



The Reform Logics of Teaching: How Institutionalized Conceptions of Teaching Shape Teacher Professional Identity

Maya Kaul
University of Pennsylvania

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Abstract

Teachers' professional identities are the foundation of their practice. Previous scholarship has largely overlooked the extent to which the broader reform culture shapes teachers' professional identities. In this study, I draw on survey data from 950 teachers across four US states (California, New York, Florida, and Texas) to examine the extent to which teachers' professional identities are associated with what I term "institutionalized conceptions" of their roles. Across diverse state policy contexts, I find that teachers draw upon a shared set of institutionalized conceptions of their roles (i.e., professional norms), which are associated with their professional identities. The findings suggest that the taken-for-granted ways society frames teaching may be associated with dimensions of teachers' professional identity, such as self-efficacy and professional commitment.

KEYWORDS: instructional reform, teacher professional identity, institutional logics

The ways teachers conceptualize their professional roles are foundational to their teaching practice (Beauchamp & Thomas, 2009; Garner & Kaplan, 2018; Hong, 2010; Hong et al., 2024). Teachers may hold a wide range of beliefs about what constitutes “good teaching” that can shape how they engage in their work (Hsieh, 2015). For example, a teacher who believes the main purpose of teaching is to help create a more just society will engage in their work very differently than a teacher who views their role simply as a temporary job (Author, 2024a). Previous scholarship has argued that teachers’ professional identities are formed through “an ongoing process of integration of the ‘personal’ and ‘professional’ sides of becoming and being a teacher” (Beijaard et al., 2004, p. 113). The turn towards focusing on identity in research on teaching has, as Battey and Franke (2008) posit, “enabled us to see teacher learning as both situated in practice and as an integrated, complex system embedded in the structures, histories, and cultures of schools” (p. 127). In particular, previous research has documented how teachers’ professional identities are shaped by various individual and organizational factors. As new teachers enter the profession, teacher education programs are a key site of professional socialization. Teacher education programs both instruct both *how* to teach and, implicitly or directly, convey the broader purposes of teaching and teacher education (e.g., Gee & Crawford, 1998; Author, 2024a; Ronfeldt & Grossman, 2008; Zeichner & Gore, 1990). During this early socialization period, teachers may take up practices aligned with their professional identities and reject misaligned ones (Ronfeldt & Grossman, 2008). Teachers’ professional identities are also shaped by their *personal* identities (Conrad et al., 2023; Garner & Kaplan, 2019), and the existing predispositions with which they enter teaching (Lortie, 1975). Importantly, teachers’ professional identities may also be shaped by their working contexts (Hong et al., 2024), as well

as the broader *institutional* environment within which they are embedded (Everitt, 2017; Bridwell-Mitchell, 2013); however, this relationship has not been as widely examined to date.

Three decades ago, Tyack and Tobin (1994) famously posited that the “grammar of schooling”—i.e., “the regular structures and rules that organize the work of instruction”—are stubbornly persistent, and notoriously challenging to change (p. 454). This understanding builds upon a view of schools as deeply institutionalized organizations, where particular beliefs, practices, and structures about teaching and instruction have become taken for granted over time (Bridwell-Mitchell & Sherer, 2017; Diehl, 2019). In this way, the broader institutional environment within which teachers’ work is embedded comes to shape what is possible in teachers’ classrooms (Coburn, 2004). Frequently, this institutional framework is used to explain why it is so challenging to shift teacher practice and dispositions through educational reform (e.g., Bridwell-Mitchell, 2015; Cuban, 1984; Payne, 2008). Research from other professions suggests that practitioners’ professional identities may be rooted in these broader institutional environments (e.g., Pratt et al., 2006). That is, how teachers construct their own professional identities may be rooted in deeper, taken-for-granted, cultural and social beliefs about the nature of teaching. Despite the growing body of institutional scholarship in education, the relationship between the *institutional environment* and *teacher professional identity* has not been systematically examined to date. However, there is recent work on the relationship between the institutional environment and school counselors’ professional identities (Blake, 2023), suggesting a significant relationship between the institutional environment and educational practitioners’ identities.

Importantly, the institutional environment of K-12 teaching is shaped by the policies governing that field (Bridwell-Mitchell & Yurkofsky, 2023; Russell, 2011). Therefore,

understanding how the institutional environment may shape teacher professional identity requires understanding the particular policy contexts within which teachers are embedded. Today, the reform landscape shaping teachers' work today in the US remains deeply contested, and there are multiple conceptions of teaching operating at the institutional level that shape teachers' work (Author, 2024b). As Buchanan (2015) posits, "Teachers in the USA currently operate in a contentious professional landscape" (p. 700). In particular, I posit that two of the primary policy factors shaping teachers' work include *how tightly regulated the teaching profession is* and *the instructional policies governing teachers' work*. How regulated the profession is shapes teachers' pathways into the profession—e.g., the pathways available to enter the profession and the requirements to become and stay a teacher (Cochran-Smith & Fries, 2001), whereas the instructional policies may shape and/or constrain teachers' practice (Cohen & Ball, 1990).

In particular, one of the most contentious debates concerning K-12 instructional policy in the US today is over whether it is appropriate to include topics related to race/ethnicity, gender, and sexuality in the classroom (Lin et al., 2024). On the one hand, a growing number of states have adopted state policies banning "critical race theory" in schools (Alexander et al., 2023). On the other hand, other states have adopted state-level curriculum standards to promote culturally responsive teaching practices (Muñiz, 2019). Though there are many other instructional policies shaping teachers' work today, the rise of political attacks over the teaching profession, such as bans on critical race theory, is central to the state of the teaching profession today, as these attacks are among the leading factors driving teachers out of the profession today (Hart Research Associates & Matthews, 2022). Given the wide variation in state policy contexts, one might therefore expect teachers operating in states with different regulatory and instructional policy environments to be exposed to a somewhat different set of institutional constraints. As such,

examining the relationship between the institutional environment and teachers' professional identities requires attention to the policy environment shaping teachers' work.

This paper therefore seeks to understand how teachers' professional identities are shaped by the broader institutional and political environments within which they work. To that end, this paper seeks to both develop more robust empirical approaches for studying the dynamic nature of teacher professional identity and explore the relationship between the institutional environment and teachers' professional identities. I draw on the concept of *institutional logics* from institutional theory to provide a framework to understand how the "grammar" of teaching may become institutionalized in teachers' conceptions of their roles and examine this relationship across diverse state policy contexts in the US. The following research questions guide this analysis:

Research Question 1: To what extent do teachers' conceptions of their roles reflect underlying institutional logics?

Research Question 2: How do teachers conceptualize their professional identities?

Research Question 3: To what extent are institutional logics associated with teachers' professional identities?

I address these questions using a survey study of 950 in-service teachers across four states with varying policy environments related to teaching and teacher education (California, New York, Florida, and Texas). I find that, across these states, teachers' conceptions of their roles are grounded in three institutional logics: (1) an accountability logic, (2) a democratic logic, and (3) a moral service logic. I additionally find evidence of three distinct teacher profile types, which are associated with these underlying logics. In what follows, I begin by laying out the theoretical framework of the analysis and then describe the study design, data, and methods in greater detail.

Then, I walk through the key findings of the study and conclude with a discussion of the implications for both research and practice. Together, the findings suggests that for policies to be effective in shifting teachers' identities and practices, they must shift the broader taken-for-granted norms of the profession. In particular, I find that teachers' demoralization and sense of self-efficacy may be rooted in accountability logics. Supporting the professional well-being of K-12 teachers—and addressing the historically low well-being of the teaching profession today (Kraft & Lyon, 2024)—may demand shifting the deeply institutionalized norms of the profession to be more aligned with teachers' democratic and moral aims for being in the profession.

Theoretical Framework

I bring together theoretical scholarship on *institutional logics* and *teacher professional identity*. Though the link between institutional logics and *teacher* professional identity has not been directly examined in scholarship to date, there is precedent for studying this relationship between institutional logics and professional identity in other professions—e.g., school counseling (Blake, 2023), medicine (Kyratsis et al., 2017), accounting (Bévort and Suddaby, 2016), and information technology (Zikic & Richardson, 2016). In what follows, I briefly describe each of these frameworks and how I bridge both frameworks in the context of this analysis. Bridging institutional logics with research on teacher professional identity—which is largely grounded in psychology—follows the tradition of previous institutional scholarship to develop greater theoretical clarity in how the institutional environment comes to shape what happens at the individual level (Lounsbury et al., 2021).

Institutional Logics

An institutional logics perspective provides the ideal theoretical framework through which to consider how what happens within the institutional (i.e., macro-level societal)

environment shapes teachers' conceptions of their roles. As Bridwell-Mitchell (2013) posits, the institutional logics framework is particularly useful as a tool to "create a conversation between macro and micro research" (p. 176). Institutional logics are defined as the "socially constructed, historical patterns of cultural symbols and material practices, including assumptions, values, and beliefs, by which individuals and organizations provide meaning to their daily activity, organize time and space, and reproduce their lives and experiences" (Thornton et al., 2012, p. 2). Put another way, logics are the "unstated norms of reference" which shape "the ways actors within a field or organization choose to behave" (Marsh et al., 2020, p. 607). They are *institutional* insofar as they are "patterned on broader cultural and societal institutions (Bridwell-Mitchell & Yurkofsky, 2023, p. 309). Importantly, logics are grounded in what institutional theorists identify as *cultural institutions*: "(a) the family, (b) markets, (c), democracy, (d) bureaucracy, (e) the professions, and (f) religion" (Bridwell-Mitchell, 2013, p. 174). In this view, cultural institutions are "constellations of established practices guided by enduring, formalized, rational beliefs that transcend particular organizations and situations" (Lammers & Barbour, 2006, p. 357) associated with each of these respective cultural institutions.

Education scholars have widely leveraged the framework of institutional logics to study how educators' work is embedded in such institutional contexts. Frequently, this framework is used to explain how teachers' and school leaders' responses to external policy mandates can be mediated by the broader logics guiding their work. For example, in her study of the institutional logics of instructional reform, Bridwell-Mitchell (2013) examines the extent to which public school teachers' resistance to implementing K-12 instructional reform is rooted in broader cultural institutions. She finds that teachers draw on the underlying logics of bureaucracy, democracy, and markets to "rationalize" their instructional practice—establishing a link between

the *macro-level* cultural contexts of instructional reform and teacher's *micro-level* beliefs and practices. In another study, Bridwell-Mitchell and Sherer (2017) found that teachers' interpretations of policy are shaped by *market accountability*, *professional bureaucracy*, and *communal sentiment* logics, and teachers' exposure to these logics was mediated by their school and community contexts. Aligned with these findings, Diehl's (2019) study found that teachers subject to a school restructuring reform were subject to a *professional bureaucratic* logic, a *community* logic, and an *innovative* logic. In this way, scholarship focusing on different reform contexts, and organizational contexts, has found evidence of slightly different logics informing the work of teaching. Although the logics of school leadership as a field has been previously studied (Rigby, 2014; Russell, 2011), a similar study of K-12 teaching at the field level has not yet been conducted to my knowledge. Therefore, there would be value in better understanding the logics shaping teachers' work across diverse political and organizational contexts in the US. To that end, I bridge this theoretical work with scholarship on teacher professional identity.

Teacher Professional Identity

Largely theoretically rooted in psychology and sociology, scholarship on teachers' professional identity formation emerged nearly three decades ago (Beijaard et al., 2004), and is situated in a broader tradition of scholarship focused on teacher socialization (e.g., Lortie, 1975; Zeichner & Gore, 1990). Drawing on this broader body of scholarship, Beijaard et al. (2004) define teacher professional identity as "an ongoing process of integration of the 'personal' and 'professional' sides of becoming and being a teacher" (p. 113). Professional identity formation is a form of *professional socialization* insofar as professional identity formation is "a process of becoming a member in a defined group of practitioners with specific skills" (Battey & Franke, 2008, p. 128). Sachs (2005) expands: "Teacher professional identity then stands at the core of the

teaching profession. It provides a framework for teachers to construct their ideas of ‘how to be’, ‘how to act’, and ‘how to understand’ their work and place in society” (p.15). As Connelly and Clandinin (1990) write, professional identities are one’s “stories to live by” (p. 2). They provide “a narrative thread or plot line that educators draw on to make sense of themselves and their practice” (Phelan, 2000, p. 288). Importantly, teachers’ professional identities are fluid and may shift throughout their careers (Day et al., 2006). In their literature review of teacher professional identity, Beijaard et al. (2004) propose four defining aspects of professional identity: (1) it is an *ongoing process*, (2) it is *socially situated*, (3) it is composed of *sub-identities* which may or may not be “harmonious” with one another, and (4) it builds off of a constructivist view of teacher learning and posits that teachers have *agency* in their professional development (Beijaard et al., 2004). Importantly, teachers’ professional identities are not *separate* from their knowledge, but rather developing professional knowledge may iteratively shape teachers’ identities (Franke & Kazemi, 2001, as cited in Battey & Franke, 2008).

Although scholarship on teacher professional identity has gained traction as a research domain, the construct of teacher professional identity is not consistently conceptualized or operationalized in the field in existing scholarship (Beijaard et al., 2004; Rus et al., 2013), which has created both conceptual and methodological challenges for studying it in practice (Garner & Kaplan, 2019). Further, measures of professional identity are inconsistent in which dimensions they include (Beijaard et al., 2004). Recent work has called for the development of more innovative methods for studying teachers’ professional identity (Hong et al., 2024). I seek to contribute to empirical approaches for studying teacher professional identity. To theoretically ground this present analysis, I build upon a previous qualitative study of teacher professional identity (Author, 2024a), which suggests that there are four central domains to teacher

professional identity: (1) self-efficacy, (2) professional commitment, (3) professional integrity, and (4) beliefs about the teaching profession. These first two domains of professional identity have been widely integrated into other frameworks of teacher professional integrity. These frameworks posit that teachers' professional identities are shaped by how *effective* they feel in their practice and how *committed* they are to their roles (Canrinus et al., 2011; Hong, 2010; Perera & John, 2020). As with teachers' professional identities more broadly, neither of these sub-domains are fixed but rather are likely to shift over a teacher's career.

The other two domains of teacher professional identity—professional integrity and beliefs about the teaching profession—are particularly important to consider in the current policy environment shaping teaching. As political attacks and public scrutiny over teachers' work mount, teachers have been leaving the profession (Hart Research & Matthews, 2022). Traditional accounts for teacher turnover often point to the organizational working conditions of teachers' workplaces as the key driver of teacher attrition (e.g., Ingersoll, 2001; Simon & Johnson, 2015). However, the contemporary attacks on the teaching profession have been largely targeted—frequently focusing on how teachers engage with questions of race and ethnicity, and other dimensions of personal identity, in the classroom. Many teachers enter the profession with moral commitments to their work and a desire to be change agents in an inequitable system. Scholarship on teacher professional integrity suggests that even the most committed and experienced veteran teachers may leave the profession if they believe they cannot work ethically in the current system (Santoro, 2021). In this way, a teacher's professional integrity—or teachers' sense that they can teach in ways that are aligned with their ethical commitments in the profession (Santoro, 2011)—is foundational to their professional identity more broadly. Therefore, for teachers who enter the profession seeking to be change agents in the system, their

professional integrity may be threatened by the current political environment related to teaching if they are unable to find a pathway towards working ethically in their roles.

Finally, teachers' beliefs—i.e., both their ontological and epistemological beliefs, as well as their more general beliefs about their roles and the nature of their work (Garner & Kaplan, 2019; Vivek Vidović & Domović, 2019)—are a key domain of their professional identity. Given that beliefs are such an all-encompassing construct, previous scholarship has focused on a range of different dimensions of teachers' beliefs. In this study, I specifically focus on one particular domain of teachers' beliefs: teachers' *culturally responsive beliefs* (Comstock et al., 2023), i.e., the teachers' beliefs about the role of culturally responsive (CR) teaching in their work. I make this decision for several reasons. First, given the salience of political debates over the role of race and ethnicity in instructional policy today, I am specifically interested in investigating the extent to which teachers' beliefs about the role of culturally responsive (CR) teaching may be shaped by deeper institutional logics of teaching. Second, previous scholarship has found that this dimension of teachers' beliefs is particularly salient to teachers' professional identities in the present national context and is deeply related to their professional integrity (Author, 2024a). In this way, teachers' CR beliefs reflect the extent to which teachers see themselves as change agents (concerning racial equity), and their professional integrity captures the extent to which they believe the current system allows them to retain their moral vision toward their work. Together, examining teachers' beliefs about culturally responsive teaching alongside their professional integrity, professional commitment, and self-efficacy, may provide deeper insight into how the contemporary policy environment shaping teachers' work may also shape how teachers construct their professional identities.

Bridging Institutional Logics and Teacher Professional Identity

Taken together, theory on institutional logics and teacher professional identity provides the ideal framework through which to examine how teachers' conceptions of their roles may be rooted in the institutionalized contexts of their work. Theory suggests that the broader logics matter insofar as they shape the professional identities of those on the frontlines of the systems, such as teachers (Woulfin et al., 2022). In this view, logics structure “the identities of professionals and how professionals adopt (or reject) identities from logics amid reform efforts” (Woulfin et al., 2022, p. 30). Professional identity acts as the bridge between institutional logics and organizational and individual behavior (Bévort & Suddaby, 2016; Lok, 2010). This understanding is consistent with the view that cultural institutions can only persist insofar as organizations and individuals “adopt a unified set of beliefs and routinely behave in accordance with those beliefs” (Bévort & Suddaby, 2016, p. 19). Individuals subjectively interpret broader institutional forces based on their own prior beliefs and schemas (Bévort & Suddaby, 2016), and logics “provide actors with vocabularies, values, and beliefs that influence individual identities” (Kyratsis et al., 2017, p. 613). Teachers may also face multiple, potentially competing demands from the institutional environment, which may be a source of internal conflict (Bridwell-Mitchell & Sherer, 2017). Though I do not specifically study teacher practice in this study, I posit that understanding the link between institutional logics and individual behavior requires a better understanding of the potential role of individual identity in mediating that relationship and seek to investigate this relationship in the context of K-12 teachers.

Methodology and Design

In this study, I surveyed 950 in-service K-12 teachers across four US states. The survey includes one set of items related to *institutional logics* (i.e., teachers' institutionalized

conceptions of their roles), and another related to *teacher professional identity*. I begin by conducting exploratory and confirmatory factor analyses to refine the measures, then conduct a latent profile analysis to surface a typology of teacher professional identity, and descriptively examine the extent to which institutional logics predict these teacher professional identity types. In what follows, I describe the study design, data, methods, and potential limitations of this study in greater detail.

Survey Recruitment Platform and Sample

I contracted with *Centiment*, a third-party survey platform, to administer an internet-based survey to a sample of PK-12 teachers across four states: California, Florida, New York, and Texas. Similar to other commercial survey platforms, *Centiment* facilitates the recruitment of respondents from their broader panels based on the set of selection criteria I provided them (i.e., PK-12 teachers in the selected four states) and compensates participants for their participation in each survey (Centiment, n.d.). Survey research through such commercial platforms (e.g., *MTurk*, *CloudResearch*, *Centiment*) has grown more common in social science research in recent years (e.g., Haderlein, 2022; Henderson et al., 2015; Valant & Newark, 2016; Quinn et al., 2019) as a cost-effective approach for reaching large samples, while maintaining the integrity of responses and sampling quality (Haderlein, 2022; Zhang & Gearhart, 2020).

I chose to limit survey administration to teachers within particular states, rather than survey a national sample of teachers because teaching is a “local profession,” and policies related to teaching and teacher education (e.g., standards regarding certification, instructional policies, accreditation policies, etc.) can vary significantly between states (Boyd et al., 2008, p. 320). Given that institutional logics are rooted in and act through such societal structures, such as policy (Bridwell-Mitchell & Yurkofsky, 2023; Russell, 2011), I employed a purposive, criterion-

based sampling strategy, designed to identify states that reflect a range of institutional logics of teaching. Accordingly, I included states whose regulatory environments related to teaching and teacher education, as well as the instructional policies shaping teachers' work, vary. I include New York and California, which have highly *regulated* environments, and Texas and Florida, which have a highly *de-regulated* policy environment concerning teaching and teacher education (See Appendix A for full decision criteria). Additionally, given the political salience of debates over whether race and equity should be part of the K-12 curriculum, I also identified states with a range of instructional policies related to race and equity—including two states that have recently banned diversity, equity, and inclusion (Texas and Florida) and two states which have state-level policies supporting culturally responsive teaching and/or ethnic studies (New York and California). Importantly, the goal of this present analysis was not to identify a causal relationship between these state policy contexts and teachers' professional identities; rather, I sought to sample states that varied in the domains of policy which I expected to be most salient in teachers' professional identities.

In total, 1,136 teachers took the survey. I dropped all respondents from the final sample who failed an attention question ($n=53$), as well as those who did not fully complete the survey ($n=133$). This resulted in a final sample of 950 teachers (Table 1). The demographics of the final sample are largely consistent with national trends in the US teacher workforce (National Center for Education Statistics, 2023). For example, the final sample is majority White and female; however, aligned with the demographics of the states surveyed in the study, the sample is relatively more racially/ethnically diverse than the national teacher workforce. Notably, the teachers in the study sample have slightly lower levels of educational attainment than the national average (i.e., 51% of teachers hold a master's degree nationally, whereas 35.6% of

teachers hold one in my sample) (National Center for Education Statistics, 2023). Though the sample is not intended to be nationally representative, the demographics of the sample roughly mirror national trends.

[Table 1 here]

Procedures

Prior to survey administration, I conducted cognitive interviews with five in-service teachers to examine the clarity of my full set of survey items (Desimone & Le Floch, 2004). Given the complex theoretical nature of the issues I am attempting to study, I leveraged the feedback from these interviews to refine the clarity of my survey items. I additionally conducted expert interviews with education scholars to refine my items related to institutional logics to ensure that the content of these items was valid and accurately reflected the theoretical constructs they were designed to represent (Gehlbach & Brinkworth, 2011). The final survey was administered online to teachers in September through October 2023 and took respondents approximately 10-15 minutes to complete. At the beginning of the survey, respondents were notified that the purpose of the study was to examine how they conceptualize their professional identities as teachers.

Measures

This analysis leverages data from a survey in which teachers reported on various dimensions of their professional identities and conceptions of their roles as teachers (See Appendix B for full survey protocol). To capture how teachers' conceptions of their roles may be rooted in institutional logics, I developed an original measure, which I term *teachers' institutionalized conceptions of teaching*. I additionally included existing measures related to the key domains of teacher professional identity—professional commitment, self-efficacy, and

culturally responsive (CR) beliefs— and developed an original measure of professional integrity to identify latent teacher professional identity types. In what follows, I briefly describe each measure and list all of the associated survey items in Tables 2 and 3.

Institutionalized Conceptions of Teaching. I developed a set of measures focused on teachers' institutionalized conceptions of their roles—i.e., the institutional logics of teaching. I developed these items grounded in Thornton and Ocasio's (1999) argument that "institutional logics comprise a set of implicit rules of the game that regulate which issues, strategic contingencies, or problems become important in the political struggle among actors in organizations" (p. 806, as cited in Bridwell-Mitchell & Sherer, 2017). For each major cultural institution (i.e., bureaucracy, professions, markets, democracy, religion, family), I built items based on Thornton (2004)'s "ideal types" of institutional logics, which identify the key characteristics which define a given institutional logic (e.g., the source of authority, source of expertise, and role type). These ideal types are a schema used to empirically examine how each cultural institution manifests in practice within particular organizational fields (Thornton & Ocasio, 2008). Theory suggests that institutional logics vary across a few domains, including the underlying beliefs about what the appropriate source of authority is and where expertise lies (Thornton & Ocasio, 2008). Building on previous work on the institutional logics of teacher education (Author, 2024b), I also posit that the logics of teaching may also reflect different underlying conceptions of the purposes of teaching (i.e., *role* types). Grounded in previous scholarship adapting these ideal types to various organizational fields (Thornton & Ocasio, 2008), I developed a set of survey items associated with each core cultural institution and a set of propositions of how logics may inform teachers' conceptions of their roles. Notably, Table 2 represents the initial measures I included in the survey; however, it does not represent the set of

items included in the final survey measure I developed. I present the items included in the final factors in the results (Table 4). As I discuss in the results, not all of the items were included in the factors that emerged in the exploratory factor analysis.

[Table 2 here]

Professional Commitment. I adapted a section of Meyer et al.'s (1993) scale of professional commitment, originally focused on nurses' professional commitment, to instead focus on teachers' professional commitment. The original item included three separate domains—*affective commitment*, *continuance commitment*, and *normative commitment* (Meyer et al., 1993); however, I only use the items related to *continuance commitment* (i.e., how committed teachers are to stay in the profession), as those items were the ones most strongly aligned to theories of teacher professional identity (Table 3). The 5-item scale ($\alpha = 0.87$) includes items such as “It would be too costly for me to change my profession now” and “There are no pressures to keep me from changing professions” and uses a 7-point agreement response scale ranging from *strongly disagree* (1) to *strongly agree* (7).

Culturally Responsive (CR) Teaching Beliefs. I adapted this 7-item scale ($\alpha = 0.80$) from previous scales focused on teachers' perceptions and expectations of culturally responsive (CR) teaching (Comstock et al., 2023; Phuntsog, 2001; Siwatu, 2007) to capture teachers' beliefs about the role of culturally responsive (CR) teaching in their work. This scale captures the degree to which teachers find it appropriate to adopt CR teaching practices. This scale includes items such as “It is not appropriate to talk about race in the classroom” and “Questioning one's beliefs about teaching and learning is a critical part of culturally responsive teaching” (Table 3) and is a 5-point agreement response scale, ranging from *completely disagree* (1) to *completely agree* (5).

Self-efficacy. To measure teachers' sense of self-efficacy, I employed Tschannen-Moran & Hoy's (2001) validated Teachers' Sense of Efficacy Scale (TSES) ($\alpha = 0.90$). This scale theoretically builds upon Bandura's (1977) construct of self-efficacy and Rotter's (1966) social learning theory and focuses on teachers' self-efficacy around a range of teaching practices (e.g., classroom management, student engagement, and instructional strategies) (Table 3). The scale includes items such as "How much can you do to control disruptive behavior in the classroom?" and "To what extent can you provide an alternative explanation or example when students are confused?" I use the short-form 12-item version of the scale, which is a 5-point confidence scale ranging from *nothing* (1) to *a great deal* (5).

Professional Integrity. Previous scholarship suggests that teacher professional integrity must be included in frameworks of teacher professional identity (Author, 2024a); however, there was no existing scale, to my knowledge, that captures this particular construct. Accordingly, I developed an original scale ($\alpha = 0.84$) to measure teacher professional integrity, grounded theoretically in Santoro's (2011, 2013, 2021) philosophical framework for teacher professional integrity. Aligned with Santoro's framework, the scale includes items such as "I am able to act in the best interest of my students in my current role as a teacher" and "My personal beliefs and my daily actions as a teacher are aligned in my current role as a teacher" (Table 3). The 6-item scale has a 5-point agreement response scale ranging from *strongly disagree* (1) to *strongly agree* (5). I report findings on the validity of the construct (i.e., of the confirmatory factor analysis) in my results.

[Table 3 here]

Teacher Background. To both describe the overall sample and the typologies that emerge from the latent profile analysis, I additionally included a set of questions about teachers'

demographics and school contexts (as synthesized in Table 1). These include questions regarding topics such as teachers' gender and racial identities, years of teaching experience, and school locale (i.e., rural, suburban, or urban). I constructed three dichotomous dummy variables to classify the teacher profiles: (1) *novice teacher* (to designate a teacher with 3 or fewer years of experience), (2) *veteran teacher* (to designate a teacher with 15 or more years of experience) and (2) *white teacher* (to designate teachers who identify as white). I focused on these particular dimensions of teachers' backgrounds, given previous scholarship suggesting that teacher experience and race/ethnicity may shape teachers' approaches to instruction—especially their use of culturally responsive teaching practice (Comstock et al., 2022).

Analytic Approach

The goals of this paper were to: (1) develop a measure to capture the institutional logics of teaching (i.e., teachers' institutionalized conceptions of their roles), (2) identify a typology of teacher professional identity, and (3) examine the extent to which logics are associated with teachers' professional identities. To that end, I engage in the following 4-stage analytic process.

Variable Construction: Institutional Logics. To answer the first research question, I developed a set of survey items related to how institutional logics shape teachers—i.e., *institutionalized conceptions of teaching* (Table 2). Following previous empirical work operationalizing logics into measures, I conducted an exploratory factor analysis (EFA) to determine if teachers' conceptions of their roles can be described by underlying factors, that are associated with institutional logics (Bridwell-Mitchell, 2013). To determine whether or not to nest the data to account for potential clustering at the state level in this EFA, I compute the ICC values for each item included in the EFA. None of the ICC values were greater than 0.010—suggesting that no more than 1% of the variation in these items can be attributed to variation at

the state-level, so I do not nest the data. I developed the original items based on Thornton's (2004) "ideal types," and included items related to each of the six primary cultural institutions: family, markets, democracy, bureaucracy, professions, and religion. Given previous empirical scholarship on how multiple institutional logics can coalesce to shape teachers work (e.g., Bridwell-Mitchell, 2013; Bridwell-Mitchell & Sherer, 2017), I entered these analyses with the hypothesis that multiple underlying cultural institutions might coalesce in the same factors and used a model with oblique promax rotation because I expected the factors to be correlated (Hendrickson & White, 1964). I iteratively tested models, dropping factors with low factor loadings (i.e., below 0.40) (See Appendix C for the factor loadings from the full set of tested models). In the final model, each of the 16 items loaded on a single factor. The full results of the factor analysis are reported in the first section of the findings.

Variable Construction: Professional Integrity. Though there is an existing validated measure of *teacher demoralization* (Carlson-Jaquez, 2016), which is also rooted in Santoro's work, there was no existing measure of *teacher professional integrity* to my knowledge. Accordingly, before conducting the latent profile analysis with the teacher professional identity measures, I first had to construct an original measure for teacher professional integrity, grounded in Santoro's (2011, 2013, 2021) theoretical work. Because I expect for there to be a single factor for professional integrity, as there is only a single domain of professional integrity articulated in Santoro's framework, I conduct a confirmatory factor analysis (CFA) of these items. The CFA results confirm that a single-factor model fits the data (root mean square error of approximation [RMSEA] = .029; p of close fit [PCLOSE] = .935; parsimony-adjusted comparative fit index [PCFI] = .994; Tucker–Lewis index or non-normed fit index [TLI/NNFI] = .990).

Latent Profile Analysis. To address the second research question regarding how teachers conceptualize their professional identities, I conducted a latent profile analysis (LPA), drawing on the survey measures of domains of teacher professional identity (i.e., professional commitment, self-efficacy, CR beliefs, and professional integrity). Unlike factor analysis, which is a “variable-centered” approach, LPA is a “person-centered” approach, which centers variation at the individual-, rather than construct-level (Jung & Wickrama, 2008, p. 303). More specifically, LPA is a type of mixture modeling that considers the extent to which individuals vary across a set of continuous survey items and tests the fit and significance of “latent profiles” across those individuals (Rangel et al., 2019; Urick & Bowers, 2014). These latent profiles can then be interpreted to derive a typology of teacher professional identity. Given the complex and dynamic nature of teacher professional identity, leveraging LPA offers a way to center the individual as a unit of analysis and consider how the various items within each sub-domain of teacher professional identity operate alongside one another. Because each of the measures relied on different scales, I standardized all of the items before conducting the LPA. I employed the tidyLPA package in R to conduct the LPA (Rosenberg et al., 2020). An analytic hierarchy process suggested that a three-class model fit the data well ($p=0.01$, AIC = 6567.40, BIC = 6659.67), so I interpret the three-class model (Akogul & Erisoglu, 2017). Using the three-factor model, I then identify the profile assignment for each teacher in my sample to use in the following descriptive analyses.

Descriptive Analyses. Finally, I am interested in examining the relationship between the institutional logics that teachers call upon—i.e., their institutionalized conceptions of their roles—and their professional identity types. To that end, I leveraged ordinary least squares (OLS) regression models to predict the influence of each of the logics (i.e., which surface from

the EFA) on teachers' professional identity types (i.e., the profiles that emerge from the latent profile analysis). To operationalize teachers' reliance on institutional logics in each of the three models, I followed the model of previous scholarship (e.g., Bridwell-Mitchell, 2013; Bridwell-Mitchell & Sherer, 2017) and took teachers' standardized factor loading scores on each factor (i.e., of the measure *institutionalized conceptions of teaching*) as an indicator of their reliance on a particular logic. Given the moderate correlation between the factors (Figure 1), this approach accounts for the same teachers being shaped by multiple institutional logics. Using this approach, respondents' factor loading scores represent "the probability that a respondent references a particular logic," given patterns in how they describe their roles (Bridwell-Mitchell & Sherer, 2017, p. 7). The dependent variable in the model is the categorical variable (1-3) assigning teachers to the profile they are most likely to hold according to the LPA.

Limitations

First, this study is not, nor is intended to be, an exhaustive account of teacher professional identity representative of all US K-12 teachers, so these findings should be interpreted as such. I sample states to capture variation in the regulatory environment and instructional policies to capture a range of logics shaping teachers' professional identities across the US. Given the local nature of the teaching profession (Boyd et al., 2008), it is likely that there are many other policy domains shaping the logics of K-12 teaching in the US. Therefore, future work should explore the institutional logics of teaching in contexts distinct from the ones studied in this present analysis. Second, conducting a CFA of the *institutionalized conceptions of teaching* measure with another sample of teachers would help externally validate the measure (Hurley et al., 1997). Given the study sample size, I was unable to split the sample to conduct both exploratory and confirmatory factor analyses while being able to detect the identified effects with sufficient

power. Further work is necessary to externally validate my measure of institutionalized conceptions of teaching. Third, a general limitation of latent class and profile analysis is that the method may be unable to detect low-prevalence groups (Nylund-Gibson et al., 2023). This problem is mitigated by the relatively large size of my sample; however, given that the study population of interest is K-12 teachers nationally, it is likely this sample was still insufficient to detect all relevant profiles across the full population. Fourth, though I conducted both cognitive interviews and expert interviews to refine my items related to institutional logics, it is possible that not all of these items fully capture the various ways in which each potential cultural institution may come to shape teachers' conceptions of their roles. If so, I may underreport the salience of particular logic as a function of how I measured those items, rather than as a function of the true influence of those logics on teachers' professional identities. Fifth, I chose to specifically focus on teachers' beliefs related to culturally responsive teaching; however, there are a range of other beliefs that may shape their professional identities. I had to make strategic decisions about how to focus on one particular area of teacher beliefs, given the methodologies I employ in this paper, and provide a rationale for why this area of beliefs is particularly salient given the contemporary political context. However, other work should continue to explore other domains of beliefs that shape teachers' professional identities.

Findings

The results of these analyses suggest that teachers are guided by three primary institutional logics: an *accountability* logic, a *democratic* logic, and a *moral calling* logic. The following findings suggest that how teachers conceptualize their roles is rooted in the broader institutional environments of schools. Further, I find evidence of three distinct teacher professional identity profiles that are shaped by these broader institutional logics. Together, these

findings provide evidence that teachers' professional identities are associated with the institutional contexts of their work. In what follows, I begin by presenting the findings from the exploratory factor analysis of institutionalized conceptions of teaching, then present the typology of teacher professional identity which results from the latent profile analysis. I conclude this section with the findings of the regression models predicting the influence of institutional logics on teacher professional identity.

Institutionalized Conceptions of Teaching

The first research question sought to identify whether institutional logics guide teachers' underlying conceptions of their roles. To answer this question, I conducted exploratory factor analyses (EFA) on the items related to teachers' self-reported institutionalized conceptions of their roles. As I describe in the Methods section, I derived these items from theoretical scholarship and included items related to each of the six major cultural institutions, with the hypothesis that multiple institutional logics may coalesce together, based on previous scholarship (e.g., Bridwell-Mitchell, 2013; Bridwell-Mitchell & Sherer, 2017). Consistent with that hypothesis, the results of the EFA provide evidence for a three-factor solution representing institutional logics. More specifically, I find that teachers' conceptions of their roles are guided by three such institutional logics: (1) an *accountability* logic, (2) a *democratic* logic, and (3) a *moral calling* logic (Figure 1). Table 4 summarizes the final items included in each of the three factors, to provide greater context on the following findings.

[Table 4 here]

Accountability Logic. The first factor that emerged focused on the various external bureaucratic pressures that teachers felt were shaping and/or constraining their work. Notably, the items that loaded onto this factor drew from the cultural institutions of the bureaucracy,

professions, and democracy. For example, the accountability logic emphasizes the roles of pressures teachers experience from the *union* (i.e., a professional body), the *district and/or state* (i.e., a bureaucratic body), and *the community* (i.e., a democratic body) in shaping their work. Conceptually, these items are aligned insofar as they are all focused on the external forces of accountability that teachers may experience shaping and/or constraining their work. The existence of an accountability logic of teaching is well-grounded in previous scholarship, which has documented the rise of accountability and bureaucratization in both the fields of teaching and teacher education (e.g., Anagnostopoulos & Schneider, 2023; Cochran-Smith, 2021; Mehta, 2013). This work contributes to those previous findings by documenting how teachers internalize those broader accountability pressures within their conceptions of their roles.

Democratic Logic. The second factor focused on learning from and serving the local community toward democratic aims. The items that loaded onto this factor drew from the cultural institutions of democracy, family, and professions. For example, the democratic logic emphasized the role of preparing students as citizens and situating teaching in knowledge from the community. This logic is therefore largely resonant with calls in the field to democratize teaching by situating expertise in the community (e.g., Zeichner et al., 2015). In contrast to the items associated with an accountability logic, the items related to a democratic logic were more focused on teachers' internal sense of accountability to society—rather than more external pressure (e.g., from their union, colleagues, or community) to be a particular type of teacher. Interestingly, the item related to developing one's knowledge through professional development, which I initially developed to be aligned with a professional logic, also loaded onto this factor. This perhaps suggests that teachers' views about drawing on community expertise coalesced with their views about drawing on professional knowledge as well—aligned with the field's calls

for democratic professionalism (Zeichner, 2020). In other words, teachers who saw the need to develop their content and pedagogy through professional development also saw the need to learn from the funds of knowledge in their community, suggesting a potential fluidity between professional and democratic knowledge when it comes to how teachers view expertise.

Moral Calling Logic. Finally, the third factor that emerged focused on teachers' moral calling to teach. The items that loaded onto this factor drew from the cultural institutions of religion and family. For example, this logic included items focused on teachers' desire to uphold tradition and live according to their personal moral and/or religious convictions. This conception of teaching as a "moral craft" (Tom, 1984) is resonant with a wide body of scholarship that has positioned teaching as moral work and/or a moral vocation (e.g., Hansen, 1993; Santoro, 2011). This conception is also resonant with the public perception which has persisted over much of American history that teaching is mission-oriented work, which teachers are called by some higher power to do (Goldstein, 2014). Though each of the three factors has a low to moderate correlation with the others, it is perhaps notable that the *accountability logic* and the *moral calling logic* had the lowest correlations (Figure 1). Given that calls to position teaching as a moral calling have frequently historically been leveraged to de-professionalize the teaching profession (Goldstein, 2014), this work may provide some evidence that teachers may also internalize these two views of teaching as in tension with one another in practice.

It is also instructive to consider which initial items did *not* load onto any of the identified factors and to consider the potential logics that may not be salient in how teachers conceptualize their roles. I included items in the analysis aligned with each of the six primary cultural institutions of focus within institutional theory (i.e., family, markets, democracy, bureaucracy, professions, and religion) to allow the logics that were most deeply institutionalized within

teachers' role conceptions to empirically emerge through the analyses. Notably, *all* of the items I included in the models related to a market logic had low factor loadings and did not align with any of the salient logics that emerged, whereas, all of the other five institutions were reflected in the final logics which emerged from the factor analysis. Although previous scholarship has documented that a market logic is highly prevalent in the organizational fields of teacher education (Author, 2024b) and K-12 instructional reform (Bridwell-Mitchell & Sherer, 2017), these findings suggest that a market logic is potentially less salient in how in-service teachers ultimately conceptualize their professional roles. Notably, previous scholarship documenting the prevalence of market logics has focused on how the reform contexts of teacher education and teaching, respectively, come to shape teachers' views of the field—centering the *reform environment* as central domain of logics. However, this piece instead turns to the micro-level—centering how teachers conceptualize their roles. Though I argue that these role conceptions are shaped by the macro-level, institutional contexts teachers are embedded within, these findings suggest that teachers may view market logics as salient *external* conditions shaping their work but have not internalized those logics as strongly in their internal conceptions of their roles. Further work should continue to explore this finding to determine whether these findings reflect the design of the measures themselves—e.g., if the items related to market logics did not effectively capture how market logics may shape teachers' conceptions of their roles—or an empirically significant finding.

[Figure 1 here]

Teacher Identity Types

The goal of the second research question was to identify a typology of teacher professional identity, based on the domains of teacher professional identity in my conceptual

framework (i.e., CR beliefs, professional commitment, professional integrity, self-efficacy). The results of the LPA suggest that a three-class model fits the data well ($p=0.01$, AIC = 6567.40, BIC = 6659.67). Based on the differences in teachers within each profile's domains of teacher professional identity, I describe the three resulting teacher profiles as: (1) *empowered change agents*, (2) *demoralized disengagers*, and (3) *demoralized change agents*. The majority of the sample (78%) were identified as *empowered change agents*, followed next by 12% of the sample identified as *demoralized disengagers*, and only 9% were identified as *demoralized change agents*. Figure 2 synthesizes the raw item-level averages in teacher responses within and across each domain of professional identity, and Table 5 synthesizes the distinguishing features of each profile. In what follows, I briefly describe each profile in greater detail.

[Figure 2 here]

[Table 5 here]

The teachers associated with the first profile—*empowered change agents*—were termed as such because they reported high CR beliefs, high professional commitment, high professional integrity, and high efficacy. In other words, these teachers were highly committed to their work and held strong beliefs about their roles as culturally responsive teachers. This profile group is nearly equally distributed across the four states, with an equal proportion of teachers in this group in each state.

The teachers associated with the second profile—which I term *demoralized-disengagers*—have very low CR beliefs, low professional commitment, low professional integrity, and low self-efficacy. In this way, this profile is nearly the opposite of the first profile: they are highly demoralized and do not see themselves as change agents (in terms of culturally responsive practices). Notably, disproportionately more teachers in California (28%) and Florida

(26%) are identified as demoralized disengagers, relative to those in New York and Texas (Table 5). Additionally, disproportionately fewer novice teachers are identified as demoralized disengagers than the other two profiles.

Finally, the teachers associated with the third profile—which I term *demoralized change agents*—display high CR, mixed levels of professional commitment, low professional integrity, and low self-efficacy. The item-level plots reveal that, whereas these teachers feel highly committed along some domains (e.g., they feel there is pressure keeping them from changing their professions), they feel less committed along other domains (e.g., they feel they have put too much into the teaching profession to consider changing roles now). Perhaps this discrepancy suggests that, internally, they do not feel committed to staying in the teaching profession, but, externally, some pressures are inhibiting them from leaving their roles. These teachers are similar to *empowered change agents* insofar as they hold high CR beliefs; however, they report feeling less effective and more demoralized (i.e., they report lower levels of professional integrity) in their roles. I find that this teacher profile is composed of disproportionately more female teachers and teachers of color. Additionally, amongst the two profiles of teachers who were change-agents, there were disproportionately much fewer novice teachers who were demoralized (9% versus 15%). This is conceptually aligned with literature on demoralization—that is, teachers may have more opportunities to become demoralized about their work the longer they stay in the profession. Notably, there are more disproportionately demoralized change agents in Florida (37%) and there are disproportionately fewer of these teachers in New York (17%). Across the four states, there are disproportionately more *demoralized change agents* in rural schools. Given these differences, these findings raise the question of the extent to which

these professional identity types may be shaped by the institutional environments within which teachers are operating.

How Logics Relate to Teacher Professional Identity

Finally, bridging the two previous sets of findings, I examined the extent to which the emergent teacher professional identity types were associated with the underlying institutional logics using ordinary least squares (OLS) regression models. The goal of this stage of analysis was to consider the extent to which teachers' professional identity types were associated with their institutionalized conceptions of their roles. As I expected, I found evidence that teachers' professional identity types are associated with the underlying logics guiding their work (Table 6). In what follows, I describe these patterns in greater detail.

[Table 6 here]

First, I found that having a professional identity grounded in the accountability logic was negatively associated with being an *empowered change agent* and a *demoralized disengager*, relative to the comparison group (i.e., demoralized change agents). In other words, having a professional identity grounded in the accountability logic was more positively associated with being a demoralized change agent. This suggests that the accountability pressures shaping teachers' work were associated with teachers who saw themselves as change agents (i.e., when they held strong CR beliefs) feeling demoralized. This finding is aligned with a tradition of previous scholarship positioning high-stakes accountability pressures as the source of teachers' demoralization (Carlson-Jaquez, 2016; Santoro, 2011; Nieto, 2009; Wronowski, 2021). Second, I found having a professional identity grounded in a democratic logic was negatively associated with being classified as a *demoralized disengager*, relative to both the other two identity profiles (which both had high CR beliefs). In other words, conceptualizing teaching as democratic work was associated with teachers holding stronger views of

themselves as change agents (as reflected by their CR beliefs). This finding may suggest that teachers' CR beliefs are rooted in a desire to serve their community and society. Finally, I found that having a professional identity grounded in the moral service logic was positively associated with being classified as an *empowered change agent*, relative to those who were demoralized change agents. In other words, among those teachers with high CR beliefs, seeing teaching as moral service was associated with teachers feeling more empowered in their roles (i.e., they reported higher self-efficacy, professional commitment, and professional integrity). Though future work should investigate the other factors potentially mediating teachers' sense of efficacy, commitment, and integrity (e.g., their school-level working conditions), this finding suggests that, when teachers view teaching as a moral service, they may feel more empowered in their roles. Per earlier qualitative work on teacher professional identity (Author, 2024a), this finding may have to do with the fact that teachers who primarily view their work as highly moral work may have a more idealistic view of their roles. Together, these findings provide evidence that the institutional logics that shape teachers' conceptions of their roles are associated with their professional identities. The use of LPA to identify profiles of teacher professional identity provides important nuance to this analysis, by helping identify the particular dimensions of teachers' professional identities most strongly associated with each logic respectively.

Discussion

One of the central challenges of education reform is that the underlying beliefs, practices, and norms that underlie our education system are both deeply ingrained and can be challenging to shift (Cuban, 1984; Tyack & Tobin, 1994). Educational reforms frequently fall short because they focus on transforming *structures*, without effectively supporting shifts in the “shared norms, knowledge, and skills of teachers” that underlie those structures (Elmore, 1995, p. 26).

Understanding the possibilities of instructional reforms therefore requires understanding the power, and nature, of the deeply institutionalized beliefs, practices, and norms that underlie our education system and shape teachers' work. Despite the robust body of scholarship examining how the broader educational reform context shapes the work of teachers (e.g., Coburn, 2004; Cohen & Ball, 1996; Cuban, 1990; Datnow, 2020; Little, 2003; Russell & Bray, 2013), less work has examined how the reform environment reaches teachers' professional identity. In this study, I explore this relationship to advance our understanding of how teachers' conceptions of their roles are *institutionalized* and rooted in the professional norms of the field. Given the centrality of teacher professional identity to teacher practice, understanding how the institutional environment teachers operate within may be shaping and/or constraining teachers' images of themselves as professionals may be critical to understanding the possibilities of transforming the teaching profession.

To that end, this paper significantly advances conceptual and methodological understandings of how teachers conceptualize their professional identities and the extent to which those professional norms extend across diverse policy contexts in the US. The findings of this analysis suggest that teachers' professional identities are rooted in the broader norms in the field, so instructional reforms which seek to shift teacher practice must move beneath the surface to the deeper professional norms of the field. This finding is aligned Bridwell-Mitchell's (2015) conceptualization of teachers as "institutional agents," whose "day-to-day instructional choices shape the implementation of reform and thus persistence or change of institutionalized instructional practices" (p. 141). These findings are consistent with previous field-level work examining the broader logics of teacher education (Author 2024b), which has found that professional, bureaucratic, and democratic logics are significant to the field of teaching and

teacher education. However, unlike this previous work, I do not find evidence that a market logic is salient to how teachers conceptualize their roles. This finding is surprising, given the expansive rise of market-based reforms in education over the past several decades (Chubb & Moe, 1999; Horsford et al., 2016; Ladd, 2002). As noted earlier, this may be because teachers do not *internalize* those particular institutional pressures associated with market-based reforms, even if those pressures are salient at the level of policy. Further work is necessary to confirm whether this finding is a function of how I captured the market logic in my measure of *institutionalized conceptions of teaching*, or if this is more widely true empirically. It is also possible that market logics would be more salient to teachers working in particular organizational and/or state policy contexts not captured in the present study.

By identifying the ways in which teachers' professional identities are rooted in the deeper professional norms of the field, this study also suggest important implications for both policy and practice. In particular, the findings of this study suggest that accountability logics are associated with teachers who see themselves as change agents (i.e., hold strong CR beliefs) being *demoralized*. Conversely, democratic and moral calling logics are associated with teachers who see themselves as change agents being more empowered and effective. These findings suggest that a strong logic of external accountability may harm teachers' sense of professionalism (e.g., their professional integrity and self-efficacy). On the other hand, teachers report a higher sense of professionalism when they view their roles as in moral or democratic service to their communities. Accordingly, teachers' professionalism is supported by their internal or moral sense of accountability but may be harmed by more external modes of accountability (Francois & Weiner, 2022). This finding adds to an existing body of scholarship documenting how accountability policies may demoralize teachers and drive them out of the profession (Carlson-

Jaquez, 2016; Santoro, 2011; Nieto, 2009; Wronowski, 2021). Given that teachers' demoralization is a key source of teacher turnover (Kraft et al., 2021; Santoro, 2011), understanding the factors shaping teachers' sense of professional integrity is crucial. These findings suggest that teachers' professional integrity may not only be shaped by teachers' working contexts but also by the deeper professional norms that teachers are exposed to and come to internalize. Importantly, these findings do not suggest a causal relationship or a direction in this relationship, so future scholarship should continue to build upon these findings. However, these findings may suggest that helping teachers conceptualize their roles in ways that are grounded in democratic and moral calling logics—rather than one of accountability—may support them in feeling more empowered and effective in their roles.

Building upon these findings, the question becomes: what role can policy play in shifting the taken-for-granted professional norms of teaching? As the professional status of the teaching profession hits its lowest levels in 50 years (Kraft & Lyon, 2024), understanding the pathways towards uplifting the professional status of teachers' work—such that teachers feel effective and able to retain their professional integrity—is of critical importance to the health of the education system more broadly. Previous studies on institutional change in education suggest that short-term policy change alone is insufficient; rather, institutional change—i.e., moving the deeper beliefs at the core of our education system—can be driven by policy, *only* when implemented in a sustained and coherent way (Payne, 2008; Stein & Coburn, 2023). Even still, these findings suggest a few potential pathways forward to more effectively aligning educational reforms with teachers' professional well-being. In particular, these findings suggest that policies that emphasize the external demands over teachers' work (e.g., high-stakes accountability policies) may be less supportive of teachers' professionalism than policies that instead build upon

teachers' commitments to the moral and democratic service to their communities and their students. For example, policies might invest more deeply in community-based partnerships or professional career leaders which position veteran teachers as experts and leaders in their schools and districts. Scholarship on institutional change in education additionally suggests that creating school-level structures which support teacher agency can create the conditions for teachers to transform even deeply institutionalized professional norms (Bridwell-Mitchell, 2015). There have been a range of different efforts in policy and practice to better support teacher agency which may offer promise in this area—e.g., professional associations such as Teach Plus which directly engage K-12 teachers in policy and advocacy efforts. Finding and expanding such pathways that support teachers' professionalism and sense of agency, and allow them to challenge and/or resist professional norms which are driving them out of the profession, could prove critical in addressing the historically low professional well-being of teachers (Kraft & Lyon, 2024) and addressing the growing policy problem of teacher turnover.

Additionally, while the intent of this analysis was not to provide a causal story of how state policy contexts may shape teachers' professional identities, these findings provide preliminary descriptive evidence worth exploring in future work. More specifically, it is interesting that the *demoralized change agents* were disproportionately in Florida, a state that has initiated a range of state-wide policies restricting which topics (e.g., related to race/ethnicity, gender, and sexuality) teachers are legally permitted to teach in recent years; however, both of the other two identity types were nearly equally composed of teachers from each of the four studied states. This raises the question of the extent to which the particular aspects of each respective state policy environment might be associated with, and even driving, these dynamics. Future scholarship might explore how particular policy changes within and across states may be

driving these dynamics. In particular, this study intentionally samples states to reflect a range of potential institutional logics of teaching but does not seek to investigate the influence of particular policies on teachers' professional identities. Future work may therefore build upon these findings and zoom into examining how particular dimensions of state and national policy contexts might be shaping teachers' professional identities.

Methodologically, this analysis offers important contributions to the fields of both institutional theory and research on teaching. First, modeled after previous institutional scholarship in education (e.g., Bridwell-Mitchell, 2013), this piece offers a rigorous empirical approach to studying the dynamics of institutional logics. Particularly given the historic methodological challenge in the field of understanding how various logics “cohere” together (Lounsbury et al., 2021), the survey measure I develop through this analysis related to teachers' institutionalized conceptions of teaching and the associated exploratory factor analysis offers a methodological approach for understanding how logics rooted in distinct cultural institutions may coalesce with one another. The logics of K-12 teaching that empirically emerge from this analysis are largely consistent with previous qualitative work on the reform agendas of teaching and teacher education (e.g., Author, 2024b; Zeichner, 2009). In this way, the measure I develop may be picked up in a range of other study contexts to explore how some external phenomena (e.g., teachers' working contexts, policy, professional development) are associated with teachers' institutionalized conceptions of their roles. For example, future work might examine how these logics of teaching are mediated by their organizational contexts (e.g., schools and districts). Given the finding that teachers do not draw on a market logic in their role conceptions, despite the pervasiveness of market-based reforms in shaping teachers' work, this finding raises the question of whether teachers working across different school contexts (e.g., traditional public

schools, charter schools, and private schools) and district policy contexts may encounter distinct market pressures. Future scholarship may also explore how teachers' working contexts recursively shape their professional identities over time (Everitt & Tefft, 2018). Additionally, future studies might longitudinally use this measure to track how teachers' conceptions of their roles shift over time in response to some external stimulus, such as policy. This sort of study would provide powerful empirical insights into the possibilities of *institutional change* through policy, a phenomenon I do not explore in this study. That is, given the institutional persistence of reforms, a study of this sort might uncover under what conditions policy can shift teachers' taken-for-granted, institutionalized conceptions of their roles.

Second, this work advances methodological approaches for studying teacher professional identity. Given the historic challenges to conceptualizing and empirically studying teacher professional identity (Beijaard et al., 2004; Rus et al., 2013), the LPA approach employed in this analysis provides a more dynamic way to capture variation across domains in teacher professional identity within individuals. As a method, LPA allows for larger-scale, quantitative studies of teacher professional identity, while retaining the important nuance necessary to study the dynamic nature of teacher professional identity. In addition to modeling an approach for more dynamically studying teacher professional identity, this study also contributes a new measure related to teacher professional identity: teacher professional integrity. Given the connection between teachers' professional identities (and, in particular, their demoralization) with their attrition in the profession (Santoro, 2021), this measure offers an important construct for policy researchers to leverage in future scholarship. For example, future studies may use this measure of professional integrity, as well as the measures for the other sub-domains of teacher professional integrity, to better understand the organizational and political factors shaping

teachers' retention. This would extend the fields' understanding of the causes of teacher turnover, which have previously focused on the role of teachers' working contexts—e.g., Ingersoll, 2001; Simon & Johnson, 2015). Centering demoralization in studies of teacher attrition would allow the field to better understand how the political and moral attacks to the profession today may be shaping the teaching profession.

Third, this study also offers suggests new avenues for investigating the relationship between teacher professional identity and practice. Given the previous challenges in scholarship to identify the relationship between teacher identity and practice (Hong et al., 2024; Lutovac & Kaasila, 2019), the measures developed in this study offer an important tool to help explore this relationship. For example, future scholarship may leverage these measures of teacher professional identity longitudinally, alongside measures of teacher practice, to better distill the relationship between teacher professional identity and teacher practice. Though this relationship between beliefs and practice is central to institutional theory (e.g., Bridwell-Mitchell, 2013), it has not been as closely investigated in existing institutional scholarship on K-12 teachers' work. Importantly, future studies investigating this relationship would strongly benefit from looking to existing work in research on teaching for guidance on conceptualizing and measuring teacher *practice*, as the construct of teacher practice is much less rigorously conceptualized in organizational and institutional theory. Bridging work from across research on teaching and organizational theory would offer a much more robust understanding of the relationship between teacher professional identity and teacher practice.

Together, these findings offer deeper insights into the possibilities of educational reform—and, more specifically, the role of teachers in potentially mediating reform. Teachers' professional identities have long been understood to be foundational to their teaching practice.

This work extends this understanding to examine how teachers' professional identities are not only shaped by their personal backgrounds and organizational contexts but are also deeply shaped by the broader institutional pressures of the education system. In examining these dynamics, this study provides a clear evidence that the conceptions of teachers' work which are institutionalized at a macro-level also become internalized by teachers within their images of themselves as professionals. Importantly, this work suggests that these institutional pressures *act through* teachers insofar as they shape how teachers come to conceptualize their roles. As future reform efforts seek to transform the teaching profession and schools more broadly, reformers must centrally attend to the role of teacher professional identity in potentially mediating the influence of those reforms on teacher practice.

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Tables and Figures

Table 1. Descriptive Statistics

School and State Context	Sample
<i>State</i>	
California	25.9% (<i>n</i> =256)
Florida	25.4% (<i>n</i> =241)
New York	23.8% (<i>n</i> =226)
Texas	25.0% (<i>n</i> =237)
<i>School Type</i>	
Traditional public school	76.0% (<i>n</i> =648)
Public charter school	7.5% (<i>n</i> =64)
Private School	16.5% (<i>n</i> =141)
<i>School Locale</i>	
Rural	15.9% (<i>n</i> =151)
Suburban	56.7% (<i>n</i> =539)
Urban	27.4% (<i>n</i> =260)
Individual-level demographics	
<i>Race/Ethnicity</i>	
American Indian/Alaska Native	1.0% (<i>n</i> =9)
Asian or Asian American	3.8% (<i>n</i> =36)
Black or African American	9.3% (<i>n</i> =88)
Hispanic or Latino/a	14.7% (<i>n</i> =140)
Middle Eastern or North African	1.0% (<i>n</i> =9)
White or European	66.4% (<i>n</i> =36)
Other/Mixed	2.1% (<i>n</i> =20)
<i>Gender</i>	
Female	83.1% (<i>n</i> =789)
Male	16.0% (<i>n</i> =152)
Non-binary or Agender	3.2% (<i>n</i> =3)
Prefer not to say	6.3% (<i>n</i> =6)
<i>Highest degree attained</i>	
High school/GED	5.7% (<i>n</i> =54)
Associate degree	7.8% (<i>n</i> =74)
Bachelor's degree	43.2% (<i>n</i> =410)
Master's degrees	35.6% (<i>n</i> =338)
Professional degree	6.4% (<i>n</i> =61)
Doctorate	1.4% (<i>n</i> =13)
<i>Years of teaching experience</i>	
1-5 years	26.3% (<i>n</i> =250)
6-10 years	23.5% (<i>n</i> =223)
11-20 years	26.8% (<i>n</i> =255)
21-30 years	18.2% (<i>n</i> =173)
30+ years	5.2% (<i>n</i> =49)
Total observations in sample	950

Note. Descriptive statistics are reported as M(SD) or percentage.

Table 2. Institutionalized Conceptions of Teaching (Original Measures)

Issue/Rationale	Items
Bureaucracy: Source of Authority (School-level)	There is pressure from administrators in my school to be a particular type of teacher.
Bureaucracy: Source of Authority (District/State-level)	The district and/or state mandate that I be a particular type of teacher.
Bureaucracy: Source of Expertise	Improving my students' performance on standardized tests motivates me to develop as a teacher.
Bureaucracy: Role Type	My purpose as a teacher is to implement instructional policies with fidelity.
Professions: Source of Authority	There is pressure from the teachers' union to be a particular type of teacher.
Professions: Source of Authority	There is pressure from my colleagues to be a particular type of teacher.
Professions: Source of Expertise	I must deepen my knowledge of content and pedagogy through professional development to develop as a teacher.
Professions: Role Type	My purpose as a teacher is to serve the teaching profession.
Markets: Source of Authority	I have the financial support and resources to be the type of teacher I would like to be.
Markets: Source of Authority	I believe teachers should be compensated based on their performance.
Markets: Source of Expertise	I feel motivated to develop as a teacher in order to qualify for a higher salary within my district.
Markets: Role Type	My purpose as a teacher is to make a living.
Democracy: Source of Authority	There is pressure from my local community to be a particular type of teacher.
Democracy: Source of Authority	I teach because it allows me to serve the common good.
Democracy: Source of Expertise	I must learn from my students' communities outside of school to develop as a teacher.
Democracy: Role Type	My purpose as a teacher is to help develop the next generation of citizens.
Religion: Source of Authority	I feel a moral calling to be a particular type of teacher.
Religion: Source of Authority	I teach because I have a moral calling to do so.
Religion: Source of Expertise	I must live according to my personal moral convictions to develop as a teacher.
Religion: Role Type	My purpose as a teacher is to serve a higher spiritual and/or religious power.
Family: Source of Authority	I feel a social obligation to be a particular type of teacher.
Family: Source of Authority	I teach because I feel I have an obligation to serve others.
Family: Source of Expertise	I must uphold my traditions and values to develop as a teacher.
Family: Role Type	My purpose as a teacher is to serve my students.

Note. As I report in the findings, not all of these items are included in the final measure, as some items are dropped during the exploratory factor analyses. Table 4 reports the items included in the final measure, organized by factor.

Table 3. Teacher Professional Identity Sub-Domain Scales

Scales	Mean	SD
<i>Professional Commitment (7-point agreement response scale)</i>		
I have put too much into the teaching profession to consider changing now.	5.02	1.80
Changing professions now would be a difficult thing for me to do.	5.18	1.76
Too much of my life would be disrupted if I were to change my profession.	4.90	1.73
It would be costly for me to change my profession now.	5.03	1.77
There are no pressures to keep me from changing professions.*	3.89	1.85
Changing professions now would require considerable personal sacrifice.	5.15	1.66
<i>CR Teaching Beliefs (5-point agreement response scale)</i>		
CR practice undermines classroom unity by emphasizing cultural differences.*	2.77	1.30
CR practice is essential for creating an inclusive classroom.	4.07	0.93
Encouraging respect for cultural diversity is essential for creating an inclusive classroom.	4.42	0.81
It is not appropriate to talk about race in the classroom.*	2.64	1.32
It is important to critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.	3.93	1.02
Questioning one's beliefs about teaching and learning is a critical part of culturally responsive teaching.	3.63	1.08
<i>Self-Efficacy (5-point confidence scale)</i>		
How much can you do to control disruptive behavior in the classroom?	3.81	0.90
How much can you do to motivate students who show low interest in school work?	3.71	0.92
How much can you do to get students to believe they can do well in school work?	4.06	0.80
How much can you do to help your students value learning?	3.92	0.84
To what extent can you craft good questions for your students?	4.14	0.81
How much can you do to get children to follow classroom rules?	3.99	0.84
How much can you do to calm a student who is disruptive or noisy?	3.80	0.88
How well can you establish a classroom management system with each group of students?	4.10	0.82
How much can you use a variety of assessment strategies?	3.92	0.92
To what extent can you provide an alternative explanation or example when students are confused?	4.18	0.80
How much can you assist families in helping their children do well in school?	3.59	0.94
How well can you implement alternative strategies in your classroom?	4.03	0.84
<i>Professional Integrity (5-point agreement response scale)</i>		
I am able to act in the best interest of my students in my current role as a teacher.	4.12	0.87
I am able to teach my subject area responsibly in my current role as a teacher.	4.22	0.82
I am able to be the type of teacher I believe I have a responsibility to be in my current role as a teacher.	4.01	0.95
I feel that I have a voice in decision-making within my current role as a teacher.	3.61	1.15

My personal beliefs and my daily actions as a teacher are aligned in my current role as a teacher.	3.91	0.94
The constraints I face in my current role do not prevent me from pursuing what I believe is in the best interest for my students.	3.67	1.07

Notes. (1) Starred items were reverse-scored in the analyses. In the table, I show the original values. (2) In the latent profile analyses, I calculate the standardized value of each of these items to make the results more easily interpretable.

Table 4. Institutionalized Conceptions of Teaching (Final Factors)

Underlying Logic	Items
Factor 1: Accountability Logic	<ol style="list-style-type: none"> 1. There is pressure from administrators in my school to be a particular type of teacher. 2. The district and/or state mandate that I be a particular type of teacher. 3. There is pressure from my colleagues to be a particular type of teacher. 4. There is pressure from the teachers' union to be a particular type of teacher. 5. There is pressure from my local community to be a particular type of teacher. 6. I feel a social obligation to be a particular type of teacher.
Factor 2: Democratic Logic	<ol style="list-style-type: none"> 1. I must deepen my knowledge of content and pedagogy through professional development to develop as a teacher. 2. I teach because it allows me to serve the common good. 3. I must learn from my students' communities outside of school to develop as a teacher. 4. My purpose as a teacher is to help develop the next generation of citizens. 5. My purpose as a teacher is to serve my students.
Factor 3: Moral Calling Logic	<ol style="list-style-type: none"> 1. I teach because I have a moral calling to do so. 2. I feel a moral calling to be a particular type of teacher. 3. I must live according to my personal moral convictions to develop as a teacher. 4. My purpose as a teacher is to serve a higher spiritual and/or religious power. 5. I must uphold my traditions and values to develop as a teacher.

Table 5. Descriptions of Teacher Professional Identity Profiles

Teacher Professional Identity Profile	Domains of Teacher Professional Identity	Distinguishing Features
Empowered Change agents (<i>n</i> =740)	High CR beliefs, high professional commitment, high professional integrity, high self-efficacy	83% female 15% novice teachers 41% veteran teachers 66% white teachers Nearly equal distribution across states
Demoralized Dis-engagers (<i>n</i> =121)	Low CR beliefs, low professional commitment, low professional integrity, low self-efficacy	80% female 21% novice teachers 42% veteran teachers 66% white teachers Nearly equal distribution across states – slightly more in CA (28%) and FL (26%)
Demoralized Change agents (<i>n</i> =89)	High CR beliefs, mixed professional commitment, low professional integrity, low self-efficacy	90% female 9% novice teachers 40% veteran teachers 73% white teachers Disproportionately more FL teachers (37%); disproportionately fewer NY teachers (17%) Disproportionately more in rural schools (66%)

Note. Format of table adapted from Comstock et al. (2022).

Table 6. Relationship between Institutional Logics and Professional Identity Types

	(1) Accountability Logic	(2) Democratic Logic	(3) Moral Service Logic
Empowered Change Agents (<i>n</i> =740)	-0.107*** (0.024)	0.033* (0.016)	0.054* (0.021)
Demoralized Dis-engagers (<i>n</i> =121)	-0.167*** (0.030)	-0.077*** (0.0120)	0.012 (0.026)
Reference Group (Demoralized Change Agents (<i>n</i> =89))	0.670*** (0.023)	0.755*** (0.015)	0.579*** (0.020)
N	950	950	950
R-square	0.032	0.063	0.011

(1) Regression coefficients shown in table (standard errors reported in parentheses. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.) (2) The reference group is Demoralized Change agents.

Figure 1. Factor Structure for Institutionalized Conceptions Of Teaching

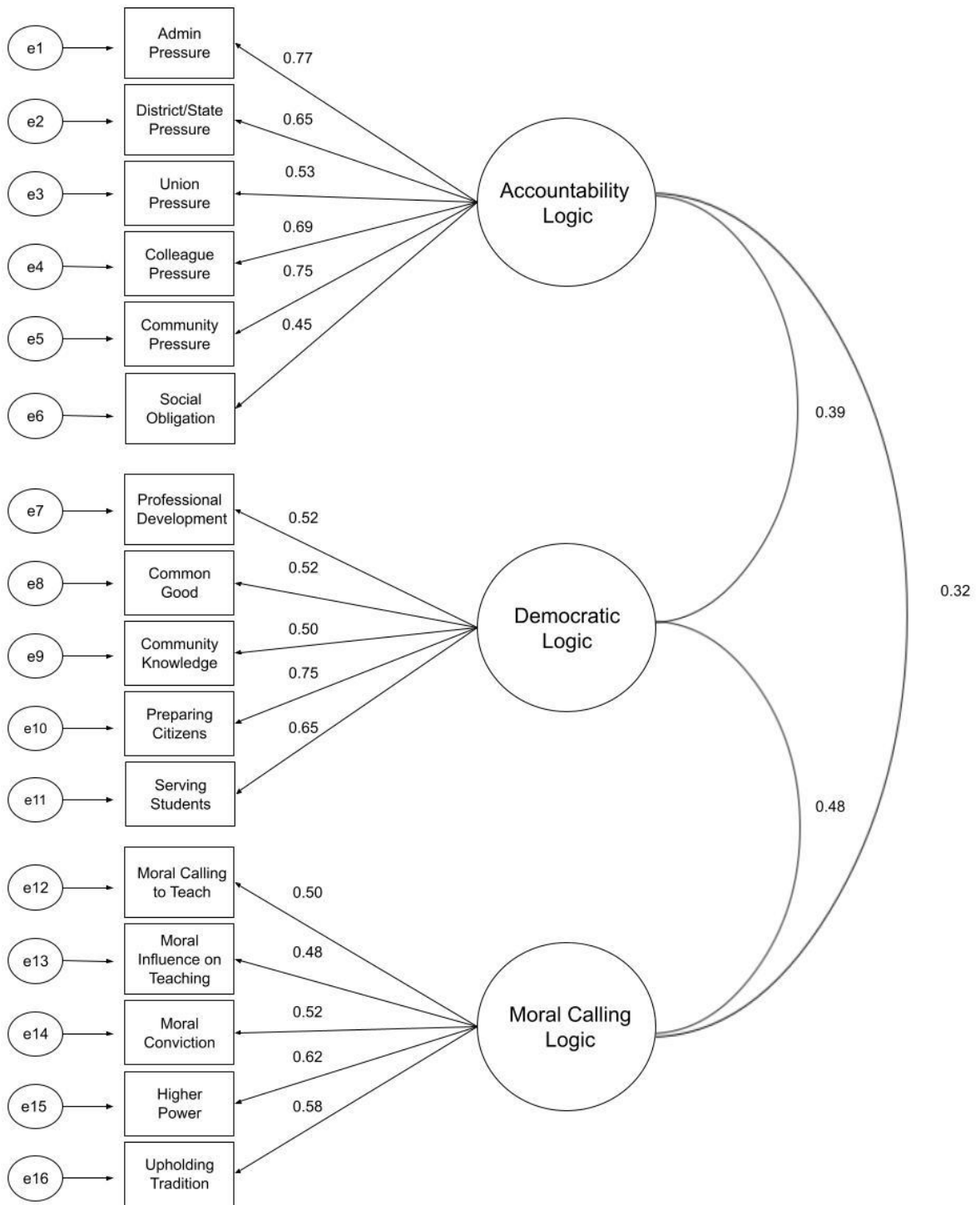
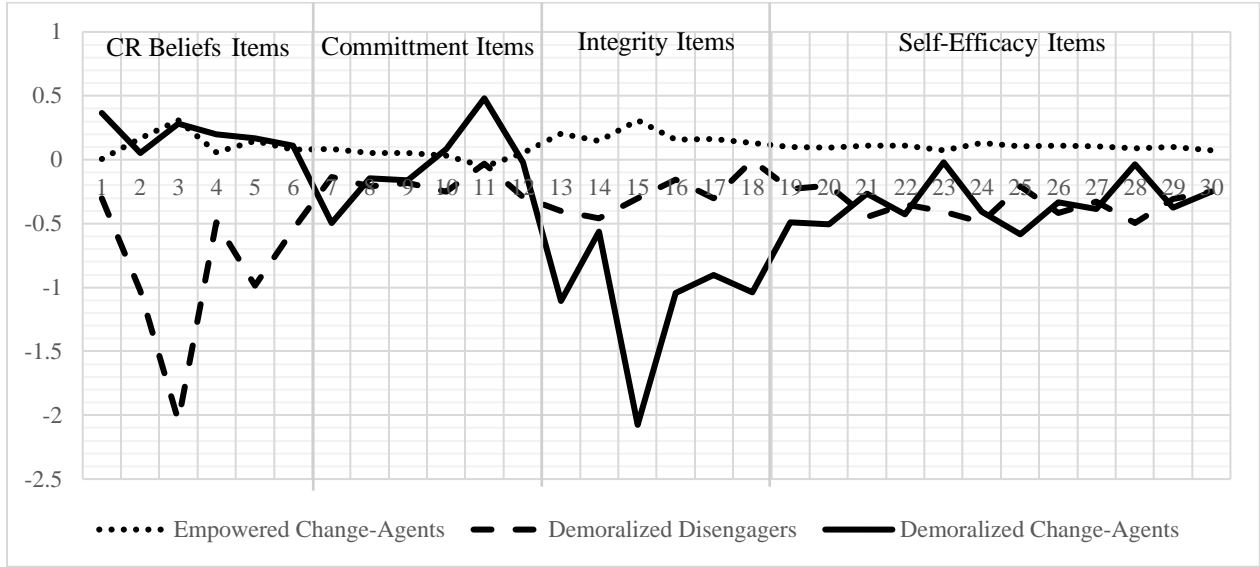


Figure 2. Item-level Plots



Note. The x-axis represents the individual items associated with each scale. The y-axis represents the standardized average for each item.

Appendix A. States Sample Decision Criteria

State	Characterization	Decision Criteria
Texas	Highly deregulated teacher education environment, anti-CRT policy environment	<ul style="list-style-type: none"> • BA required?: YES (New America, n.d) • Pedagogical knowledge (coursework): Majority of pathways DO require pedagogy coursework as a proxy for teaching knowledge (New America, n.d) • Subject expertise (coursework): Majority of pathways DO include pathways that require coursework as a proxy for subject expertise (New America, n.d) • State curriculum policies: DEI bans • edTPA?: NO, but they are taking steps towards piloting it as an option for initial educator certification (Pearson Education, n.d) • Accreditation: managed by the state (Texas Education Agency) (Texas Education Agency, n.d.) • 55% of EPPs in the state are alternative certification programs (Title II Higher Education Act, n.d)
Florida	Moderately deregulated teacher education environment, anti-CRT policy environment	<ul style="list-style-type: none"> • BA required?: YES (except for veterans, who can get a 5-year license with no BA) (New America, n.d) • Pedagogical knowledge (coursework): Majority of pathways do NOT require pedagogy coursework as a proxy for teaching knowledge (New America, n.d) • Subject expertise (any): Majority of pathways do NOT require coursework as a proxy for subject expertise (New America, n.d) • State curriculum policies: DEI bans • edTPA?: NO (Pearson Education, n.d) • Accreditation: managed by the state (Florida DOE) (Florida Department of Education, n.d.) • 36% of EPPs in the state are alternative certification programs (Title II Higher Education Act, n.d)
California	Moderately regulated teacher education environment, statewide ethnic	<ul style="list-style-type: none"> • BA required?: YES (New America, n.d) <ul style="list-style-type: none"> ◦ Entry test: CBEST • Pedagogical knowledge (coursework): Majority of pathways DO NOT include pathways that require coursework as a proxy for subject expertise (New America, n.d)

	<p>studies requirements</p>	<ul style="list-style-type: none"> • Subject expertise (coursework): Majority of pathways include pathways that require or have an option for coursework as a proxy for subject expertise (New America, n.d) <ul style="list-style-type: none"> ◦ California Subject Examinations for Teachers (CSET) • State curriculum policies: Statewide ethnic studies requirement in high school • edTPA?: YES (Pearson Education, n.d) • Accreditation: California Commission on Teacher Credentialing (CTC) controls approval; programs may be accredited by CAEP or AAQEP <i>in addition to</i> CTC accreditation (Commission on Teacher Credentialing, 2023) • 41% of EPPs in the state are alternative certification programs (Title II Higher Education Act, n.d)
<p>New York</p>	<p>Highly regulated teacher education environment, statewide culturally responsive standards</p>	<ul style="list-style-type: none"> • BA required?: YES (New America, n.d) • Pedagogical knowledge (coursework): Majority of pathways require pedagogy coursework as a proxy for teaching knowledge (New America, n.d) • Subject expertise (coursework): Majority of pathways include pathways that require coursework as a proxy for subject expertise (New America, n.d) • State curriculum policies: Culturally Responsive-Sustaining Education Framework • edTPA?: required until 2023 (Pearson Education, n.d) • Accreditation: all programs must be continuously accredited by an approved association (approved or seeking approval from CHEA or USDE), CAEP, or AAQEP (New York State Education Department, n.d.) • 15% of EPPs in the state are alternative certification programs (Title II Higher Education Act, n.d)

Appendix B. Survey Instrument

Thank you for taking the time to complete this survey. The following questions will provide you with an opportunity to reflect on your professional identity as a teacher.

Your responses to the following items are CONFIDENTIAL. Your name will NOT be identified in any analyses or reporting.

This survey will take approximately 10 minutes to complete.

Background Questions

- **Race/ethnicity:**
 - American Indian or Alaska Native (e.g., Navajo Nation, Blackfeet Tribe, Inupiat Traditional Gov't., etc.)
 - Asian or Asian American (e.g., Chinese, Japanese, Filipino, Korean, South Asian, Vietnamese, etc.)
 - Black or African American (e.g., Jamaican, Nigerian, Haitian, Ethiopian, etc.)
 - Hispanic or Latino/a (e.g., Puerto Rican, Mexican, Cuban, Salvadoran, Colombian, etc.)
 - Middle Eastern or North African (e.g., Lebanese, Iranian, Egyptian, Moroccan, Israeli, Palestinian, etc.)
 - Native Hawai`ian or Pacific Islander (e.g., Samoan, Guamanian, Chamorro, Tongan, etc.)
 - White or European (e.g., German, Irish, English, Italian, Polish, French, etc.)
 - My race or ethnicity is best described as: _____
 - Prefer not to say
- **Gender:**
 - woman, man, non-binary, agender/I don't identify with any gender, gender not listed. My gender is: ____, prefer not to say
- **Years of Experience:** drop-down menu (0-50, 50+)
- **Subject Area(s) (in previous year):** ELA, Math, Science, History, Foreign Language, Physical Education, Elective/Other (multiple selections possible)
- **Grade Level(s) Taught (in previous year):** K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 (Multiple selections possible)
- **Pathway into Teaching:** Which of the following pathways did you complete to enter the teaching profession?
 - I received my Bachelor's degree and my teaching certification simultaneously.
 - After college and before I started as a fulltime teacher of record, I became certified to teach by attending a graduate-level teacher education program at a university.
 - After college and before I started as a fulltime teacher of record, I became certified to teach by attending a teacher education program that was not run through a university.
 - I started a teacher education program that was run by a university at the same time that I began teaching as a full-time teacher of record.

- I started a teacher education program that was not run by a university at the same time that I began teaching as a full-time teacher of record.
- I am currently a full-time teacher of record, and I have an emergency or temporary certification to teach and I am not currently enrolled in a teacher education program.
- Other:_____
- **State of employment (in previous year):** FL, TX, MA, NY
- **Locale of School:** Rural, suburban, or urban

Attention Question. Please select “strongly agree” to show that you are paying attention to this question:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Institutional Logics Questions

The following section is designed to examine the various social factors shaping your work as a teacher. Please identify the degree to which you disagree or agree with each of the following statements.

24 items total. *Item order randomized; Scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree*

- There is pressure from administrators in my school to be a particular type of teacher.
- The district and/or state mandate that I be a particular type of teacher.
- Improving my students’ performance on standardized tests motivates me to develop as a teacher.
- My purpose as a teacher is to implement instructional policies with fidelity.
- There is pressure from the teachers’ union to be a particular type of teacher.
- There is pressure from my colleagues to be a particular type of teacher.
- I must deepen my knowledge of content and pedagogy through professional development to develop as a teacher.
- My purpose as a teacher is to serve the teaching profession.
- I have the financial support and resources necessary to be the type of teacher I would like to be.
- I believe teachers should be compensated based on their performance.
- I feel motivated to develop as a teacher in order to qualify for a higher salary within my district.
- My purpose as a teacher is to make a living.
- There is pressure from my local community to be a particular type of teacher.
- I teach because it allows me to serve the common good.
- I must learn from my students’ communities outside of school to develop as a teacher.
- My purpose as a teacher is to help develop the next generation of citizens.
- I feel a moral calling to be a particular type of teacher.
- I teach because I have a moral calling to do so.

- I must live according to my personal moral convictions to develop as a teacher.
- My purpose as a teacher is to serve a higher spiritual and/or religious power.
- I feel a social obligation to be a particular type of teacher.
- I teach because I feel I have an obligation to serve others.
- I must uphold my traditions and values to develop as a teacher.
- My purpose as a teacher is to serve my students.

Professional Identity Questions

Professional Commitment (adapted from Meyer et al, 1993's sub-dimension of continuance professional commitment). **6 items total.** Item-order randomized; 7-point scale: 1=strongly disagree, 7=strongly agree)

The following section is designed to examine how long you hope to stay in the teaching profession. Please identify the degree to which you disagree or agree with each of the following statements.

- I have put too much into the teaching profession to consider changing now.
- Changing professions now would be a difficult thing for me to do.
- Too much of my life would be disrupted if I were to change my profession.
- It would be costly for me to change my profession now.
- There are no pressures to keep me from changing professions.
- Changing professions now would require considerable personal sacrifice.

Culturally Responsive Teaching Beliefs (adapted from Comstock et al., 2023; Siwatu, 2007; and Phuntsog, 2001). **6 items total.** Item order randomized; 6-point likert: 1=completely disagree, 6=completely agree

The following section is designed to capture your beliefs about instruction. Please identify the degree to which you disagree or agree with each of the following statements.

- Culturally responsive practice undermines classroom unity by emphasizing cultural differences.
- Culturally responsive practice is essential for creating an inclusive classroom.
- Encouraging respect for cultural diversity is essential for creating an inclusive classroom.
- It is not appropriate to talk about race in the classroom.
- It is important to critically examine the curriculum to determine whether it reinforces negative cultural stereotypes.
- Questioning one's beliefs about teaching and learning is a critical part of culturally responsive teaching.

Teacher Self-Efficacy (Tschannen-Moran, 1998). **12 items total.** Item order randomized; 9-point confidence response scale: 1=nothing, 3=very little, 5=some influence, 7=quite a bit, 9=a great deal

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below.

- How much can you do to control disruptive behavior in the classroom?
- How much can you do to motivate students who show low interest in school work?
- How much can you do to get students to believe they can do well in school work?
- How much can you do to help your students value learning?
- To what extent can you craft good questions for your students?
- How much can you do to get children to follow classroom rules?
- How much can you do to calm a student who is disruptive or noisy?
- How well can you establish a classroom management system with each group of students?
- How much can you use a variety of assessment strategies?
- To what extent can you provide an alternative explanation or example when students are confused?
- How much can you assist families in helping their children do well in school?
- How well can you implement alternative strategies in your classroom?

Teacher Professional Integrity. (original measures developed based on Santoro's philosophical work on professional integrity). **6 items total.** Item order randomized; Scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

The following section is designed to examine the degree to which your vision of teaching aligns with the way you are able to teach in your current teaching role. Please identify the degree to which you disagree or agree with each of the following statements.

- I am able to act in the best interest of my students in my current role as a teacher.
- I am able to teach my subject area responsibly in my current role as a teacher.
- I am able to be the type of teacher I believe I have a responsibility to be in my current role as a teacher.
- I feel that I have a voice in decision-making within my current role as a teacher.
- My personal beliefs and my daily actions as a teacher are aligned in my current role as a teacher.
- The constraints I face in my current role do not prevent me from pursuing what I believe is in the best interest for my students.

Appendix C. Factor Loadings for Institutionalized Rationales of

Table 7. Factor Loadings for Initial EFA Model (All variables)

Item	Factor 1	Factor 2	Factor 3	Factor 4
There is pressure from administrators in my school to be a particular type of teacher.	0.0442	-0.0678	0.7661	-0.0614
The district and/or state mandate that I be a particular type of teacher.	0.1402	-0.0786	0.6542	-0.0467
Improving my students' performance on standardized tests motivates me to develop as a teacher.	0.0819	-0.0599	-0.0067	0.6219
My purpose as a teacher is to implement instructional policies with fidelity.*	0.3405	0.0386	0.0245	0.2841
There is pressure from the teachers' union to be a particular type of teacher.	-0.1334	0.0788	0.5242	0.1771
There is pressure from my colleagues to be a particular type of teacher.	-0.1185	0.1187	0.6842	-0.0256
I must deepen my knowledge of content and pedagogy through professional development to develop as a teacher.	0.5113	-0.0375	0.0630	0.0974
My purpose as a teacher is to serve the teaching profession.	0.2791	-0.0291	0.0629	0.4589
I have the financial support and resources to be the type of teacher I would like to be.*	-0.0886	0.1464	-0.1329	0.3949
I believe teachers should be compensated based on their performance.*	0.0309	0.1326	0.0080	0.2935
I feel motivated to develop as a teacher in order to qualify for a higher salary within my district.*	0.0630	0.0843	0.1471	0.3660
My purpose as a teacher is to make a living.*	-0.0942	-0.0935	0.2512	0.2537
There is pressure from my local community to be a particular type of teacher.	0.0139	-0.0146	0.7444	-0.0149
I teach because it allows me to serve the common good.	0.5287	0.1693	-0.0666	0.1220
I must learn from my students' communities outside of school to develop as a teacher.	0.4872	0.0408	0.2201	-0.0439
My purpose as a teacher is to help develop the next generation of citizens.	0.7467	-0.0520	-0.0980	-0.0341
I feel a moral calling to be a particular type of teacher.	0.1913	0.5613	0.0680	-0.0719
I teach because I have a moral calling to do so.	0.2325	0.5554	-0.0388	-0.0351
I must live according to my personal moral convictions to develop as a teacher.	0.1338	0.5138	0.0133	-0.0103
My purpose as a teacher is to serve a higher spiritual and/or religious power.	-0.2757	0.5670	0.0160	0.1702
I feel a social obligation to be a particular type of teacher.	0.0997	0.1289	0.4439	0.0341
I teach because I feel I have an obligation to serve others.*	0.2938	0.3811	0.0446	0.0305
I must uphold my traditions and values to develop as a teacher.	0.0782	0.5324	-0.0107	0.0547
My purpose as a teacher is to serve my students.	0.6422	-0.0367	-0.0096	-0.0599

Notes. (1) Bolded text indicates the item loaded onto the factor associated with that column. (2) Starred variables indicate that no items loaded onto any factor (based on a 0.40 factor loading threshold).

Table 8. Factor Loadings for Second Tested EFA Model

Item	Factor 1	Factor 2	Factor 3	Factor 4
There is pressure from administrators in my school to be a particular type of teacher.	0.7662	0.0312	-0.0651	-0.0481
The district and/or state mandate that I be a particular type of teacher.	0.6453	0.1358	-0.0675	-0.0401
Improving my students' performance on standardized tests motivates me to develop as a teacher.	-0.0094	0.0124	0.0035	0.5706
My purpose as a teacher is to implement instructional policies with fidelity.	-	-	-	-
There is pressure from the teachers' union to be a particular type of teacher.	0.5267	-0.1398	0.0822	0.1462
There is pressure from my colleagues to be a particular type of teacher.	0.6923	-0.1010	0.0976	-0.0440
I must deepen my knowledge of content and pedagogy through professional development to develop as a teacher.	0.0679	0.4951	-0.0045	0.0554
My purpose as a teacher is to serve the teaching profession.	0.0671	0.2070	-0.0295	0.5152
I have the financial support and resources to be the type of teacher I would like to be.	-	-	-	-
I believe teachers should be compensated based on their performance.	-	-	-	-
I feel motivated to develop as a teacher in order to qualify for a higher salary within my district.	-	-	-	-
My purpose as a teacher is to make a living.	-	-	-	-
There is pressure from my local community to be a particular type of teacher.	0.7528	-0.0295	-0.0421	-0.0036
I teach because it allows me to serve the common good.	-0.0557	0.4914	0.1084	0.2481
I must learn from my students' communities outside of school to develop as a teacher.	0.2309	0.5002	0.0277	-0.0294
My purpose as a teacher is to help develop the next generation of citizens.	-0.0860	0.7283	-0.0450	0.0048
I feel a moral calling to be a particular type of teacher.	0.0723	0.2166	0.5371	-0.0568
I teach because I have a moral calling to do so.	-0.0181	0.2381	0.4569	0.0523
I must live according to my personal moral convictions to develop as a teacher.	-0.0006	0.1530	0.6046	-0.1165
My purpose as a teacher is to serve a higher spiritual and/or religious power.	0.0195	-0.2880	0.5552	0.1770
I feel a social obligation to be a particular type of teacher.	0.4479	0.0874	0.0853	0.1195
I teach because I feel I have an obligation to serve others.	-	-	-	-
I must uphold my traditions and values to develop as a teacher.	-0.0207	0.0724	0.6132	-0.0209
My purpose as a teacher is to serve my students.	-0.0410	0.6393	0.0312	-0.0234

Notes. (1) Bolded text indicates the item loaded onto the factor associated with that column. (2) Dashes indicate variable was not included in the model because it failed to load onto a factor in the previous model.

Table 9. Factor Loadings for Third Tested EFA Model

Item	Factor 1	Factor 2	Factor 3
There is pressure from administrators in my school to be a particular type of teacher.	0.7683	0.0226	-0.0913
The district and/or state mandate that I be a particular type of teacher.	0.6463	0.1291	-0.0905
Improving my students' performance on standardized tests motivates me to develop as a teacher.*	-0.0164	0.1125	0.2727
My purpose as a teacher is to implement instructional policies with fidelity.	-	-	-
There is pressure from the teachers' union to be a particular type of teacher.	0.5191	-0.1125	0.1612
There is pressure from my colleagues to be a particular type of teacher.	0.6940	-0.1075	0.0753
I must deepen my knowledge of content and pedagogy through professional development to develop as a teacher.	0.0667	0.5110	0.0112
My purpose as a teacher is to serve the teaching profession.*	0.0552	0.2742	0.2344
I have the financial support and resources to be the type of teacher I would like to be.	-	-	-
I believe teachers should be compensated based on their performance.	-	-	-
I feel motivated to develop as a teacher in order to qualify for a higher salary within my district.	-	-	-
My purpose as a teacher is to make a living.	-	-	-
There is pressure from my local community to be a particular type of teacher.	0.7529	0.0178	-0.0410
I teach because it allows me to serve the common good.	-0.0614	0.5299	0.2328
I must learn from my students' communities outside of school to develop as a teacher.	0.2323	0.4981	0.0012
My purpose as a teacher is to help develop the next generation of citizens.	-0.0861	0.7382	-0.0619
I feel a moral calling to be a particular type of teacher.	0.0818	0.2247	0.4770
I teach because I have a moral calling to do so.	-0.0165	0.2567	0.4733
I must live according to my personal moral convictions to develop as a teacher.	0.0168	0.1622	0.4913
My purpose as a teacher is to serve a higher spiritual and/or religious power.	0.0178	-0.2538	0.6511
I feel a social obligation to be a particular type of teacher.	0.4437	0.1075	0.1485
I teach because I feel I have an obligation to serve others.	-	-	-
I must uphold my traditions and values to develop as a teacher.	-0.0097	0.0940	0.5656
My purpose as a teacher is to serve my students.	-0.0390	0.6388	0.0046

Notes. (1) Bolded text indicates the item loaded onto the factor associated with that column. (2) Dashes indicate variable was not included in the model because it failed to load onto a factor in the previous models. (3) This model reduces the EFA to a 3-factor model, as the fourth factor in the previous model only contained 2 items.

Table 10. Factor Loadings for Final EFA Model

Item	Factor 1	Factor 2	Factor 3
There is pressure from administrators in my school to be a particular type of teacher.	0.7683	0.0239	-0.0880
The district and/or state mandate that I be a particular type of teacher.	0.6453	0.1358	-0.0899
Improving my students' performance on standardized tests motivates me to develop as a teacher.	-	-	-
My purpose as a teacher is to implement instructional policies with fidelity.	-	-	-
There is pressure from the teachers' union to be a particular type of teacher.	0.5251	-0.1116	0.1427
There is pressure from my colleagues to be a particular type of teacher.	0.6913	-0.1073	0.0847
I must deepen my knowledge of content and pedagogy through professional development to develop as a teacher.	0.0722	0.5180	-0.0106
My purpose as a teacher is to serve the teaching profession.	-	-	-
I have the financial support and resources to be the type of teacher I would like to be.	-	-	-
I believe teachers should be compensated based on their performance.	-	-	-
I feel motivated to develop as a teacher in order to qualify for a higher salary within my district.	-	-	-
My purpose as a teacher is to make a living.	-	-	-
There is pressure from my local community to be a particular type of teacher.	0.7516	0.0146	-0.0371
I teach because it allows me to serve the common good.	-0.0456	0.5249	0.1945
I must learn from my students' communities outside of school to develop as a teacher.	0.2318	0.5009	-0.0004
My purpose as a teacher is to help develop the next generation of citizens.	-0.0840	0.7549	-0.0840
I feel a moral calling to be a particular type of teacher.	0.0757	0.2228	0.5021
I teach because I have a moral calling to do so.	-0.0179	0.2554	0.4815
I must live according to my personal moral convictions to develop as a teacher.	0.0095	0.1605	0.5178
My purpose as a teacher is to serve a higher spiritual and/or religious power.	0.0267	-0.2407	0.6177
I feel a social obligation to be a particular type of teacher.	0.4479	0.1041	0.1350
I teach because I feel I have an obligation to serve others.	-	-	-
I must uphold my traditions and values to develop as a teacher.	-0.0124	0.0902	0.5802
My purpose as a teacher is to serve my students.	-0.0387	0.6452	-0.0044

Notes. (1) Bolded text indicates the item loaded onto the factor associated with that column. (2) Dashes indicate variable was not included in the model because it failed to load onto a factor in the previous models.