel a lot better because I have a whole new career path that's just sitting there and ready to go. I can use it anytime I want.
APPENDIX G

EXTRACTED CONSTITUENTS

Group IV: Robert

1. I needed a master's degree to be competitive for promotion.

2. The MCTP was the only graduate program that offered anything useful after I retired.

3. I liked the idea of teaching as a second career.

4. I enrolled in the MCTP and completed the master's degree in two years.

5. The MCTP was a valuable experience. Earning a master's degree gave me something to look forward to.

6. I was impressed with the course. I thought it was useful. It was practical about dealing with students, lesson planning, and everything else I needed to teach.

7. The stories our instructors would bring with them and relate were enormously useful tools that brought realism and practicality to the course.

8. The most eye-opening experiences in the MCTP were discussing disciplinary problems and how to handle them in the classroom. It was also eye-opening as far as what teachers go through and how they work. It was eye-opening to learn the administrative parts of schools. It was eye-opening to be exposed to the sociological aspects of modern education.

9. In fact, the MCTP didn't feel like a master's course. No esoteric lectures. This was all concrete.

10. The practicum was my most vivid experience because you were hands on: you got to do a little bit of teaching, and you got to see the lifestyle of a teacher throughout the week.

11. We have a child in special education. Parts of the MCTP were personal. They helped me, my child, and my wife work through situations.

12. After I finished the MCTP, I pretty much decided I wanted to teach after I retired.

13. I still had a minimum of three years left in the military.

14. We wanted to retire in this area. We grew roots here. This was the first time we had owned a home and lived in a neighborhood with other than military.
Group IV: Robert (continued)

15. I delayed student teaching because I had years until retirement. As I moved closer to retirement, I was going to become certified and do the student teaching.

16. I was not selected for promotion.

17. I had planned to spend 25 years in the military. Now I didn't want to stay. I retired at 20 years.

18. I made a lot less retirement at 20 years that if I been promoted and retired at 25 years.

19. The real issue now became money. My retirement pay, while not bad, was not enough for my family situation.

20. My wife had the same financial concerns, but we thought teaching, with a good portion of the summer off and having your holidays guaranteed, would be a nicer lifestyle than the military.

21. There was a lot of anxiety. Finances were my biggest concern. I had three children. One was in college; two were in high school. I also had a full house payment.

22. Then I began to receive job offers from defense contractors.

23. I decided not to become a teacher when a company offered me a starting salary of $63,000 before I even retired from the military. That salary would secure our family's financial situation. The job offer took the anxiety away.

24. My decision was based on the money, the fact that I could stay right here, and that I was familiar and comfortable with the job I would be doing.

25. The company came looking for me. It worked out. I was at the right place at the right time. It was a matter of luck and timing.

26. My work is similar to what I did in the military.

27. Many of the people that I work with are my former students. Others were my peers. It's not only congruence in the job, I'm still in the same community. I know the people.

28. I really didn't physically change careers. I took off my uniform, put on a civilian suit, and did my exact same job as a civilian.
29. Mentally, I didn’t change careers either. I’m still in the military. I still have the attitude and understand the culture. I still won’t grow my hair long and I can’t bring myself to grow a goatee. I haven’t transitioned at all.

30. It’s not to say that I’m not going to teach in the future. When the kids are out of school, we’re a little bit more secure financially, or the contractors don’t need me anymore, I would probably go back and teach. If I did anything other than what I’m doing now, I probably would teach.
APPENDIX G

EXTRACTED CONSTITUENTS
Group IV: John

1. I planned my transition.

2. I didn't have a particular second career in mind.

3. Staying in the local area was high on my list because I had a son in school at the time.

4. I began looking for opportunities because it was pretty definite when I was going to retire.

5. I've always been interested in education.

6. I could prepare to become a teacher any place of my choosing.

7. I didn't think finding a job teaching would have been difficult.

8. Education was a "no fear" sort of thing. Just kind of exciting and interesting.

9. The timing was right so I supposed I'd give the MCTP a try.

10. It looked like fun. That's what led me into it.

11. Once I started, I didn't want to stop.

12. I'm not sure why I wanted to be a teacher. It was one of those things.

13. The opportunity was there.

14. I thought it would be an honorable vocation after the military.

15. I was also attracted to some of the obvious things like standing up in front of children.

16. Teaching is certain employment. I think it would also be enjoyable employment.

17. But after I got into the reality part, the money part. I decided teaching wasn't it just yet.

18. My desire to become a teacher is still there.

19. I guess I just don't love it enough because I still need the other pay.

20. Some anxiety was there. Anxiety and camaraderie.
21. The MCTP was new learning for me.

22. The strongest reinforcement was the other people like myself who were going through the program.

23. Attending classes with the same faces and being around people in like situations eased my transition.

24. We all needed to find something other than our careers in the military.

25. The biggie was the six weeks of student teaching.

26. The classroom wasn't really yours.

27. It was almost like asking permission to do the class each day. That was certainly a negative.

28. Working with the administrators at the school was also a negative experience.

29. I enjoyed student teaching because of those students. We made it fun.

30. It was just intuitive for me to grab those teaching moments, to get these sparks of interest and to try to capitalize on them.

31. There were probably quite a few low points during my transition.

32. Every day is a new day and each day influences your future decisions.

33. You live in a dynamic environment and must always keep your options open.

34. I made other lifestyle decisions throughout the next two years.

35. Student teaching gave me a reality check. I didn’t discount teaching because of it.

36. It was a positive thing and it gave me a chance to check my patience as well.

37. Military-related employment literally doubled the money I would make as a beginning teacher.

38. We had certain family needs and a son at home that we wanted to bring up in the same lifestyle that he enjoyed while I was on active duty.
39. Becoming a civilian contractor allowed me to step into civilian life seamlessly.

40. We didn’t have to change our lifestyle. We still lived in the same house, lived by the same rules, and paid the same bills. We didn’t have to change anything or give anything up.

41. I probably didn’t make much of a career transition at all.

42. I don’t know if there was anything big gained from my MCTP experience, but there was certainly nothing given up.

43. I certainly would like to be a teacher. I have the credentials.

44. If I can teach five years from now, I’ll do that.

45. For now, my plans to become a teacher are in abeyance.
APPENDIX G

EXTRACTED CONSTITUENTS
Group V: Quentin

1. I'd like to say I was inspired to teach from childhood, but I wasn't.

2. I first thought about teaching in college simply because the only way you could do anything with my majors was to go to graduate school. That was not an option.

3. I graduated from college in 1969 and Viet Nam shaped my immediate future.

4. Teaching became a moot point because I joined the military. I ended up liking the service and stayed for 25 or 26 years.

5. There wasn't any great long-term desire to be a teacher and those initial thoughts about teaching really didn't formulate into anything concrete during my military career.

6. I turned in my retirement papers two years before my actual retirement date and began casting around for what I was going to do after I left the service.

7. I wanted to stay in the area because my children had lived here for most of their lives and had never attended school anywhere else.

8. My second career plans were very tentative. I didn’t really want to get out there and teach children. I don’t think I was really driven to do that. But neither did I have reservations against becoming a teacher. Teaching was something I wanted to take a look at.

9. Friends recommended the MCTP. I looked at it. It was a VA eligible program and something that I could fit in while going to school at night and working during the day. The MCTP was tailored for the military. I liked it.

10. It was primarily, I think, just so I’d have something in my back pocket when I retired.

11. I started the MCTP in January 1994 and retired from the military in September 1994. That was not enough time for me to complete all the MCTP coursework and to student teach before I retired.

12. I took what courses I could, but I didn’t have the all the classes I needed before I could student teach.
APPENDIX G

EXTRACTED CONSTITUENTS
Group V: Quentin (continued)


14. My student teaching was scheduled for January 1995. I guess it wasn't quite the teacher shortage I thought it was. Guys were taking up to a year to get hired. I didn't expect to get hired until the fall of that year.

15. With a daughter in college and a son in high school, I needed to go to work.

16. I interviewed with several defense contractors, was hired, and began waiting for my employer to get the money in place to bring me on board.

17. During that time I began to substitute. I was attending MCTP classes at night and teaching during the day. I was getting calls to substitute damn near every morning.

18. I like kids and everything, but I didn't know if I was suited to be in a classroom with a bunch of them. I discovered I enjoyed it. I enjoyed the kids and liked the atmosphere.

19. I spent maybe seven weeks substituting. I took the rest of the MCTP courses. I completed the masters and took the NTEs. I did everything except the student teaching.

20. I decided not to go into education because I needed work to meet my financial obligations. I saw myself at least nine months away from employment as a full-time teacher and my daughter was entering college.

21. Another factor was my fear the unknown. I had just left something I had been doing for 26 years. I was out in the cruel world with tuition bills and other financial obligations. I figured it would be almost a year before I would probably get a full-time job teaching. Some guys were waiting a full year and not getting hired as a teacher. I just couldn't do that.

22. I didn't become a teacher because of anything that I experienced in the MCTP program. "I don't want to do this" was the case. I wasn't ready. I wasn't ready in terms of completed coursework and I had financial obligations. I wouldn't be ready to teach for another 12 months and wouldn't have gotten a job until probably the following August or September.
APPENDIX G

EXTRACTED CONSTITUENTS
Group V: Quentin (continued)

22. Teaching was too far down the road and too uncertain to mess with at that time. I had to get work sooner.

23. If I had started earlier and completed the student teaching and all other requirements before I retired from the military, I would have been in a better position to give teaching serious consideration. Had the timing been different, I might have opted to go into teaching, but I just saw it as too far off.

24. After I began working, I wasn’t gonna go to my employer of three months and say "I need six weeks off so I can student teach."

26. Then inertia took over.

27. After four years of college for my daughter, I’ve a son that’s now a college freshman. You get into a rut and you get used to the paycheck coming in on time.

28. I like what I do and that’s where I stand at the moment. I haven’t forgotten the idea of going into the classroom but I probably wouldn’t do that. At least I haven’t set any definite goals to do that.

29. I have some VA left and have been thinking about taking some refresher courses. I think I’d enjoy that. I find it enjoyable just to go to school. I don’t know if hobby is the right word but it’s something else to concentrate on other than other work. It was enjoyable going to school and getting out of the
APPENDIX G

EXTRACTED CONSTITUENTS
Group V: Thomas

1. I've always been interested in education. I want to learn and to continue to learn. I'm a lifelong learner.

2. I stumbled onto the MCTP program. It was marketed as something designed to accommodate the schedules and the demands of people on active duty.

3. I thought my ability to communicate combined with my natural desire to learn might allow me to make a contribution as a teacher.

4. I always saw my niche teaching at the university level.

5. The MCTP was available and would provide a graduate level education. It sounded like a stepping-stone to a doctorate. That opportunity and the desire to learn a little bit more about the educational process outside the military initially drove me towards the program.

6. I wasn't driven to the MCTP by an inherent desire to teach but by an inherent desire to expand my own education and to develop myself professionally and personally.

7. I had not thought much about the future. I always thought if I could successfully complete the MCTP and become certified, teaching was a hip pocket option to fall back on.

8. I never pounded the table and said, "Teaching is what I want to do." It was more, "I think I have the ability to teach. I think I would be good at it."

9. If there weren't any better opportunities, teaching was always there. Teaching was an option that was just too good to pass up.

10. At the time I signed up for the MCTP I had made no second career decisions. I didn't know when I was going to leave the military.

11. A threat of force reduction caused me to elect voluntarily retirement in two years.

12. I started to look at other jobs. We were not going to move from the area. I wanted options.

13. When people learned I was going to retire, contractors started talking to me. All of sudden, a lot of things were coming at me.
14. I retired, but I was immediately recalled to active duty for a year. Everything was put on hold.

15. I was now reasonably anxious about my post-retirement life. I didn’t see the opportunity for a graceful transition anymore. This was a different attitude from the previous year.

16. I was more concerned about having continuous employment and wanted to pick up a job fairly soon after I retired.

17. My wife was a teacher when we married. She stopped teaching to raise our children. After our kids were in college, she returned as a substitute teacher.

18. She often discussed the lack of discipline and other problems in the schools.

19. The practicum opened my eyes to the realities of the educational system and reinforced my doubts that I would be comfortable in a middle school classroom.

20. The MCTP provided instruction on behavioral attitudes and the hormones that cause them. They left it up to you to figure out how to deal with that using your personal style and capabilities.

21. I had no recent contact with children that age.

22. I wasn’t confident of my abilities to communicate with them on their level.

23. My discipline challenge resulted from a conflict between current educational policy and practices and my internalized concept of what students should be and do.

24. I would have been very vulnerable in that environment because school policy probably wouldn’t have aligned with my thinking.

25. The fact that the parents didn’t or wouldn't get involved was troubling. Parent involvement is critical. I probably would have told them so.

26. There was inadequate time to teach. There were too many interruptions and too little time on task. This was also troubling.

27. Horror stories by teachers on my team reinforced my doubts about fitting into the environment.
28. A friend who was an educator told me he didn’t think I would fit in because I would be unable to accept the lack of discipline in the classroom and the lack of cooperation from most parents. That assessment stuck with me.

29. My wife also thought I would have problems in the classroom. She thought I might get fired for being too much of a disciplinarian and for not accepting the way kids are.

30. I can’t remember any specific experience of positive reinforcement from inside the MCTP.

31. I cannot remember anything in the program that addressed my concerns.

32. If I had a criticism of the curriculum, it would be, at least for me, too much theory and not enough practical application. Not enough of the nuts and bolts about how to deal with situations.

33. Teaching in high school might have been different.

34. I would summarize my transition experience as not very well planned out.

35. Moving from a structured environment in the military to an unstructured work environment was tough.

36. Things were moving in a general direction but I just seemed to be along for the ride. I set the course but could not manage the details.

37. I finished the master's degree as I was retiring. When my recall ended, I rescheduled my student teaching for the fall. I wanted to see if student teaching might become a contract to teach.

38. During my six weeks of student teaching, I would have no income other than retired pay. I didn’t know if I could afford that loss of income.

39. Teacher’s salaries were relatively low compared to what I could make and no other income was coming in. There was also some uncertainty about when and where I would be hired as a teacher.

40. Not having a known job was certainly an issue with my wife.
APPENDIX G

EXTRACTED CONSTITUENTS
Group V. Thomas (continued)

41. I also had applications in for defense contractor jobs. One called and offered me a job starting the following Monday at a salary that was twice that of a starting teacher.

42. I accepted it over the phone. It was a spur of the moment decision.

43. I guess it was a combination of wanting to provide security for my family and the fact there was pretty good money to be made as a defense contractor.

44. My first civilian job wasn't invigorating work. I felt I was working below my capability level.

45. Being used to my full ability is very important to me. If I don't have that satisfaction, I'm always searching for it. I know what my skills are. I know what my strengths are.

46. I am very comfortable with what I do now. I've been very fortunate.

47. I don't feel that I would be using my talents to the best advantage as a teacher. I'm more of an organizer. I would have liked administration. I think that's where I could make the greatest contribution in the school system.

48. My MCTP experience was very positive. Most professors were dedicated, competent individuals that communicated the subject matter well. Their active involvement in the local school systems was valuable.

49. The MCTP taught me that I'm a little out of touch with what is going on in education. I didn't know as much as I thought I knew about communicating with people. I think the MCTP improved my ability to do that.
APPENDIX G

EXTRACTED CONSTITUENTS
Group IV: Henry

1. I never wanted to leave the military.

2. Around my 23rd year of military service I decided I didn't the skills necessary to work anywhere but in the military. I figured I had five or six years remaining before mandatory retirement. I began looking for what was I going to do with the rest of my life.

3. The military is unique. Once you’re in, you don't have to plan much for the next 25-30 years. The system will take care of you. Let the chips fall where they may. Do a good job and things will work out.

4. I had not set myself up for anything to do after I left the military. I merrily rolled along, enjoying the work, and hoping they'd never make me leave.

5. I am not a proactive person. I have never been much of a planner. It’s probably one of my flaws. I was a bit remiss. I never could say, "This is what I want to do in ten years" or "These are the goals to get to that point ten years from now."

6. I was going to have to do something or cut back on my lifestyle. I also knew that I would soon have a daughter in college.

7. I had no skills outside of the military. It scared me to think about leaving the military. What was I qualified to do? What can I do?

8. Any second career job would have to be something I enjoy. It’s nice to have money, but having a job I like is worth making less money.

9. I knew there is always a need for teachers. If I could do, or at least sort of do the job, I could certainly get a job as a teacher.

10. I liked kids. I thought I might have the personality to be a teacher. I also like mathematics. I thought I could turn my years as a military instructor into a second career teaching mathematics.

11. I wanted to earn a meaningful master's degree. The desire for a master's degree and the need to prepare for another career flowed together into teaching.

12. I thought if I enjoyed teaching, the low salary would be fine.
APPENDIX G

EXTRACTED CONSTITUENTS
Group IV: Henry (continued)

13. I planned to stay in this area is because of the employment opportunities available after I left the service. Other government employment. If I weren't going to teach, then my other option was to try to get a government job.

14. The MCTP offered me two things: (a) a master's degree with substance that might open more doors than just in a school system, and (b) the opportunity to improve my ability to put information together and present it to groups of people.

15. I've always been leery about making presentations. I'm a shy person. That's the reason for the long delay between my master's degree and the beginning of my student teaching.

16. There were people in the MCTP that I respected. I admired their lifetime dedication to teaching. I thought them worthy of emulation because they spend a large part of their lives making things better for kids. It was a little bit of hero worship. I wish I could be like them because they positively affect more people than I ever did during my years in the military.

17. The MCTP instructors cared about what they did. It got under me. It registered.

18. I thought, "This education thing is kind of nice. There are rewards to it other than money." People that do it appear to be fulfilled and happy with their life decision. That thought stuck in my mind.

19. The practicum was an eye-opening experience.

20. My thoughts during the practicum ran the gamut. In some classrooms I thought, "There is absolutely no way I'm ever going to be as good a teacher as this person": In others, "This person should be the school crossing guard."

21. The most disturbing thing about the practicum was being in classes where nobody paid attention to anything. I didn't want that to happen to me.

22. The MCTP academics don't give you the experience of actually trying to present lessons to a bunch of adolescents. I still questioned if I could {teach and, if so, would it would be something I would want to do. I wouldn't know until I tried it.

23. I did my student teaching about three or four months before I retired. I wanted that experience to be fresh in my mind when I decided what I really wanted to do.
APPENDIX G

EXTRACTED CONSTITUENTS
Group IV: Henry (continued)

24. Doing student teaching while on active duty was pretty easy. Time off and the GI Bill. It was a seven-week sabbatical.

25. I liked student teaching and I liked the kids.

26. I was spending an awful lot of time just lesson planning. I think teaching would have been a very time-consuming process the first few years. That aspect bothered me a little bit.

27. During my student teaching, I was pretty much shut out of anything else that was going on with my family. My wife was not happy with my time away from the family.

28. Preparation was taking a lot more time than I thought it would because I wanted to go to bed at night thinking I had a good lesson for the next day.

29. I would sit for an hour before I could even start planning. I was trying, almost to a fault, to make everything interesting. The mechanics were relatively easy. Teaching them why they needed it was much more difficult and very time consuming.

30. Incorporating special needs children made it difficult to teach every kid. It bothered me because I was in a situation where 100% was not going to be enough.

31. I was teaching four different levels. It was frustrating because I could not give every single student all of what they needed. It was tough. It scared me. It bothered me.

32. My fear of being in front of people regardless of whether they were my peers or a bunch of seventh graders came to realization the first few weeks of my student teaching experience.

33. Standing up in front of the kids and trying to teach them equations was a little disconcerting. I had a bit of trouble earning the respect of my students.

34. I don't think I could ever completely satisfy myself that I am an effective teacher. I don't think I was getting enough feedback to satisfy me that I was doing the right job. That bothered me.

35. The hardest part was to gauge the reactions of my students.

36. I needed tangible evidence of success. I needed indicators that I accomplished what I set out to do.
37. The isolation, not only from feedback but also from other teachers who may be doing something more effective, was troubling. I would never be sure that I was doing as good a job as I could.

38. Spending six weeks in the school bureaucracy was also a little tough. There was a lot more paperwork than I expected. Just writing letters and reports.

39. I didn't feel like part of the gang. I just didn't. I guess it was just a different environment. I didn't quite slide into it comfortably. I just felt like I had practically nothing in common with any of them.

40. The bonding wasn't there. I pretty much was sitting by myself at lunch and was not part of the program. I just didn't feel there was much to share. Nothing much in common to talk about. The ladies I worked with were good teachers and were really nice, but they became mothers at lunch and talked about their kids and their problems.

41. I was very fortunate. Things just kind of fell into place.

42. Just as I was beginning terminal leave, I was offered a contracted job. One of those calls from out of the blue. I hadn't even done a resume. It paid about twice a starting teacher's salary. It was a job that I was comfortable with and a job I thought that I would enjoy.

43. That job offer took away the uncertainty. That took away the fact that there was not going to be anything. They gave me the bird in the hand.

44. I put teaching on the back burner.

45. I did the teaching thing because I thought I would enjoy it. Then somebody else with a job I would also enjoy called first. It's not teaching's fault because I never called them.

46. I spent 28 years in the military. I was always comfortable with the people and the mission. Continuing to work in that environment is even more comfortable and even more attractive.

47. The MCTP gave me a little peace of mind. I could still get an education. I wasn't too old to learn and it prepared me for another career after I left the service.
48. Had it not been virtually free, I wouldn’t have done it. It was also convenient. It was something that would fit into my schedule nicely. The timing, the economics, and the availability made the MCTP comfortable to do and I did it.

49. I think the MCPT gave me the tools to do the job. But you had to bring some of your own tools to the table. I don’t think everybody can teach. I’m still not sure I could be successful at it.

50. During my teaching experience, both in and out of the classroom, I never reached any level of comfort. I just did not want to take a chance. When opportunity came, I chose the known rather than the unknown.

51. Teaching just didn't measure up to my ideal of a second career. The compensation is too low for what you're required to do. The time they’re asking me to spend doing it detracts from the time I want to spend with my family. At this stage of my life teaching is not competitive with other job options.

52. When my current contract ends, I will be 57-58 years old. Unless something happens, I may not consider becoming a teacher. I enjoy what I do very much right now. It’s much more financially rewarding. I have a lot of time to share with my family. I have the best of all worlds.

53. My moment to become a teacher has passed.

54. That realization bothers me a little bit because teaching is such an honorable thing to do. What I do for the government isn’t that big a deal. It gnaws me bit because I would probably be doing mankind a much better service by becoming a decent teacher.
APPENDIX G

EXTRACTED CONSTITUENTS

Group VI: Samuel

1. When I got out of the service initially, I really didn’t have a good idea of exactly what I wanted to do.

2. I think the biggest part was really trying to figure out what the next chapter would provide. I really didn’t have a good sense of that.

3. The most obvious option after getting out of service seemed to be to use the skills I had within the contractor industry.

4. I initially worked at doing what I was doing in the military, but I found that work not very gratifying.

5. I think deep down I realized I needed to do something totally different in order to kind of give me some excitement and some passion in whatever I did in this next chapter.

6. Without passion for my new work, it would not have been good for my soul even if the money had been great.

7. We were determined to stay in this area because my children were in a good school.

8. I guess you could say the pool of possibilities was narrowed by the fact that we were going to remain in the area.

9. My wife was anxious about my career transition. She was in the early stages of reestablishing her career and was a little anxious about how things were going to work out.

10. So I started casting around on the water for sorts of things that might be interesting.

11. I can’t say I had a huge number of things on my plate.

12. I can’t say I was focused.

13. But I realized that I had to start going through a formal transition process and get my act together and focus on the next step.

14. I found great pleasure with working with new people or training new people. I enjoyed counseling a great deal.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VI: Samuel (continued)

15. I have had people mention to me over the years that they saw me as a teacher or
counselor and that they thought certain elements of my personality facilitated work in
informal personal environments.

16. I think my thoughts about teaching may have evolved through a process of
elimination, evaluating the different things that I thought I had talents in and would
enjoy doing.

17. I think (becoming a teacher) was an evolutionary (thought) process that I developed
in the latter part of my military career.

18. I also thought I had some talent (as a teacher). I enjoyed working with young people.
It seemed like a logical career progression.

19. The MCTP seemed like an opportunity for me to go to school and kind of check that
out.

20. The MCTP was pretty damn convenient. The program was booming at every military
base. It was a big operation and so very available.

21. I had the GI Bill that I was determined to use.

22. I did use Troops to Teachers and the GI Bill. I wouldn't say I was rolling in (money),
but it was pretty good.

23. All those elements seemed to fit into place.

24. Concurrently, I became a work-study student at the university and got a sense of the
campus. which seemed enjoyable.

25. I envisioned myself working within that context.

26. I think my second career goals have been tied to the progression of my children.

27. One priority is to maintain to a stable environment for my kids to succeed and to have
the financial resources to do that.

28. A second priority was to accomplish that and get some gratification out (your work)
so you are not coming home at the end of the day as a bear.
29. I had learned in the military that you could have the greatest organization in the world and work in the most ideal settings with all the resources in the world, but if you had a jerk for a boss, it was going to be hell.

30. I realized that I needed to go to some place that was going to provide a positive working environment where I respected the leadership and enjoyed the environment I was working in.

31. I don’t think autonomy was the primary reason, but it is certainly an important supporting reason for my initially choosing teaching as my second career.

32. During my student teaching, lesson planning was a negative experience for me.

33. I did not expect teaching was going to be a six-hour day job or a seven-hour day job, but I didn’t realize the level of activity and hard work in lesson planning that was necessary.

34. The level of preparation to do it right was really surprising to me.

35. You were essentially working 12 hours a day if you wanted to do lesson planning right. And would probably continue to work at those levels for several years until you gained experience.

36. I didn’t have a sense of the negative impact of that workload on your day to day routine until I was in the student teaching environment.

37. The level of activity was eye-opening.

38. I also found that I did not agree with the practice of heterogeneous vs. homogeneous grouping in the classrooms.

39. I experienced a sense of vulnerability when working with little kids, particularly the ones that would come up and hug you or want to put their arms around you and hug. Putting my family’s future and me at risk was a worrying point in the sense of the legal issue.

40. As soon as I finished my student teaching and returned to my work-study job, a new position working with military programs opened up within the university system.

41. I was at the right place at the right time to be offered that job.
42. I think it's easy to default as you go forward in the MCTP. If you find something along the path that really disturbs you, you default. If you find work that is more appealing, you default.

43. I was offered a great opportunity in education administration. It was mine for the taking. I was recruited. I knew what was involved in the job. I was comfortable with the work and with the leadership. Employment was a certainty.

44. Taking that job was a no-brainer when compared to the uncertainties of working someplace I really didn't know.

45. The teacher hiring process is a crapshoot. The uncertainty about the quality of leadership and the working environments in the schools that might offer me a job was troubling. I think that consideration was so critical that I sacrificed my teaching career on the horns of that issue.

46. I think I just found another opportunity in education. I don't think I found that teaching wasn't for me. I found some things I disliked about teaching, but I think if this opportunity had not intervened I would be teaching today.
APPENDIX G

EXTRACTED CONSTITUENTS
Group 7: Bruce

1. I've got teaching in my blood. Always had and always will.

2. When I entered the MCTP I was already a Master Training Specialist and a certified Instructional Developer in the military.

3. I taught at E.C.P.I. I taught at local technical schools. I taught in the military.

4. I enjoyed teaching and I liked working with kids.

5. The last six months I was in the MCTP I'd actually retired and was a civilian.

6. I've never in my life been without a job for more than a couple of months. I'm willing to do anything. Anxiety about retiring wasn't a problem. I had a day job before I got out. If you have to support a family you have to have a job.

7. I would have loved to have begun to teach full-time at that point.

8. I started substitute teaching during the daytime and the MCTP at night. I continued to substitute for more than two years.

9. The MCTP itself was fine. I enjoyed the program. I enjoyed the classes. It taught me things I needed to know about teaching in public schools.

10. I remember working very hard. I had some good instructors. Good classes on methods and the legality of teaching. The instructors knew their stuff. They were good at what they did.

11. I got out of the MCTP what I expected. Probably more so.

12. I was comfortable in the classroom. I'd taught for years as a night job.

13. I got along well with everybody. I was told I did well. I thought I had a good shot at getting a job teaching.

14. Everything worked against me at the time that I graduated from the MCTP.

15. I was 46 years old. I had a master's degree. I was certified in two subjects and had time in the service. They would have to pay me more than a person just out of school.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Bruce (continued)

16. There was also a glut of teachers. I discovered one local school system had 2500 applications on file for full-time employment.

17. I think those factors counted against me.

18. I was ready but I couldn’t get in.

19. I applied in all the local school districts. I never had a job interview even though I was substituting everywhere and had been doing it for quite awhile.

20. I found out you had to know the principal at whatever school you wanted to teach at because that’s the person that would ultimately decide whether you taught or not.

21. If he don’t know you from Adam, you ain’t getting the job.

22. I talked to a number of principals. Gave them my resume. No results.

23. I never got any feedback, either positive or negative, about why I didn’t get hired. I just never got called.

24. I get out there and find out they want math and science teachers, but they aren’t doing anything about it. They don’t have the positions, they don’t have the money, or it just wasn’t there at that point in time.

25. I looked at who got hired. Most were a lot younger, straight out of school. The only ones in my age group that were hired were the ones that did nothing but substitute.

26. I didn’t have the luxury of continuing to sit back and doing nothing but substituting to get my name in the system. I had to work for a living.

27. I ended up falling into a government contracting job. I continued to substitute.

28. After three years of civilian contract work there was no question about trying to continue to teach. I couldn’t afford to do it.

29. I had no desire to move from the area. At that time I couldn’t afford to move. I was stuck.

30. I went looking for a job.
31. I fell into a job with a contractor who is an instructional developer. Now, I’m a Microsoft certified system engineer with two certifications.

32. Government contracts require instructional developers to have a background in education. The Master Training Specialist and I.D. certification, my actual teaching experience, everything else, and the masters degree helped me get the jobs I’ve had up to this point.

33. Within two years of the time I completed the MCTP I would have jumped at the chance to teach. Teacher’s salaries wouldn’t have bothered me.

34. I had family to support. I had to make a living. It got to the point where I was making more money than teaching was going to pay me. Enough was enough.

35. Now I’m sure I could get a job teaching in the public schools.

36. Reality bites. I’d have to take rather large cut in pay to teach now. I couldn’t afford it. I would end up losing money.

37. I make too much money now to be honest with you. I’m not rolling in the stuff, but I’m making more than I would as a starting teacher.

38. I was just getting out of the service. Just going into a house. I didn’t have much in the way of bills. As I made more money I acquired more goods. I acquired more bills. The bills got larger.

39. I’ve grown into a new life-style that needs to be supported by a certain salary. Teaching is not going to do it at this point.

40. I don’t know of anything that I could have done differently. I put all the round pegs in all the round holes. It just wasn’t happening.

41. I hit the streets running at the wrong time. There was nowhere to go. Too many people were trying to teach at that point in time.

42. It was after the program that the skid blocks came in. There just weren’t any jobs for somebody my age, degree, and everything else. It was a combination of money, experience, and age.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Bruce (continued)

43. The MCTP was productive and enjoyable. The after-program experience with the hiring process in the public school system was frustrating. So you’ve got an enjoyable experience and then the frustration of not getting hired.

44. When I went through the MCTP they built it up. They’re crying for teachers. Then you get out in the real world and get slapped in the face. No, they’re not crying for teachers.

45. I would add a bit more indoctrination to the program. People need to know what they are going to face in the hiring process in the public school system. They also need some kind of help during that process.
APPENDIX G

EXTRACTED CONSTITUENTS

Group 7: Ford

1. I was anxious about retiring, but it was time to go.

2. The military was good to me. I never thought I'd be around them again after I retired. I was going to branch out and do other things.

3. I was also looking for a way to use my VA benefits. I wanted to earn a master's degree.

4. I really didn't have any job locked solid when I retired.

5. A MCTP administrator approached me at a job fair and asked if I had ever thought about becoming a teacher. I had decided to check into teaching, but when he approached me, everything just fell into place.

6. I was an instructor in the military for two years. I instructed young soldiers. I had to give and receive instruction every week. I like to learn, to teach, and to be a student.

7. I had often volunteered at schools, gone on field trips, and been a chaperone for my kids' school activities. I thought this was for me. I enjoyed working with kids. I thought I'd like teaching.


9. My anxiety was high. I didn't really have a job locked down, but I had all these feelers and resumes out. I knew I was going to go to school and I needed a job where I could go to school.

10. When I was job-hunting there weren't a lot of people hiring. I fell into my job.

11. After I landed a job and started the MCTP, my anxiety went down. There was a steady income, with benefits. I was working from 7:30 to 4:00. My first MCTP class started at 5:00. It was great.

12. I'm going to school at night and working for a government contractor and trying to become adjusted to being retired. All of a sudden, I'm just one of the people on the block. It wasn't difficult, but it was something I had to adjust to.

13. The MTP was tough, but it wasn't overly demanding. It made you work.
14. I had a lot of DANTES and CLEPs. I don’t think any of my DANTES or CLEP courses counted. That never became an issue. I had more than enough in-class courses to meet my endorsement area requirements.

15. I made a lot of friends in the MCTP. We had a common military background. Most everybody went to the same classes. What was nice was the group started together, went through together, and finished together. That was really neat. You never really felt alone going into a classroom. You always knew somebody. The group atmosphere was a positive thing.

16. The program adequately prepared me to become a teacher, but I wasn't so comfortable that I became seasoned. I had to make adjustments.

17. I had a very good experience at student teaching. It was mostly positive. A lot of work. A lot of hours. I enjoyed it.

18. I thought teaching would be easier than it was. From the outside looking in, it seemed teachers had it pretty decent. I didn’t know the activity level required for preparation.

19. The hours I had to put in away from school bothered me. At times it got to me when I had to work on the weekends. I wasn’t into it emotionally like a seasoned teacher.

20. Parents were another surprise, from different ends of the spectrum. Some participated and were supportive. But I was floored by the phone calls after students had been disciplined. Explanations weren’t possible. Some parents were rude and then they hung up.

21. The people who were taking care of me my team, said, "Don’t sweat it. It’s just one of those things. It’s part of life."

22. I really wanted to teach every one of my students.

23. I had difficulty accepting that you can’t get them all. You can’t reel them all in. Some students just don’t want to be there. They don’t want to pay attention. They don’t want to learn.

24. I never stopped trying, but after awhile I accepted reality and channeled more of my energies to the good kids that wanted to learn and paid attention.
25. When I finished my student teaching, there were no full-time vacancies. I needed a job.

26. Timing was a big thing. I didn’t know if or when I was going to be hired to teach. Summer was coming up and the summer school teachers were pretty locked in. If I had finished my student teaching sooner I could have fit in somewhere.

27. My former boss called me and offered me a higher position with more benefits. I went back to my old job because I needed the money. The pay raises were hard to pass up. I wanted something to fall back on and I got my license.

28. I couldn’t really pass up my current job. It’s a decent job and it was there at the right time. I had to grab it.

29. I like what I’m doing. Hours are good. Benefits are good. But it’s always in the back of my mind that I’ve got a teaching degree and someday I’m going to use it.

30. Other factors are also involved. My wife is working and going to graduate school at night. She must quit her job to do an apprenticeship. My daughter is also in college.

31. I guess my decision was swayed because I wanted my family to be financially secure during these transitions.

32. If the timing had been different, possibly I’d be in the classroom.

33. Maybe I just wasn’t ready. I still want to make sure things are a little bit more squared away before I actually step in and take on a class.

34. I think I’ve been sidetracked rather than derailed. I just haven’t made up my mind. I want to say that within the next couple of years I would have my own classroom.

35. When things settle down and the family again has the security of a second income, I see myself leaving this job and becoming a teacher. I won’t quit this job until I’m hired as a teacher.

36. I am going to teach. That’s where my heart is. Necessity is making me—guiding me—toward where I’m at right now, but deep down in my heart I want to be a teacher.
1. I left the military because of statutory requirements. I was ready to go. I was ready to do something else.

2. I wanted to choose my retirement date. I wanted options.

3. One second-career goal was stability. I wanted my kids to finish high school in one place. That was important.

4. I also wanted to avoid wandering along and taking what was available. Another goal was to be at the controls.

5. Thinking about retirement stretched over a nine-year period with three different windows of opportunity. My perspectives changed at each window because of family concerns.

6. I have positive experiences in schools. Education is not a difficult or a dramatic part of my life.

7. I was not a missionary but I felt education was an area where I could perhaps do some good, building on my background and experiences in the military.

8. Another advantage of teaching was the almost universal demand for teachers. I could be more selective in choosing where I wanted to retire. Having that option was a motivator.

9. My wife is a school librarian. Our schedules would have lined up nicely. That was also important to me.

10. Financially, teaching as a second career was doable. It was not going to make me affluent but it was doable without a dramatic change in lifestyle.

11. Outside the obvious financial concerns, my family was very supportive of my decision to become a teacher.

12. In my last military assignment, I was underutilized, underemployed, and not very challenged. I did not enjoy going to work. I needed something to give me a challenge.

13. I began to look at graduate degree programs.
APPENDIX G

EXTRACTED CONSTITUENTS
Group 7: Graham (continued)

14. My concern was scheduling and getting it all done within the time I had available. I was concerned about the time demands for the actual coursework because of teenage children and my full time job.

15. I was also little nervous about job opportunities after obtaining any degree.

16. I thought, "If I am going to spend the time, I might as well have something where there's a job waiting for me."

17. Meeting with the Director, MCTP answered some questions about the demands of the course and the level of commitment required. I became more comfortable. It alleviated fears more than got me excited. It was the added information I needed to push on with it.

18. My prime motivation for enrolling in the MCTP was to look for something dramatically different from the military as a second career.

19. I took one course as a trial. I enjoyed it. I stayed with it.

20. The MCTP was a lot less rigorous than I expected. Some of the classes were pure fluff. They were checking the block. It seemed like the intent was to get us through vice a demanding academic program. That was a surprise.

21. The teaching methods courses were a little disappointing. One was good, but the others were out in the ether. Too much theory, not enough practical application.

22. I felt one strength of the program was the instructors were people who had left the campus and were working in the public schools. The things I remember the most are the real life, not-out-of-the-textbook, examples of what it's like out there.

23. The things I remember the most were the things that had direct practical application and that the things that described the classroom environment as it exists today.

24. Statistics was a low point. The instructor made no real attempt to teach anything.

25. Around the halfway point, I questioned the wisdom of what I was doing. I could not see the direct utility of some of the material.

26. I completed the master's program and decided to stay on active duty. I deferred my student teaching.
APPENDIX G

EXTRACTED CONSTITUENTS
Group 7: Graham (continued)

27. When I did retire, I was more financially comfortable and my options were greater. My wife had a job. I had a military pension. We had groceries on the table. We could pay the rent. A financial sword was not hanging over my head.

28. I didn’t have to take the first job offer.

29. My student teaching experience was good. I was very fortunate. I did half of it while I was on terminal leave. That didn’t allow me time to sit around and think about retirement. I jumped right into it.

30. I was concerned because of my lack of familiarity with mainstreaming. I didn’t feel I was qualified to cope with a special needs child after only one course of instruction. I was nervous about that.

31. I was very fortunate in my cooperating teacher. She was approximately my age: a pleasant person with a good attitude and a willingness to help me out. That made all the difference.

32. But it was her class. I think she was nervous because it was very late in the year. I made a point of letting her know that, despite my advanced years, that I was a student. She brought me along slowly.

33. There were some things about student teaching that I didn’t like. Waiting for kids to come out of the bathroom just drove me crazy. It was wasted time for the kids and for me. That was most annoying.

34. I was pretty experienced, if not adept, in writing. Lesson planning wasn’t a problem. I was astounded because, essentially, your lesson plans were done. I was expecting a far greater burden.

35. The program itself did very little that I recall on how actually to do a lesson plan.

36. I finished the student teaching. My intent was to kick back for the summer, wait for the job offers, and start teaching in August.

37. I was mildly anxious. It was not a panic. I think the desire to start back to work was from boredom. Doing nothing quickly got old.

38. Any pressure I had was self-inflicted. The main motivation was eagerness to get out and do something.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Graham (continued)

39. I applied in five school divisions. Heard from only one. I wasn't expecting this. I believed all the propaganda about the mass shortage of teachers and expected that my phone would be ringing off the hook.

40. Timing is everything. An opening popped up with a defense contractor. A long-time friend offered me the position.

41. The deciding factor was partially financial and partially to capitalize on that window of opportunity.

42. I believe that teaching will always be out there. This opportunity was a moving target.

43. Although I had this grand design that I could live on the teacher’s salary plus my military stipend, the demands on our income were greater than I anticipated. I could have survived but at a reduced lifestyle.

44. I don’t regret that decision. I blundered into a good job.

45. Teaching is my strategic reserve.

46. There have been a couple of times his past year when I dusted off my resumes and got ready to go.

47. There are always openings for teachers. A month from now I could be doing that.

48. I deferred teaching by choosing something else.

49. I was happy with the MCTP. I was very happy with my student teaching experience. If not for an unforeseen opportunity, I might be teaching now. But you don’t know about the path not taken.

50. It is unlikely that I will ever go into public school teaching. If I teach, it will be at a higher level.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Keith

1. I've always wanted to be a teacher. I had that in mind when I went to college. After college the draft got in the way.

2. I stayed in the military until they sent me a strong signal that it was time for me to go.

3. Timing was an important consideration. I retired two years sooner than I expected. I had not been able to make any career transition plans. I didn’t have a chance to get started anywhere.

4. I didn’t have really any time to talk, think, or plan a transition until six months before I was due to retire. My second-career plans were kind of murky. I thought I was going to be in the military much longer.

5. I was anxious about my transition. I was not prepared to retire. It was a lot of concern.

6. We chose to stay here. I was looking for stability in my second career. When my wife and family got here, they stayed here. If I got orders someplace else, I commuted.

7. I wanted to do something I liked. For 25 years I was a patriot. I’m done with that. I was ready to do something that will help children. Something satisfying.

8. My parents were teachers. I saw that as a good career. A lot of satisfaction. I thought teaching was something that I would be good at.

9. I thought I could combine my desire to be a teacher with the need to get work after I retired. Teaching gave me a goal to work towards.

10. I looked into the Troops to Teachers program. I saw too sharp a transition going from the military directly to the classroom without practice, without organization, without education classes.

11. I didn’t see stepping immediately from one career into another.

12. I knew people who had been in the MCTP. I have friends who are currently enrolled.

13. I didn’t have a job when I retired. I enrolled in the MCTP full-time.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Keith (continued)

14. The MCTP was enjoyable. I liked the learning. It was a positive experience.

15. When I got my first pension check, my wife said, "Is that all?" I thought I'd better start looking for work. We still had a son in college.

16. A former CO offered me a part-time job. I took it. I was also substitute teaching part time.

17. I just fell into the job. There might have been other things for me, but I never pursued anything.

18. I didn't like middle school. I shifted my focus to K through 8.

19. At the same time I switched from working part time to full time.

20. I took additional courses beyond the MCTP. I really enjoyed that. Children's literature and the quality of people they had teaching that course was exciting.

21. I did my student teaching in fourth grade. I really enjoyed it. It was the hardest six weeks I've ever done.

22. I was well received in the public schools. They made me a role model of sorts, so I always got a positive response.

23. My relationship with fourth graders was my most positive experience in the MCTP. Another high point was some of the required classes. I enjoyed the projects.

24. It's amazing how inefficient the school day has become. By the time you take roll, get the lunches, do the morning writing, and read from the books in class you've got actually 20 minutes to teach. Your school day really includes only a couple of hours of teaching.

25. I had to overcome the obstacles. I had to teach math without homework because we didn't have enough books. That's what reality was.

26. My ideal vision of myself would be teaching history to people that like history and not having to stop in the middle of the class and discipline somebody. My image wasn't reality.

27. I couldn't turn my back because of the fighting.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Keith (continued)

28. It was a failing on my part to let a fight happen. I had two or three while I was substituting. That bothered me.

29. The amount of time for student teaching was sufficient. More would not necessarily have made me better.

30. I thought I was well prepared for the classroom.

31. I liked teaching. I liked the kids. I liked being in the classroom.

32. I had a good student teaching experience. Although I wasn't the teacher in charge, I didn't feel inhibited. I never felt that there was anything that I couldn't do.

33. Additional student teaching time would only have given me more experience. I don't think that would have been a good return on my investment.

34. The years went by and I continued to take classes. It just gave me too much time to become ingrained into my current position.

35. I was so embroiled in working full-time it seemed too hard to switch to a new career.

36. What I do is what I did in the military. My work is relatively easier than writing lesson plans.

37. There was no learning curve at all for this job. There's a huge learning curve to become a fourth grade teacher. In the long run it was a choice between no learning curve and a steep learning curve. A lot of time to get to where I wanted to be as a teacher verses not having to get there at all.

38. I was also becoming vested in the company and was starting to get raises. I was earning twice as much as I would as a beginning teacher. That's been a factor all along.

39. The relatively low teacher salaries didn't bother me at the beginning. With my salary and my wife's salary, we would be fine.

40. But what do you do after you've seen Parée? It was a combination of familiar, relatively easy work, stock options, and having to weigh job satisfaction as a teacher working 12 hours a day, as opposed to making twice as much and only working ten hours a day.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII. Keith (continued)

41. I had to start doing something. I couldn’t afford to go to school full-time and not have supplemental income. Salary did not lead to choosing the career. It was the catalyst that got me into doing something.

42. The work I do as a contractor is important to me.

43. It was an emergent dilemma. I saw myself as a teacher. I never saw myself as a contractor.

44. My wife and I decided one teacher is all we needed in the family. She would continue to teach and I would continue to work here.

45. I’m certified K through 8. I have a masters degree. I have my license. I never looked for a teaching job.

46. The critical part of my decision was I’m not going to do teaching right now.

47. I think maybe had I started earlier and had not been out of the military as long, I might have been more driven to become a teacher. I took too long to finish and get a job.

48. Participation in the MCTP did a number of positive things for me. It gave me a healthy respect for the teaching profession. The special needs class was certainly new learning. I learned some skills about developing lesson plans. I use much of that in presentations and writing.

49. I discovered I was a visual learner. It was interesting to discover something new about myself.

50. Teaching was a top priority when I retired. It remains high. But there are so many factors about this job that outweigh going off and starting a new career.

51. I never have ruled out teaching. There are less and less chances of doing it, but I have not ruled it out.

52. I sometimes wondered if seniority might have any correlation with whether you taught or not. As a retired officer, I discovered I was competitive in ways I hadn’t realized. There were more civilian opportunities for me because of my rank and experience.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Norman

1. I had 16 or 17 different assignments in 28 years of military service. We were tired of moving. My family was growing. I had a married son and another son was contemplating marriage. Grandchildren were on the way. We felt a real need for stability.

2. It was time for us to opt out of a system where somebody else told you where you were going to live and where you were going to serve. We had done that for the better part of three decades.

3. I wanted a second career that would give us more stability. It was important that we buy some stability right now. That we settle down after all those years of moving around the world.

4. I was a military chaplain for almost 28 years. Ministry and education are very closely linked. Teaching is a big part of ministry.

5. After I retired I knew I probably would not go back into the civilian pastorate.

6. While in the military, I provided secular instruction in writing, intercultural awareness, and leadership; and for three years I was responsible for organizing and updating the curriculum for training military chaplains. I had a good time doing all of it. I felt gifted at it.

7. Those different experiences kindly disposed toward me toward education of all sorts. I saw myself being involved in education and in scholarship in some way.

8. Education is one of those fields where once you get a job in the school, you probably stay there forever—as long as you do it well.

9. Moving into something like education seemed a natural move.

10. I already had a Master's Degree in Theology. I could have gone into teaching without the Masters' Degree in Education. I just needed the certification coursework. I was able to do this with tuition assistance while on active duty.

11. When I entered the MCTP, I wasn't exactly sure where I was going. I had been living a civics lesson for 28 years. I thought this would be good. I thought this was something that I could do.
12. I saw the MCTP as the beginning of a very meaningful long-term career change. I knew my time in the military was drawing to a close and that for the rest of my life I would be doing something else outside of the uniform services.

13. When I get through with the MCTP, I’ll see what’s out there.

14. The MCTP was not a surprise. I had taken a pretty active interest in the education of my three sons. I sort of knew what the classroom was like.

15. The MCTP was a very user-friendly program. You didn’t just breeze through it, but they gave you credit for being an adult.

16. Design for effective instruction was a highlight. The instructor let us into the inner workings of putting together courses of instruction. His course gave us a theoretical framework for creating a lesson plan and some intellectual pegs to hang it on. I probably learned more from that course than any other course in the MCTP.

17. By the time I retired from the military I had done everything but student teach.

18. I did my student teaching at the middle school level because I didn’t have the political science courses required to teach in high school.

19. Between the time that I finished the MCTP and began my student teaching, I was encouraged to earn a doctorate. The MCTP, through its director, planted some seeds that led me away from the classroom.

20. The idea grew on me and then it became my own.

21. The university was right down the street.

22. My anxiety level was not that high.

23. I had enough money to live on. I could either go out in the public school system and see if I could get a job, or I could pursue another advanced degree and see if perhaps something might open up for me in higher education.

24. The GI Bill gave me options because if I had to fund the whole thing myself I probably wouldn’t have undertaken it.

25. I had the resources to be selective. I wasn’t anxious about finding work. I had the luxury of some time to be selective.
26. I had not used any of my GI Bill. I realized if I walked away from this opportunity I wouldn't be a good steward of that resource. I enrolled in the Ph.D. program and held teaching open as an option.

27. I began to see a doctorate as a way to transition out of my career in the military. I began to see it as instrument for learning to work in another environment.

28. I enrolled in the Ph.D. program.

29. I wasn't just doing the Ph.D. for the sake of academic truth. I was doing it to get myself the credentials to do meaningful work in some other area.

30. I made a lot of contacts in the university. I developed a network and contacts outside the public school classroom.

31. As I was finishing up my doctorate it became apparent to me that it was going to be hard to move from this back into the classroom.

32. What I didn't realize is the actuarial imperative gets in your way. With each passing year, I became less marketable in the school system.

33. When I did interview for teaching positions, the administrators looked at me as somebody from a generation twice removed from the students I was going to teach.

34. I was not selected for a teaching job.

35. It really didn't occur to me that I was beyond the age where I would be acceptable teaching adolescents. I figured they would look at me for my qualities and say, "This guy could do well in school." But they didn't hire me because they were such young fuzzy-faced people.

36. If the circumstances had worked out I would have left the Ph.D. program to become a public school teacher.

37. Right up until just very recently, I continued to pursue a career in the classroom. Then I made a commitment to the MCTP to work full time and to be there indefinitely.

38. The job allowed me to work in education. It allowed me to work with people I understood. I was orienting, advising, nurturing, encouraging, and convincing.
39. No sooner had I done that then a school called me and said, "We'd like to hire you." Had I not been employed, I would have been teaching there today.

40. It was timing. As late as last summer I went to interviews with the expectation that I would probably end up teaching in the fall.

41. I'd already made a commitment and didn't feel I could drop it to go teach.

42. I said, "Why look further for something I enjoy doing?" I would have taken that teaching job that I was offered a few weeks after I committed. Had I not said, "Yes. I'll do this."

43. I realized, without awareness, that I had become a mentor. I began to think about academic services as opposed to classroom teaching as a valid way to go especially since I would utilize all the skills I'd developed over some 30 odd years as a minister.

44. I began to look at academic services in a broad spectrum vice teaching. The harder process is advising and the advisor's role. It's that what makes the MCTP unique. I think advising could be a profession all its own.

45. My transition experience was a continuum of leaving the military, moving through the MCTP, completing a Ph.D. Program, and then starting in my second career.

46. What happened to me was very gradual. I still like the idea of myself as a teacher but I accepted a position as an advisor with the MCTP. I find that working with veterans looking for direction in their second career is very rewarding.

47. What I'm doing now is an extension of a very important role that I had in the military —advising, counseling, giving direction, and pointing out options and alternatives.

48. The door opened and I walked through it because my essential sympathies were with what the MCTP was doing.

49. I wasn't one of the people that went out and did what the MCTP is suppose to make you do but I believe that facilitating the transfer of people with military skills and competencies into the nation's classroom is a great stewardship of skilled human power.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Norman (continued)

50. I really used the Ph.D. program as a way of transitioning out of the military. I had the
GI Bill and I wanted to be a good steward of that. What better way than to go
somewhere and learn new things?

51. What I'm doing is very worthwhile and fulfilling. I have a sense of mission. Three
years ago that feeling wasn't there. I could have gone either way. Getting involved in
the Ph.D. program led me down a path I never intended to go down.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Wayne

1. It was time to retire from the military, but I wanted to continue to work in a maritime environment. I didn't want to change career fields. I wanted to work on the water.

2. I was a little uncertain but not worried about retirement. I had the cushion of my retirement pay and my wife was working. I used the GI Bill. All that carried me over the hard spots.

3. I was looking for a second-career job where I would earn a sufficient amount of money and have a maximum amount of free time.

4. My wife and I both liked this area and wanted to stay here, if possible. That certainly put some constraints on job opportunities.

5. I did prepare myself for a second career in the merchant marine and obtained my merchant marine license before I retired.

6. I started working in the merchant marine. I found a good job, but they reduced the size of the crew. I was one of the casualties.

7. Later, at the State Employment Commission interviews, one of the things I put down was teaching. The veterans’ advisor was an MCTP person. He told me about the MCTP. I thought, "This might be interesting. I should go see what’s available."

8. At that time, I didn't actually see myself in a classroom teaching small children. I had never seriously thought about teaching as a thing to do. All I had in my mind was, "This is just another avenue to explore."

9. I had never much considered teaching as a second career because of the time it would take me to get certified as a teacher.

10. There were several things that were attractive about teaching. I thought I could do a pretty good job at it and I thought that gaining insights and expertise in the education field would help me with my young daughter’s education.

11. I enrolled in the MCTP Program and worked part time during the day.

12. I was surprised because I wasn’t expecting classes that were strictly MCTP people. I think it was probably better. It’s a different environment when you’ve got old guys who have been around the block. I think they are harder on the professors and ask more probing questions than the younger students.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Wayne (continued)

13. I was comfortable with the things I learned in the MCTP.

14. During my student teaching experience, I saw there were fewer consequences for misbehavior and discipline had become more of a problem. That troubled me.

15. My first student teaching experience was unsatisfactory.

16. I thought I was doing pretty well. I'm not a superstar but I thought I was doing OK. Reading between the lines, I wasn't managing the class the way my cooperating teacher thought I should. I wasn't doing it her way.

17. I got the feeling that my cooperating teacher wasn't too thrilled that a middle-aged male with no teaching experience was coming into her domain.

18. My final evaluation recommended more student teaching. I had no indication that was coming. I got torpedoed. Nobody was going to hire me with that evaluation.

19. I repeated my second six weeks of student teaching in another school district. That went very well.

20. My second student teaching experience was a very different environment. My cooperating teacher was a better teacher. She was enthusiastic about me. MCTP graduates were obviously more accepted in that school.

21. I graduated from the MCTP in August 1996 and took interim employment. I applied to teach in three school districts. I just didn't follow up on any of them and I think follow-up is needed to get hired.

22. I guess August is not the best time to apply to teach. I submitted my application in July, but I didn't hear from anybody.

23. You had to first substitute where you wanted to work because it's pretty much a local hire deal.

24. I did substitute in two local districts, but I needed to find full-time employment to replenish my bank account since I hadn't been working while I was in the MCTP.

25. I interviewed in one district, but I never got called after the interview. It seemed like a pretty positive interview. I don't know why they didn't hire me. I decided not to pursue it further at the time.
APPENDIX G

EXTRACTED CONSTITUENTS
Group VII: Wayne (continued)

26. I wasn’t really hopeful that I would hear from anybody. I never thought about asking anyone in the MCTP for help. I do things pretty much on my own and that was probably a failing on my part.

27. The hiring process wasn’t encouraging. My interest in becoming a teacher faded.

28. I had invested time and money becoming licensed as a teacher. If the opportunity had presented itself at that time, I would have given teaching a try because I wasn’t yet in my idealized second career job. I needed work. I would have tried it. I may have quit the next year, but I would have tried it.

29. An opportunity presented itself and I took a job in the Gulf of Mexico. Two weeks on and two weeks off. I did that for a year and a half until a local job came open. I didn’t do very much subbing and I didn’t pursue any teaching employment during that time.

30. The Master’s position became open on my ship. I accepted it.

31. There’s enough variation in my current job to keep me from getting bored. That’s an important thing for me. I also have a great deal of autonomy and I like that.

32. In my present job, I get to go home every night and I also get to stay with my ship. It’s one of the more unusual jobs in the in the merchant marine.

33. My plan at the present time is to stay in this job until I retire.

34. If I were not doing this, I would consider teaching.

35. I can see myself as a teacher. I don’t see myself as one of the inspired teachers that get awards for everything and that people talk about for years to come, but I think I would have been an above average teacher.

36. The MCTP was an enriching experience and learning to be an educator was valuable because it helped me with my daughter’s schooling.

37. I guess a master’s degree always looks good on a resume, but it’s not that important in my career field.

38. I also got to use more of my GI Bill.
VITA

Joseph Franklyn Shipes was born in Augusta, Georgia. He graduated from the Academy of Richmond County in 1959 and earned an Associate of Science Degree from Augusta College (now Augusta State University) in 1961. After being drafted into the military, fighting a few wars, and undergoing years of other maturing experiences, he completed a Bachelor's Degree in Chemistry at the main campus of Troy State University in 1979. He is a Distinguished Graduate of the U.S. Army Command and General Staff College (1975), a Distinguished Graduate of the Air Command and Staff College (1980), and a graduate of the U.S. Army War College (1986). After retiring from the military, he enrolled in the Military Career Transition Program at Old Dominion University. He completed that program and all requirements for a Master's Degree in Education and teacher licensure, with endorsements in middle school science and mathematics. He did not become a teacher.

Of making books there is no end;
and much study is a weariness of the flesh.

Ecclesiastes 12:12