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A Phenomenological Study Examining Dual Educators' Perceptions of Their Impact on Students' Educational Experiences

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A Phenomenological Study Examining Dual Educators' Perceptions of Their Impact on

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Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

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Abstract

Educators take second jobs for a variety of reasons and in a variety of fields. However, there is limited research on educators who choose to assume two roles within the educational system and who bridge two educational settings (i.e., postsecondary and university levels). This qualitative, phenomenological research study explored the lived experiences of such "dual educators" in Portland, Oregon, who have been teaching simultaneously in high school and college. Specifically, this study examined dual educators' motivations to pursue these dual roles, their perceptions of the impact of these hybrid roles on their students, as well as other factors including the application of role theory and dual educators' self-efficacy. The characteristics of dual educators were identified and testimonials of their lived experiences were included in order to preserve authenticity of the data.

Keywords: dual educator, hybrid, multiple roles, teacher motivation, self-efficacy

Dedication

To my Inca culture that has taught me, "ama suwa, ama llulla, ama quella," which means "do not steal, do not lie, and do not be lazy."

To the women from my past—my grandmothers and great-grandmothers—who have taught me the value of hard work and education.

To the woman from my past and present—my mother Carmen Luz Petronila—who has taught me the value of perseverance and compassion.

To the women from my present, my dragon boat team, Pink Phoenix of Portland and Warriors in Pink powered by Ford, who have taught me how to remain calm and strong while dealing with and surviving cancer.

To the young people, to all my children at home and in my classrooms, who are the source of my inspiration, respect, and admiration for their resilience, honesty, empathy, endless positive spirit, and desire for change.

To the spirit of the small still voice that has taught me that silence is the path of self-discovery, love, and peace for the self and for others.

To the young women of my past, present, and future—my beautiful daughters Ariel and Angel—who are the brightest stars that help me to navigate through the darkest nights of my life, to safety and joy.

To the voiceless, who dare to speak up, in the name of justice and peace for the world!

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To all of you in your physical and spiritual forms who have contributed help, advice and cheer

during this long journey. I am truly humbled and honored to have been able to receive all of

your love and wisdom. From the bottom of my heart: "Muchas gracias y que Dios los bendiga."

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Chapter 1: Introduction

Introduction to the Problem

Teaching is complex, challenging, and rewarding even though it may seem deceptively simple (Barnwell, 2015; Grossman, Hammerness, & McDonald, 2009; Mack, 2013). While there is debate on the percentage of and reasons for attrition and mobility of public school teachers (Hayes, 2014; Long, 2015; National Center for Educational Statistics [NCES], 2014; NCES 2017), there is no doubt that teaching requires dedication, capacity for growth, motivation, and steadiness of purpose (Johnson & Kardos, 2003; Shogren, Toste, Mahal, & Wehmeyer, 2017). In spite of the workload and challenges of teaching in K-12, such as time pressure, low student motivation, and discipline problems (Skaalvik & Skaalvik, 2017), some teachers choose to also teach simultaneously in colleges. These teachers have full-time positions as elementary or secondary teachers and are also employed in adjunct or part-time positions in either private or public colleges. This study hopes to understand the lived experiences of teachers who teach in both high school and in college by soliciting their perceptions of their teaching experience.

The number of high school students estimated to graduate in 2017 is 3.5 million (NCES, 2017). The challenge of creating conditions that support student experience and success has never been greater, as demographics are changing and more students from diverse backgrounds are graduating from high schools (Kuh et al., 2006). Hence, teachers who understand the two educational experiences may potentially influence students' expectations and experiences. As such, teachers who teach in dual-credit programs are likely to have more insight into this process. However, the focus on dual-credit programs has been on teacher qualifications (Sharfman, 2010; Smith, 2015) and the influences on student achievement when college courses

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are taught in high schools through dual credit programs. Although dual credit programs are one

example of how teachers can blend their professional roles by bridging age and educational

levels, the focus of this study is not concerned with dual programs specifically. Rather, this

study aimed to examine a related but separate topic: teachers as dual educators, or taking on two

educational roles.

While career structures for full-time K-12 teachers have been discussed and debated

(Weston, 2013), the current trajectory for high school teachers varies from taking on more

responsibilities, to administrative roles in the school, to administrative duties in district offices.

Full-time professors in colleges and universities follow a similar path, where the focus for career

advancement varies from tenure and associated rank progress to administrative roles. However,

in cases of adjunct or part-time faculty, the career advancement path is not so linear and tends to

vary depending on the institution (Bakley & Broderson, 2018). Many adjunct professors feel

unsupported and overworked (Williams-Chehmani, 2009). Understanding what motivates

teachers who teach in high school and college as adjuncts or part-time staff may shed light on

ways to support these educators and nurture their growth within the higher education

environment.

Hybrid educators is a term often associated with teachers who perform two roles

(Barnwell, 2015; Remijan, 2013). Clark, Foster, Mantle-Bromley, Anderson, Badiali, and

Barnes (2005) defined a hybrid educator as a "school faculty member working as a college

adjunct professor" (p. 3). The authors further described educators who engage in these two roles

as adept and comfortable in moving between multiple spaces and working with several

communities of practice across geographical, institutional, and cultural boundaries (Clark et al.,

2005). Like Clark et al.'s (2005) description of hybrid educators, Goodlad, Mantle-Bromley, and

Goodlad (2004) also highlighted the complexity of hybrid educators' roles because they require an understanding of both environments and social skills to navigate them. Jennings and Peloso (2011) noted that hybrid educators are underutilized in teacher education programs, and that they bring a unique perspective because they "belong to both groups, while participating in one more fully that the other" (p. 154). While the literature indicates that hybrid educators is a term commonly used to indicate educators who are in two roles, in this study, teachers who teach in both high-school and college settings will be referred to as *dual educators* rather than hybrid educators, because the present study focused on understanding the experience of teachers who have worked simultaneously in these two teaching environments and their perceived influence on students in both educational environments.

In sum, the term hybrid educators refers to teachers who have two professions: one in a teaching capacity, and a secondary profession that is not necessarily in education (e.g., a K-12 teacher who also works in food service). In contrast, the term dual educators refers to teachers who have two professions in teaching: one at the high school level, and one at the college/university level. Although limited research exists on hybrid educators, there is no literature on dual educators as defined in this study.

Although there may be similarities in these two roles, this study aimed to also understand the differences that influence teaching practices. I am a dual educator who has been teaching language in both a public high school and a private four-year college for the last 18 years. Participating in these two roles has given me a better understanding of navigating the two educational environments and in assisting students to navigate them as well. Being in this role has propelled me to study whether other dual educators who teach in high school and college have similar experiences, and their perceptions of how these experiences influence their teaching

practices. Furthermore, I explored the reasons why dual educators take on an additional role alongside their already demanding role as a high school teacher. I also identified their perceptions on how their experiences impact students. It is important to note that my personal experiences as a dual educator introduce bias, whether intended or not, which is why I chose to use a phenomenological approach, which I will discuss later in this dissertation.

Despite the limited body of research on dual educators, one survey conducted by MetLife indicated that 56% of teachers indicated that they had a hybrid teacher in their school, while 37% indicated that they were interested in such a hybrid role (Metlife, 2009). While interest in these hybrid roles exists, the literature on this topic is sparse, with the exception of one comprehensive study by Remijan (2013), who examined hybrid teachers in K-12 settings. Remijan (2013) argued that these professionals are uniquely positioned to grow individually as flexible educators, as well as to help their organizations grow through their initiatives and leadership: "Hybrid positions not only satisfy the needs of teachers who seek new responsibilities and new roles, they also help achieve the objectives of a school district" (p. 4). While Remijan's (2013) study focused on motivation factors for taking hybrid roles, and Jennings and Peloso's (2011) study made the case that hybrid educators are not maximizing potential in teacher education, this study focuses on understanding the lived experiences of dual educators and their perceptions on contributing to the student experience.

I employed a phenomenological approach to study the lived experience of dual educators. Phenomenology is focused on highlighting the meaning of the experience, behavior, and narrative (Creswell, 2013). It is a human science approach to understanding the world through an individual's point of view or lived experience (Burrell & Morgan, 1979). This study is aligned to Heidegger's interpretive phenomenology (Creswell, 2013), which focuses on

ontology: that is, understanding the participants' ways of being in or interpreting the world. The participants for this study will be recruited from Portland and neighboring cities, and will be educators who currently teach in high school and in college.

Background, Context, History, and Conceptual Framework

First, it is important to recognize that the phenomenon of teachers assuming two jobs is far from new. Indeed, teachers take second jobs for a variety of reasons including supplemental income (Smith, 2015), variety in professional roles (Orellana, n.d.), and complementing their primary role (Bidwell, 2014). While this phenomenon is not new, research examining the lived experiences and motivations of these dual educators is only just emerging. While the research on dual educators is virtually nonexistent, there is some research on dual enrollment programs. Even though these programs are not the focus of this study, it is valuable to review the literature in this area because it is the closest available research on dual educators, and there is some overlap in terms of the individuals who choose to teach in dual enrollment programs and those who are dual educators as defined in this study.

Employing the term *dual* may cause the reader to think of dual enrollment programs. The success of these programs has made them popular. Most commonly, dual enrollment programs are structured so that high school students can take classes at the college level, both in terms of obtaining college credit and increasing scholastic difficulty. Dual enrollment programs have been known to help underserved or at-risk student populations who struggle to make the college leap—i.e., racial minorities, ethnic minorities, first-generation students, and low-income students (Bragg, Kim, & Rubin, 2004). In this study, I did not examine the merit of dual programs, but rather explored the lived experiences of dual educators who have taught in both high school and college simultaneously.

The concept closest to a dual educator is that of a *hybrid educator*, as discussed

previously. Goodlad (2004) described hybrid educators in the context of school-university

partnerships as connectors who promote conversations between the two enterprises. They have

also been identified as boundary spanners, intermediaries, and intermediate engineers (Clark et

al., 2005). Jennings and Peloso (2011) used the term *boundary crossing* to indicate back-and-

forth movement between the two environments. Similarly, Giroux (1992) used the term *border

crossing* in more general terms to explore "the relationship between knowledge and power in

order to make the pedagogical more political" (as cited in Leistyna, 1994, p. 223). Giroux

argued that collaboration and engagement with a variety of disciplines and pedagogies provides

an opportunity to be exposed to different perspectives, which likely results in the development of

a strong critical voice that can challenge forms of knowledge and practices that are not inclusive.

Jennings and Peloso (2011) also noted that, generally, dual educators need to be flexible and

possess good social skills to navigate and work with students and colleagues in these two

environments. The authors further asserted that "[the dual educators] must possess a working

knowledge of both bureaucracies in order to fully support their students in navigating the terrain

between the college and the landscape of their own classrooms" (p. 156). As such, I explored

how being in two educational environments impacted dual educators' teaching practices.

There are three major theoretical frameworks I will discuss that inform the present study:

(a) motivational theories including Maslow's (1943) hierarchy, (b) Bandura's (1977) concept of

self-efficacy, and (c) role theory. After briefly introducing each of these frameworks, I will also

review them in depth, outlining how they might explain the experiences of dual educators.

First, motivational theories such as Maslow's (1943) hierarchy of needs and

intrinsic/extrinsic motivation can explain teacher motivation. Put simply, Maslow's (1943)

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hierarchy argues that humans have needs ranging from fundamental drives (food, safety, etc.) to higher-order needs (self-esteem, self-actualization); needs that appear lower in the hierarchy must be met before higher ones can be addressed. A complementary theory is extrinsic/intrinsic motivation. Extrinsic motivation arises from external rewards/punishment, while intrinsic motivation arises from the love of the activity itself. For example, research on the motivations of teachers—both in terms of entering the teaching profession as well as remaining in the profession over time—suggests that both intrinsic and extrinsic motivators are at play. However, intrinsic motivations, specifically altruistic ones, are especially critical in predicting whether teachers will persist in their jobs over time (Han & Yin, 2016). Dual educators take on additional loads and responsibilities to teach in colleges. It is therefore essential to consider what motivates these dual educators to take on these roles.

Second, self-efficacy also influences job satisfaction. Self-efficacy is defined as one's perception of their ability or capacity to perform in a given subject area (Bandura, 1977). In one study, teachers who had lower self-efficacy also experienced greater classroom stress and lower job satisfaction. Additionally, the authors noted that teachers with higher self-efficacy scores had greater classroom management, instructional strategies, and job satisfaction (Klassen & Chiu, 2010). Hence, successful experiences increase self-efficacy. It would be interesting to understand how teaching experiences have influenced dual educators' perception of the impact they have on students.

Third, role theory is an amalgamation of several concepts that account for social behavior, which is connected to social structures, social interactions, and a division of labor (Aboulafia, 2016; Biddle, 1986; Biddle, 2013; Clouse, 1989; Nye, 1976). Some important concepts highlighted in the literature (Biddle, 1986; Biddle & Thomas, 2013) will be explored

further in Chapter 2 to understand better dual educators' *role expectations* (i.e., where members who share the same role are likely to have prescribed ways of behaving or performing tasks), *role conflict* (i.e., the psychological pressure put upon a person when he/she cannot adhere to role expectations, and *role ambiguity* (which occurs due to the lack of clear communication of what is expected of the employee). Dual educators need to have a clear understanding of each of the different roles in order to reduce role ambiguity. My aim in this study was to explore the experiences of dual educators and understand how the different roles influence their motivations and teaching practices.

Statement of the Problem

This qualitative research study was designed to explore the lived experiences of educators who have been performing dual roles of teaching simultaneously in high school and college/university settings. Moreover, this phenomenological study aimed to ask dual educators how they impact their students' experiences as a result of their dual educator roles.

Research Questions

One central research question and three subquestions guided this study:

Central Question: How does the professional lived experience of dual educators contribute to the educational experience of students?

Subquestion 1: How does the experience of participating in two educational environments influence the teaching practices of dual educators?

Subquestion 2: What motivates dual educators to teach in both high school and higher education settings?

Subquestion 3: In what ways do educators who teach in both high school and college perceive their impact on students?

Rationale, Relevance, and Significance of Proposed Study

In this study, I gleaned insight into the experiences of dual educators and began to understand what motivates them to work in these two environments. It is not very common to be a dual educator; as such, I expected to find that dual educators perceive an impact on the students they interact with because of their dual roles. I aimed to gain a deeper understanding of how these two environments might influence teaching strategies and perceptions on teaching. Moreover, self-efficacy influences motivation and job satisfaction; thus, I wanted to investigate dual educators' self-efficacy and motivation. By conducting this study, I aimed to add to the body of knowledge about dual educators and contribute to the educational community that supports similar populations in terms supporting and recruiting dual educators. The results of this study may help administrators who currently promote dual programs to understand the perceptions dual educators have on their impacts on student experience.

The findings in this study may provide college administrators with new insights into areas where dual educators' roles can become ambiguous, leading to recommendations for organizational practices and policies that encourage clarity in terms of these educators' responsibilities. This may increase job satisfaction. Furthermore, it is also anticipated that this study's findings will add to the body of knowledge in terms of different motivating factors that can effectively engage dual educators to fulfill their roles.

Definition of Terms

Adjunct professor. A teacher employed by a college or university for a specific purpose or length of time and often part-time (Adjunct, 2018).

Alternative high school. A school that is nontraditional, especially in educational ideals, methods of teaching, or curriculum (Alternative high school, 2011).

Dual credit programs. A system that enrolls students in college courses while they are still in high school, allowing them to earn credit for both (The Glossary of Education Reform, 2013).

Dual educator. A full-time school teacher who also teaches part-time in a college or university.

Dual educational environments. High school and higher education settings, atmospheres, or locations.

Extrinsic motivation. The motivation to engage in an activity or action to obtain an external reward or to avoid a negative outcome (Shogren et al., 2017).

High school teacher. A person who teaches at a secondary school (Grades 9-12) (Secondary school teacher, 2018).

Hybrid teachers/educators. A term often associated with teachers in two roles (Remijan, 2013).

Intrinsic motivation. The motivation to engage in an activity or action for its own sake. (Shogren et al., 2017).

Professor. A teacher at a university or college (Professor, n.d.).

Private high school. A school under the financial and managerial control of a private body or charitable trust, accepting mostly fee-paying pupils (Private high school, 2011).

Public high school. A tuition-free school in the United States supported by taxes and controlled by a school board (Public high school, 2018).

Role ambiguity. When there is a lack of clear role guidelines, and/or when an individual must act in a role that has vague or ambiguous expectations, and the resultant stress from these conditions (Biddle, 2013).

Role conflict. The psychological pressure an individual experiences when he/she cannot comply with role expectations (Biddle, 2013).

Role enhancement. Subjective wellbeing that occurs from engaging in multiple roles (Biddle, 2013).

Role expectations. The prescribed expectations/manners that members of the same role category typically have for acting or carrying out role-related tasks (Biddle, 2013).

Self-efficacy. An individual's belief in his or her ability or skill in a given area and/or to achieve goals (Bandura, 1977).

Limitations and Assumptions

The researcher's position as a teacher is a lens used in the study that may add potential bias (Machi & McEvoy, 2012). Being a dual educator with a passion for this topic, I recognized that I needed to be mindful of my assumptions and interpretations. Therefore, I kept a reflexive journal, as recommended by Lincoln and Guba (1985) and Cope (2014). The idea of keeping the reflexive journal was to examine my own journey throughout the research process. I recorded notes regularly during the research process, noting the methodological process and reflecting upon my thoughts and feelings as I conducted the research. Another limitation of this study is that it was limited to dual educations within the American school system, more specifically in the Pacific Northwest, meaning the results of this study cannot be generalized to the larger population or to school systems in other cultures/countries. Similarly, the qualitative nature of the study and its small sample size also limit the ability to make generalizations to the larger population and/or other cultural contexts.

At the time of the study, the dual educators held teaching responsibilities at the high school and college levels in two different organizations; the study did not include dual educators

who taught in a dual credit program (e.g., elementary and middle school, middle school and high school, etc.). Similarly, this study did not include dual educators who held a professional role related to education, but which did not include teaching (e.g., a dual educator who teaches English at the high school level and is also an assistant athletic director in a college).

Summary

In spite of the workload and challenges of teaching K-12, some teachers also choose to teach simultaneously in colleges. These teachers hold full-time positions as elementary or secondary teachers while they are simultaneously employed in adjunct or part-time positions with either private or public colleges. In this study, I aimed to understand the lived experiences of these teachers, and to examine their perceptions on how they contributed to students' educational experiences. I also aimed to explore dual educators' motivations and identify how being in two environments influenced their teaching practices. Chapter 2 includes the theoretical framework that guided this study, including motivational theory, self-efficacy theory, and role theory.

Chapter 2: Literature Review

Introduction to the Literature Review

Teaching has been considered a novel profession and a very demanding one, especially in the 21st century. As Smith (2018) explains, there are stressful and demanding forces at play:

> Right now, many of our students are entering our classrooms not ready to learn. From homelessness, trauma, unmet mental health needs and others, challenging behaviors are disrupting learning for all students. At the same time, class sizes are growing, resources are shrinking, and educators are being asked to do more with less. (p. 1)

However, some educators not only retain their full-time positions as public high school teachers, but also hold part-time adjunct positions at the college level. This study aimed to explore the lived experience of these dual educators and their perceptions of their impact on their students' educational experiences.

Conceptual Framework

A conceptual framework is a key part of any research study, and is "a system of concepts, assumptions, expectations, beliefs, and theories that supports and informs one's research" (Maxwell, 2006, p. 39). Addressing self-efficacy as an important contributor to job satisfaction and perception of influence, motivational theories, and exploring the complexity of role theory are processes of understanding thematic concepts that were applied to the phenomena addressed in this study. Phenomenological theory also informed the research, as discussed in Chapter 3. As shown in Figure 1, my theoretical conceptual framework is composed of self-efficacy, motivational theories, and role theory, which I use to explore the lived experiences of dual educators.
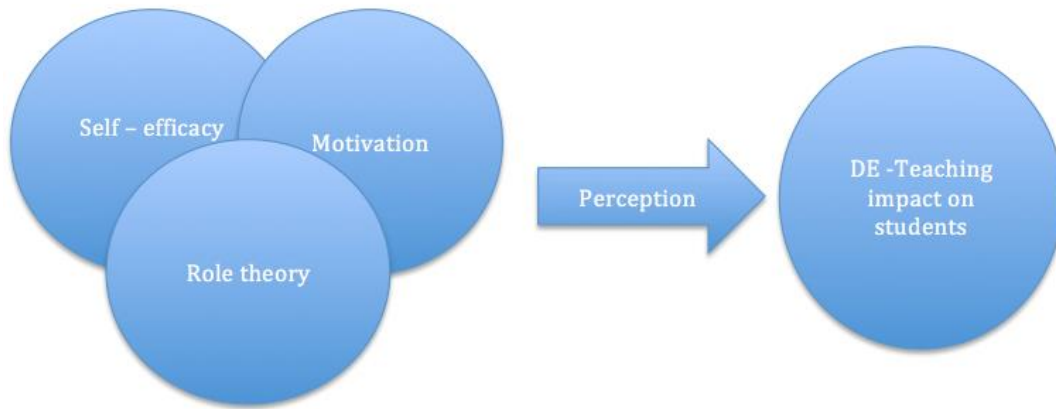
Figure 1. Conceptual framework.

Self-Efficacy Theory

In addition to examining what motivates dual educators to embrace hybrid professional roles, I examined the characteristics of dual educators. One valuable dimension to investigate is Bandura's (1977) concept of *self-efficacy* or "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (as cited in Artino, 2012, p. 77). In other words, self-efficacy is not a direct measure of competency in a given area, but a belief regarding competency in a particular area. This contrasts more general perceptions of the self, such as self-esteem. Bandura (1977) argued that individuals who have low self-efficacy towards a certain goal or task are more likely to avoid engaging in it, while individuals who have higher self-efficacy (i.e., believe they are capable of accomplishing the task) are more likely to engage in activities towards that goal. It is important to note that self-efficacy is also much more specific than self-confidence, because it is usually very situation-, goal-, and skill-specific (Artino, 2012).

In medical education, for example, one would have a perceived level of self-efficacy towards a task such as the ability to assess heart sounds accurately in a patient (Artino, 2012). It therefore follows that in education, a teacher's self-efficacy may reference specific skills as well, such as addressing a disruptive student, answering a difficult question from a student, or navigating an online learning management system. Bandura (1977) argued that while most people tend to overestimate their level of self-efficacy, a "modest" overestimation of self-efficacy in relation to a given skill is actually helpful, and increases effort and persistence in the face of obstacles. Thus, it is valuable to explore the research on self-efficacy theory pertaining to the teaching context and how it might relate to dual educators.

Self-efficacy and teaching. Researchers have examined self-efficacy in the classroom as well. Although the majority of research appears to focus on students' and learners' self-efficacy, limited research also exists on teachers' self-efficacy. In one study, teachers who had lower self-efficacy also reported greater classroom stress and lower job satisfaction, while teachers with greater self-efficacy also had greater classroom management, instructional strategies, and job satisfaction (Klassen & Chiu, 2010). It is also important to note that self-efficacy is informed by performance in a task, which can be beneficial or detrimental in terms of how it affects future behavior. Brouwers and Tomic (2000) found a detrimental relationship between self-efficacy and performance, specifically in terms of classroom management:

> The effect found of perceived self-efficacy on personal accomplishment is easy to explain. When teachers have little confidence in their ability to maintain classroom order, they will likely give up easily in the face of continuous disruptive student behavior. As a consequence, they feel themselves ineffective in their attempts to maintain classroom order. It is reasonable to assume that

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these feelings of ineffectiveness will quickly arise after a decline in perceived

self-efficacy. It so happens that teachers who doubt their ability to maintain

classroom order also do less to solve the order problem. (p. 249)

Thus, while it is clear that self-efficacy—or perceived ability in a specific context—is not the

same as real ability in a certain context, the two constructs are related in a symbiotic fashion, and

a change in one can easily create a change in the other, whether it is an increase or a decrease.

Interestingly, research suggests that self-efficacy can act as a protective factor.

Specifically, some studies have shown that self-efficacy can buffer against the negative effects of

stress and prevent teacher burnout. Skaalvik and Skaalvik (2014), for example, found that self-

efficacy is an independent predictor of teacher engagement, job satisfaction, and emotional

exhaustion. As Skaalvik and Skaalvik (2014) noted, their findings are congruent with self-

efficacy theory:

The finding that self-efficacy predicted both engagement and job satisfaction positively

and emotional exhaustion negatively supports self-efficacy theory, which claims that self-

efficacy beliefs determine how environmental opportunities and impediments are

perceived (Bandura, 1977). Also, self-efficacy has been shown in a number of areas,

including teaching, to increase motivation and to decrease stress and burnout. (p. 75)

Similarly, Wang, Hall, and Rahimi, 2015 (2015) found that self-efficacy is a significant

predictor of important teaching outcomes. More specifically, in the study, increased self-

efficacy in educators significantly predicted increased psychological and physical health, as well

as decreased intentions to quit the profession (Wang et al., 2015). Moreover, educators who held

stronger beliefs in their abilities to engage students in learning, manage misbehavior, and

manage classroom activities reported both increased job satisfaction and decreased burnout

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(Wang et al., 2015). Finally, educators with higher self-efficacy also reported fewer and less frequent illness symptoms (Wang et al., 2015). Thus, it is clear that educators' self-perceptions relating to their teaching work have a significant positive effect, not only on their teaching outcomes, but also on their personal wellbeing outcomes.

It is interesting to consider how organizational structure can influence teachers' self-efficacy. Ford, Van Sickle, Clark, Fazio-Brunson, and Schween (2017) interviewed teachers in a longitudinal study about their perceptions of support, autonomy, self-efficacy, and satisfaction in relation to a high-stakes teaching evaluation system in a sample of 37 Louisiana schools. Moreover, the authors also examined how this evaluation system might have influenced teachers' motivations to be effective educators, as well as their commitment to teaching as a line of work. Overall, the results showed a pervasive lack of support for teachers' self-efficacy using this evaluation method, negatively impacted many teachers at an emotional and motivational level. Even those teachers who received favorable evaluations as "highly effective" educators reported less job satisfaction and commitment. The authors argued for gradual changes in policy to curtail teacher burnout and attrition, specifically by nurturing teachers' intrinsic motivations for teaching and changing how teaching success is measured. This study underscores the importance of how "big picture" influences at the policy and system levels can have a profound impact on teachers' self-efficacy and motivation.

Additionally, it is crucial to note that self-efficacy can be developed and is not exclusively tied to personality characteristics. Klassen and Tze (2014) studied the common assumption that teachers' personality traits directly influence their effectiveness in instruction using a meta-analytic approach. Reviewing 43 studies in total, Klassen and Tze (2014) focused on teaching performance evaluations and student achievement as outcome measures for

classroom effectiveness, and found a marginally significant correlation between general psychological characteristics and teaching effectiveness. However, there was a stronger correlation between self-efficacy and evaluated teacher performance, suggesting that "innate" personality characteristics are less directly impactful than many presume. Further, this suggests that bolstering teachers' self-efficacy might be a better avenue for increasing teaching effectiveness.

Related to the idea that self-efficacy can be honed, research suggesting continuing education might be one way to accomplish this. Mahler, Großschedl, and Harms (2017) investigated learning opportunities that might impact teacher's motivations, focusing on self-efficacy, subject-specific enthusiasm, and the interaction between these factors. Participants were a sample of biology teachers who completed the Teacher Sense of Efficacy Scale, in addition to other surveys that measured enthusiasm and opportunities for continuing education in their fields. Results suggested that teacher education courses at the university level, attendance at professional trainings, and other independent study provided opportunities for increasing both self-efficacy and enthusiasm for teaching a given subject. Additionally, there was a positive association between both pedagogical knowledge and content knowledge, and self-efficacy and subject-specific enthusiasm. Like other studies on self-efficacy, Mahler et al. (2017) demonstrated how enhancing certain aspects of teaching can also positively impact self-efficacy, which in turn benefits teaching effectiveness.

Even though there is no direct research on self-efficacy as it relates to dual educators, Remijan (2013) examined how hybrid positions relate to teaching effectiveness and teacher satisfaction. These two concepts are not equivalent, but are similar and relevant to self-efficacy. Remijan (2013) found that while some aspects of working as a hybrid educator were difficult or

negative (ambiguous job expectations, no training/professional development, conflicts and/or tensions with colleagues, acting as manager rather than leader), the majority of hybrid job aspects were positive, including more control over scheduling/timing, more job-related feedback, recognition, more opportunities for growth and advancement, and—perhaps most importantly— increased effectiveness as teachers (Remijan, 2013). Specifically, 100% of all department chairs and hybrid teachers in the sample either agreed or strongly agreed that their experiences within their second position helped them improve in their teaching positions (Remijan, 2013, p. 85). Finally, hybrid positions also increased the educators' wellbeing in their jobs: "Hybrid positions that are focused on teaching, collaboration, and learning not only help increase teacher effectiveness but also lead to an increase in teacher satisfaction" (Remijan, 2013, p. 86). Because self-efficacy is a characteristic related to the success of teachers in general, it is important to research whether dual educators exhibit high levels of self-efficacy and accompanying teaching competency in their roles.

To summarize, self-efficacy is a nuanced concept. It is a personal belief an individual holds regarding his or her competency in a specific subject area (e.g., parenting, teaching, or athletics). This distinction is important, because self-efficacy is not a direct measure of competency, nor is it a measure of self-confidence or self-esteem. Rather, it is a person's perception of his or her ability to perform in a given role. Self-efficacy is bound by the situation, goal, and skill at hand. However, it is also crucial to acknowledge that, while self-efficacy is distinct from ability and self-esteem, it interacts with these similar constructs; self-efficacy can increase or decrease depending on actual ability demonstrated or self-esteem. Though limited, the available research shows that self-efficacy can buffer against the negative psychological and physical effects of stress, protecting against outcomes such as illness and burnout. It is for this

reason that it is imperative to study self-efficacy in the teaching context. There are seemingly countless risk factors for teacher burnout and attrition (e.g., stress, insufficient financial support, large classroom size, etc.), and so promoting self-efficacy as a protective factor could be extremely valuable in empowering teachers. In addition, high levels of self-efficacy might also explain why dual educators succeed in their dual roles and expectations.

Motivational theory: Maslow's hierarchy of needs. Perhaps the most seminal theory on motivation is Maslow's (1943) hierarchy of needs. Maslow (1943) argued that needs appearing lower on the hierarchy's pyramid structure must be satisfied before those needs appearing higher in the structure. The levels of the hierarchy include physiological needs (i.e., food, water, shelter, reproductive drives), safety needs (i.e., physical safety), belonging needs (i.e., social support, affiliation, love), esteem needs (i.e., self-esteem, self-respect), and, at the topmost level, self-actualization (i.e., the realization of an individual's full potential). Dual educators also adhere to this general order of needs, and thus it is likely that they must meet the more foundational needs within teaching (e.g., sufficient self-care in terms of physical needs, safety in the classroom, belonging in the school community) before they can meet higher-order needs (e.g., self-esteem and self-respect as an educator). Indeed, the development of a dual educator's identity might be included under the final, topmost need of self-actualization, since this level involves achieving one's full potential. Self-actualization refers to fulfilling one's true potential, often in a specific area of interest or pursuit (e.g., academics, family, athletics, etc.). According to Maslow (1943), this is a fundamental driver of human behavior present in everyone; however, as it appears at the peak of the hierarchy, it is the most difficult to achieve.It is important to note that, conceptually, the levels in this hierarchy can be categorized according to intrinsic and extrinsic motivation. More basic needs in the framework (e.g., physiological

needs, safety needs, belonging needs) arise from extrinsic motivation, because this type of motivation is defined as doing something for external reward or to avoid punishment. Thus, someone is extrinsically motivated to obtain food, shelter, or to avoid danger. In contrast, the higher needs in the framework (e.g., esteem needs, self-actualization) arise from intrinsic motivation, or doing something for its own sake. Therefore, one might be intrinsically motivated to improve their teaching ability because of his or her love of the profession. In this way, there appears to be an interesting relationship between "lower" levels in the hierarchy and extrinsic motivation, as well as between "higher" levels in the hierarchy and intrinsic motivation. Self-actualization refers to fulfilling one's true potential, often in a specific area of interest or pursuit (e.g., academics, family, athletics, etc.). According to Maslow (1943), this is also a fundamental driver of human behavior present in everyone, but it appears at the peak of the hierarchy, and is therefore the hardest to achieve.

Although educators' ultimate goal is to confer knowledge and skills from themselves to their students, they must first attend to their most basic survival needs (i.e., sufficient sleep, nutrition, etc.). Quite often this goal is interceded by the basic need to survive the workplace environment, a process that begins early on in their teaching careers. As Remijan (2013) puts it: "Beginning teachers, especially in their first year, for instance, are simply trying to survive in the classroom. When teachers begin their careers, they are motivated to do whatever it takes to survive the first year" (p. 14). Thus, before perfecting their teaching craft, teachers must strive to survive. In other words, teachers must tend to their most basic survival needs before they can move towards higher self-esteem or self-actualization needs, which is in line with Maslow's (1943) theory. Research suggests that meeting the most basic needs—a seemingly simple task—can be daunting for many teachers. Adiele and Abraham (2013) found that, in a sample of 500

secondary school teachers in Nigeria, many educators expressed minimal achievement in basic

survival needs such as thirst, hunger, shelter, and sex. Adiele and Abraham (2013) argued that

this lack in teachers' basic needs not only reduces overall motivation and impedes their ability to

ascend to higher-order needs in the hierarchy, but also literally impairs their ability to teach

effectively, because it negatively affects them physically and mentally (e.g., dehydration, low

blood sugar, sleep deprivation). Before teachers can focus on their roles as educators—much

less developing their roles as dual educators—they must first master pragmatic survival skills in

the teaching world, such as classroom management, and fulfil their most basic physical needs.

Although this study was not conducted in the United States, it is still quite relevant to

institutional forces that can prevent teachers from meeting their physical needs, including

overwork, understaffing, and low pay levels.

Next, Maslow (1943) argued that once basic physiological needs are met, an individual

would strive to meet security needs. One way to apply Maslow's (1943) definition of security

needs in the education context is the concept of job security. Literal or perceived job insecurity

affects various components of employees' wellbeing and behavior. For example, a meta-analysis

by Sverke, Hellgren, and Näswall (2002) found that job insecurity had negative effects on

employees' job attitudes, organizational attitudes, health, and behaviors within their

organizations. Similarly, Ashford, Lee, and Bobko (1989) found that employees who perceive

themselves to have low job security are more likely to become withdrawn, show less

commitment to their profession, and feel less satisfied with their job. Similar to the theoretical

conclusions posed by the physiological level of Maslow's (1943) hierarchy, it is possible that

teachers may first need to satisfy their job security needs in at least one educator role before they

begin to foster two professional identities as dual educators. However, it could be argued that

job security could also act as a motivator to become a dual educator sooner rather than later (Smith, 2015). It is also highly possible that seeking increased job security could be a major reason for instructors to become dual educators (Harris, 2017). Specifically, some dual educators work two distinct teaching jobs to receive increased income and job security. In other words, some dual educators might fall into their hybrid roles due to financial needs, which are closely related to Maslow's (1943) most basic level of physiological needs.

Once the most basic physiological and security needs have been satisfied, Maslow (1943) argued that people will be motivated by social needs of belonging and affiliation. It remains unclear how such social needs might increase or decrease individuals' motivation to become dual educators. In one respect, it is possible that social needs might increase the likelihood that teachers take on dual roles. For example, teachers have previously reported that one major reason they decided to take on hybrid roles within their schools is because they were approached by the administration (Remijan, 2013). In these cases, it is possible that expectations regarding conformity, obedience, and the general need to be perceived as agreeable could have motivated these teachers to accept dual positions. Moreover, being a dual educator could increase a sense of belonging in that the individual could identify with two social groups rather than one. However, it is also possible that social needs might decrease the likelihood that teachers take on dual roles. In her assessment of teachers who took on dual roles within their schools, Remijan (2013) found that many teachers reported interpersonal conflict and/or tension with their colleagues, since many of them shared one role with colleagues who they would then supervise as part of their second role, which created an uncomfortable power dynamic. Yet another option could be that meeting social needs has little to no relationship with the development of dual

educators. Perhaps these individuals satisfy their social needs in ways that are not impacted by assuming two educator roles, and these dual roles do not motivate or demotivate them socially.

After social needs are met, Maslow (1943) argued that people would seek to meet esteem needs, which include aspects such as self-esteem and self-respect. According to Maslow (1943), the two concepts of esteem are related yet distinct. First, there is a "lower" version of esteem, which refers to the need to receive respect, recognition, and/or attention from other individuals. In contrast, the "higher" version of esteem is the need for respect for the self, from the self (Maslow, 1943). This includes aspects such as independence, mastery, and self-confidence (Maslow, 1943). These concepts are also closely related to the concepts of intrinsic and extrinsic motivation. Intrinsic motivation refers to the desire for an individual to do a task for its own sake, while extrinsic motivation refers to contingent rewards (Benabou & Tirole, 2003, p. 490). While counterintuitive, it is actually well-known within the social science community that extrinsic motivators (e.g., money) can often diminish intrinsic motivation, which could explain why pay incentives have actually failed to increase motivation in studies of teachers (Bishay, 1996).

Additionally, some research suggests that esteem needs are sometimes not met in education, and that this lack detrimentally affects teachers' professional confidence. Teacher attrition is common due to lack of support in numerous areas: no distinction between work requirements of beginners and veterans, inadequate professional training in practical knowledge and skills, inadequate orientation, lack of emotional support, and insufficient classroom materials (Andrews, Gilbert, & Martin, 2007). In other words, some teachers report feeling as though their educator roles are not valued, particularly when they receive so little support in terms of resources. For example, one study found that teachers did not consider themselves to be revered

as high-status professionals, and believed that they were not valued at the societal level (Adiele & Abraham, 2013). The authors further found that teachers generally did not believe their occupation or position was appreciated as important:

> The clear result from this is that secondary school teachers are not admired and respected by members of the society. The result equally indicates that there is lack of confidence even among the teachers themselves because of poor achievement. It must be noted that growth towards self-actualization requires the satisfaction of basic needs. (p. 143)

Thus, Adiele and Abraham (2013) noted how such negative self-perceptions can reduce teachers' motivation and, in turn, prevent them from fulfilling higher-order needs. However, it is crucial to acknowledge that the relation between esteem and motivation are closely and complexly related to stress and job satisfaction, and unsurprisingly, this also means research on the topic is mixed. In contrast to Adiele and Abraham (2013), for example, Reilly, Dhingra, and Boduszek (2014) found that even when faced with moderate to high levels of occupational stress, teachers in their sample reported having "high self-esteem and moderate self-efficacy, and [being] highly satisfied in their jobs" (p. 10). Similarly, Marlow (1996) found that even though teachers reported being unsatisfied with the lack of respect they experienced from parents, students, administrators, and community members, "49 percent of the population surveyed identified the professional prestige to be as they had expected it or better" (p. 1). Moreover, Marlow (1996) noted that that teachers' self-esteem around their work played a significant part in determining their job satisfaction. This finding is especially interesting because it suggests that meeting self-esteem needs might also directly assist in meeting self-actualization needs (in this case, job satisfaction). In terms of dual educators, it is not known as to how dual identity

might interact with these factors, given that variables such as job satisfaction would be drawn from two occupations rather than one.

Like Maslow's (1943) arguments about social belonging, it is also unclear with esteem needs whether dual educators would be more or less motivated. Because it is generally understood that there is less societal prestige associated with teaching as compared to some other professions (e.g., medicine, law, high-end finance/business, professional athletics, the U.S. film industry), it is possible that dual educators pursue their roles driven by "higher" or intrinsic motivation—that is, a love of teaching for teaching's sake—and, in turn, develop self-respect as a result. However, it is also possible that if dual educators chose their profession because of financial motivators, it would indicate they were primarily motivated by extrinsic factors, and therefore are either motivated by "lower" esteem needs in the form of rewards from others, or else not motivated by esteem factors at all.

Finally, at the peak of the hierarchy is self-actualization. Maslow (1943) argued that this is the most difficult level to achieve, because it involves meeting all of the other previous needs. Again, self-actualization refers to fulfilling one's true potential. At the highest point in Maslow's (1943) hierarchy, self-actualization is the most nebulous need to define concretely, and thus difficult to measure empirically. Put simply, after humans' fundamental needs for survival and belonging are met, they seek to find higher meaning in their lives.

In terms of research on self-actualization and educators, the literature is mixed. Some studies show that teachers largely have negative experiences in their profession, reporting low job satisfaction, job fulfillment, high burnout, and resultant intentions of quitting (Adiele & Abraham, 2013; Marlow, 1996). Conversely, other studies show that teachers find meaning in their work regardless of stress level (Boyle, Borg, Falzon, & Baglioni, 1995; Reilly et al., 2014).

Given these contradictory findings, it is important to consider how other motivational variables such as burnout (a measure of unmet physical needs in the hierarchy), self-efficacy, or personality traits mediate or moderate these effects (Judge & Bono, 2001; Wang et al., 2015). Exploring these topics is an even more rich and complex area of study in the context of dual educators.

In addition to the mixed empirical literature, it is also important to note that the theory behind self-actualization is similarly messy and contentious. While Maslow's (1943) conception of human motivations remains valuable and informative, parts of his model have been challenged for different reasons, including ethnocentrism and hierarchical structure (Hofstede, 1984; Wahba & Bridwell, 1976). Some empirical studies also challenge his model, including one that studied teachers' motivations. Gawel (1997) found that teachers were less satisfied with their levels of esteem than with their levels of self-actualization within their profession. Gawel (1997) then argued that self-actualization (the top level in the hierarchy) is actually a driver of esteem (a middle level in the hierarchy):

> Therefore, it can be concluded that self-actualization is a pre-potent need for esteem. Two reasons seem to account for this. First, self-actualization provides the basis for self-esteem. Second, this self-actualized performance is also the basis for reputation, the esteem of others. (p. 3)

According to this conclusion, it is possible that dual educators pursue their dual roles as part of reaching their full potential in teaching via hybrid positions. In other words, dual educators might find professional meaning by fostering two professional identities. However, it is also possible that self-actualization is actually a motivator for dual educators in terms of their esteem. The relationships between such variables are already highly complex when studying a

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traditional educator; the task becomes that much more difficult and complicated when studying

dual educators who have multiple roles. It is unclear how dual educators view themselves, their

motivations, and potential for self-actualization within their professions. It is therefore

especially important to research dual educators and their growth paths, as well as to explore how

their dual identities might act as dual sources of strength and weakness.

Motivations for careers in teaching. Research on the motivations of teachers—in terms

of entering the teaching profession as well as remaining in the profession over time—suggests

that both intrinsic and extrinsic motivators are at play. However, intrinsic motivations,

specifically altruistic ones, are especially critical in predicting whether teachers would persist in

their jobs over time (Han & Yin, 2016). Many studies have found that common reasons

instructors are motivated to choose careers in teaching include a desire to work with children and

adolescent students, potential for intellectual fulfillment, and positive contribution towards

society (Han & Yin, 2016). Further, while it is clear that many teachers choose to assume a

second educator role to help supplement their income, the manner in which these two jobs

interact often blend extrinsic and intrinsic motivations in meaningful ways that prioritize

teaching (Harris, 2017; Smith, 2015; Strauss, 2016).First, in terms of quantification, Watt and

Richardson (2007) developed the Factors Influencing Teaching Choice (FIT-Choice) Scale,

which examines teachers' motivations for engaging in their careers. This scale has been

validated in various contexts, including American samples (Watt et al., 2012). Using empirical

data obtained from this scale, Watt et al. (2012) proposed a model in which intrinsic motivations

were paramount. According to their model, socialization influences (e.g., prior teaching and

learning experiences, social influences) interact with the intrinsic value of the profession to

increase the likelihood of an individual choosing a teaching career. The intrinsic value of

teaching is broken into two major subcategories: personal utility value (i.e., job security, time for family, and/or job transferability) and social utility value (i.e., the ability to work with and shape the futures of children/adolescents, enhance social equity, and/or make a social contribution). Once again, it appears as though both intrinsic and extrinsic motivators are involved, though more factors in this category fall under the subheading of social utility or intrinsic values than did under the personal utility category. This combination is in line with Maslow's (1943) theory, since once the more pragmatic needs related to survival (e.g., job security) are met, more intrinsic motivators related to esteem and possibly even self-actualization (e.g., contributing towards a better society) come into play.

Similarly, Bilim (2014) used the FIT-Choice Scale to study the motivations of 341 "pre-service" (i.e., before career) elementary school educators, specifically examining why they chose to become teachers. Moreover, Bilim (2014) sought to understand how these motives might change over time and interact with teachers' self-efficacy, particularly as they advance in training and experience. Bilim (2014) found that altruistic motivations, including enhancing social equity, shaping children's futures, and contributing to society, were significant predictors for entering the teaching profession. Other important motivating predictors included past positive teaching and learning experiences, previous work with children and adolescents, increased likelihood of job security, and perceptions of potential success. Interestingly, Bilim (2014) found that these motivators also remained stable over time, with freshman, sophomore, and junior teachers all reporting similarly. Lastly, it is also notable that teachers' reported self-efficacy was positively associated with their altruistic teaching motives and negatively associated with the idea of teaching as a "fallback" career. These results suggest a relation between

teaching, motivation, and self-efficacy, which is especially pertinent to the present study of dual educators.

Teacher motivation has also been examined outside of the classroom itself. Caddle, Bautista, Brizuela, and Sharpe (2016) explored teachers' motives in the context of design and implementation of professional development. Caddle et al. (2016) studied a sample of 54 personal statements from middle- and high-school teachers in an effort to discern the different motivational themes at play. Results suggested that, overall, teachers valued the same factors, and three groups emerged in the sample. The first group of teachers prioritized student engagement, a second group emphasized students' critical thinking, and the third group desired to increase their own mathematics knowledge in order to teach math content more effectively. In spite of somewhat differing motivations and needs, however, teachers' motivational attitudes showed considerable similarity. Not only did Caddle et al. (2016) highlight the importance of allowing teachers to voice their opinions, motivations, and concerns regarding the design and implementation of professional development, but they also explored teacher motivation from a different and unique source (personal statements).

Further, it is vital to consider procedural aspects of teaching that might impact motivation. Using a sample of 32 public school teachers from California, Daniels (2016) conducted a study examining variables that might increase or decrease teachers' professional motivation, as well as determine how these variables might also affect administrative staff and curriculum development in schools. Daniels (2016) collected and analyzed narratives from teachers, asking them to share their stories of experiences that had fostered or discouraged their motivations to become teachers. Results suggested that teachers identified motivational factors in curricular, relational, and logistical arenas, specifically including scheduling, grading time,

planning, communication, and physical environment. Importantly, Daniels (2016) concluded that while logistical teaching factors often go unnoticed, it is crucial they are addressed because they have a demonstrable effect on teachers' capacity to instruct effectively. Thus, it follows that the present study should also consider such logistical factors when examining teachers' motivations.

Next, it is also crucial to examine how income affects teachers' decisions to assume a second job. Many educators choose to pursue a second occupation, but it is important to distinguish which jobs, and for which reasons. There is wide variation in the nature of secondary jobs that educators take, as well as within their motivations for doing so. For example, there are educators who take second jobs outside the educational field (e.g., retail, restaurant work, etc.), while others choose to remain within the education system to assume another occupational role (e.g., a physical education teacher who also coaches student athletics) (Pitney, Stuart, & Parker, 2008; Strauss, 2016). There are clear extrinsic motivators that prompt educators to take a second job (e.g., increased income); however, there are also intrinsic motivators related to educators' inherent valuation of their teaching roles (e.g., continuing education) (Dolan, 2017; Strauss, 2016). Moreover, the case of dual educators is further complicated by how the first and second jobs interact with each other. For example, some teachers invest their second income in their primary teaching role (Harris, 2017), choose a second job for a "mental break" from teaching (Orellana, n.d.), or discover their love of teaching only when they take a second job as an educator (Dolan, 2017).

One major reason that educators choose to pursue second jobs is to supplement their income (Strauss, 2016). The need for educators to take a second job for financial stability is particularly high in states where teachers are generally paid below-average wages (Bidwell,

2014). According to Strauss (2016), the pay gap for teachers is becoming increasingly wide as

their wages stagnate, with teacher pay being 17% lower than other professionals with similar

levels of training and education. On average, American teachers are paid less—and given raises

more slowly—than teachers in other countries; for this reason, approximately 10% of teachers in

every state have a second job outside the school system (Bidwell, 2014). In certain states, such

as North Carolina, Maine, and South Dakota, this number rises to 25% (Bidwell, 2014).

Although teachers assume a wide variety of secondary professional roles to supplement

their income, which initially seems to be extrinsically motivated, it appears that the majority of

teachers have strong intrinsic motivation for their educator role, and their second job interacts

with this motivation, whether positively or negatively. For some teachers, taking a second job to

supplement their income—an extrinsic motivator—actually interferes with their intrinsic

motivation about their primary teaching role. For example, one North Carolinian teacher

reported that working a second job uses valuable time she could instead be using to go "that

extra mile" to help her students thrive:

> "When students ask if I can tutor them after school and I'm not able to be there for them,
>
> it just kills me," said Christina. "I know I could be a better teacher if I had more time in
>
> the classroom, but I have to pay the bills." In other words, North Carolina's failure to
>
> pay teachers a living wage is hurting student success. (Smith, 2015, p. 13)

In this case, this teacher felt compelled to take a second job for economic security, but this

decision causes internal tension with her intrinsic motivation to succeed as an educator and best

support her students. It is clear that while increased income is an extrinsic motivator, many

teachers are fundamentally driven by their intrinsic motivation to teach, which can create conflict

between the necessary extrinsic need to provide for oneself and one's family and the intrinsic

need to teach effectively. This tension is also in line with Maslow's (1943) model, where pragmatic needs must be met before fulfillment needs can be achieved.

Similarly, teachers' intrinsic motivation could also influence why they choose to take a second job outside of the school system: because they understand the education system they operate within. Some teachers come into the teaching profession with an understanding that their salary will not be competitive, which makes them less likely to request higher pay and more likely to seek out a second job:

> Most teachers, like Kory O'Rourke and Richard Patterson, are reluctant to advocate for higher pay for themselves. They went into a profession where they didn't expect to make a ton of money. They understand that schools are underfunded and they are eager to do anything to improve the lives of their students, including not asking for more money for themselves. (Strauss, 2016)

Such teachers understand that the school system is complex and underserved, and due to their strong intrinsic motivation, do not make demands to increase their pay. Their intrinsic motivation to be high-quality educators prompts them to prioritize the education system they are an integral part of—and in turn to prioritize their students—even if that means settling for a decreased salary.

While some teachers find taking a second job detracts from their primary teaching job, other teachers find ways to have their second job positively impact their primary role. For example, some teachers quite literally invest their second income towards their first job:

> Most of her second income, she says, goes toward getting ahead on bills. And Long likes the peace of mind of not having to live paycheck to paycheck. Her students benefit, too. "My students are very spoiled," she says. Anyone who has spotted Long sitting down at

the bar grading papers or making flashcards —which she often does when business is slow—might have guessed this. For Long, the smiles she receives when she shows up to class with bags from Dollar General, full of supplies and little trinkets to reward positive behavior or academic gains, make the extra hours on her feet worth it. "I jokingly say they eat my pencils and crayons. I don't want any child to worry about not having a pencil, folders or a backpack. I try to be that extra support for them." (Harris, 2017, p. 20)

Here, it is clear that this teacher has strong intrinsic motivation to be a supportive and resourceful educator, so much so that she puts her second income towards her teaching materials, and spends the spare time she has during her second job on lesson planning. Likewise, another teacher reported using his store discount from his second job to purchase teaching materials, and acknowledges that, while his situation is sometimes difficult, the intrinsic motivation to teach keep him going: "When I've thought about leaving the classroom for something that pays better, I'm reminded that the work I do is important" (Harris, 2017). Yet another teacher had to take a second job as a pizza delivery driver, but discovered that he could also invest his time in such a way that it benefited his students:

With plenty of time in his car, Muir said he likes to listen to audiobooks. He will often see what his students are reading and get those books. Sometimes, that's the only way he can connect with students. He said it helps to show that he isn't a robot. "If I can have a conversation about something other than math, sometimes they'll give a little bit more effort," he said. (Dolan, 2017)

Although these teachers had to take second jobs for extrinsically motivated reasons (i.e., more financial security), they used their intrinsic motivations (to be effective teachers) to bridge

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the motivational gaps between their two, seemingly separate jobs. They were able to relate their second jobs to their primary roles in such a way that they found meaning and fulfillment from a secondary occupation they would not have chosen otherwise.

In addition, other teachers choose to take second jobs for more traditional, intrinsically motivated reasons: enjoyment. Many teachers report using their summer breaks to take second jobs, sometimes to supplement income, but also to add enjoyment, variety, fulfillment, and respite from teaching. One teacher described her summer experiences away from teaching thus:

> Dondero, like many Utah teachers, follows a different career path during summer vacation. She'll return to teaching high school next month, but now she spends her days supervising a U.S. Forest Service firefighting crew. "It's a nice break from teaching. It's something completely different," Dondero said of her summer job. Having a second or summer job is no longer the exception for Utah teachers, according to Utah Education Association President Kim Campbell. "Most do it to supplement their income, to keep food on the table and raise their kids," Campbell said. The income summer jobs provide is a necessity for many teachers, but for others, it's a way to take a break, learn something new or just do something different. "For the most part, I really like hanging out with the crew, camping and being outdoors," said Dondero, a psychology teacher at Hillcrest High School in Midvale, who acknowledged she also likes the extra money. "It's a good break. Teaching is really mentally exhausting," Dondero said. (Orellana, n.d., para. 2–4)

This teacher described how her summer job acts as a separate, meaningful pursuit. Not only is the firefighting job valuable to her on its own, but it also indirectly enhances her primary teaching duties by providing her with a much-needed mental break. This quote indicates the dominance of intrinsic motivation, whether its intention is to improve the teaching role (e.g.,

buying/making teaching materials, learning new information), learn new skills, or find enjoyment in the activity itself. As one teacher summarized simply: "I'd rather be in something that I enjoy than just chase the money" (Dolan, 2017).

Finally, it is important to address the available literature on teachers who perform dual roles within the educational setting specifically. Although no literature exists on dual educators as defined in the current study, one study has explored *hybrid educators*, or individuals with full-time positions that involve teaching students as well as "nonteaching" assignments within the same school: department chair or athletic director, for example (Remijan, 2013). Remijan (2013) examined factors that motivated and demotivated these professionals to become hybrid educators—including skill variety, task identity, task significance, autonomy, and feedback—and investigated whether hybrid educators experienced an improvement in these areas as compared to when they only had a single teaching role. Remijan (2013) found that hybrid educators had different needs, desires, and goals for assuming their dual roles, which included readiness for professional change, desire to assume a nonteaching leadership role, desire for new professional challenges, and being approached by the administration to take on a second role. Moreover, Remijan (2013) identified a theme that encompassed these motivations, specifically regarding being involved in their schools on a broader level:

> Hybrid teachers are motivated by the significant role they play beyond the walls of their classroom. Having a hybrid position allows teachers to be involved in the grand scheme of things while having a voice and impacting more students than when they were full-time classroom teachers. (Remijan, 2013, p. 63)

According to Remijan (2013), it appears that hybrid educators are highly motivated by the challenge of adopting a second role and forging a path to develop that role further in order to best

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serve their academic institutions. Given that Remijan's (2013) work is perhaps the most relevant piece of literature in terms of its proximity to the aims of the current study, I will also use it as a model to inform this study's theoretical and methodological structure.

      Role theory. A third theoretical framework that could help to explain aspects of dual educators' experience is role theory. Role theory proposes that human behavior consists of people acting out roles that are socially defined, along with certain duties, functions, rights, expectations, norms, and behaviors that go along with each role (Hindin, 2007). Roles are found across social categories, such as family (e.g., mother, father, daughter, son, sister, brother, etc.), school (e.g., student, teacher, administrator, counselor, coach, etc.), work (e.g., employee, manager, etc.), and so on. Another important part of role theory is assuming that individual behavior is environment-specific and can thus be influenced by different contexts. Teachers have already been required to assume multiple roles alongside their traditional teaching roles (Ujlakyné Szucs, 2009). Over time, teachers have moved from filling a parent-like role to also assuming roles in exam preparation, advising parents, and acting as knowledge facilitators and discussion leaders rather than only functioning as lecturers. Teachers already often act in multiple roles; therefore, in the case of dual educators, it is particularly worthwhile to examine role theory.   The main components of role theory that will be addressed in this section are role expectations, role conflict, role ambiguity, and role enhancement (Biddle, 2013; Kirk-Brown & Wallace, 2004). First, in role expectations, members of the same role category typically have prescribed manners of acting or carrying out role-related tasks (Biddle, 2013). Second, role conflict refers to the psychological pressure an individual experiences when he or she cannot comply with role expectations (Biddle, 2013; Kirk-Brown & Wallace, 2004). Role conflict can also occur when an individual acts in two or more roles that are incompatible with each other,

after which the individual will experience significant stress and strive to reconcile the incompatibility (Biddle, 2013; Kirk-Brown & Wallace, 2004). Third, role ambiguity occurs when there is a lack of clear role guidelines. In a similar fashion, role ambiguity also creates stress, which occurs when an individual must act in a role that has vague or ambiguous expectations. Finally, role theory suggests that multiple roles can result in role enhancement, or that engaging in multiple roles increases subjective wellbeing.

Dual educators are, by definition, already acting in two roles, even though each of these roles also has smaller roles embedded within it. Namely, college educators are already expected to fulfill multiple roles as professors, advisers, mentors, supervisors, and so forth (Fredius, 2002), while high school educators act in multiple roles such as chaperones and school community members, in addition to their roles as traditional lecturers (Lanier, 1997). Thus, dual educators must manage these smaller roles nested within their dual jobs. Moreover, dual educators must navigate the ambiguity of the two professional environments, since there is no road map in place to help instructors become dual educators. Without this "dual" structure, there is also no clear set of "dual" expectations. This study, then, explored the experiences of dual educators in order to understand the interplay of role expectations, role conflict, role ambiguity, and role enhancement in terms of teachers' lived experiences.

Role theory in teaching and other practice. Although many theoretical studies employ role theory, little research on role theory has examined education. Some studies have suggested that multiple roles can be beneficial (role enhancement), detrimental (role conflict), or both, depending on various factors (Reid & Hardy, 1999; Rozario, Morrow-Howell, & Hinterlong, 2004). For example, one study of women's roles (including wife, mother, paid worker, and informal caregiver to aging parents) found a positive correlation between number of roles and

depressive symptomatology, indicating that multiple roles could impair wellbeing (Reid &

Hardy, 1999). However, when the level of demand and satisfaction with these roles was

controlled for, this effect disappeared. This suggests that if the roles are not overwhelming in

terms of demand, and the roles produce satisfaction, the number of roles is no longer related to

symptoms of depression. In contrast, another study on older caregivers who worked and/or

volunteered in multiple roles found evidence of role enhancement and no evidence of role

conflict. Specifically, Rozario et al. (2004) found that having multiple roles increased

perceptions of productivity and social integration, and was associated with low functional

impairment.

One study that focused on teachers as well as other educational professionals such as

department chairs highlighted that department chairs often act as hybrid educators themselves,

having one foot in their administrative roles and the other in their teaching roles (Zepeda &

Kruskamp, 2007). The authors interviewed department chairs and reviewed documents such as

job descriptions, board policies, and individual goal plans. Zepeda and Kruskamp (2007) found

that, for department chairs, time constraints often negatively impacted their dual roles, and that

both under- and overcommunication increased role ambiguity. Further, participants reported role

ambiguity in their teaching roles: "The participants received no direction by the principal to

enact the role of instructional supervisor; thus they created their own roles" (Zepeda &

Kruskamp, 2007, p. 52).

In terms of juggling multiple professional roles, another study by Morton (2016)

examined how teachers must manage conflicting roles as representatives of the political

community. Specifically, Morton (2016) asserted that teachers must empower students with the

appropriate skillset as individuals and citizens so that they may thrive in a difficult and often

inequitable reality. However, Morton (2016) also critiqued teachers in these roles, arguing that they often succumb to overly ideal lines of thinking that lack practical solutions to produce tangible results; she also pointed out that teachers participate in a societal double-standard in which they identify injustice but fail to act against it. Ultimately, she proposed that even though teachers should cultivate this political role, other parties such as administrators, parents, and other community members are equally responsible for assuming this role. Morton's (2016) discussion offers insight into the nuances and intricacies of teacher roles, and suggests how conflicting roles are difficult, stressful, and common in the teaching profession.

However, multiple roles are not always a source of stress; they can be a source of strength as well. In the context of role theory, a study by Phillips and Stone (2013) examined three high schools that purposefully expected teachers to act in student support roles. The study investigated different teacher role definitions, particularly those expecting teachers to provide social and emotional support to students. Interestingly, the authors found a relation between teacher roles and self-efficacy. The results of the study indicated a positive association between teachers' reported role breadth and their sense of efficacy around student support; this suggests that teachers who had student support built into their job descriptions had greater role breadth and, in turn, reported increased confidence in their ability to effectively fill that role. Further, after controlling for student background demographics and school performance statistics, teacher role breadth was also positively associated with student perceptions of support as well as academic expectations. This study by Phillips and Stone (2013) adds meaningfully to the notion that teachers can—and often must—assume multiple roles, in addition to suggesting that adding roles may not always be negative. In fact, Phillips and Stone (2013) found that adding student support roles increased teachers' perceived competency (i.e., self-efficacy) in a given domain.

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These findings are especially pertinent to the current study because they support the idea that multiple roles, including the dual roles of dual educators, promote skills and knowledge in multiple areas.

Shoulders and Krei (2015) have suggested that self-efficacy is a dimension that can be developed over time. Shoulders and Krei (2015) examined self-efficacy in the context of student engagement, instructional practices, and classroom management, specifically looking at potential differences across factors such as gender, education level, and total years of teaching experience. Sampling teachers from across 15 Tennessee high schools, the authors administered the Teachers' Sense of Efficacy Scale, and found significant differences in self-efficacy according to years of teaching experience; they also found that greater teaching experience significantly predicted more effective instructional practices and classroom management. These findings suggest that self-efficacy is related to teaching experience, which is important to consider for dual educators as they gain experience and manage dual roles.

In conclusion, extant literature has examined several topics that are highly relevant to dual educators, including dual enrollment programs, teachers' motivations, teachers' self-efficacy, and teachers' roles in the profession. However, there are several gaps that remain in the literature within each of these topics. There is substantial data on dual enrollment programs, but not on the dual educators who teach them. There are many studies exploring what motivates teachers to enter and endure the teaching profession, but not on the motivations of dual educators. Finally, there is some data on how self-efficacy and role theories manifest in practice, but no studies directly examining these theories as they relate to dual educators. Therefore, the present study is focused on the lived experience of dual educators performing their roles in the U.S. educational system and their perceptions of impact on student experience.

Review of Methodological Issues

In the literature reviewed here, studies have used a combination of self-report measures and inventories, as well as interviewing in a handful of cases (particularly in news pieces). However, the studies that exist on teachers as professional individuals are largely quantitative, rather than qualitative, in focus. While these studies are methodologically and statistically sound, the vast majority do not directly capture teachers' perceptions of their own roles. In other words, to best understand educators' lived experiences, a narrative and/or qualitative approach might be more appropriate, so that a researcher can detect any relevant nuances that exist between teacher experiences; it is crucial to capture these individual differences.

It is important to note that other qualitative approaches could have also fit this study well: ethnography, for example. Ethnography is used to describe and understand the shared attitudes, values, beliefs, and language of a culture-sharing group. Although this approach initially appeared to apply to my study, I chose to use a phenomenological approach for several reasons. First, ethnography requires that the researcher be steeped in the daily lives of the culture-sharing group he or she wishes to study; thus, data collection is quite time-consuming. Second, the researcher traditionally must have a solid philosophical foundation in cultural anthropology. Third, I wanted to make use of bracketing in the phenomenological approach, so that I might take my personal experiences into account to avoid bias. Further, although I could have used a case study approach to study a small set of participants in depth, I chose phenomenology because it has a strong emphasis on specifically studying the lived experiences of individuals related to a given phenomenon (Creswell, 2013).

Synthesis of Research Findings

Extant research has suggested that many teachers take two jobs for various reasons (e.g., supplemented income, complement to primary job, variety in professional life), and some of these individuals are hybrid educators (i.e., have two jobs within the education field). Teachers are highly intrinsically motivated (Shogren et al., 2017), with altruistic motivations best predicting teachers' success and resistance to burnout; self-efficacy in teachers is similarly a protective factor. Further, as Remijan (2013) found, hybrid teachers were strongly motivated to be involved in the "big picture" of their schools' identities and successes, being able to interact with their students within the classroom while also impacting the institution at large. Moreover, dual educators must also navigate additional role ambiguity, since there is no traditional pathway in place to aid instructors in becoming dual educators.

Critique of Previous Research

It is clear that, while there is research on teachers, there is limited research on their lived experiences specifically, as most studies examine teacher variables only as they affect student outcomes. By undertaking an in-depth literature review, it becomes apparent that much of the educational research on teachers has focused on how teachers relate to subjects such as attrition, graduation rates, or adopting new curricula/programming in schools. Of the limited research on hybrid roles in education, studies did not examine the individuals themselves (i.e., the dual educators), but rather the organization or program (i.e., dual enrollment programs). To date, the only comprehensive extant research study on hybrid educators was conducted by Remijan (2013); this study seeks to extend that work by examining dual educators specifically.

Summary

While some research exists on teachers, their motivations, and their lived experiences, there is a lacuna in terms of investigations on teachers' own perceptions of their professional identities. These studies employ many theoretical frameworks, including motivation, self-efficacy, and role theory. However, only one study examined dual educators specifically. The present study aimed to address this significant gap in knowledge by investigating the teachers themselves in order to emphasize their identities and lived experiences of navigating two distinct yet related roles in the classroom.

Chapter 3: Methodology

Introduction

Being a high school teacher can be both challenging and rewarding (Mack, 2013). In addition to their primary role, some K-12 teachers simultaneously cross over to teach in a college setting, which requires sustainable motivation and strong time management. As a dual educator working in secondary education, I have gained insight into my roles and have had a variety of experiences navigating the two organizational cultures. These insights and experiences propelled me to study whether other dual educators who teach in high school and in college have similar experiences. The research questions for the present study are:

Central Question: How does the professional lived experience of dual educators contribute to the educational experience of students?

Subquestion 1: How does the experience of participating in two educational environments influence the teaching practices of dual educators?

Subquestion 2: What motivates dual educators to teach in both high school and higher education settings?

Subquestion 3: In what ways do educators who teach at both high school and college levels perceive their impact on students?

Purpose and Design of the Study

While reviewing literature on dual educators, I discovered several methods ranging from quantitative studies (Hanson, 2015; Moore, 1997), to qualitative research (Jennings & Peloso, 2010), to case studies (Bowman, 2011; Remijan, 2013). To answer the research questions, I selected a phenomenological approach for this study. Phenomenology is a human science approach to understanding the world through an individual's point of view or lived experience

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(Burrell & Morgan, 1979). Phenomenology has a strong background in philosophy and psychology (Smith, 2015). Prior to the development of the phenomenology field, human phenomena were explored independently of the people experiencing the phenomena. Husserl was fascinated by understanding how people represented things in their minds in order to understand the "essence" of an experience (Koch 1995; Smith, 2015). Phenomenological inquiry starts by asking the question: "What is the nature or meaning of this phenomenon?" It then seeks to explore the phenomenon from the perspective of those who experience it firsthand (Wojnar & Swanson, 2007). The phenomenological researcher thus seeks to offer accounts of time, body, space, and relations as they are lived by the people whose lives are altered by the phenomena (Van Manen, 2016).

In this study, I employed a phenomenological research design in order to understand and identify similar experiential themes about the lived experiences of dual educators, with the purpose of highlighting common themes and thereby identify a universal essence about the phenomenon (Wojnar & Swanson, 2007). In this type of design, a researcher interviews the participants or objects of research, conducts observations, and/or examines artifacts (e.g., documents, art, poetry, etc.) to collect a body of data, and then synthesizes both what individuals experienced, and how they experienced it (Creswell, 2013). The researcher does this by identifying meaningful or significant statements (e.g., in an interview transcript) that help illuminate a better understanding of how the participants experienced the phenomenon, and then grouping these statements into themes to extract a phenomenon's "essence."

The two philosophies that guide phenomenology come from Heidegger's idea of interpretive phenomenology (Creswell, 2013), which focuses on ontology or understanding participants' ways of being in or interpreting the world. According to Heidegger, individuals and

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their actions are always present and in the world, and as such researchers cannot study their activities by bracketing the world, but instead must interpret meaning by examining context in the world (Creswell, 2013). Heidegger recognized that the researcher cannot be separated from the research and cannot have a fully detached viewpoint (Creswell, 2013; Reiners, 2012). Likewise, the researcher cannot suspend all judgment when interpreting his or her viewpoint.

Husserl, on the other hand, promoted epistemology focusing on conscious knowledge, as well as the practice of suspending all suppositions where preconceived ideas were bracketed (Creswell, 2013). To increase validity, phenomenologists integrate a self-reflective process called "bracketing," in which the researcher must separate out personal experiences regarding the phenomenon under study (Creswell, 2013). Although one could argue that all research has limitations—and in turn that all researchers have personal bias in some form or another—bracketing seeks to alleviate the effects of bias on the interpretation of phenomenological data (Creswell, 2013). Again, although a case study approach could have been used, I selected a phenomenological approach because it best fit the aims of this study. Case studies are thorough examinations of the development of a situation, occurrence, or individual over time (Creswell, 2013). In contrast, phenomenology is a study design that emphasizes the subjective, lived experiences of participants (Creswell, 2013). Because I was interested primarily in the lived experiences of dual educators, I therefore chose phenomenology.

Van Manen (2016) contended that phenomenological researchers cannot just have a research question; they must have lived the experience. Van Manen (2016) also emphasized that phenomenological questions should come from the heart, which brings about the need to look at the phenomenon more closely. Van Manen (2016) succinctly captured this feeling when he stated:

[A]ren't the most captivating stories exactly those which help us to understand better

what is most common, most taken-for-granted, and what concerns us most ordinarily and

directly! Phenomenology appeals to our immediate common experience to conduct a

structural analysis of what is most common, most familiar, most self-evident to us. The

aim is to construct an animating, evocative description (text) of human actions,

behaviors, intentions, and experiences as we meet them in the lifeworld. (p. 19)

It is an uncommon phenomenon that someone teaches both in high school and college.

Being a dual educator, I was interested in examining other individuals like me who performed

the unique professional role of being a dual educator, with a particular emphasis on uncovering

their experiences and motivations to pursue these hybrid roles.

Population and Sample

In preparation for a phenomenological research investigation and prior to soliciting

participants, it was necessary to identify the specific population that has a common lived

experience or phenomenon. Creswell (2013) emphasized: "it is essential that all participants

have experience of the phenomenon being studied" (p. 155). In this study, I solicited and

recruited participants who have professionally participated in dual teaching roles and have

physically moved from the high school to the college/university environment, or vice versa. The

dual role educators I recruited included full-time, public, comprehensive, or alternative high

school teachers who have also taught part-time at a public or private college or university in the

Pacific Northwest. In order to meet the inclusion criteria, teachers needed to possess a minimum

of one year of experience in both roles. Teachers from private high schools or charter schools

were not included in this study. These teachers were excluded because private and charter

schools do not always require licensure for their teachers. Additionally, private and charter

schools serve different student populations than public schools. Overall, I identified a diverse group of individuals that varied in gender, teaching experience in high school, subject concentration, years of teaching experience as dual role educators, and professional qualifications and certifications. Participants were not required to hold current employment teaching in dual roles, so long as they held dual role positions within the last five years.

Sample Size

Deciding on the right sample size of participants in a phenomenological research study is crucial due to the need to collect ample and key information to ensure the quality and validity of the findings. Sandelowski (1995) warned researchers that "a common misconception about sampling in qualitative research is that numbers are unimportant in ensuring the adequacy of a sampling strategy." Thus, as a novice researcher, I recruited five participants to make sure that my sample size, as Sandelowski (1995) suggested, was not too small to support the research study claims. This size ensured that data would remain sufficient should a participant drop out of the study. Burmeister and Aitken (2012) cautioned researchers against focusing on numbers to gain saturation, and instead suggested focusing on the depth of the data. Thus, this study required an extensive analysis of a small and manageable sample, which allowed participants to share their lived experiences.

Data Collection

This study focused on the experiences of dual educators in the Portland, Oregon, metro area. Data collection involved locating and interviewing public school teachers who were simultaneously teaching in both high schools and colleges.

Recruitment. Initial recruitment emails sent to one Portland area university faculty and one high school resulted in two contacts from interested educators. However, those educators did

not meet the requirements for participation in the study. Instead both provided names of potential recruits that might fit the study requirements. Through this snowball sampling, I compiled a list of potential high school and college teachers. I then looked at school websites to locate the email addresses for the potential participants. I sent an open invitation via email to the identified teachers located in the city of Portland and surrounding areas; the email clearly stated the purpose and timeline of the study. The email described the process of the study, including the interview requirements and my contact information at the Concordia University–Portland Higher Education department, so that participants could ask questions and self-refer to the study. The email offered participants the option to review final results at the end of study. Lastly, it informed recipients that any information gathered would be kept confidential and that the study will adhere to the Concordia University–Portland protocol to conduct legal and responsible research studies.

Screening and instruments. Participants who voluntarily self-referred to the study were asked the following questions over the phone or during in-person interviews (see Appendix C). To clarify, I designed Question 5, "Describe yourself as dual educator in a single word," to encourage participants to think about and reflect on their performance as a dual role educator and in order to help explore the unique identities that dual role educators have developed due to their duality in job performance by physically transitioning from the high school to the college/university educational environment.

Coordination. After participants were admitted to the study via the screening process, I followed several steps to coordinate participants and their data:

1. By email and phone, recapped the study's process and time requirements to be sure that was manageable and suitable to participants' schedules.

2. In face-to-face meetings, supplied participants with a copy of the informed consent form and conducted the interviews.

3. Assigned each participant a pseudonym (using names of colors in the Spanish language) for confidentiality purposes. These were used on all documents pertaining to the participants as well as references to the participants in writing.

4. Maintained security of all data via storage on a secure laptop computer for electronic data and/or a locked box for hard copies. Documents were redacted before being added to dissertation appendices, and original data will be destroyed after the project has been successfully defended. Consent documents will be retained for a minimum of three years following requirements by Concordia University–Portland Institutional Review Board.

Informed consent. The informed consent form (see Appendix B) clearly stated the main focus and purpose of this study at the beginning of the form. This enabled participants to be quickly and effectively informed of the nature of this research study. The consent form contains concise key information about:My professional background, contact information (phone and email), and role;

- The purpose of the study;

- The design, process and duration of the study;

- Expectations for participants' involvement in interviews and participant journals;

- The process of collecting information and review of interview transcripts;

- Participants' rights regarding confidentiality and protection of data (data storage); and

- The voluntary nature of the study and the process for asking questions and participant withdrawal.

Immediately after participants returned their signed copies of the consent form, I followed-up

with them by phone, email, or face-to-face to welcome them to the study. I informed the

participants when the first round of interviews was expected to begin. Participants were shown a

copy of their signed consent form at the beginning of each of the three interviews. The consent

form was reviewed by the participants and re-signed before each interview. Additionally,

participants were offered a copy after each signing.

    Interview protocol. As Creswell (2013) noted: "often data collection in

phenomenological studies consists of in-depth and multiple interviews with participants" (p. 81).

In this study, I conducted three separate semistructured interviews with each participant lasting

45-60 minutes in length. This allowed participants ample time to recollect past memories and

experiences concerning their roles as dual educators in high schools and colleges/universities. I

used an interview guide (see Appendix D) to structure the interviews and provide a pathway for

participants to recall their experiences easily and comfortably. The questions were organized to

progress from introductory exploratory questions, to medium complexity questions, to deeper,

more complex questions. This allowed the participants to expand upon their reflections about

the phenomenon of working as dual role educators.After an opening statement about

participants' rights, the first interview started with introductory "warm up" questions concerning

their teaching backgrounds. Questions then progressed to asking about their lived experiences

(Appendix D). The second interview began with the same opening statement including a review

of the study's purpose and design, and reminding participants of their rights. I then read a

summary of Interview 1 and gave the participants a chance to confirm or clarify what they

previously shared. The second interview focused on motivation (Appendix D) and reasons for

being dual educators, as well as how participants resolved issues that arose while working in a

dual setting. Lastly, the third interview opened in the same manner as Interview 2 (statement, review of Interview 1) and explored more complex aspects such as participants' perceptions of their impact on students (Appendix D). The final interview ended with an open-ended question for participants to share additional thoughts or findings. In the interview guide, I also allocated a designated area for participants to take notes, write ideas/memories, draw, and so forth while reading the interview guide to help them to capture memories of their lived experience. I set up a fourth meeting with each participant where they reviewed the entire transcripts of their recorded interviews and provided their approval of them.

Place and time. After the initial recruitment, screening, and informed consent processes occurred, I contacted participants to make arrangements to choose a location and time for meetings to conduct the interviews. Participants had the option to choose the location. In order to maximize the optimal place that would allow privacy, safety, confidentiality, and comfort, I provided a list of potential meeting places such conference rooms in a local public library or community center. The interviews were conducted with doors closed, but unlocked, so that all persons involved were comfortable and nobody felt coerced or forced to participate.

Frequency. Participants were contacted the day before their scheduled interviews to confirm time and location. If a participant was unable to attend, I suggested that we meet within 48 hours of the originally scheduled interview. Interviews were spaced two weeks apart over a two-month period in order to keep participants engaged while giving them plenty of time to reflect on previous meetings and to review transcripts of the previous interview. The participants had the opportunity to revise and verify the authenticity and accuracy of the transcripts (member checking) if they chose to do so.

Technology. Interviews were audio-recorded, with participants' permission, to capture participants' narratives verbatim. This most accurate and complete form of data was transcribed into written text, so that I could analyze the text and give the participant the option to review it. Transferring spoken words into text format also helped me to check for accuracy and identify areas requiring clarification or further exploration to benefit the research study. I employed a professional service to transcribe the audio-data.

Interview technique. A phenomenological interview requires a very conscious approach from the researcher due to the relationship that needs to be built between the participant and the researcher. I was mindful of reducing or at least being aware of any type of preconceived and/or judgmental ideas of my own. At the same time, throughout the interviews, I was aware of and maintained body language and tone of voice so as not to disturb or affect any narrative the participant was sharing. It was necessary to build trust and model authenticity in order to invite participants to share deep reflections, findings, and fears from their lived experience. I utilized an inviting, respectful, neutral, and professional tone of voice to communicate to participants. Since the phenomenological interviews required a lengthy verbal narrative from the participants, I was prepared to support them in case they needed to be redirected gently to a topic. I validated, asked for clarification, and summarized key points before continuing to subsequent interview questions in order to ensure that I was hearing and understanding participants accurately.

Identification of Attributes

The main focus of a phenomenological study, according to Patton (2002), lies in the "descriptions of what people experience and how it is that they experience" (p. 71). Thus, in order to understand the lived experience of dual educators, I have identified specific attributes that guided my study. These attributes have been used as methods of measurement and analysis,

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highlighting relationships and connections of the presence or absence of a particular quality or characteristic (Steinwall Training Videos, 2013) in this sample group of five participants. Moreover, Creswell (2013) has argued that the goal is to identify the essence of the shared experience that underlies all the variations in this particular learning experience. Furthermore, Patoon (1990) stated clearly that in a phenomenological research study, essence is viewed as commonalties in the human experience. Consequently, I identified and focused on highlighting the presence or absence of the following attributes:

Extrinsic motivation. The motivation of dual educators to engage in an activity or action to obtain an external reward or to avoid a negative outcome (Shogren et al., 2017).

Intrinsic motivation. The motivation of dual educators to engage in an activity or action for its own sake (Shogren et al., 2017).

Role ambiguity. When dual educators experience a lack of clear role guidelines and ambiguous expectations, causing them to experience stress from these conditions (Biddle, 2013).

Role conflict. When dual educators experience psychological pressure as a result of not complying with role expectations (Biddle, 2013).

Role enhancement. When dual educators experience positive feelings that occur as a result of engaging in multiple roles (Biddle, 2013).

Role expectations. When dual educators have similar experiences as prescribed expectations/manners that members of the same role category typically have for acting or carrying out role-related tasks (Biddle, 2013).

Self-efficacy. Dual educators' beliefs in their abilities or skills in performing as a high school teacher and as an adjunct professor at the same time (Bandura, 1977).

Job satisfaction. Dual educators possibly experiencing self-actualization or experiencing teacher burnout as a result of their dual roles.

Experience. Length of time of participants teaching in the dual role (high school and college).

Teaching practices. How the lived experiences of dual educators have helped shape their teaching strategies and tactics to overcome teaching obstacles within the educational system.

Teaching impact. What and how dual educators perceive their impact on their students.

Identity. How dual educators perceive and define themselves by performing two teaching jobs (high school and college).

These identified attributes have served as a common thread throughout the data, in order to unveil the true essence of the phenomenon of the lived experience of these five dual educators from the Pacific Northwest.

Data Analysis

While the preliminary review of information occurred during data collection, data analysis did not begin until I completed data collection. All interviews were transcribed, and transcriptions were uploaded to NVivo 11 software designed for qualitative research. NVivo allows the researcher to manage "narrative data by coding, indexing passages of text, labeling categories of text, and retrieving the labeled passages across all cases" (Richards & Richards, 1994). According to Saldaña (2015), there is no prescriptive way to code because each study is unique.

Validation and Triangulation of Data

In qualitative research, it is important to establish the credibility of the study as a way of confirming that the research is valid. *Credibility* is defined as " the extent to which data, data analysis and conclusions are accurate and trustworthy" (McMillan, 2012, p. 302). For the purposes of this study, I employed triangulation, member checking, and peer debriefing as ways to increase credibility. First, triangulation is a technique that cross-validates different sources and methods of data collection, and I used demographic questions and one sentence identification to triangulate—and therefore cross validate—the interview transcripts and journals. I collected data through semi structured interviews. Participants were encouraged to keep journals of thoughts and experiences concerning being a dual educator between interview sessions to capture additional data about the phenomenon.

Second, member checking is a technique in which the participants are provided a transcript of each interview to review and verify the information. After each audio interview was conducted, the collected audio-data was transcribed into text. Next, the transcribed interviews were provided to the participants so that they could verify the authenticity and fidelity of the interview content. Moreover, following the IRB requirements of my research institution, I stored the digital recordings on a password-protected computer with password-protected software. As soon as the transcriptions were checked for accuracy and deemed accurate by the participants, I deleted the audio recordings. However, all other study documents will be maintained for three years after the study concludes, after which point they will be destroyed.

Third, peer debriefing is a process where a peer who is not related to the study reviews the study and verifies that the results clearly follow the data. I conducted peer debriefing by providing the study and the results to a colleague who was not involved in the study. Finally, I

used reflexive journals with the purpose of taking notes after each interview in order to reflect, clarify my thoughts, organize the main ideas of the collected data, and check any potential biases.

Limitations of the Research Design

From the beginning of the research study, I acknowledged the potential of my unintentional interference due to the fact that I am a dual educator (Machi & McEvoy, 2012). Consequently, I kept a reflexive journal as recommended by Lincoln and Guba (1985) and Cope (2014). I used the reflective journal as a tool for keeping a close account of my points of view, feelings, and discoveries about the study and the process of researching. Hence, the journal was a good instrument with which to check personal and professional biases of the study, participants, and findings. In short, the reflexive journal did work as a personal coach to help me avoid unintentional biases.

The scope of this study was limited to dual educators within the American school system in the Portland metro area and surrounding areas in the state of Oregon. These dual educators held two positions simultaneously: (1) a full-time high school position, and (2) a part-time position as an adjunct professor at the college/university level. The study did not include dual educators who taught in a dual credit program (e.g., elementary and middle school, middle school and high school, etc.). Similarly, this study did not include dual educators who held a professional role related to education but which did not include teaching (e.g., a dual educator who teaches English at the high school level and is also an assistant athletic director in a college).

Expected Findings

The researcher wanted to shed the light on the lived experience of dual educators with regard to the following questions: How does the professional lived experience of dual educators contribute to the educational experience of students? How does the experience of participating in two educational environments influence the teaching practices of dual educators? What motivates dual educators to teach in both high school and higher education? In what ways do educators who teach in both high school and college perceive their impact on students?

Limited research was available on the experiences of dual educators. By conducting this study, I hoped to add to the body of knowledge about dual educators and contribute to the educational community in terms of supporting similar populations and recruiting dual educators. The results of the study could help administrators who currently promote dual educators further understand and improve the influence on student experience.

Ethical Considerations

In order to protect the research participants' identities and create a comfortable interview environment, I employed various ethical protocols, such as assigning pseudonyms in a second language and reminding them at each interview about their rights as participants as outlined in the consent form.

Confidentiality and anonymity. To maintain the confidentiality of participants, I was the only individual able to identify the narrative of each individual participant. One way I prevented any identification of participants was to provide pseudonyms and maintain the one-on-one interview approach (Seidman, 2006). I created pseudonyms prior to conducting the interviews. All participants were addressed by their assigned pseudonym in their transcriptions, reports, and discussion of the results of the study. The information regarding confidentiality was

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articulated to the participants through the informed consent form (Appendix B). I maintained

anonymity by not collecting any identifying information from the participants, such as name or

email address, that would enable identification of the participants.

Coercion. I ensured that participants did not feel pressured or uncomfortable when

answering any of interview questions. I reduced any potential invasion of personal and

professional privacy by providing the participants the freedom to not answer questions that made

them uncomfortable and allowing them to withdraw from the study at any point in time.

Participants were provided with transcripts of the interviews so that they could confirm the

accuracy of the transcription. Participants were informed that their interviews would be recorded

and would not be shared with others.

Data protection. I ensured that all notes, interview recordings, and transcripts in this

study were stored in a safe place. All digital notes were secured with password protection. In

keeping with the Concordia University–Portland IRB, all documents will be destroyed three

years after study completion.

Conflict of interest. As a dual educator, I possessed an inherent and inbuilt bias

concerning this study. Machi and McEvoy (2012) cautioned that researchers must take into

account their biases as they bring their personal attachment to their study. Although high interest

is positive, it can also adversely impact the study. Machi and McEvoy (2012) instructed

researchers that:

> [P]ersonal attachment can also carry bias and opinion, causing researchers to jump to
>
> premature conclusions. Rather than arriving at a conclusion based on methodical
>
> scholarly work, it is easy to succumb to bias. While bias and opinion can never be
>
> removed completely, they must be recognized and controlled. (p. 21)

Therefore, I kept a reflexive journal as recommended by Lincoln and Guba (1985) and Cope (2014). The idea of keeping the reflexive journal was to examine my experiences and the research process. I recorded notes regularly during the research process, including details relating to the methodological process and reflections of my thoughts and feelings.

Summary of Chapter 3

The present study sought to answer the central question: How does the professional lived experience of dual educators contribute to the educational experience of students? Moreover, the present study also aimed to examine how the experience of participating in two educational environments might influence teaching practices of dual educators, motivation of dual educators to to teach in both high school and higher education, and, finally, how dual educators perceive their impact on students. To address these research questions, I chose to employ phenomenology, which is a qualitative approach that seeks to understand the lived, shared experience of a culture-sharing group (Burrell & Morgan, 1979). As a dual educator, I was interested in studying my professional colleagues who filled a distinct role of being dual educators. I particularly wanted to emphasize their experiences and motivations to pursue these hybrid roles. Further, phenomenology also employs a technique called "bracketing," where the researcher must address personal experiences regarding the phenomenon in question in an attempt to avoid bias. Furthermore, in this phenomenological research study, I employed the procedures of targeting and recruiting participants—including population identification and sampling, data collection, and data analysis—with high regard for protecting the confidentiality of both the participants and the data by following the approved requirements of the IRB of Concordia University–Portland.

Chapter 4: Research, Data Collection, and Findings

The purpose of this phenomenological research method was to gain a deeper understanding of and shed light on the lived experiences of dual educators working simultaneously in high school and college environments. Further, it addressed dual educators' perceptions of the impact of their dual roles on their students. This chapter presents the findings of the inquiry and includes: 1) recruiting participants, 2) pilot interview, 3) discussion of the natural setting, 4) description of the sample, 5), research methods and analysis, and 6) summary of the findings. The central question of this study was to examine how the professional lived experiences of dual educators contribute to the educational experience of students. The first subquestion examined how the experience of participating in two educational environments influences the teaching practices of dual educators. The second question examined what motivates dual educators to teach in both high school and higher education settings. The third question investigated in what ways educators who teach in both high school and college perceive their impact on students.

Introduction

I conducted this phenomenological research study during fall and winter 2017, in the Pacific Northwest. Phenomenological research is a type of study that describes the common meaning of experiences of a phenomenon for several individuals, in which the researcher's main goal is to condense the experience to a central meaning or essence of the experience (Moustakas, 1994). The research study's purpose was to explore and focus on understanding the lived experiences of dual educators and their perceptions of the ways in which their dual roles impact student experience. Following Creswell's (2013) criteria of exploring this phenomenon with a group of individuals who have all experienced the phenomenon, I recruited a heterogeneous

group of five educational professionals who fulfilled the criteria of being considered dual educators (defined as individuals who simultaneously work as full-time public high school teachers and part-time adjunct professors). I recruited all participants from the Pacific Northwest. I interviewed each individual three times regarding their lived experience as dual educators, then created a detailed and complete transcription of the interviews. Seidman (2006) argues that interviewing participants three times allows for max data saturation and obtaining "rich and thick" data. Saturation means that data or information extracted from the data has reached its peak; in other words it becomes repetitive or "saturated." Additionally, I provided each participant with an additional final form that included the complete transcription of their interviews to keep for their personal reference (Appendix G). Thus, each participant also had an extra opportunity to revise and reflect holistically on their interview. This holistic view of the completed interview allowed one participant to catch and correct an error in word choice caused in the transcription from audio to text.

Recruiting participants

During approximately 12 months, while I was taking courses such as "Scholars Before Researchers," through the time when I was developing my thesis proposal and preparing to conduct this study, I was paying close attention to my own role and performance as a dual educator working at both the high school and the college level. For the first time in my 18 years as a professional dual educator, I acknowledged and reflected on my lived experiences and my perception of the impact of my role on my own students. I engaged in these self-reflections purposely, with an aim to become aware of and check my own biases before embarking on my proposed study. Qualitative perspectives advocate that researchers should exercise trustworthy self-reflection, so that they can be aware of their preconceived points of view and contemplate

the multiple ways in which their biases could potentially influence their research (Connelly, 2010; Flood, 2010). Additionally, prior to conducting this study, I attempted to identify other educators performing dual roles. Because other dual educators were not readily identifiable, I spent months wondering whether there were other dual educators near me, whether they experienced similar or different feelings and points of view on their dual roles, if they had developed similar or richer teaching strategies, which motivations led them to their dual educator roles, and their secrets for navigating successfully between two environments. Moreover, I became fascinated by finding resources including articles, blogs, news reports, social media, press releases, initiatives, strategic plans, websites, and Ted talks relevant to dual educators. However, during this period of research, I was only able to find relevant information about dual college credit programs (Sharfman, 2010; Smith, 2015) community liaisons; professors acting as ambassadors of the university visiting or providing advice to schools in the community (Goodlad, 2004), and hybrid educators; and teachers in any given school performing an additional administrative job within the school (Remijan, 2013). However, very little research exists regarding dual educators as defined in this study: educators working simultaneously as full-time public high school teachers and part-time adjunct professors at a college or university. This exploratory, pre-thesis time allowed me to: a) "bracket," or set aside my lived experience of a phenomenon as much as possible to check my own biases even before recruiting potential participants, b) be knowledgeable with the cluster activity, c) become familiar with the timeline, d) gain awareness of the legal and confidentiality aspect required by the appropriate IRB (Approved: October 25, 2017) and, e) review the limited research studies about this topic. These steps helped me to develop meticulous, skillful, and delicate ways to locate potential participants who fit the criteria for this study.

Subsequently, after receiving IRB approval and successfully defending my research study proposal on July 28th, 2017, I initiated my recruitment process, using purposeful sampling by making phone calls, sending emails and invitation letters, and scheduling meetings with potential professionals who could fulfill the study criteria and definition of a dual educator. My first attempts were not successful, as several of the potential participants who expressed interest and were eager to participate did not fulfill the criteria of performing dual roles by physically moving from a high school teaching environment to the college teaching environment. Specifically, some of these potential participants did not fit the study criteria because they were: (1) educators who did teach dual credit courses in a high school setting, or (2) educators who performed a secondary or additional role within their university setting. Thus, I had to make sure to put more emphasis on explaining clearly to potential participants this study's definition of a dual educator. While my first attempt to recruit failed to attract the right participants for this study, I decided to use snowball sampling (Creswell, 2013), by asking these colleagues whether they knew or could refer me to potential participants who would fulfill the criteria of my study. Specifically, I obtained one or two participants from the recruitment efforts and used snowball sampling to obtain additional participants. Surprisingly, these colleagues were so helpful that, after few days, I started getting referrals for potential participants via e-mail. I followed up with the referred potential candidates for my study by sending them an e-mail introducing myself, the purpose of my study, and my invitation to participate.

One of the six participants declined due to time constrains and logistics related to performing dual jobs simultaneously; however, five of the six referred participants accepted my invitation to participate in the study after a clear explanation on the time frame that they would need to invest in the study in order to participate fully. Further, these five potential participants

appeared very curious about the purpose and findings of the study itself. Thus, they became very supportive and eager to engage in the process of this phenomenological study examining perceptions of the impact on students' educational experience as a result of interactions with dual educators. After settling on five participants, as a novice researcher, I was very satisfied because, as Creswell (2013) has stated, data from three to four participants can facilitate a rich and optimal phenomenological method; further, for this dual educator lived experience study, I had an additional participant in case a participant decided to withdraw from the study at any point during the process of collecting data. During the process of recruiting and conducting interviews with selected participants, I did continue searching for one or two more participants. However, dual educators were very difficult to find in the Pacific Northwest.

Overall, the methodology for this study involved identifying professional educators who simultaneously perform dual roles as full-time teachers at a public high school and as adjunct professors at the college/university level in the Pacific Northwest and conducting a phenomenological study about their lived experiences and their perception of the impact of their roles as dual educators on the experiences of their students. During this enrollment process, I strictly followed the steps of: providing each participant an invitational letter with researcher background, contact information, and a clear explanation of the purpose and the timeline of the phenomenological research study; screening each participant in order to be sure that the participant was in fact a dual educator; supplying each participant with an informed consent form, which included detailed and clear information about the focus of the study and participants' rights (including risks, benefits, confidentiality, right to withdraw, choosing not to respond a question or questions, protection and storage of data, and right to review interview transcripts); and, ultimately, collecting information and reviewing interview transcripts. Further,

this process facilitated clear understanding that participation in this study was voluntary in nature and not compensatory as per the consent form (see Appendix B).

Pilot Interview

Participants did not see any of the interview questions before the meetings took place. Before meeting face-to-face and conducting semi-structured interviews with the recruited participants, I decided to pilot the process by conducting three interviews with a pilot-participant in order to gain insights about possible errors or situations that should be considered before beginning the study proper. To do so, I located a dual educator who worked outside of the geographical parameters of my study. This participant was willing to share time and his lived experience because of interest in the purpose and potential findings of this study, as the participant had never read about dual educators before. Thus, the pilot-participant's views and comments were very supportive and insightful.

Pilot Findings

In the course of the pilot interview, I noticed a variety of important aspects of the research process, physical features, and interpersonal features. For example, I first noticed the room setting. It was important to be aware of possible noise that would interfere with the audio recording. Second, I took note of body language during the interview process. I specifically became aware of cues that could lead to biased answers from participants. Third, I noticed the efficacy of semi-structured questions; it was more useful and effective to keep strictly to the scripted questions to avoid asking participants leading questions. Fourth, I had to be aware of delivery of my questions specifically in terms of tone and volume of voice. I had the opportunity to listen to my own voice to be sure it was clear for the participants and for the transcription process. Fifth, I also became aware of the importance of rapport. I became aware that creating a

bond between researcher and participant not only decreased participant discomfort, but also increased the richness of the data as a result. In terms of self-reflection, I also became more familiar with bracketing, and had the opportunity to reflect on and analyze my own biases.

Similarly, I also learned about practical features of the interview process, such as logistical and practical considerations. For example, in terms of time management, I learned that each participant is unique in his or her response time, and that each participant will dictate his or her own pace during the interview. Likewise, I became prepared for cancellations, practicing understanding, flexibility, and striving to be supportive of my participants' needs. Next, I also gained more experience with managing technology and data. I became aware of two possible ways of collecting data from participants; first, when the individuals shared their lived experiences knowing that they were being recorded, they seemed formal and careful, which is conducive to more intellectually-inclined sharing. Second, when the individuals shared their lived experiences and anecdotes as dual educators without being recorded, it seemed to lead to the sharing of more free, spontaneous, and genuine lived experiences and perceptions.

Research Methodology

Main interviews. Once the recruitment and pilot stage was completed, I conducted interviews with participants in the Pacific Northwest from November 7th, 2017 through January 4th, 2018. One of the most predominant considerations that resulted from the pilot research study interviews was that it was essential to tackle each interview as a fresh, new experience, with curiosity and desire to discover new ideas and points of view, and without any expectation or previous biases about the topic or the interviewer background (Moustakas, 1994). Thus, I took time to meditate in silence to allow for mental clarity by getting rid of negative energy and any other pre-conceived ideas before each interview. The purpose of this practice was to

facilitate an open and safe space for each participant to revisit and share their lived experience as dual educator and to reflect on their perceptions of students' educational experience by minimizing or mitigating any conscious or unconscious interference on my part before, during, or after each interview (Creswell, 2013). Moreover, I acknowledged my viewpoint as a researcher—and the opportunity to interview these five individuals—as a unique opportunity in that these dual educators were willing to share their lived experiences without any compensation for their time and expertise.

Interview setting. For comfort of the participants, I conducted interviews in settings chosen by participants or in mutually agreed upon locations. Moreover, I scheduled interviews around participants' availability. Three of the five participants chose to meet in reserved, private, and secure conference rooms at public or university libraries. The remaining two participants and the researcher mutually agreed upon meeting in a secure, quiet, warm, clean, and safe setting located at the basement of an educational institution. The time frame for interviews varied from late weekday afternoons to weekends, depending on each participant's personal and professional schedule.

Interviews. I conducted in-person interviews only after receiving the participants' signed copy of the consent form. Additionally, before each interview, I provided a new copy of the original consent form for participants to read, review, date, and sign. This extra step ensured an additional opportunity for each participant to accept or decline participation in this phenomenological research study. Nevertheless, 100% of the recruited participants did not hesitate to sign the consent form before I collected interview data from them. Additionally, following the model of the phenomenological research study, I collected data from individuals

who have experienced the phenomenon. Thus, data collection consisted of multiple in-depth interviews with participants (Creswell, 2013).

At this stage in the study, I selected a specific pseudonym (using names of colors in Spanish) for each participant, which allowed me to safeguard confidentially and avoid identifiers throughout the process of conducting this phenomenological research study. Next, I conducted three separate semi-structured interviews with each participant lasting, on average, between 45 and 60 minutes. The semi-structured interview format promoted conversation, simulating a more normal, stress-free interaction without deviating from the main focus of the study. I conducted each interview with the idea of reaching optimum data saturation as dictated by qualitative research frameworks (Creswell, 2013), fostering and nurturing my listening skills and consequently eliciting deep, rich, and meaningful statements, quotes, or anecdotes from participants' lived experiences as dual educators and their perceptions of student experience.

Additionally, I provided each participant with a personal journal to prompt self-reflection and encourage them to write memories, thoughts, and observations about their lived experiences as dual educators if they chose to do so. Four of the five participants did write notes, memories, and anecdotes—or drew pictures, maps, and symbols—during and between interviews in their journals. However, one participant did not use the journal, instead preferring to share memories, anecdotes, ideas, and unique experiences verbally once each interview was completed and the recording technology device was turned off. Moreover, the participants who did choose to write in their journals requested to keep their journals after the interviews were completed. Each participant explained in a similar way that they used the journal as a draft, a relaxing tool in which they could draw anything, and, most importantly, a means of organizing their ideas, structuring their timeline recounts, and eliciting past memories about their lived experiences as

dual educators and their perceptions about impacting their students' educational experience. Nonetheless, I took extensive notes about the participants verbal and written "journal notes" during each interview session, with the purpose of capturing the nature of the experience of the phenomenon of this study.

This study involved recruiting five participants from the city of Portland and surrounding areas who were identified as dual educators (educators who perform two educational jobs simultaneously: a full-time teaching job at a public high school and a part-time teaching job at a college or university). I then properly screened, recruited, and interviewed these educators following the IRB and Concordia University–Portland protocols and requirements. I customized the time and location for interviews in accordance with participants' preference and availability, and ensured that each interview took place in a pleasant atmosphere and that the interaction was conducted and maintained in a welcoming, friendly, respectful, professional, and collegial manner. All interviews took place on the pre-agreed meeting location and were conducted in a timely fashion, and none were delayed or cancelled. Furthermore, participants were eager to know when the study would be completed and all of the participants expressed curiosity and desire to read the findings of this phenomenological research study once finalized and approved. The present study found there is group of teachers doing unique work, who report having unique identities, and yet also exhibit commonality as dual educators.

Description of the sample. The results of this phenomenological study included interviews and discussions with five professional educators who teach in both high school and college/university environments. I chose not to include the ages and ethnicities of the participants in this study, as supported by the philosophical definition of the phenomenology approach by Creswell (2013) as intending "to suspend all judgments" (p. 77) and the process of

putting aside pre-conceived ideas. Further, age and/or ethnicity could be viewed as sensitive questions to ask a participant. Moreover, I wanted to avoid age and ethnicity data information becoming a possible bias and distraction by locking each participant into a preconceived correlation—either between age and/or maturity and the depth and richness of lived experience as a dual educator, or in terms of ethnicity in relation to pre-conceived ideas, stereotypes, or expectations of a participant's behavior and knowledge—which could impact the findings and trustworthiness of the data. Instead, I chose to focus on the years of lived experience that participants had as dual educators, providing the opportunity to view all participants as both unique and equally able to participate in and contribute to this study. Four of the five participants were initially surprised about the multiple steps taken to protect their identities. However, I then provided additional explanation about the possible negative ramifications if research studies do not fulfill and follow with fidelity all the procedures and requirements of protecting participants' identities, and specified that I was following IRB and Concordia University–Portland requirements. I took this reaction of disbelief as an opportunity to detail participants' rights, confidentiality, risks, protection of identity, and data storage, and was able to answer any other related questions from participants about the research study. After this initial reaction, all participants seemed to value and appreciate the numerous steps taken to protect their identities.

Among other measures, I assigned each participant a particular pseudonym to protect their identity. Additionally, I did not disclose these pseudonyms to any participant in order to safeguard confidentiality. Although three of the five participants volunteered a potential pseudonym, I opted for pseudonyms that would provide neutral information and thereby mitigate

any possible identification of participants in this research study. I chose four names of colors in Spanish and one in English as pseudonyms.

Furthermore, since this phenomenological research study involved the collection of data on the lived experience of five dual educator participants who simultaneously work as full-time public high school teachers and part-time adjunct professors in the Pacific Northwest, I decided that it would be in the best interest of participants—specifically in terms of maintaining confidentiality—to avoid including participant profiles or narratives; therefore, I have provided basic characteristics and descriptions of the sample population. This study included three male participants, Amarillo, Azul, and Verde, and two female participants, Rosa and Roja (see Figure 2).
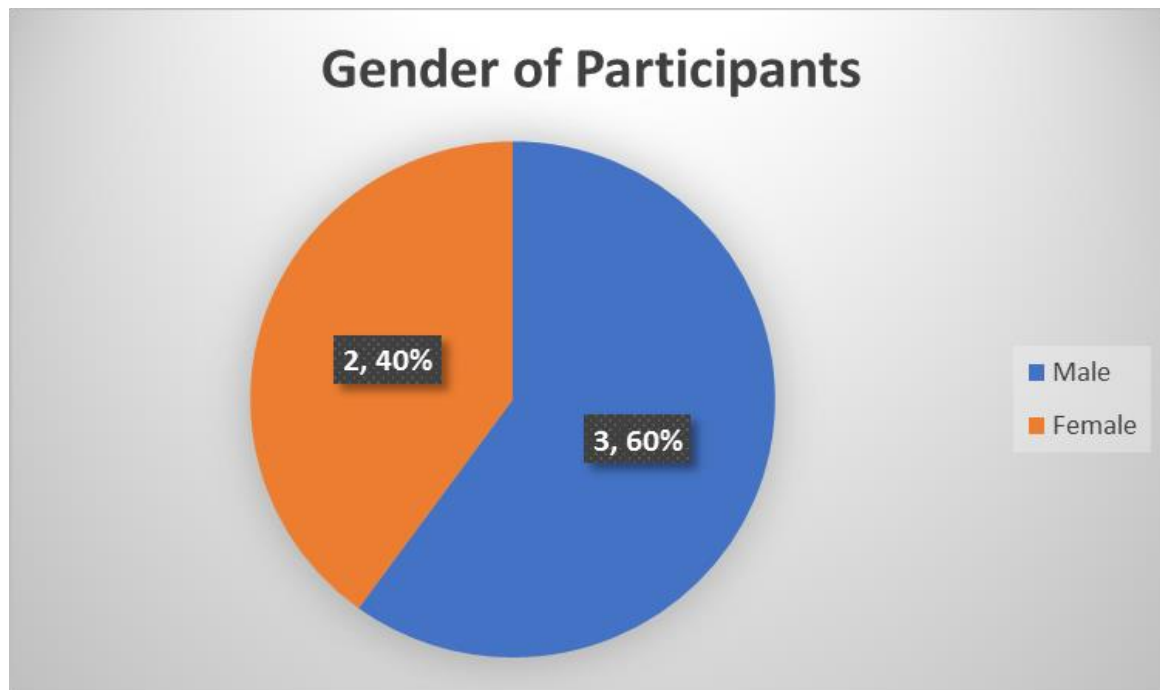
Figure 2. Gender of participants.
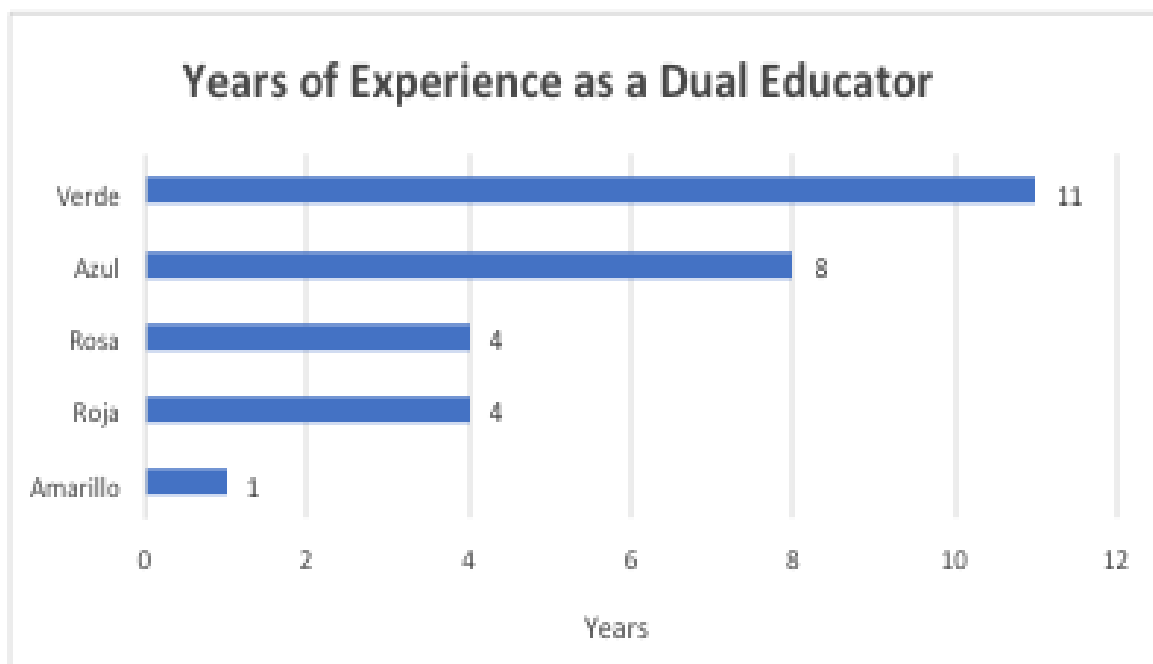
Figure 3. Participants' years of experience as a dual educator.

All of the participants are dual educators and have varying levels of experience, ranging from between one to 11 years (see Figure 3). The median number of years of experience is four. Verde has the most experience, having taught as a dual educator for eleven years. Azul has worked for eight years as a dual educator. Rosa and Roja each have four years of experience. Amarillo has the least experience as a dual educator, having taught for one year in this role.

Five participants have advanced educational degrees, including master's degrees. All five are certified in teaching K-12 (see Table 1). Amarillo has both a bachelor's and master's degree in Spanish Language and Culture, and is currently working toward an additional master's in Education. Verde has a bachelor's degree in Psychology and a master's in English. Rosa has a bachelor's in social work with a minor in psychology and a master's degree in Arts of Teaching. Roja holds a bachelor's degree in Hispanic Language and Literature and a master's degree in Spanish Language and culture, and is currently working toward an additional master's in Curriculum and Instruction. One participant, Azul, holds a Ph.D. in Education.

Table 1

Educational Background of Participants

Participant	BA	MA	PhD	Teaching License (K-12 Certification)
Amarillo	√	√		√
Verde	√	√		√
Rosa	√	√		√
Azul	√	√	√	√
Roja	√	√		√

Table 2

Courses Taught by Participants

Courses Taught	Amarillo	Verde	Rosa	Roja	Azul
World Language	√			√	
Literature	√			√	
Language Arts		√			
English Composition		√			
English Language			√		
Math			√		√
Statistics					√
Technology					√
Music					√
Physical Education			√		

Table 3

Participants' Self-Description

Interviewee	Self-Description
Amarillo	Explorer
Verde	Versatile
Rosa	Dedicated
Roja	Flexible
Azul	Adaptable

Each participant was asked to describe himself or herself using one word (see Table 3). In addition to asking demographic questions, I also decided to ask a specific question that could capture the essence of how dual educators view themselves, and how they would like to be perceived by others (see Appendix C). Thus, I included a question requesting each participant to describe themselves as dual educators in a single word. This question was presented to participants before any interview took place. Thus, their answers encapsulate the most genuine belief or perception of themselves in the most natural and unbiased possible context during this study. Furthermore, this question was intentionally based upon Creswell's (2013) understanding that "the existence of the reality of an object (job) such as the dual educator's profession is only perceived within the meaning of individual experience, in this case that of the participant" (p. 78). I compiled these demographic questions and additional questions into one survey that I called the Participant Information Questionnaire (PIQ) (see Appendix C).

Since this phenomenological research study focused on the lived experience of dual educators, I acknowledged a limitation in terms of trying to describe an individual with only limited, non-identifying data. However, I attempted to mitigate this limitation and offer a

glimpse into the participants' complex humanity by describing the characteristics of each participant as holistically as possible.

Amarillo

Amarillo is a male. He has both a bachelor's and master's degree in Spanish, is certified to teach in grades K-12, and is currently pursuing a second master's degree in Education. Amarillo has one year of experience as a dual educator. Amarillo has taught World Language and Literature as a dual educator. He describes himself as an "explorer" because he likes to travel in order to discover new places/cultures and interact with diverse people who have different points of view, nurturing his desire to discover new ways to do, approach, and resolve things. During interviews, Amarillo expressed his interest in self-challenge and his desire to put himself in unknown or unfamiliar situations and be able to adapt, survive, and be successful. Amarillo pointed out that when he initially took on the challenge of a dual educator role, it was "sink or swim." Amarillo appears to be a curious traveler and adventurer, with a highly inquisitive intellectual mind and a deep desire to pioneer and share his discoveries to benefit society.

Verde

Verde is a male. Verde has a bachelor's in Psychology, a master's in English, and a professional license to teach K-12. Verde has taught for eleven years as a dual educator in the areas of Language Arts and English Composition. He describes himself as versatile because he is a flexible, adaptable, and resourceful instructor and person. Verde pointed out that traits associated with versatility have been central to how he was able to perform successfully as a dual educator for more than a decade. In addition of working as a full time high school teacher and part-time adjunct professor at the university, Verde mentors a cinematography film club at his

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high school, where he leads and supports students by donating his time and expertise. Verde also vocalized his passion for theater, acting, and cinematography. Verde seems to be a multitalented individual, yet he presents himself to others in a very humble, discreet, and reserved manner.

Rosa

Rosa is a female. She has both a bachelor's in social work with a minor in psychology and a master's in Arts of Teaching. Like the other four participants, Rosa has a professional license to teach K-12. Rosa has worked as dual educator role four years and has taught English, Math, and Physical Education. Rosa used the word "dedicated" to describe herself, because she views herself as a hardworking and devoted educator who has positioned herself in an occupation that requires dedication, commitment, and compassion beyond her classroom and academic requirements. Rosa verbally shared that "sometimes I am the mama of my students and even of their parents" due to the variety of life skills she must teach in her role as an ESL teacher. These needs can range from simple—including learning how to take the Max-train and the availability of health clinics in the area—to more complex ones, like how to complete an application for the immigration office. Besides performing a full-time job in a high school and part-time as an adjunct in a university, Rosa volunteers much of her personal time, providing intellectual and emotional support to her students and their refugee families. Rosa appears to be a source of goodwill and tenacity who is open to embracing and welcoming anyone who needs her.

Roja

Roja is a female. Roja has a bachelor's in Hispanic Language and Literature and a masters' in Spanish Language and Culture. Roja is currently working toward a second master's in Curriculum and Instruction. She is certified to teach K-12. Roja has worked for four years as

a dual educator in the high school and in higher education, and has taught World Language and Literature. She describes herself as "flexible" because she views herself as a very adaptable individual based upon her previous experience of successfully holding a teaching job in a third world country for years. Besides performing a full-time job at the high school and part-time as an adjunct at the college, Rosa volunteers by tutoring students at both the high school and the college level.

Azul

Azul is a male. Azul has a bachelor's degree in Business Administration and a Ph.D.in Education. Azul also holds a professional license in K-12. He has worked for eight years as a dual educator in the areas of Math, Statistics, Technology, and Music. Azul uses the word "adaptable" to describe himself because he views himself as a very easygoing individual who enjoys proving to his students that everyone is capable of becoming a genius in speaking and understanding the language of numbers. Numbers, from Azul's point of view, are within all people as an "undeniable truth-value that can be manifested as an infinite possibility of becoming a better human being by serving and helping others." In addition to working as a dual educator, Azul serves as an advisor for higher education programs and volunteers as an on-call tutor to help and support students ranging from ninth graders working on English composition essays to higher education degree students seeking help with understanding Math or Statistics concepts and assignments. Azul appears to possess wisdom and believes that education is attainable at any level as long the teacher is willing to adjust or adapt himself or herself on behalf of student learning.

These five educators all fulfilled the requirements for participation in this phenomenological research study about the lived experience of dual educators and their

perceptions of this role's impact on their students. Through the PIQ, the five participants had the opportunity to introduce themselves by sharing their view of themselves as dual educators in a single word. Four of the five words chosen were similar in meaning and application, and one word—dedicated—could perhaps be used to summarize the description of the sample as a whole because, in order to perform a dual role in education, one has to be dedicated individual.

Data Collection

The first step of the recruitment process involved sending an invitational email with information about the purpose of the study, my background, the study's inclusion criteria, and an invitation to contact me via phone at any time for more information. I sent this email to potential key individuals at various colleges, universities, and high schools in the Portland metro and surrounding areas. I received several affirmative responses from educators at the college and high school level who were willing to participate in the study. However, when I spoke with these potential participants via phone, I realized that these educators did not fulfill the requirements of dual educators, as defined for the purposes of this study, but were instead teaching dual-credit courses at their high school or working in two different roles at the university level.

When this first recruitment was not successful, I followed the snowballing recruitment strategy by Creswell (2013), by recruiting potential ideal participants for the study by turning for help to the same group of educators who volunteered initially during step one. These individuals were very supportive and, after a few days, I received (via email) several references for potential dual educators willing to take part in the study. I conducted a similar recruitment process using snowballing at the high school level. Through word of mouth, then, I was able to locate and identify ideal participants for this study.

Population and sample. The participants included in this study all had professional

experience as dual educators teaching in both the high school and college environments. Each

participant worked full-time in a public, comprehensive, or alternative high school, as well as

working part-time at a public or private college or university in the city of Portland or

surrounding areas. The recruited participants met the inclusion criteria of possessing a minimum

of one year of experience in both roles. Teachers from private high schools or charter schools

were excluded from this study. I was interested in studying dual educators who worked in public

high schools because I wanted to identify a culture-sharing group that has some degree of

commonality. With private or charter schools, there is a greater degree of variation in terms of

institutional structure and resources. In general, this sample group of dual educators varied in

gender, years in dual-role teaching experience, subject of expertise, and professional credentials

and certifications.

Sample size. Originally, I planned on choosing six participants to make sure that the

sample size, as Sandelowski (1995) recommended, would be ample enough to support the

research study claims and to ensure that it would be possible to obtain abundant and rich data.

Further, I wanted to secure a solid number of participants in case one or more participants chose

to withdraw from the study. However, after identifying six potential dual educators who

matched the screening criteria and emailing each of them with the invitation letter for the study,

five educators accepted and one declined due to time constrains. The sample size of five

participants proved optimal for this phenomenological research study in that it was large enough

to draw sufficient data and small enough to be manageable.

Data Analysis. After IRB approval, I interviewed all participants in-person three times

following the research of Chesnay (2015) and Seidman (2006), which has suggested that this

type of interview procedure helps elicit rich and accurate information from participants and strengthens the validity of the data for a phenomenological research study. During each interview, participants seemed eager to share their lived experience as dual educators and displayed very supportive behavior towards both me and the study itself. Thus, none of the interviews were cancelled or delayed. Punctuality, comfort, and professionalism were predominate traits in each of my interactions with the participants. The locations and times for interviews were chosen mainly by participants. All interviews occurred in the Pacific Northwest. Specifically, interview locations included university/college private reserved conference rooms, public library private reserved conference rooms, and a secure and private basement room at a public high school. Thus, all interviews were held in optimum locations and conducted in a confidential and secure manner.

Between November 2017 and January 2018, I conducted 15 interviews. During this stage of data collection, I committed to providing each participant with the appropriate letter of consent (see Appendix B) to review and sign before proceeding with each interview. Additionally, I verbally informed and reminded each participant of their right of withdraw, choose not to respond to a question or questions, or choose to stop or pause before, during, or after each interview. Furthermore, I took the precaution of asking each participant during interview whether they would need any basic physical need to meet (bathroom breaks, water, food, etc.) and that they should let me know at any time if the room temperature, location, time, noise level, or any immediate emotional need (anxiety, stress, depression, etc.) was making them feel uneasy, uncomfortable, unsafe, or unwelcome. However, all five of the participants expressed that they felt contented, comfortable, and safe. All interviews started on time, with no cancelations, delays, changing rooms, incidents, or complains from participants.

I asked each of the participants to describe their experience as a dual educator, using an interview guide as per the consent form (see Appendix B) to structure the interviews. Participants had the freedom to write in their journals at any time between interviews. Four of the five participants did write key ideas and statements or draw symbols as a way of organizing their ideas and responding verbally to the interview questions. During interviews, the interview guide served as road a map to navigate the lived experiences of the dual educators and their impact on student experience. I noticed that participants' tone of voice and body language seemed to be relaxed and pleasant during the interviews. The semi-structured interview format allowed me to maintain the flow of the conversation without deviating from the focus of the study. Further, the semi-structured interview method allowed me to avoid unintentional leading questions.

I recorded/audiotaped the interviews using a high quality digital recorder (Philips Voice tracerDVT2700) provided by the Concordia University–Portland doctoral program. I listened to the recordings of all interviews immediately after concluding the interview, investing approximately twenty minutes writing in my field journal about observations, reflections and verbal statements, or ideas shared by participants after the tape recording was paused or stopped so that my initial observations following the interview remained fresh. I hired a transcriptionist to transcribe the interviews, then listened to all of the interviews again before reviewing the transcripts in order to gain a general understanding of the dual educators' experiences. I then read the transcripts several times. Additionally, I provided each participant a copy of their transcribed interviews to facilitate member checking and secure the credibility of the data. At this point, I provided the participants with an additional document containing the transcribed text of all three interviews. Thus, each participant had the opportunity to apply member checking in

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a holistic manner, as they were able to see, revise, and feel the flow of the three interviews as a whole. This process enabled one participant to notice and correct a mistakenly transcribed word. In short, according to the participants and the researcher, the transcription of the interviews from audio recording to text was successful and retained the fidelity of the source material. The audio recording files and other electronic documents were stored on my laptop computer. All hard copy files and documents were secured in a locked briefcase in a secure location; as mentioned previously, these documents will be destroyed three years after the conclusion of the study.

All three interviews were therefore successful in terms of Creswell's (2013) stipulation that a data collection procedure in a phenomenological research study requires interviewing individuals "who" have experienced the phenomenon (p. 79). Thus, I attempted to capture elements that could describe additional traits of the participants in this sample. Furthermore, I attempted to describe my observations in a holistic manner in order to avoid identifiers and shed light on the complexity of each participant's identity. In order to know "what" and "how" a phenomenon has been experienced by individuals (Mouskatas, 1994), it is important to add extra data about the "who." Thus, during interviews, I used two types of procedures to collect rich "who" data; first, by recording the interview, I collected interview data as planned. Second, I collected data while the recording device was paused or stopped (during less restricted and more free interaction) by recording notes on these interactions in my field journal. Through this data, I identified that five of the five participants of this sample have been in a foreign country due to college experience, holding a full-time job, or spending time there as a citizen and/or as a visitor. Moreover, five of the participants expressed a passion for traveling and noted that, when they travel, they try to avoid typical tourist destinations and instead immerse themselves in the culture of the country they are visiting. All participants expressed a desire to experience culture in its

most pristine and natural form and to connect with locals. The number of foreign countries

visited by participants ranged from three to 20. During the course of this study, Azul was

planning to visit Moscow, Russia, Amarillo to visit Central America, Rosa to visit South Africa,

Roja to visit South America, and Verde had recently returned from visiting Asian countries and

Europe. As dual educators, these professionals share the commonality of wanting to explore

outside their home countries. This might be indicative of their tendency to be knowledge-

seekers, as they are curious and committed to exploring different cultures and viewpoints.

Similarly, all five of the five participants reported that they recognize the importance of

practicing a sport or activity in order to maintain physical health. Thus, all five of these dual

educators exercise and practice one or more sports on a regular basis, including Karate,

bicycling, yoga, kickboxing, running, and hiking. Therefore, all participants in this sample

appear to be aware of the need of take care their minds intellectually by seeking knowledge, take

care their physical bodies by exercising on a regular basis, and take care their souls by trying to

connect with people around the world.

Discussion of Data Analysis

Coding is an iterative, analytical process in which data are organized, sorted, and

categorized for analysis. Codes capture the essential essence of a research story, and when

clustered together by a pattern, actively facilitate the development of categories and their

connections (Saldaña, 2015). They are "tags and labels for assigning units of meaning to the

descriptive or inferential information compiled during a study" (Miles & Huberman, 1994, p.

56). The coding process involved open and axial coding techniques (Corbin & Strauss, 2008;

Strauss & Corbin, 1998), which are described below.

Open coding. The open coding enabled me, as a researcher, to look for distinct concepts in the data to develop first-level categories or master headings, as well as second (third, fourth, etc.) level codes that are associated with and coded to the primary codes. At this first level of coding, I was looking for distinct concepts in the data to form the basic categories or units of analysis.

First, the initial process of review entailed reading through the entire set of interview responses to develop preliminary coding categories. Open coding was conducted using line-by-line and sentence analysis. Primary, first-level codes were created based on the research questions and coding of the transcripts. The names of the codes were assigned directly from the words that composed each interview question to ensure consistency with the coding and to directly align the answers in the transcripts to the appropriate first-level code. For example, one interview question asked of the participants was what prompted them to become a dual educator. The code or label for this question was reason for being a dual educator. This process yielded 12 primary codes (based on the interview questions): college teaching impacts high school students, high school teaching impacts college students, experience working as a dual educator, influence of teaching and education as a dual educator, student involvement, memorable experience as a dual educator, motivation for being a dual educator, reason for being a dual educator, sharing teaching experiences, teaching obstacles as a dual educator, teaching preparation as a dual educator, and teaching strategies as a dual educator. These primary, first-level categories were considered as thematic codes to establish a "framework of thematic ideas" (p. 38) for the subsequent coding and analysis (Gibbs, 2007).

Next, the interview transcripts were imported into NVivo 11 for coding. Thus, second-level codes were generated from the answers provided in the text by each participant that were

associated with and coded to the 12 first-level, primary codes. The coding labels were assigned

by NVivo using codes or words that participants stated in the interviews. Codes or labels were

developed directly from a single word, multiple words, or phrases from the coded passages of

text. The data were coded and grouped according to similarities. For example, one of the

answers to the question of what prompted the participants to become a dual educator was: "I

guess in a way, for me, what prompted me to teach at the high school level is I wanted to get on

full time." The NVivo code assigned to the passage of text was "teach HS full-time." A third

review of the coding was carried out to ensure codes were assigned properly and to link any

closely similar codes together.

Axial coding. Axial coding identifies relationships between the open coded data. This

type of coding is used to assign and link the categories and subcategories of codes according to

their properties and dimensions (Corbin & Strauss, 2008; Strauss & Corbin, 1998). It involves

the process of discovery, insight, and meaning of related codes that undergird developing

themes. First, the categories, codes, and coded text were re-read to confirm that they accurately

represented the interview responses. The data was checked to confirm emerging themes. Next,

the 12 primary thematic codes and their associated second level codes were explored to identify

how they were related, including the context, causal and intervening conditions, and

consequences of the actions of the participants that might have influenced the categories (Strauss

& Corbin, 1998). Data from each transcript were decontextualized to allow for the development

of patterns and sequences in the data. Inductive and deductive thinking (multiple readings and

interpretations of the raw data) was used to draw causal relationships between the categories of

coded data.

Lastly, axial codes or phrases were developed to describe the context, content, and relationships between the codes for each of the 12 primary categories of coded data. Axial coding provided more precise and complete explanations of the phenomena. For example, in theme one, The Dual Act of Becoming, the codes include extra income and opportunity. The axial code that was developed to represent the context and relationship between these two codes (also based on the actual content of the text) was financial stability. Making extra income and having the additional opportunity to teach in both environments enables dual educators to have more financial stability.

Theme Development

Nine emergent patterns were identified from the data to explain the interviewees' lived experiences as dual educators, reasons and motivation for becoming a dual educator, preparation as a dual educator, the influence of teaching and education, teaching obstacles, teaching strategies, and teaching impacts on college and high school students. Two themes were developed for research question one, three themes for sub-question one, two themes for sub-question two, and two themes for sub-question three, which are provided below.

Themes

RQ: How do the professional lived experiences of dual educators contribute to the educational experience of students?

- The Dual Act of Becoming (The Dual Educator)

- Teaching and Education Influencers

SQ1. How does the experience of participating in two educational environments influence the teaching practices of dual educators?

- Teaching Preparation

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- The Art of Teaching, Learning and Discovering (Teaching Strategies)

- Overcoming Teaching Obstacles

SQ2. What motivates dual educators to teach in both high school and higher education?

- Motive, Drive and Reason (Motivation)

- Memorable Lived Experiences

SQ3. In what ways do educators who teach in both high school and college perceive their impacts on students?

- High School & College Student Impacts

- Student Involvement

 I noticed that, of the 12 primary categories (see Appedix J, five could be addressed under another more prominent data category, avoiding unnecessary redundancy. Thus, I decided to narrow these categories down to six because they were the most predominant in the data, and were most relevant to answering the questions of the research study (see Appendix K). I identified emergent patterns in the data to explain interviewees' lived experience, reasons and motivations for becoming a dual educator, preparation as a dual educator, influence of teaching and education, teaching obstacles, teaching strategies, and teaching impacts on college and high school students. Appendix K identifies each essential theme and the frequency of responses that were coded and grouped by similarity. I will present each essential theme and thematic statements with descriptive expressions directly from the participants in the next section.

Presentation of Essential Themes

In order to provide a holistic view of dual educator experiences, for each participant and collectively, I will present the themes of this phenomenological study by including at least one significant statement from each of the five participants (Azul, Verde, Rosa, Roja and Amarillo).

Theme one. The Dual Act of Becoming *(The Dual Role)* theme illustrates the ways in which the participants became dual educators and their lived experiences of working in both high school and college/university roles. While there were 12 coded references (i.e., statements) for this theme, I will select and include the more prominent ones in order to support the theme and give voice to each participant's experiences. Figure 4 shows the percentage of coding at the node for each theme for all five participants when asked why they decided to become dual educators. The Y axis is the labeled as "percentage coverage," and represents the percentage of characters coded at the node and the percentage coded for each participant's entire transcript for this theme. The X axis is labeled as "item" and represents each participant who responded to question. The graph shows that Roja spoke the longest about and provided more explanation for the question of why she decided to be a dual educator. Amarillo had the least frequent instances of discussion on the reason for being a dual educator. This difference could be explained by the fact that Amarillo has one year of experience and might still be learning about the phenomena in the roles of dual educators.
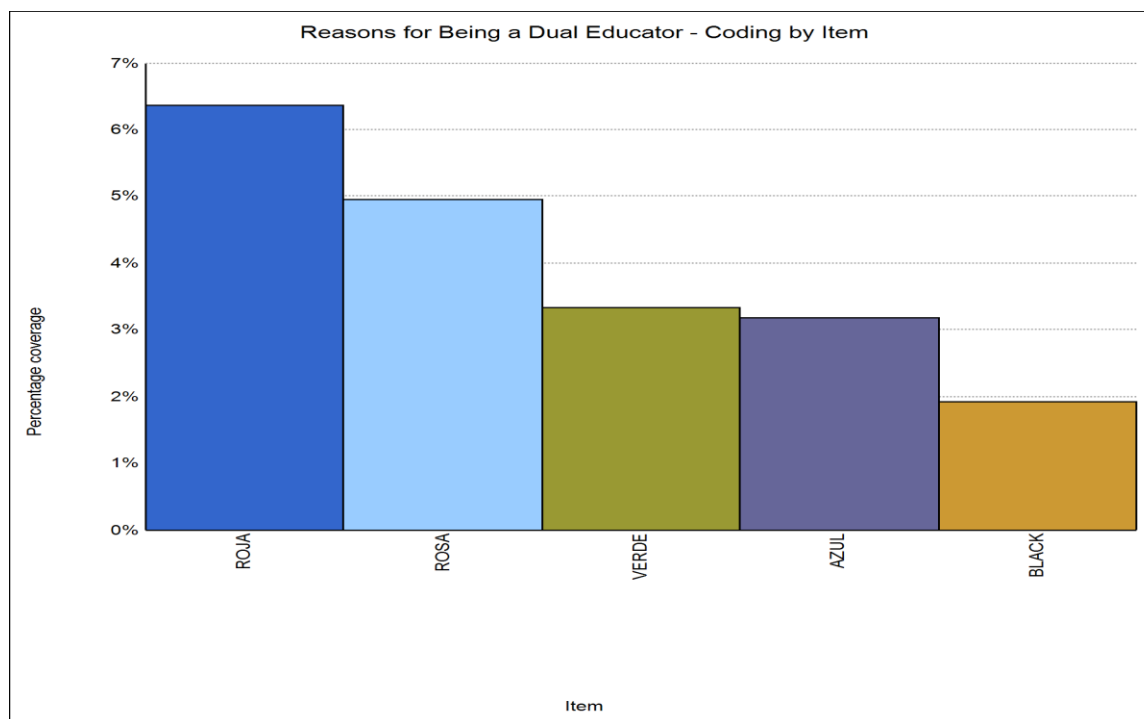
Figure 4. Reasons for being a dual educator.

Each participant addressed what prompted them to become a dual educator. Azul expressed that he had several main reasons for becoming a dual educator, including: seeking student success, transmitting a higher order of content, the opportunity to develop and constantly create new teaching strategies, and enjoying the difference in environments, learner levels, cognitive abilities, and sense of humor:

> I've been prompted to teach at the high school and university levels concurrently for three primary reasons. The first is that I get to transmit higher order content to different learner levels and cognitive abilities and I enjoy seeing it be successful in both. The second reason is: I also enjoy the responsibility for scaffolding correctly to different levels of learners so that they can accomplish a learning goal; and the third reason is: I enjoy the different environment factors such as the sense of humor, the interaction protocols, and the response types that come with teaching in high school and university.

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Furthermore, during the three interviews, Azul emphasized the word "enjoyment" as one of the primary reasons that prompted him to become a dual educator and to continue working in these dual roles for the past eight years: "I enjoy it very much because it keeps me thinking, it keeps the content interesting, and it keeps me developing new strategies constantly to teach at the different levels." Azul started working as a full time high school teacher and added the adjunct professor position later in his career; he was prompted to become a dual educator by the desire to transmit higher order content and higher standards of learning to his students.

Rosa shared that an unexpected professional opportunity prompted her to become a dual educator. Moreover, Rosa had never contemplated the idea of becoming a dual educator until the opportunity presented itself, and she took it as a personal and professional challenge and answer to curiosity:

> I was teaching high school and I was teaching PE at a different place and I had a student from X College who was in my class, and she said: "Oh, you should come and teach at X College." So, I contacted X College and said: "I can come and teach PE " and they said "okay, we'll get bags and come and teach." And it was just that easy, and so I started off—it was probably four years ago.

Rosa emphasized during interviews that the major factors which have led her to stay on in her dual jobs and become an established dual educator are the enriching aspect of teaching in two different environments, interaction with different age populations, financial stability, and enjoyment:

> I'd describe it as busy, but I think—definitely enriching, because I do enjoy talking to the college students. I find—now, they're still young, but they're older young, you know,

they've left home; a lot of them have moved away from home, so there's that one step away into adulthood. I personally feel very enriched by working with them. I like it.

 In conclusion, Rosa started working first as a full time high school teacher and added the college job later on, and was prompted to become a dual educator by the desire for achievement and extra income.

Amarillo expressed that the main reason that prompted him to become a dual educator was the need to obtain financial stability due to the lack of full-time positions in the Pacific Northwest for educators who, like him, do not have a credential beyond the master's degree, and are therefore not competitive for a full-time professor position in a university. Amarillo has been working as a dual educator for one year:

> I would prefer to teach at a university level. I decided to go into high school because I want a full-time job for stability, because in order to be stable, from my experience, you need a higher degree; I only have a master's, so typically doctorates had—a high degree—unless you get lucky and you can get some type of position—full-time position—with a master's.

Additionally, Amarillo expressed that the experience of becoming a dual educator is a great temporary position and noted that this dual teaching experience can enrich the expertise and knowledge of educators. He also spoke about the experience of being a dual educator with regard to career goals:

> I think as a full-time career, you're going to go grey pretty early, right? But I think as a way to kind of transition, I think that it's a great experience I think as a transition. But I think as a profession, I don't know.

Amarillo started working at the college and the high school level at the same time when he was prompted to become a dual educator in order to gain financial stability and teaching experience.

Roja shared that the main reasons that prompted her to become a dual educator were a combination of wanting to continue being a member of the higher education community, status, and financial opportunity:

> For me, it came down to wanting to stay connected with the university, wanting to stay connected with that level of academic, just discussion and that higher level of thinking, and it was also a financial decision. It's an add-on position that's pretty prestigious and also gives me extra—you know, an extra income.

Moreover, Roja's decision to become a dual educator came as an unexpected, unplanned chance: "So, in my situation, it was really just an opportunity that fell into my lap." This opportunity potentially arose due to Roja's expertise, reputation, and evaluations as a student teacher at the university level. As she explained further:

> I was offered a full-time job at the high school, yet there were still adjunct positions that were opening up to me at the university level, and since I had good evaluations and I had good reviews at the college level, I was offered classes that fit my schedule.

Roja thus started her positions in both the high school and college at the same time, and was prompted to become a dual educator by the desire to remain member of the higher education community and earn an extra financial benefit.

Verde shared that the main reasons that prompted him to become a dual educator were to obtain financial stability and job security. Verde was prompt in explaining that he added his adjunct professor position to his full-time high school teaching position due to the lack of full-time positions available at the higher education level in Portland and the surrounding areas.

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Also, Verde was attracted to the high school teaching role because of the high level of energy of the students of that age bracket, as well as the enjoyment of developing different levels of curricula; Verde reported that he:

[h]ad been teaching at the college level for years before I got my credential and so I— teaching at colleges' part time was just something that I did. When I went into the high school level, I just kept doing what I had been doing. I became a very busy person, you know, developing high school curriculum and still teaching and grading at the college, but—I guess in a way, for me, what prompted me to teach at the high school level is I wanted to get on full time—the kids have a lot of energy and, you know, there's a lot of life at a high school, so that was appealing, and I'm glad that I made that move, but I still teach a little bit just because I like the more mature students and—so I didn't stop that even though it made me a little busier than I wanted to be.

Verde started working as a college professor first, and added the high school position later on; he was prompted to become a dual educator by the desire for financial stability and to teach students with higher levels of energy.

This dual role theme emerged in interviews with all five participants as they shared the lived experiences that had prompted them to become dual educators. The data shows a combination of preponderant codes that accompanied and support this theme as including: student success, achievement, fulfillment, reaching career goals, staying connected, financial stability, prestige in combination with environment, extra income, scaffolding to different levels, student suggestion, transmitting higher order content, and experience working as a dual educator. Also, the dual educator theme is supported by the participants' self-definitions (Amarillo: explorer, Verde: versatile, Rosa: dedicated, Roja and Azul: Flexible; see Table 3).

Theme two. The Art of Teaching, Learning and Discovering *(Teaching Strategies and Tactics)* theme centers on the strategies developed by interviewees for teaching in both the college and high school environments. Of the 10 aggregate references drawn from the data for the teaching strategies theme, I will again choose the most relevant and endeavor to give each participant a voice. Figure 5 describes the percentage of coding at the node for each theme for all five participants when asked about the teaching strategies they used as a dual educator at the high school and college or university levels.
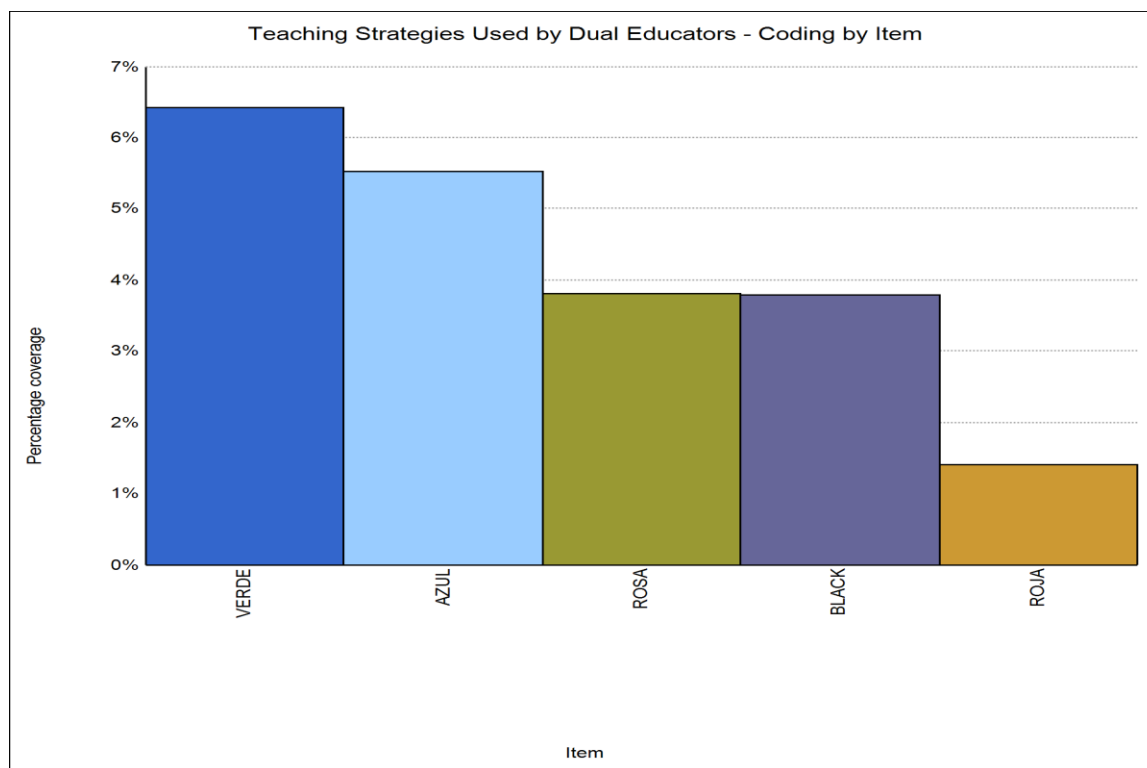
Figure 5. Teaching strategies used by dual educators.

The Y axis is labeled "percentage coverage" and represents the percentage of characters coded at the node and the percentage coded for each participant's entire transcript for this theme. The X axis is labeled as "item" and represents each participant who responded to question. The graph shows that Verde provided more explanation in responding to the question of teaching strategies used as a dual educator. Roja engaged in the least discussion about teaching strategies

used as a dual educator. Hence, it appears that Dual Educators with more teaching experience like Verde (11 years) have developed more strategies than those with less, like Roja (4 years).

The Art of teaching, Learning and Discovering *(Teaching Strategies and Tactics)* theme is interconnected with emerging data that describes the perception of the characteristics of the dual educator as including: being flexible, fun, direct, straightforward, and engaging; exercising optimal communication; able to relate to students; focused on student engagement; able to have a diverse range of instructional activities; able to use OWL (Organic World Languages) lessons (January 18, 2017); willing and prepared to adjust as a teacher; and willing to modify lesson plans or other teaching materials in order to meet students' needs in each class.

Azul has developed an awareness that not all pre-planned strategies or lesson plans for a class will actually work, and that there are sometimes discrepancies between the lesson plan in theory on paper and the lesson plan in its actual application to teaching. Likewise, as a dual educator, Azul has found that sometimes a lesson plan or strategy that he did not envision previously could materialize in a more effective way. Azul also adapts a single lesson plan to be used by high school and college students. Thus, Azul has recognized the opportunity to capture an "aha" moment as well the flexibility to understand that the lesson plans should be relative and can change at any point:

> Well, I often see, when I'm teaching college classes, strategies that I believe will work in
> high school classes and I had not—prior to that time—thought that that strategy might
> work. Also, when I teach college classes, I find that I can use strategies that I've used in
> high school that I thought might not be applicable to college classes, which actually are.
> One example is assessment. Assessment, at the high school level, can be much more
> holistic and rubric-based than most teachers would assume.

By working in the two environments at the same time, then, Azul has been able to pin-point a variety of ways to adjust and modify lesson plans and effectively resolve curriculum and student engagement issues:

> Well, for instance, one thing I've found is that sometimes college students do need to be engaged directly. For instance: "Bob, I need you to give me a response to this" and not just allow it to be out there for the class, or they won't all participate. Sometimes that does happen in college, so I'm aware of that if they're not all participating. I'm very direct. And, at the high school level, sometimes I have classes where I don't worry about how much one individual's participating, because I know they're all trying. So, it would seem to be the opposite sometimes.

Thus, we can see that Azul is transferring a strategy for direct instruction and applying it to the college setting. This application shows flexibility in teaching and an ability to switch between educational domains.

Similarly, Rosa, shared multiple examples of strategies she has developed through her experience as dual educator. She reported that one of her most valuable strategies is being able to relate to and connect with students effectively. Rosa has cultivated the communication skills that allow her to move back and forth between the two environments and interact successfully with diverse age groups of students:

> I think the most developed strategy that I have worked on is just probably the most simple, and that's talking to people. You know, just communicating with them and getting to where they are at the age group level. You know, and so college student has different stressors and you talk to them about their stressors, and high school has their

stressors, and so I think that's where I'm more confident, is how to talk to the different age groups.

Here, Rosa describes a specific skill she had to develop as a dual educator so that she was able to move between the college level and the high school level, which cater to different age groups, different points in development, and different levels of responsibility (i.e., young adults moving into adulthood). In other words, Rosa has learned how to interact effectively with different age groups, which is important to students and their learning.

Amarillo shared the idea of modeling vulnerability and honesty as a teaching strategy by learning both how to teach and teach how to learn. In this, Amarillo has developed the strategy of modeling learning by acknowledging that learning occurs through trial and error. Amarillo reported that he treats his classroom as a living organism and living laboratory, where all elements can experience the process of learning; using this strategy, Amarillo steps back as the teacher and engages in the process of learning like a student until, when the time is right, he steps back to his teacher position and leads the students to the ultimate goal of attaining knowledge. Furthermore, by teaching in dual environments, Amarillo has developed a strategy of mixing the roles of high school teacher and professor and applying this successfully to his courses in both environments:

> It's Organic World Language (OWL) and I—it's new to me and I've seen a few examples and I've gone to a few workshops, but from my understanding—from my experience being a participant in it, it's teaching through student-led—student-led lessons where the—you typically will stand the kids in a circle or the—I've done it in college a few times—you stand the adults in a circle and you like, typically what I have done, if I have a like theme like food, right, I present it through TPR—you know, total physical

response—and then as we get more into vocabulary I'll write it on there and then I'll pose a question about the food and I'll model the question and I'll model the response. If there's like a heritage speaker or a high flier who I know can respond, I'll pick a volunteer, or I'll volunteer them. And, it's basically—it kind of goes wherever the student wants the lesson to go unless I'm like on a strict—in college, you're on a strict timeline, so I guide that a little more, where in high school since you have so much more time you have so many avenues to go.

Again, here we see another dual educator applying high school teaching strategies at the college level. According to Amarillo, the college setting can appear too formal or uptight, as there are increased expectations for adults to behave a certain way. Thus, it helps engage the students, helping them relax and feel more comfortable participating in the lesson.

Rosa has also acquired substantial knowledge of teaching strategies for tailoring lessons to a specific learning group through her experience as a dual educator. Moreover, Rosa has reported that, since she is in constant transition between high school teaching and college teaching, she is not hesitant to try any strategy she envisions might work in either environment. Thus, by taking part in two educational worlds, Rosa has developed diverse teaching strategies and built self-confidence in terms of her teaching expertise. For example, one of her strategies is teaching by directing students to use sensory modes of learning—including real objects, touch, and smell—instead of only listening to lectures or watching demonstrations by the teacher:

Sometimes I see or have observed classes that are college level and I can see that they have a limited—limited access, I would say, to the types of activities or exercises that they could do with students, and it's not because I am a super creative thinker and it's not because these people can't think outside the box, I just think that I have access to—I see

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things, how activities—activities—how they work in different groups and I'm not afraid to try out activities across levels, like I will adjust something; I will make adjustments or modifications for the college class or vice versa, but I still might do the same type of like communicative activity or something that's kinesthetic in nature and sort of have access to more types of things as a result.

Verde addressed the need for scaffolding when teaching high school students and noted that, by working as a dual educator, he has recognized that sometimes he can use the same scaffolding strategies with his college students:

I'd say they've rubbed off on each other. In my college teaching, which I did for many years before starting high school, as I said, I wouldn't scaffold as much. Like, I would offer them things and I would try to break them down, but we wouldn't have little pieces of assignments necessarily. I would give them a full essay to do and then I'd give them feedback, and then we'd work from there.

Verde also recognized the different approaches necessary for teaching reading skills to his high school as opposed to his college students: "so more reading at the college level and at the high school level more direct instruction and breaking things into smaller pieces." His experience as a dual educator has directed him to the realization that the inclusion of fun and engagement in his lesson plans is important and effective at both the high school and college levels. According to Verde, fun helps break through group barriers, opens communication and collaboration between peers, and enhances the relationship between professor and student. Thus, the classroom environment is less inhospitable and more inviting and congenial. Likewise, Verde reported that he maintains high expectations and standards for both groups of students:

One thing is I think I've become more fun of a college teacher because at the high school you need to make things fun and engaging, more group work and so on, so I now have more group work at the college which they enjoy, and I'm getting them speaking more because, you know, in a class there's always a handful of people that participate a lot and then a bunch that sort of lay back, so now everybody gets to speak more, so that's good. And then just little fun assignments at the college—still more at the high school—but I think, by being a college teacher first, I had high standards. So those have not gone away. I mean, I don't expect the same caliber of work from a tenth grader as I do from a college freshman, but I think it has made me a little tougher than some of the high school kids want me to be but, at the same time, it helps them get real and lift themselves up.

By experiencing the dual role of teaching in two educational environments, all five participants reported that they have acquired, developed, and modified multiple teaching strategies from the high school to the college and vice versa. Also, all five participants shared that they are not afraid to fail by trying new strategies in their classrooms because, by failing, they are teaching and also learning better ways to improve student success.

Theme three. The Art of Navigating and The Act of Overcoming Teaching Obstacles *(Reflective Teaching and Strategizing)* theme describes the obstacles and challenges the five participants experienced while transitioning between their roles of teaching in high school and college/university environments. Participants made thirteen aggregate references to this theme. However, I will select and include the most pertinent ones here in order to support the theme and give voice to each participant to share their lived experience as a dual educator. Figure 6 describes the percentage of coding at the node for each theme for all five participants when asked about teaching obstacles they experienced teaching in both the high school and college

environments. The Y axis is labeled as "percentage coverage" and represents the percentage of characters coded at the node and the percentage coded for each participant's entire transcript for this theme. The X axis is labeled as "item" and represents each participant who responded to the question. The graph shows that Roja provided the most explanation in response to the question on overcoming teaching obstacles, and Rosa provided the least explanation in response to the question. Hence, it appears that because Rosa teaches P.E. as her secondary job, allows her to take a mental break from her primary full time teaching job.
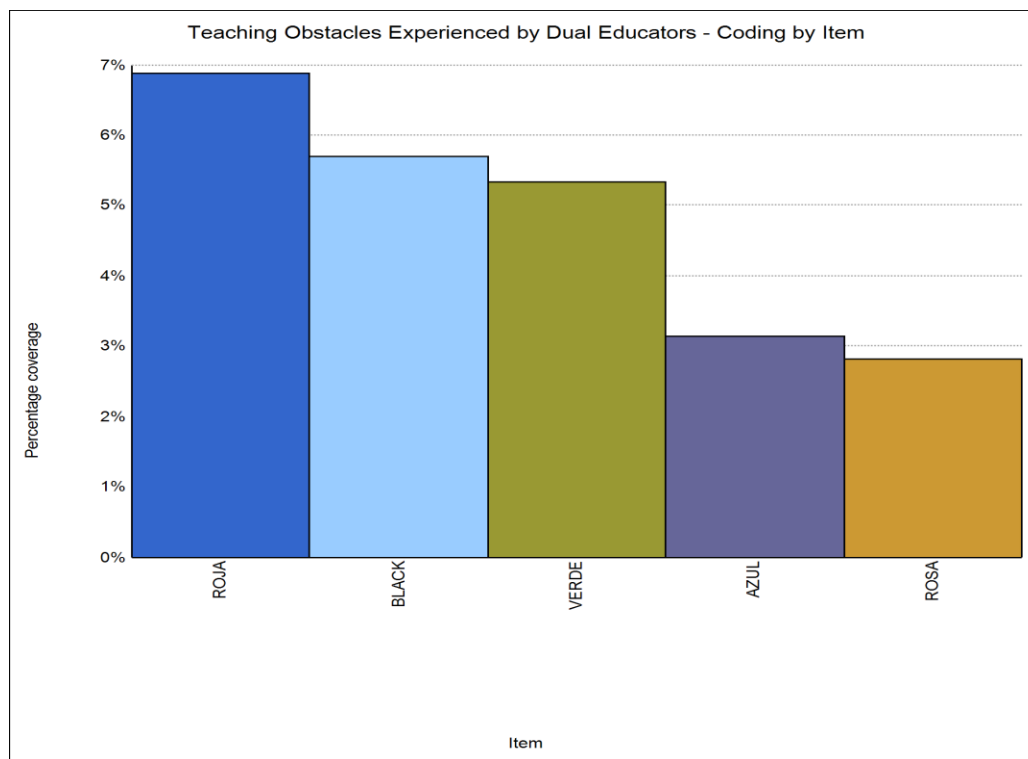
*Figure 6.* Teaching obstacles experienced by dual educators.

The Art of Navigating and The Act of Overcoming Teaching Obstacles *(Reflective Teaching and Strategizing)* theme is interconnected with the emergent data including descriptions of: higher workload, more demanding expertise, managing student outcomes, anticipating student needs, and adaptability in combination with terms such as classroom

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management, completing homework, energy level, influence of high school parents, maturity level of students, recommendations, students' level of knowledge, teaching obligations, conflicts, and time management.

Azul shares that the most predominant obstacle he has experienced as a dual educator is not knowing for sure the knowledge and skill levels his college students have at the beginning of each semester. Thus, his experience with college students is unpredictable in that the college's expectations for the students are high, but are not necessarily in accordance with students' capacity.

> The biggest obstacles and challenges can be summarized in the following way. When I teach a college class after teaching a high school class during the day, I find myself not always sure what their prior level of knowledge is before I start the lesson. So, I don't know at what entry point I can begin always with the college class, but I'm prepared to supply more background information if necessary.

Another obstacle Azul has faced as a dual educator is the general assumption that high school students do not have the academic expertise or maturity to acquire or retain sophisticated academic knowledge. Nevertheless, Azul reported that even though the general expectations of the educational system for high school instruction is somewhat limited, as a dual educator, Azul can sense and assess what level of instruction his high school students require. Thus, Azul mentioned that he feels that his duty as dual educator is to maintain high expectations and benchmarks in both academic settings:

> When I teach a high school class after teaching a college class, I have to be prepared to teach at a higher level if that's what it demands and not assume that it will be a lower level of skill that is required.

Rosa shared the experience of dealing with the obstacle of overlapping schedules between her jobs as a full-time high school teacher and part-time adjunct professor. During the interviews, Rosa frequently mentioned that her high school job requires extended time beyond direct instruction, including meetings, collaborating with colleagues, mandatory workshops, training, parent-teacher conferences, school open houses, student extra-curricular events, and field trips:

> Well, I think because I teach two totally different things—one is academic and the other one is PE—so I see a different kind of rigor between the two of them, but the challenge is if we have obligations at the high school and it clashes with my obligations at the university. Then I have to find a substitute and deal with that.

Amarillo addressed the challenge created by the disparity between high school students and college students in terms of assuming responsibility for completing the work assigned to them in class by the teacher. Thus, the dual educator has to be aware that, whereas the college student is generally independent, in the high school setting, it is necessary to deal with a constant battle of requesting students to complete their work both within and outside of the classroom. Additionally, the public high school environment presents the challenge of a possibly more diverse population in terms of learning styles, race, gender, economic background, religion, political affiliation, and intellectual capacity. More specifically, due to the accessibility of public high school education versus higher education, the likelihood of having greater diversity in challenging areas (i.e., behavior management, learning styles) is increased. These complex layers of identity in a diverse population can sometimes create a more demanding and time-consuming situation for the dual educator. Thus, classroom management requires a high level of energy and expertise:

I've created this expectation that the students are going to spend time looking at the

material because in university, the vast majority will actually do the homework where, in

high school, it just doesn't happen. Like, you have a lot of high fliers, like gifted and

talented, that are on top of it, but that's a small percentage of the whole class, you know.

But the vast majority, like, once they leave the class, they really don't look at the material

and so that's a struggle, like, I'm used to just walking in the classroom and I can—I

can—in college, and I know that most of them have done it, where in high school it's

like: "Okay, how are we going to do this today?" You know.

Amarillo's observation is important because he is sensing the inconsistency in culture

between the high school and university classroom. There is a significant difference in

expectations for students in terms of homework supervision and how much responsibility and

accountability is placed on students versus educators. Each student is responsible to do his or

her homework. However, in high school, the teacher is expected to play a larger role in ensuring

the completion of homework, whereas a college professor takes a less involved approach with

the assumption that college students should self-regulate more. As a dual educator, Amarillo

understands this differential and must navigate both classroom cultures.

Roja expressed that one obstacle she faces as a dual educator is the physical stamina

required to maintain the same level of energy when moving from her high school workload to

working as an adjunct. Additionally, time management is a challenge for Roja due to the

multiple tasks and deadlines each of jobs demands on a daily basis: "Well, just being a full-time

teacher in high school and then coming to the university and teaching as an adjunct, I think that

energy and time-management are just huge obstacles for myself personally, so the transition can

be difficult." Here, Roja describes the extra demands of the dual educator schedule, and how it

can be especially grueling. Thus, the dual educator work schedule might not be amenable to some.

Verde described the challenge associated with his role in the high school as resulting from the fact that, at the high school level, students require more supervision and support, which can go beyond instruction of academic content. Verde explained that this role is demanding because students often require moral and emotional support. Thus, dual educators must budget their time and attention accordingly:

I transitioned from college to high school, but the difference in maturity level; the high school you need to hold their hands a little bit more, in some cases a lot more, and the influence of the parents or the needing to have the broader view of "this isn't just a student, but this is a child of somebody who is interested in that person succeeding and feeling good about him or herself," so all of these things made the transition to high school more challenging because there was just more to keep track of.

All five participants identified different types of obstacles they face as dual educators, including: higher workload, scheduling conflicts, time management, stamina, diverse population needs, and classroom management.

Theme four. The Motive, Drive, and Reason (Motivation & Self-efficacy) theme illustrates the ways in which the participants were motivated to become dual educators. There were eight aggregate references to the theme of motivation, and fourteen to the theme of self-efficacy. The themes of teaching education influences and teaching preparation are presented under the umbrella of the self-efficacy theme; I chose to select the most prominent emerging themes of teaching and education influences—defined as the ways in which interviewees' teaching experience and educational expertise influenced how they teach college and high school

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students—and the theme of teaching preparation—defined as the ways in which interviewees prepare themselves physically, emotionally, or mentally to perform the two roles. The reason for collapsing these two emerging themes is based upon Bandura's (1997) point of view about self-efficacy: Growth of knowledge and the technologies it spawned have vastly enhanced the human power to transform environment. People are increasingly adapting the environment. By their transforming actions they are exerting a stronger hand in this bidirectional evolutionary process. The impact of enhanced efficacy on the nature and quality of life depends on the purposes to which it is put. (p. ix)

Just as Bandura (1997) described, dual educators are adapting, and adapting is efficacious. The high school and university populations have countless needs, and in turn dual educators must be versatile and adaptable in order to be effective in both worlds. This adaptability might positively contribute to their self-efficacy, increasing their perceived ability to navigate both educational worlds.

Moreover, teaching preparation and teaching/education influences data shows a link with codes including confidence, self-discovery, desire to learn, ability to take command, and love of teaching. Thus, I chose to narrow the two themes under the label of self-efficacy.

Figure 7 describes the percentage of coding at the node for each theme for the three participants who responded when asked what motivated them to become dual educators. The Y axis is labeled as "percentage coverage" and represents the percentage of characters coded at the node and the percentage coded for each participant's entire transcript for this theme. The X axis is labeled as "item" and represents each participant who responded to question: What motivates you to teach in both high school and college/university? The graph shows that Rosa provided the most explanation in response to this question, and Verde provided the least.
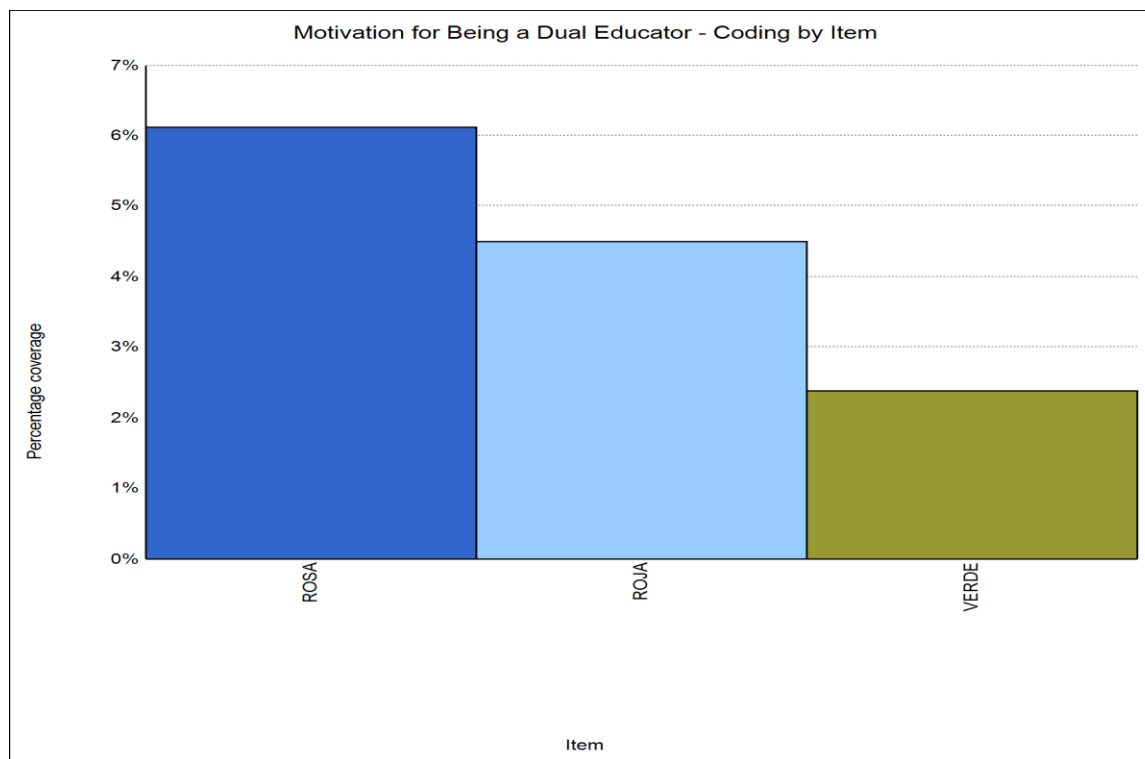
Figure 7. Motivation for being a dual educator.
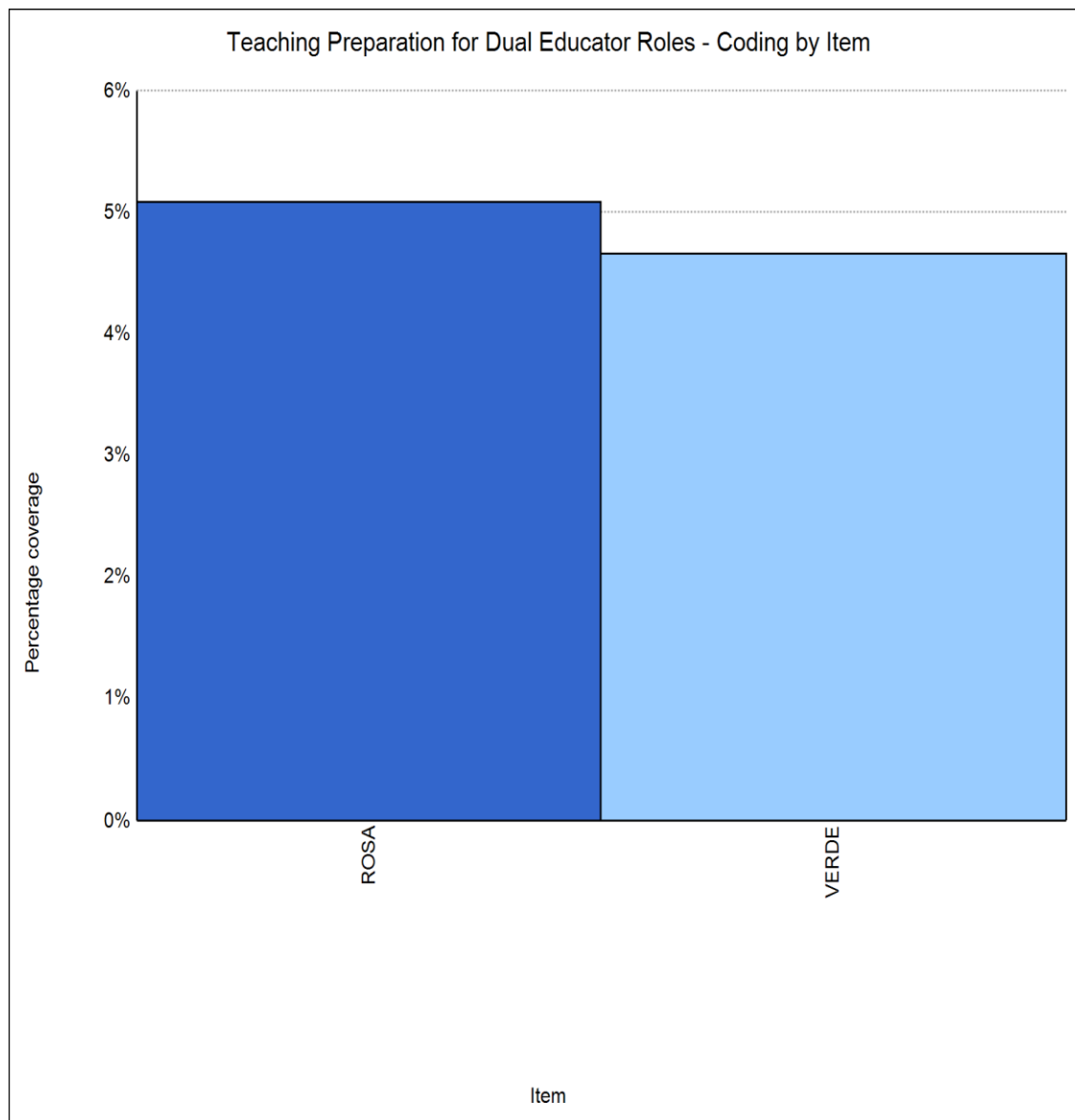
Figure 8. Teaching preparation for being a dual educator.

The teaching preparation sub-theme, categorized under the Motive, Drive, and Reason *(Motivation & Self-efficacy)* main theme, is interconnected with the data described as: stimulation, energy, alternatives for stress release combined with being around people, building stamina, endurance, and exercise.

Azul expressed one of his main motivations for becoming and continuing to work as a dual educator as the novelty associated with transitioning from one job to another. Furthermore,

Azul shared that he is driven by the desire to find new ways to resolve problems and view people or ideas. Thus, intellectual stimulation appears to be a key motivator for Azul, in addition to the desire to transfer his knowledge to students of all levels: "I enjoy it very much because it keeps me thinking, it keeps the content interesting, and it keeps me developing new strategies constantly to teach at the different levels."

Rosa conveyed that her main motivators are the prestige associated with the role of an adjunct professor performing a rigorous job at the higher education level, as well as the extra income: "Well, it helps to get paid. I've got kids that are almost all out of college now, the last one, so that helps." Other motivators for Rosa to continue working as a dual educator include her perception of making a difference to her students' educational experience, witnessing students' growth and development, the possibility of empowering people, and her enjoyment of constantly being around people:

> It probably feeds my vanity more than I would like to acknowledge because, you know, we like to feel that we are making a difference and that's a place where I feel that I am making a difference. You know. Again, you know, just watching the kids evolve and develop and learn and I have such a good population to work with. They—it's very dynamic—it's very—and I'm a people person, I like people. Not all people, but I like—I mean, I enjoy people and it's—it empowers me to empower somebody. You know, I like to see somebody get something that they didn't have before.

Besides being able to see students evolve, Rosa can see students become empowered while realizing her own professional self, which in turn might also be positively affecting her self-efficacy, self-esteem, and motivation. Rosa appreciates the intrinsic value of teaching and

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instilling knowledge, but also the prestige involved in her field. In other words, she can see

herself also evolving as an educator.

Amarillo articulated that his main motivators for performing dual roles in the high school

and at the university level are seeking financial stability, secure career goals, and the challenge

of the dual educator role. Amarillo conveyed how this experience has taught him to cope with

unpredictability. Amarillo expressed that, by being able to confront fears associated with being

exposed to a full classroom of students of different ages and performing these two jobs on a daily

basis motivates him to improve on a professional level by gaining more experience and

expertise. At the same time, this experience has resulted in personal improvement in that he has

learned to value his perseverance and to maintain humility and gratitude for his experience:

> I was awarded a teaching scholarship and so, while I was in the program, I taught at the
>
> college and I had never taught before and, basically, they just threw us in the classroom
>
> and they said: "teach." So a lot of what I do I just kind of learned by trial and error,
>
> right? And so, I did take a—like a methodology class—a small methodology class and a
>
> few other teaching classes, but as far as like the teaching, it was basically sink or swim.
>
> Like I wasn't—there wasn't—because it was a course X type program and that—you
>
> could teach as an option. I think, you know, I'm not sure how it—if it's a good thing or a
>
> bad thing, but it really helped me deal with a lot of stress and deal with the
>
> unpredictability you have in the classroom when you're just fully exposed like that. You
>
> know, you walk in the first day and you have all these adults looking at you and it's like:
>
> "Am I really doing this?" And so, for me, that really helped me. At first, it really was
>
> humbling and I was really—it was really hard for me to get—what is it—to have
>
> confidence—but then I learned how to have a lot of confidence from that and actually

take charge of a classroom that I don't know if I would have gotten that any other way or

what that would look like or if that would look different, but I think my ability to take

command of a class, and also be humble—you know, and I think that's—again, that's

something you figure out over time, but I think that humility that I got from that

experience—I carry that with me everywhere I go, where like I make a mistake—we all

make mistakes—I own it and I think that really builds a good culture in the class.

Roja shared that her main motivator for continuing to perform dual roles is her true love

for teaching. Furthermore, Roja is motivated by a desire to evolve and grow. Rosa's perception

is that connecting with a larger group of students through her role as a dual educator enriches her

existence:

If you truly love teaching, then yes. And I think that's my motivation—my motivating

force right there. And I'm motivated because I feel like I'm growing every time—every

time I have the opportunity to teach and I love the opportunity to learn from my X

graders as much as I love the opportunity to engage the entire college class in dialogue

about relevant things in their lives right now. And in X course right, so like all these

things are adding meaning to my life, so, and in different ways.

For Roja, it was clear that she wanted to continue connecting with the higher education

community. It is also clear that she values the intrinsic worth of teaching as a profession; she

enjoys and finds meaning in what she does. This finding is in line with previous research on

how a large majority of teachers are driven by intrinsic motivators such as the love of teaching

itself.

Verde articulated that his primary motivator for working as a dual educator is the

combination of his love for the English language and his love for the art of performing as an

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actor. Teaching can be likened to performing in the sense that any given classroom can be viewed as a micro-platform that allows people to perform the roles of students and teachers. Thus, teaching as a dual educator came very easily to Verde, due to his skills of performing different roles as an actor and as a dual educator:

> So, I started teaching at college because I loved English. I was a writer, I got my master's in English and I like performing in front of people and that made me go to teaching, which was a good fit. Even when I was tired, I would be up for teaching. I thought that was significant.

Verde's other significant motivator for becoming a dual educator was to secure a full-time job in order to gain stability and extra income. Verde clarified that he was forced, in a way, to take the full-time high school job due to a lack of job opportunities at colleges and universities in the Portland area, alongside the need to support his family*:*

> Partly, it was a practical decision that moved me to a high school. It's pretty hard to get on full time at a college and I have a family—so I had a family, so I had to, you know, see how I could expand my income.

Additionally, Verde conveyed that his motivators include being connected with and belonging to the higher education community by continuing teaching as a professor at the university level. This allows Verde to access the benefits of interacting with a more rigorous, mature, and developed type of student population, which boosts Verde's self-image as a professor capable of delivering higher content instruction:

> Anyway, so yeah—and I also really like the college level people, so once I started teaching at the high school I didn't want to go away from the college, more mature kids. Not kids, a lot of adults. Partly, like, we connected more. We had more in common, so

it's good for my self-esteem, for one thing, to be with people that understand me who

understand I'm joking some of the time.

Lastly, Verde expressed an altruistic desire to serve and help others, even though it requires an

extra workload on a daily basis:

Well, the people I'm serving motivate me, on a simple level. So, I believe in what I do. I

think being able to read and write well can help a person throughout his or her life, so

that allows me to put out a lot of energy preparing for class, teaching it, and grading

papers, and so on—at both the high school and the college level. Even though a lot of

people don't do both of these, as I mentioned, because I like the people at the college, I

keep a hand in—yeah, it's stimulating and, as I mentioned earlier, my self-esteem and my

income.

The five participants addressed different types of motivators , drives and reasons

for working as dual educators, including the love of teaching, desire to perform, contribute, and

transmit higher content to students, the perception of making an impact or difference to students,

witnessing students' growth and development, feeling validated, increased self-esteem, personal

and professional empowerment, intellectual stimulation, and the opportunity for earning extra

income and job security.

Theme five. The Impacts on High School and College Students theme combines the

impacts of dual educators on both high school and college students. The participants made 22

aggregate references to this theme. First, this theme describes the ways in which all five

participants believe their college teaching impacts the high school students they teach;

participants made 10 aggregate references to this theme with the following codes: different

frames of mind, high expectations, instructional techniques, multidimensional, sharing

experiences/information, and subject matter expert. Figure 9 describes the percentage of coding

at the node for each theme for all five participants who responded when asked how their college

teaching impacted their high school students. The Y axis is labeled as "percentage coverage"

and represents the percentage of characters coded at the node and the percentage coded for each

participant's entire transcript for this theme. The X axis is labeled as "item" and represents each

participant who responded to the question on impact of college teaching on high school students.

The graph shows that Roja provided the most explanation in response to the question, and Rosa

provided the least.
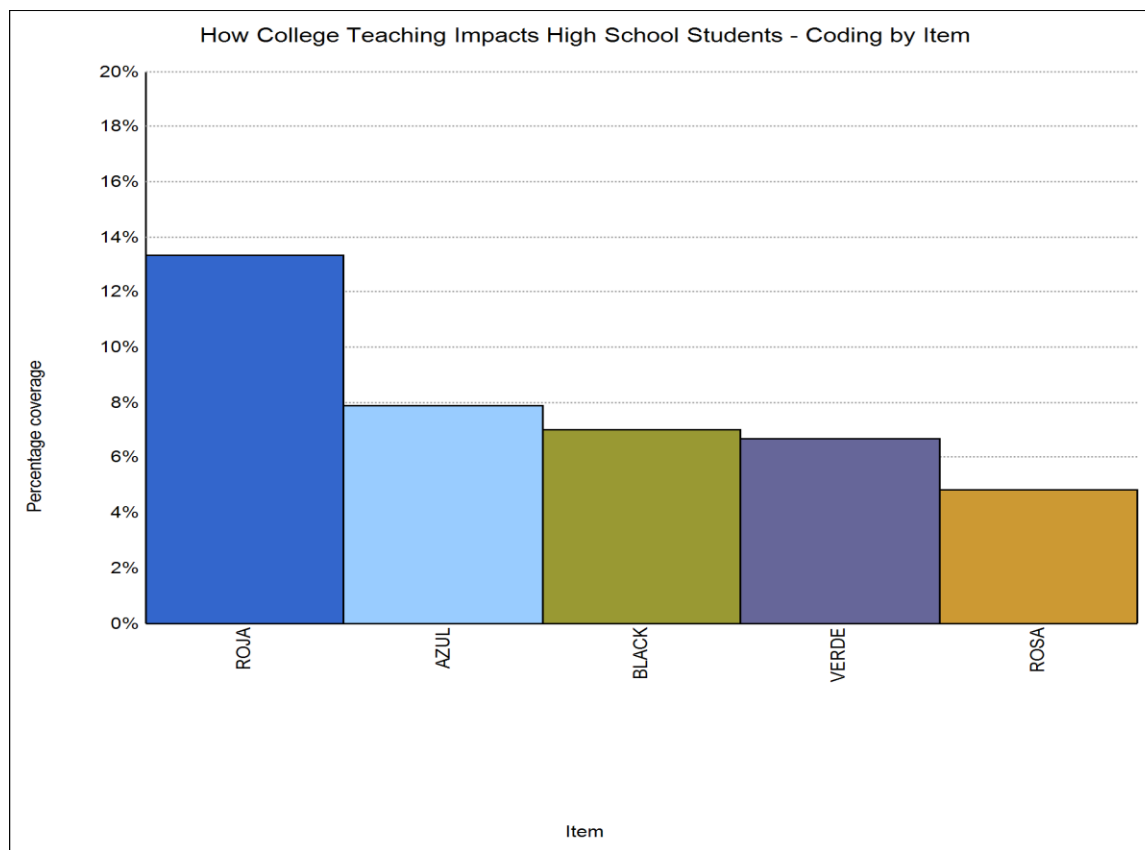

Figure 9. How college teaching impacts high school students.

Theme five is interrelated with descriptions including: confidence, pride, degree of

confidence, expertise, quality, diverse teaching approach, college preparation, influence,

different frames of mind, high expectations, instructional techniques, multi-dimensionality, sharing experiences, sharing information, and subject matter expertise.

Azul shared his perception of his dual educator role's impact on his high school students, addressing how he approaches each lesson. He reported that his behavior could convey to his high school students that he had a successful college class, specifically when he exudes positive energy and creates a new, fun, dynamic, and challenging lesson plan for each day:

> They recognize, on certain days, that my attitude is different and my attitude is good, but they can tell, quite often, when I've had a good day teaching college because I just seem to be in a different frame of mind and they enjoy the diversity of different frames of mind. They like the idea that I approach things differently on different days. It's always a quality approach, but they recognize that I do different things and so my approach is quite often different every day.

Moreover, Azul explained his perception of how he is perceived by his high school students in relation to his role as a college professor. Azul noticed that his high school students view him as very versatile educator who is capable of transmitting and delivering higher academic content and knowledge. Consequently, Azul derives self-assurance and pride in his role from his high school students' perception of him: "I think that they perceive me as being multi-dimensional and able to teach at different levels, which gives them a sense of confidence and pride, to some extent, that their teacher does other things and has expertise in other areas." Furthermore, Azul has observed that his high school students seem to enjoy knowing that, as a college professor, he prepares and delivers the same or similar academic content knowledge to them, which can make them feel as if they were in college already. Thus, according to Azul, his dual educator role helps his high school students develop their sense of intellectual confidence, self-acceptance, and

self-value. In other words, his dual educator role helps his own students develop a sense of self-efficacy:

> I think it impacts my high school students in two ways. The first way is that they
>
> recognize that I teach some of these subjects, or similar subjects, for colleges, so they
>
> sense that I am a subject matter expert and that I really do understand the content that I
>
> am teaching because how could I not and teach it for colleges? So that gives them a
>
> degree of confidence that they're learning from a subject matter expert. That's what I
>
> perceive.

Rosa explained that being a professor in the college environment allows her to share first-hand knowledge on college expectations and requirements that her high school students should hold upon graduation from high school. Thus, she can prepare them by providing the right academic content as well as helping cultivate desirable behaviors or habits that will help them transition successfully from the high school setting to the college setting:

> Knowing what they need to do in college and what I see for in college gives me insight
>
> into what high school students need to do in order to go to college and how to transition
>
> from high school to college. And that release of teachers being on them to them just
>
> being responsible for their own, so I can tell them: "In high school, we're on you, but in
>
> college—if you go to class, you go to class; if you don't go to class, well you just don't
>
> get the credit." So, I've been able to see that first hand: how directly it impacts. I can
>
> share that experience with them.

Amarillo recognized that being a professor at the college level allows him to access key information about academic standards and expectations at the college level. Furthermore, Amarillo noticed that, as a professor, he has gained insight on the social experience of his college

students. Thus, Amarillo is able to share this information with his students at the high school level in order to prepare them not only by providing verbal recommendations, but also by incorporating this essential information throughout his daily lessons:

So I think seeing how those students respond to the material really gives me a guide to bring it into the high school for students that are seniors that are getting ready to experience that—knowing what they are capable of you know, and there's are just a few months in between—sometimes, you know, like going from summer to fall or spring to fall. So, I think having that foundation of knowing, like, I know what they're going to go through once they're out if they decide to go to college. I know what they're going to go through and I know how stressful they're going to be because I've seen it firsthand. Like, it's not some nebulous thing that I've never experienced. And so, I think that being able to convey that not only orally but, like, through a lesson, I think is quite useful and it's really beneficial for them.

Roja pointed out that, because of her work as a professor, her high school students tend to perceive her as an ideal and valuable instructor:

One thing that it definitely does is they think I'm so much cooler. You know, when people find out that I teach at university X and that I'm a college instructor, it just sort of ups my value of experience and as a teacher. Some of my students are really surprised to hear that, and those of them who know that about me, I think it gives me an added credential.

Moreover, Roja shared a memorable teaching experience in which she organized and chaperoned a trip to link her high school students with her college students. In this experience, Roja noticed

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an immediate effect on her high school students' behavior in that they started displaying more self-assured attitudes:

> I think that it's really interesting because when I did that activity where I brought the high school students to university X it was a huge confidence booster because they felt really strong in their skills and so when I—and I teach—you know, on the high school level— we're basically at the same place.

Additionally, Roja explained that, by moving back and forth between the high school environment and the college environment, she is able to assess precisely what each student population is capable of achieving in terms of her subject matter. Thus, Rosa believes that her dual educator role has a direct impact on her high school students by exposing them to higher-level instruction; further, sharing the same instructor with college students improves their self-confidence and helps to frame their mindset before they transition from the high school to the college level:

> I can see exactly what my students at high school are capable of and what the students at college are capable of. And sometimes I share that information, of course, when I feel like it's going to improve their confidence or their morale, so it does—it does increase their confidence level and also their motivation level because a lot of the high school seniors are feeling like: "Oh, when I go to college next year, I'm going to be in a good place, because my teacher, who also is a college teacher, like this is what she expects and I know that I can do that." So, I think it gives them added confidence when they're moving into their next level of education.

Verde recognized that being a professor at the college level makes him hold higher expectations for his high school students and that working as a dual educator has a direct impact

on his high school students by raising the bar for their academic achievement. Moreover, Verde acknowledged that this impact could have different types of ramifications in that some high school students will elevate and sharpen their skills to reach these expectations, while others will struggle. Therefore, this dual role has required Verde to differentiate groups of learners who are college-ready from those who are still evolving. Thus, Verde applies differentiated instruction:

> I'd say that my—the standards that I expect from my college students I carry over to the high school. And, in some cases, that provides—or creates a hardship for the high school students because they're either not mature enough or just haven't developed their skills enough to operate the level I want them to operate at. At the same time, I think it's good for people to expect a lot of these high school students, because then those who are mature enough, will lift themselves up, will raise their game.

All five interviewees shared insights about how they perceive high school student impact, including: how they are perceived by their students at the high school level (cool, versatile, capable, knowledgeable, multidimensional, subject matter expert); how teaching strategies have been carried from the college to the high school level (materials, lessons plans, articles, etc.); and how assessment standards have been aligned between high school and college students.

Next, theme five also describes college student impacts, namely the ways in which the participants believe that teaching in high school impacts their college students. The participants made 12 aggregate references to this theme. Figure 10 describes the percentage of coding at the node for each theme for all five participants who responded when asked how their high school teaching impacts their college students. The Y axis is labeled as "percentage coverage" and represents the percentage of characters coded at the node and the percentage coded for each participant's entire transcript for this theme. The X axis is labeled as "item" and represents each

participant who responded to question. Azul provided the most discussion in response to this question and Rosa provided the least.
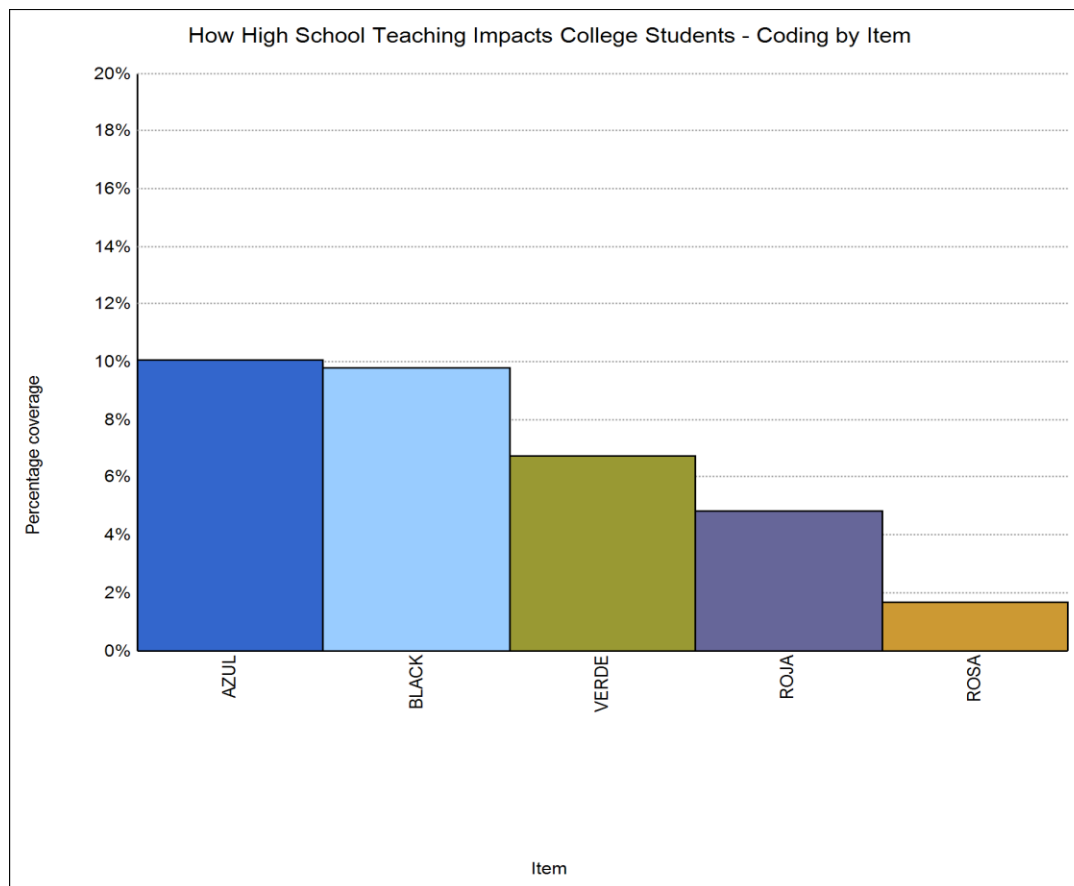
Figure 10. How high school teaching impacts college students.

Theme six is interrelated with the data descriptions of: refined lessons, student motivation, student responses as a guide, humanness, light-heartedness, closer student connections, diverse educator, activity-based learning, empathizer, instructional techniques, little to no impact, sharing information, slowing down, and subject matter expert.

Azul reported that some teaching practices—activity-based learning, for example—can be applied at any grade level. Azul explained that he transfers hands-on activities designed for high school students and adapts these to the college level in order to be sure that college students can grasp the content knowledge through activity:

Well, I think what we've learned, especially in the last 15 years, is that human learning is activity-based. We don't build our schema without doing things. Our schema—where there's literature, where there's mathematics—we don't' build it without doing things and we still, at the college level, don't focus on schema building. We focus on transmitting information in one mode and hope that they get it. So, college teaching should also be based on tactile, hands-on learning. It should be activity-based as much as possible because that's how all humans learn regardless of what age they are. That's called pedagogy. And, at the college level, I believe, for adults the term is referred to as "andragogy."

Thus, Azul notes that college students are not necessarily as well-prepared as professors might think. Azul also explained that it is important not to assume that all college students are at the same level. His dual educator role uniquely prepared him to teach college effectively because he was able to understand the similarities in learning styles (e.g., hands on learning). In this way, Azul's training at the high school level—in the need to be aware of teaching differentiation in order to be an effective educator—is also applicable with students at the college level:

The other thing is I don't assume that college students are always more mature than high school students. Sometimes you have to bring the direct instruction style and the humor aspect of teaching to college students also because they're not always going to self-motivate and self-learn. Sometimes you have to insist on that which you gain experience with when you're teaching high school.

Furthermore, Azul reported that his college students' perception of his role as a dual educators is similar to that of his high school students:

I think, for the college students, it's the same thing but they perceive somebody that

would teach high school all day and then teach college at night to be a giving, kind of

flexible person, because not too many people do that and that they find that that's good,

because I have subject matter expertise that's broad enough to do both.

Here, Azul notes that his dual role makes his college students often view him as a

trustworthy individual. He has experience with an age group they were recently a part of, and he

uses this to build rapport. This also increases his level of approachability, because he has

experience both in the more formal relationship between professor and student in college, as well

as experience in the familiar space as a high school teacher.

Rosa reported that, in her case, her dual educator role seems to have little to no impact on

her college students, excepting their acknowledgement of the fact that she is a successful dual

educator: "I don't think that my high school teaching really impacts my college students, except

for them to know that I am in education, that I am a teacher, and that I do know how to teach and

manage students."

Amarillo acknowledged that, because he is a full-time high school teacher, he has been

able to transfer some of the high school teacher's characteristics as a nurturer, empathizer, and

supporter, as well as a sense of humor and willingness to adapt lessons to his adult college

students' needs:

[I]t makes me a more light-hearted teacher I think and a better empathizer because you

have that nurturing, right, that you don't typically have from other teachers and it really,

let's see, it just—I think that if you take like kind of—and I just look at it from this light-

hearted perspective. If you take that into the college classroom, it really changes the

dynamic—a dynamic that I think I really didn't have at the beginning, or closer: the

ability to be like: "Hey, let's act like kids today. Let's just have fun with the language." Instead of being like: "You need to memorize chapter 2.5 and we're going to have a test on it tomorrow."

Roja has noticed that her college students seem to enjoy learning about her life beyond the college classroom setting. Therefore, Roja has connected with her college students by sharing with them her teaching experiences at the high school:

I think also the college students really enjoy knowing that about me as well because they—they kind of get to sense like what my day's been like. I feel like, when I go into my classroom at X university and I'm kind off joking around about: "Oh, I've just been around a bunch of ninth-graders today" and, you know: "I'm so excited to be talking to adults." They know what—I don't want to call it baggage, because it's not always, like, negative—but what kind of like person or what kind of experience I'm bringing into my classroom and so having that information I think they feel like they know me better and they also know that I have that diversity as an educator: that I can work with all different ages.

Here, we see the impact of Roja's experiences teaching high school positively impact her college students. She is able to build rapport with the college age group by relating to their common experiences in the high school setting, and uses that to increase her credibility and teaching impact on her students.

Similarly, Verde reported that he sometimes uses the same or similar strategies of scaffolding to those he uses in high school in order to help some college students acquire content knowledge:

Yeah, but as far as my actual instruction—every now and then I use scaffolding from the high school at the college level and I think a number of students, especially the lower college ones appreciate that, so I guess, in that way, there's some rub-off in both directions.

However, Verde stated that he is unsure of whether his college students are being impacted by his role as a dual educator:

I don't know if that makes a big difference to them that I teach in both places because I've done the college teaching for so long I'm very professional about it, so they don't— it doesn't feel like they think: "Oh, this guy's just a high school teacher." They know that I do the college stuff and have done it so long that that' what I'm trained to do, so I don't—yeah, I mean, maybe they think about it and just don't tell me.

Furthermore, Azul noted he uses his role as a full-time high school teacher in order to motivate his college students or increase their confidence by comparing the performance of his college students with that of his high school students:

I always tell them at the beginning of a term and I—sometimes I'm able to make the college students feel better about themselves because I say: "Gosh, my high school students had no idea how to do this and you guys are doing great at it." So, in that way, and any kind of emotional level, I think they benefit by having me see lower level stuff. Every now and then, they aren't better than the high school students, so I can give them some grief about that.

In response to theme six, the five participants shared insights including: the need to recognize that college students can also can benefit from needs-based learning and hands-on teaching; mirroring at the college level the close relationship between high school student and instructor;

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transferring high school teachers' light-hearted attitude to the college setting; transferring the

concept of teaching differentiation; and moving away from teaching through long, abstract

lectures at the college level.

Theme six. The Student Engagement, Community Involvement, and Intellectual

Development *(Two communities one identity)* theme describes the similarities and differences

experienced by the participants in interacting with high school and college students, or

community involvement. The participants made fifteen aggregate reference to this theme.

Figure 11 shows that Roja provided the most explanation in response to this question, and

Amarillo provided the least.
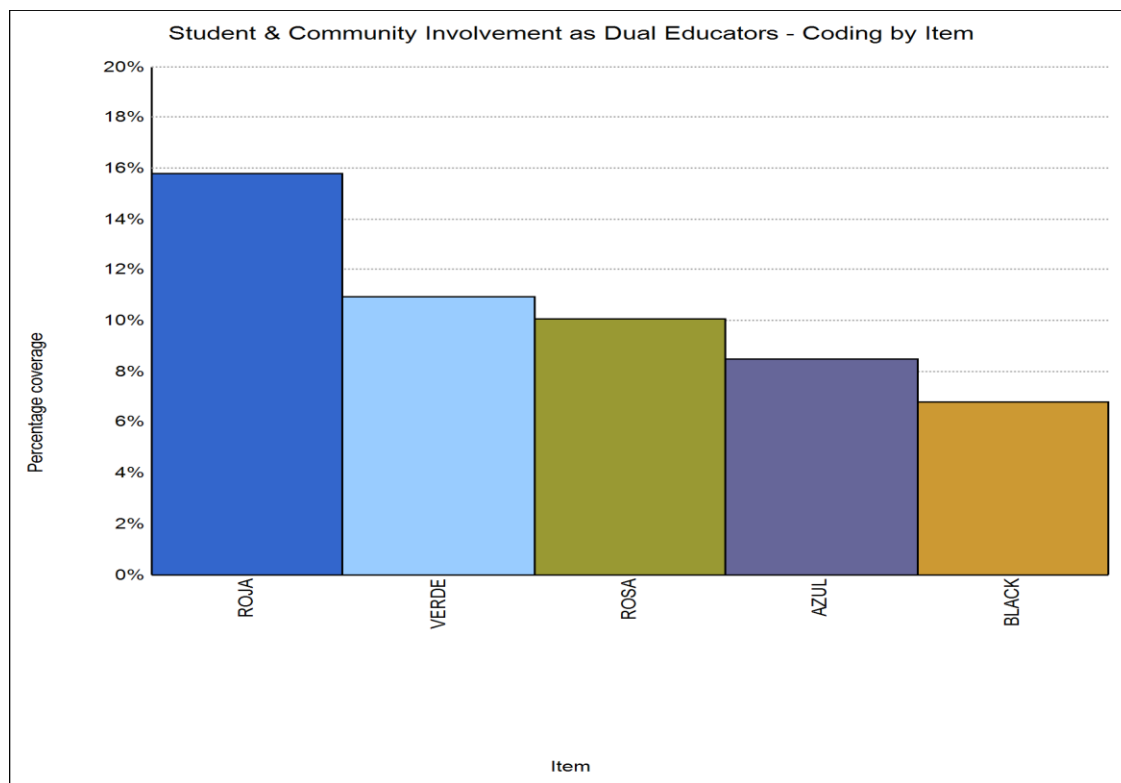
Figure 11. Student and community involvement as dual educators.

Theme six is interrelated with: maturity, different environments, differing expectations, ability to learn, student awareness, stronger engagement combined with communication, contact, emotional and intellectual development, level of involvement, and level of responsibility.

Azul explained that he has a deep interest in his students beyond the classroom setting, enjoys being part of their lives, and prefers to be aware of both their emotional and intellectual development. Azul is committed to not only being a teacher or professor figure, but also acting as a coach of life skills and—more importantly—a person they can count on for help or support. For Azul, being an active member of the high school and college communities is a very significant tool for facilitating connection and building trust with his students:

> Well, I would say the involvement is similar in the sense that I try to get involved in students' and families' activities, so I try and participate and watch their sporting events and watch family activities—I've been to birthday parties, I do things like that—I like to know a little bit about them and their extracurricular activities; I like to know their hobbies. I go to college basketball games and high school basketball games because I want the students to see that I'm there and that I'm interested in other aspects of their lives also. The differences are in the area of realizing that I have to be aware of the emotional development and the intellectual development and the intellectual growth of the teenagers and recognize that things that might be happening in their lives are going to affect their ability to learn that day and be aware of that, and I don't have to worry quite so much about that for college students, but I do have to do that to some extent, not so much though.

Rosa explained the differentiation of her involvement in the high school community and in the college community, noting that the high school community (students, parents,

administrators, and colleagues) requires more of her attention, while her college community involvement is more limited because of the clear expectations and consequences for her college students. Moreover, Rosa pointed out that, in the college community, students are solely responsible for their actions or decisions; conversely, in the high school community, teachers share the responsibility with their students due to their young age and inexperience:

> Okay, as a high school teacher you're more—have to be more on top of the students, be involved with the parents, you're more involved with the faculty—if they are late, if they're not at school, you're more hands-on. At the college, if they don't come, they don't get credit. You don't call the parents, you don't follow them, it's just: "Okay, you just don't pass the class." And they don't get credit. So that's the difference. Yeah, and I think, you know, that the expectation at the high school is that the teacher's behind them pushing, and at the college, they come to the class and it's their job to do what they should be doing, and if they don't, then they have to pay the consequence. In high school, we rescue them all.

Amarillo clarified that he sees a massive difference in his community involvement at the high school and the college level. Furthermore, Amarillo pointed out that the tool of maintaining open channels of communication at the high school level allows him to perform tasks successfully. Amarillo also reported that, due to the nature of the college community environment, he has more limited involvement:

> In high school there's a lot of teacher-parent interaction that goes on, where—well, like, in high school if a kid misbehaves or a kid's a high flier, you want to keep that constant communication open and you know, you have like a ton of students and it's really hard, but you want to try as best as you can. In college, though, like it's all up to the student.

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If the student wants communication, they have to come to me. Like, I just don't have the time to be able to do that and so I think that it's very different.

Roja reported that her involvement differs depending on the needs of the people in each community. She noted that her involvement in the high school community is very active, which is in direct response to the expectations placed on full-time high school teachers. However, Roja expressed that she feels very "blessed" in that her high school community is relatively small. Likewise, Roja seems very pleased with her involvement in the college community since she is usually only required to meet with students. Roja attributed her success in terms of being involved with both communities to mastering the skill of communication:

> That's a great question, and I really feel fortunate right now in my current role that I work at a small school and that the interactions with parents are pretty limited—you know, we have conferences, we have pretty elaborate conferences a couple of times a year, and we're pretty good at—teachers are really good at reaching out and communicating with parents here and there, so I feel like the communication is quite substantial and consistent. And, I have to say, at times I feel very fortunate to be in the college world and then to just grade and communicate with the student and then be done with that. There are no parents that are calling me or needing to meet with me or—you know— concerned about their student's progress, or want to talk about a grade, or anything, so I love having the opportunity to work directly with the student in that case and resolve problems or issues or questions directly with the student and know that that's the end of it.

Verde stated that he has been experiencing isolation in his role at the college, while his job at the high school level is more demanding of his involvement and time, due to the need for communication, open-mindedness, and energy with the high school student population:

So, in my many years as a part-time college instructor, I was solo. I was very isolated, and that was okay. I liked what I was doing, I had ideas for what to do and they seemed to go well in the class, and so on. And then I hit high school and all these things that you just mentioned are going on here. So, there's several parts to it. Students are very—well, some of them are very sweet and open and I love that. They're not jaded or tired of anything, so that's fun.

With regard to theme six, the five participants reported that clear communication skills are necessary in order to navigate and successfully fulfill the needs of both high school and college communities; further, the involvement of dual educators varies depending on personality, size of community population, time, and desire to know students beyond the classroom setting.

Summary

In this chapter, I described the data collection procedures and findings for this phenomenological research study, including: recruiting participants, pilot-interview, discussion of the natural setting, description of the sample, research methods and analysis, and summary of the findings. Moreover, I described—in a holistic manner—the five participants of the study and included a statement from each participant on each of the seven essential themes in order to provide authenticity for the findings of this study. Furthermore, I presented and supported each essential theme through the use of tables and figures. In the next chapter, I will discuss why the essential themes from this phenomenological research study are both trustworthy and relevant, and how its connections and findings could inspire future research studies and practices in the

teaching field. The data showed that there is a group of educators who are willing to create a new professional path to adapt to needs of both high school and college populations, through flexibility and high levels of intrinsic motivations to teach. All five dual educators reported trying to bridge two educational worlds specifically by developing new strategies to succeed in both environments; they all strive to accommodate students' needs regardless of whether in high school or college. Chapter 5 provides an in-depth discussion of the findings of the study and a summary of the results about the participants' lived experiences as dual educators and their perceptions of their impact on student learning.

Chapter 5: Discussion and Conclusion

Introduction

Teaching retention has been a consistently popular topic in the education system due to the overwhelming number of novice teachers who are leaving the teaching profession for good. As Kleiner (2018) pointed out: "Studies show that more than 40 percent of new teachers leave the profession within three years, often because they are not prepared for real-world challenges ranging from socioeconomics, to special needs, to language barriers" (p. 10). Despite this trend, there has also emerged a self-selected group of educators who are performing dual teaching roles. These dual educators are defined as those who hold a primary full-time teaching job at a public high school and, simultaneously, a secondary part-time job as an adjunct professor in a private or public college or university.

The phenomenon of interest in this study, then, was the lived experience of these dual educators who teach at both the high school and at the college or university level. This chapter will present: 1) introduction, 2) summary of the results, 3) discussion of the results, 4) discussion of the results in relation to the literature, 5) limitations, 6) implication of the results for practice, policy, and theory, 6) recommendations for further research, and 7) conclusion.

Summary of the Results

I chose phenomenology as the methodology for this study because it provides a deeper understanding of the subjective experience of dual educators. It is unique in comparison with other methodologies as it does not seek to develop generalizations from the findings, but rather to provide a comprehensive view of how the phenomenon was experienced by the participants. Moreover, the phenomenology methodology (Van Manen, 2016) provided a foundation for interpreting the "threads" of the phenomenon experienced by five dual educators, recruited from

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the Pacific Northwest area, who constituted the sample for this research study. This approach

allowed me to reflect on and interpret the essential themes that compose the lived experience of

these educators as distinctive phenomena. Furthermore, I employed the transcendental

phenomenological methodology (Moustakas, 1994) by focusing on the descriptions of the

experiences and perceptions participants shared during face-to-face interviews. Throughout this

methodology, I engaged in "epoche," in which I put aside my own experiences as a dual educator

in order to take a new and fresh perspective about the phenomenon and the lived experience of

the five participants, following the interpretation of Merleau-Ponty (as cited in Creswell, 2013)

that "doing phenomenology, as a reflective method is the practice of the bracketing, or reduction,

of what prevents us from making primitive contact with the concreteness of lived reality" (p.

460). Additionally, this study included Heidegger's (as cited in Creswell, 2013) point of view

that an authentic phenomenological method consists of crafting one's own path, not in following

a path (p. 328). Therefore, the beauty of phenomenology is that its methodology allows

uniqueness, wonder, and flexibility in terms of interpreting human experiences and is not limited

to a rigid set of strategies. This study describes such unique lived experiences.

In keeping with this phenomenological methodology, I collected data from the

participants and developed a composite description of the essence or the core of the experience

that consists of "what" participants experienced and "how" they experienced the phenomenon

(Creswell, 2013). I derived the structure for describing the lived experiences of dual educators

from the thematic analysis of the interviews and transcripts, field notes, and reflective writing. I

built the framework for this study around motivational theories, particularly two thematic

concepts: recognizing self-efficacy as a significant factor in job satisfaction and perception of

influence, and exploring the complexity of role theory. Each participant viewed the experience

of being a dual educator within the framework of a novelty, curiosity, and excitement.

Moreover, participants appeared eager to share and reflect about their journeys of being dual

educators and their perceptions on the impact of this dual role on their students; they also

expressed the desire to meet other dual educators in the future. Additionally, they expressed a

desire to read the findings of this study, because they became curious about potential shared

experiences with other dual educators.

I centered the data collection process around the lived experience of the dual educator

participants, and used one central research question and three subquestions to guide this study:

Central Question: How does the professional lived experience of dual educators

contribute to the educational experience of students?

Subquestion 1: How does the experience of participating in two educational

environments influence the teaching practices of dual educators?

Subquestion 2: What motivates dual educators to teach in both high school and higher

education settings?

Subquestion 3: In what ways do educators who teach at both high school and college

levels perceive their impact on students?

During the period of recruitment for this study, all participants were ultimately persuaded

to participate because I am also a dual educator; they agreed, then, to invest their time in this

study despite their busy schedules as a favor to a fellow colleague. This act of willingness can

potentially be attributed to the participants recognizing communality with me, as a fellow dual

educator. Moreover, during the process of data collection, the participants and I developed a

shared understanding of the phenomenon (Wojnar & Swanson, 2007). The credibility of

phenomenology is in the recognition that the participants' story resonated as my story (Van Manen, 2016).

Limited research is available on the experiences of dual educators. The majority of educational research on teachers has focused on attrition, graduation rates, or adopting new curricula/programming in schools. Of the extant research pertinent to hybrid roles in education, most studies have examined programs rather than individuals, or hybrid teachers who have dual professions, but not necessarily both in education (Remijian, 2013). My intention is that this study will add to the body of knowledge about dual educators and contribute to educational communities that support and recruit similar populations of dual educators. The results of the study may help administrators who currently promote dual programs to further understand dual educators' perceptions of their impact on student experience.

The sample size for this study was five dual educators, ranging in age, gender, subject of concentration of teaching, educational institutions of employment, and years of experience on working as a dual educator. All participants work in the Pacific Northwest area. As Wertz (2005) has suggested with regard the holistic study of psychology, in terms of phenomenological methodology and avoidance of reductionism, it is necessary to "consider the essential characteristics of its subject matter—'the body,' 'behavior,' 'perception,' 'stress,' 'schizophrenia,' or 'mental life'" (p. 168). Following this view, I collected the findings for this study via holistic observations of participants' behaviors and shared thoughts, by using note-taking, before, during and after interviews,

Following Creswell's (2013) argument that "the basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence" (p. 76), I crafted a set of semi-structured questions to prompt reflection from participants and allow

me to gain a deep understanding about the participants' lived experiences as dual educators and their perceived impact on their students. I designed one of these prompts around the concept of self-meaning or self-view in reference of others. According to Mead, the individual is incomplete and can only be manifested as a social process that encompasses both the "I" and the "Me," which work as a team to navigate social norms in a society (as cited in Biddle, 2013). Because the "I" and "Me" work in unison to develop the idea of self, this constant feedback from "Me" shapes the "I" (Biddle, 1986). Thus, I provided participants with the prompt, "Describe yourself as a dual educator in a single word" (See Appendix D), before any interview or audio recording took place, in order to ensure that the essence of the data would not be distorted or affected by any type of conscious or unconscious bias. All participants took a moment to reflect, then wrote a word describing how they perceived themselves as dual educators. Amarillo chose the word explorer, Verde chose versatile, Rosa chose dedicated, Roja chose flexible, and Azul chose adaptable. By choosing the very first word that came to mind in relation to their lived experience as dual educators, each participant conveyed the true nature of his or her conceptualization of self-image as a dual educator. Importantly, four of the five participants described themselves in relation to their dual educator identities with synonyms: adaptable, flexible, explorer, and versatile. The choice of the word "dedicated" is also significant in that it encompasses all of the other self-descriptors. Thus, it was possible to draw the conclusion that these dual educators perceive themselves in a very similar manner. Moreover, learning about the essence of their self-perceived conceptualization allowed me to draw inferences on how these dual educators perceive and experience their dual roles as phenomena. The descriptors are evidence of dual educators as a culture-sharing group; they identify with similar words, and in turn have similar perspectives.

The primary findings, which have emerged from this phenomenological study examining perceived impact on students' educational experience as a result of interactions with dual educators, have been insights into the individuals who perform dual roles as full-time public high school teachers and part-time adjunct professors in a college or university (located in the Pacific Northwest area of the United States). Findings concerning the identities of these dual educators have also helped provide insight in relation to the central question: How does the professional lived experience of dual educators contribute to the educational experience of students? By evaluating the commonalties of dual educators' lived experience, it was possible to glean insight into their identities, motivations, and perceptions. That four of the five self-identifications (versatile, flexible, adaptable, and explorer) are synonymous, and the fifth self-identity is related (in that to be versatile, flexible, adaptable, or exploratory, one must be dedicated to move or change) reveals a commonality of identity. Moreover, these dual educators' identities, traits, and attributes help us to form a conceptual picture about who they appear to be as individuals, and where they position themselves as a group within the educational system.

Through dual educators' self-identities, we can gain insight into their perceptions of lived experience and impact on their students. Hence, the overall findings of this study in terms of how dual educators experience and perceive their roles can be grouped using the five key self-descriptors:

a) By being versatile, these dual educators are willing to move between the role of a professor and the role of a high school teacher. This transition is sometimes achieved in a split second. Therefore, this act of transitioning can be triggered by the immediate need of a college or high school student, or can be planned ahead of time

as part of the dual educator's teaching strategy or lesson plan. The focus on versatility is in the very performance of the dual educator role.

b) By being flexible, these dual educators are willing to approach their students with open minds, therefore reducing biases or pre-assumptions: for example, that all college students are academically ready to tackle any assignment. Likewise, these dual educators are willing to approach their high school students without the assumption that they are incapable of coping with a rigorous curriculum and reaching high benchmarks. Thus, these dual educators are aware that students must be met on their individual levels of expertise. The focus of flexibility is in the dual educator's audience (students at both the high school and college/university level).

c) By being adaptable, these dual educators are willing to adjust, modify, transform, create, or tweak their teaching strategies in order to best serve their students and address diverse academic learning styles. Thus, these dual educators deliver a variety of organic and fresh learning activities in order to maximize students' engagement; students in a dual educator's classroom are constantly exposed to a change of pace in teaching and learning. The focus of adaptability is on the teaching-learning strategies.

d) By being exploratory, these dual educators are willing to infuse their teaching and learning with a modality based on humility. Thus, these dual educators are willing to expose themselves to vulnerability by approaching teaching and learning by modeling that "no one knows all," and by inviting their students to join them on the journey to explore new ways to do something or to resolve something. Hence, this approach seems to help build trust, respect, and curiosity between the educator and both high

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school students and college/university students. Also, being an explorer is the

willingness of these educators to move physically from the high school environment

to the college or university environment, and to share the space where these two

academic worlds intersect. The focus of exploration is on the symbiotic paradigm

that takes place in the process of teaching and learning, in terms of the growth of both

educators and pupils. The focus is also on the exploration of the new space created

between the two environments.

e) By being dedicated, these dual educators are willing to reach out and share a common

purpose by building healthy relationships that go beyond the classroom setting toward

strengthening a vibrant community for all (e.g., attending optional/extracurricular

student activities). The focus of dedication is on the mission and the common

purpose or goal.

Discussion of the Results

All five participants expressed gratitude to me for asking them, for the first time, about

their lived experience as dual educators. Moreover, they expressed gratitude to me for

acknowledging them as dual educators. All five dual educators seemed very proud to be

acknowledged, recognizing that they have developed unique and highly intricate teaching skills

as a result of their dual educator roles. Similarly, they all stated that, before this research study,

they hadn't thought, reflected, or shared much about their dual role experiences. Each of the five

participants expressed the desire to read the results of this research study, reporting that they felt

eager to find out whether the experiences and perceptions of other dual educators were similar to

or different from their own.

The participants articulated that, as dual educators, they do not have a support system in place at any of the educational environments (high school or higher education) where they work, as noted in the obstacle theme that emerged in the study. Further, they verbally reported post-interview that they do not have access to professional development or additional time for planning. All of the participants acknowledged that their dual roles are unique. However, they also conveyed the idea of feeling isolated and sometimes lonely in the professional educational world. Similarly, they expressed that their busy schedules (in combination with lack of opportunity) do not allow them to share points of view, educational findings, or teaching strategies that they have developed individually through their lived experiences as dual educators with their colleagues or administrators. Despite these challenges, all participants noted that they voluntarily chose to perform their dual roles, and clarified that taking on dual roles was neither compulsory nor a result of an educational entity or administrator's decision. It should be noted that these statements were off-the-record and occurred after the tape recorder was turned off. All five participants shared some version of the above statements, saying that it was the first time anyone had approached them to ask such questions, and they were unused to receiving any interest in or support for their dual educator roles.

During the interview process, my interactions with each participant sparked commonality and belonging, and facilitated reflection and sharing about their lived experiences as dual educators. Participants' body language, facial expressions, tone, and voice inflection communicated that they were very excited to discuss the subject of dual role education. From my perspective as an interviewer, all five participants seemed to be very skilled in their jobs as educators. However, they also appeared to be very humble. All of the participants appear to have very flexible and curious mindsets. They seem motivated by their intrinsic love for the

teaching profession. It appears that, through challenging themselves in the flexibility required to move back and forth from one educational environment to another, the participants underwent a transformative educational experience.
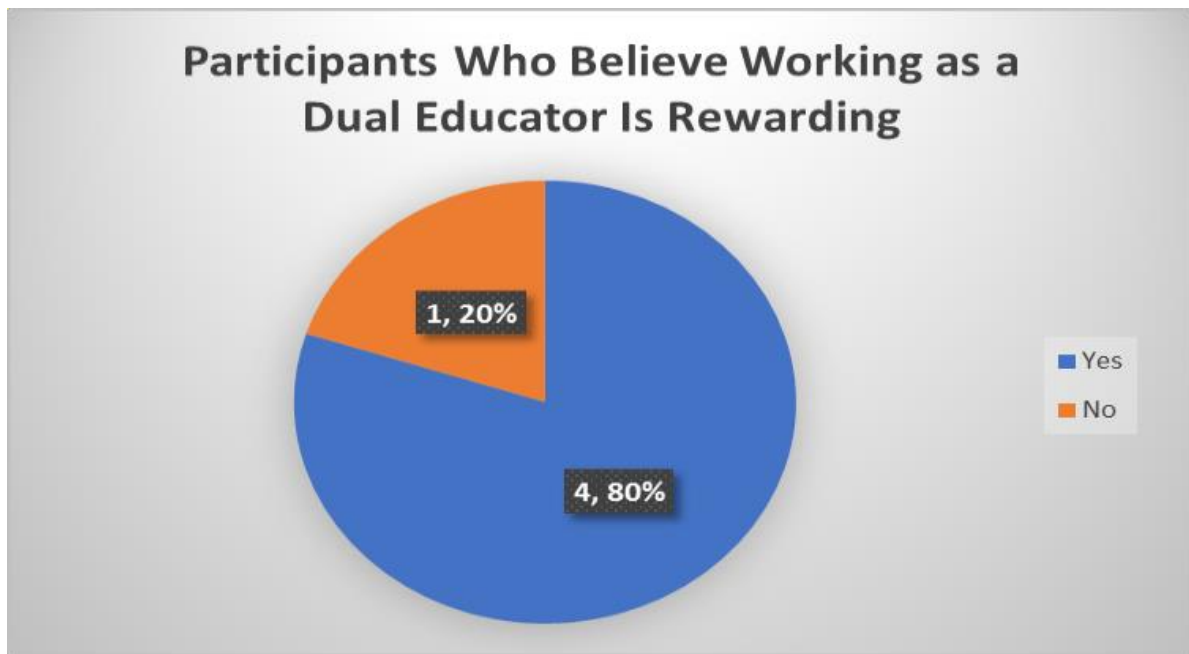
Figure 12. Participants who believe the number of years of experience as a dual educator was rewarding.

Four of the five participants expressed that the experience of being a dual educator is rewarding, while one participant enjoyed his role, but would not necessarily recommend the dual educator path. In other words, Amarillo reported that being a dual educator is hard, takes a lot of humility, and is not for everyone, but that those who are interested should try it. In contrast, the data implies that the four participants who reported dual educating as rewarding have embraced their roles as dual educators, despite the unique ambiguities and challenges involved. Maslow (1943) might argue that, because these professionals genuinely love and find meaning in what they do, that they have become self-actualized.

Similarly, four of the five participants noted that their years of experience as dual educators seemed to have an impact on their perception that performing dual educational roles was very rewarding. Moreover, four of the participants seemed to feel a kind of adrenaline rush in the juxtaposition of working between two educational entities.

All participants noted that, due to performing two roles simultaneously, they function under constant time constraints, and do not have much time to spare. Dual educators, then, seem to see themselves as very busy educators and, consequently, time is very important to them. All of the five participants shared that, even though they are extremely busy, they self-assess as very professional, competent, and effective teachers in each of the roles they perform. In interviews with four of the five participants, I was left with the impression that these individuals may have continued performing dual educational roles as a way to avoid professional burn-out. Further, all of these dual educators engage in regular physical exercise as a way to maintain healthy bodies. Their sports and activities include kickboxing, yoga, karate, bicycling, running, and walking.

All of the dual educator participants work in public high school institutions with diverse populations; they all reported that they recognize the need to support students to continue their education beyond the high school level. Five of the five participants are deeply involved in their school communities, with more emphasis on the high school community than the college or university community. Consequently, they reported experiencing stronger relationships with their high school students than with their college students.
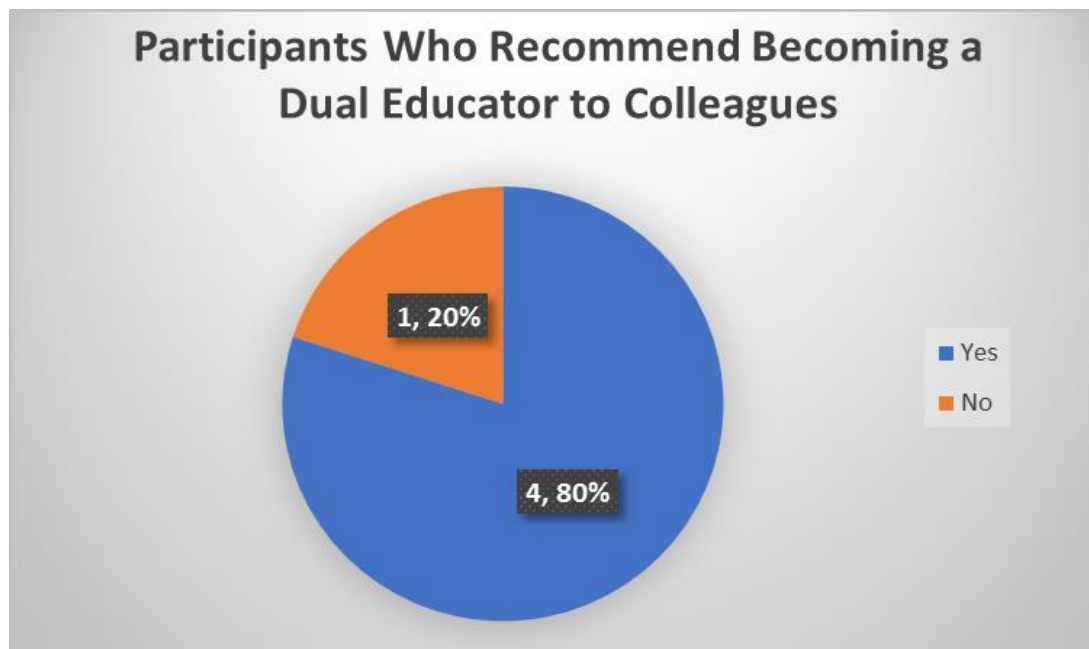
Figure 13. Participants who recommend becoming a dual educator to colleagues.

Four of the five participants expressed that they would recommend being a dual educator to their colleagues. They gave reasons including: "fun," "great learning experiences," and "keeps you in the loop in the college world." However, the most common reason, as Rosa articulated, was that "it allows you to see, to perceive how the students grow from one grade to another."
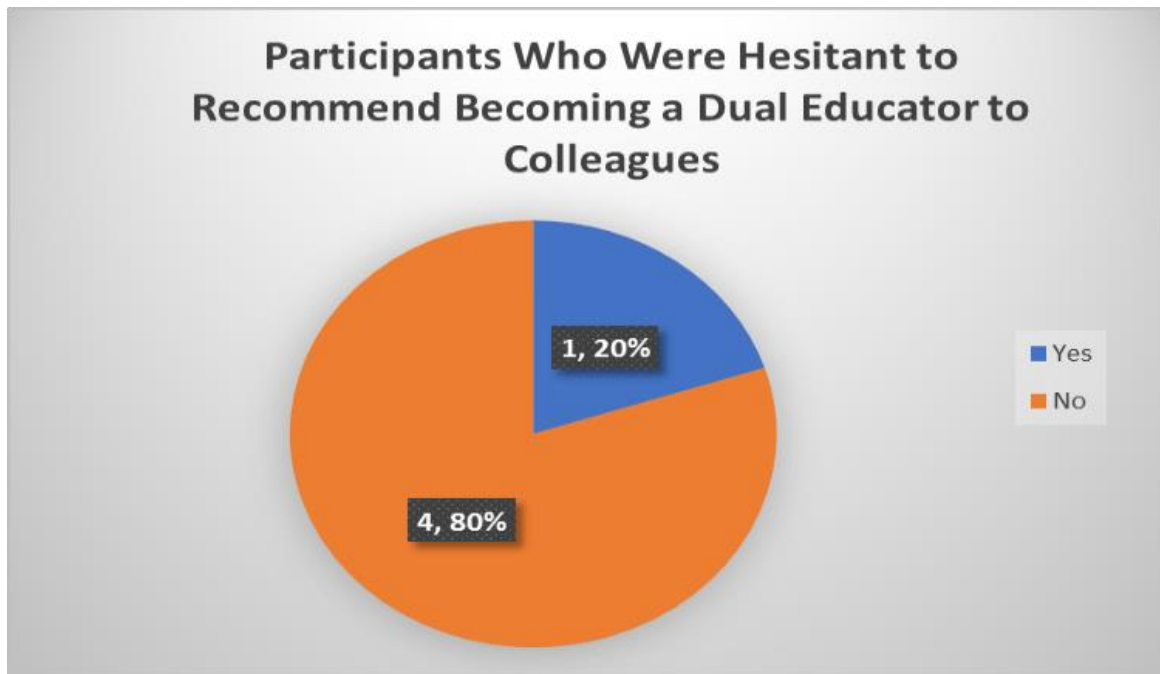
Figure 14. Participants who were hesitant to recommend becoming a dual educator to colleagues.

Only one participant was hesitant about recommending a dual educator role to colleagues; this interviewee found the two roles extremely demanding and stated that they require a great deal of stamina, advanced intellectual capabilities, discipline, and self-motivation. However, this participant did recommended trying a dual role as a mode of professional development. This interviewee acknowledged that becoming a dual educator is not for everybody, stating that it is only suitable for educators who would enjoy the constant challenge of overcoming obstacles and being placed in unpredicted teaching situations.

All of the dual educators reported that they have traveled to foreign countries, for reasons including visiting, studying, living/working, and experiencing other cultures. They all pointed out that, when they travel, they like to avoid typical tourist destinations and prefer instead to experience the culture by immersing themselves with the local people and learning from them. Moreover, as the interviews were in progress, several of the participants were planning to visit

locations including Scandinavia, Africa, and Central and South America, and one participant had recently returned from visiting Asia. Again, this openness to experience could be indicative of these dual educators' willingness to gain new perspectives, strategies, and experiences, and to navigate different environments. Moreover, this is indicative of the motive, drive and reason theme, as these dual educators show high levels of intrinsic motivation to teach—and learn—for its own sake. This desire to travel is also indicative of teaching strategies because these dual educators actively seek out experiences in different cultures, which include different belief systems, traditions, social norms, and so forth; this increased cultural knowledge also increases their knowledge to work with diverse student populations.

All the participants shared that, in addition to their current workload, they are taking various professional development courses and participating in events including workshops and national conferences. Further, three of the five participants are pursuing additional degrees and certifications (master's in Education, master's in Curriculum & Development, and PhD in Education, respectively) related to the educational field. None of the five participants expressed the desire to become an administrator. All participants expressed a commitment to supporting and nurturing the academic learning and personal growth of their students at both the high school and the college/university level.

Discussion of the Results in Relation to the Literature

According to McMillan (2012) qualitative researchers want to obtain information from the source, and therefore approach a situation with the assumption that nothing is trivial or unimportant. Every detail that is recorded is thought to contribute to a better understanding of behavior. Moreover, researchers cannot apply pre-determined definitions or ideas of how people will think or react. This approach is important because the qualitative researcher wants to be

open to a new ways of understanding (McMillan, 2012, p. 275). In keeping with this approach, I will present the discussion of results in relation to the literature by progressing through the significant themes that emerged as a result of this research study. I kept a close account of details of participants' behavior throughout the duration of data collection. Through the process of using hand written connections, mapping, and using NVivo 11 software, I determined 12 primary categories, then condensed these into seven essential themes: 1) The Dual Act of Becoming *(The dual educator),* 2), The Art of Teaching, Learning, and Discovering (*Teaching Strategies and Tactics)*, 3) The Art of Navigating and The Act of Overcoming Teaching Obstacles *(Reflective Teaching and Strategizing)*, 4) Motive, Drive, and Reason *(Motivation & Self-efficacy),* 5) High School and College Student Impacts 6) Student Engagement, Community Involvement, and Intellectual Development *(Two communities one identity).*

  Theme one: The dual act of becoming (the dual educator). This theme illuminates the ways in which the participants became dual educators, and their lived experience working in both roles. Their main reasons for performing a second job were described as need for financial stability, reaching career goals, prestige, achievement, fulfillment, and student success. For all the participants in this study, the decision to become a dual educator was not something they planned or predicted as a career choice when they started teaching. However, this position of border crossing between two educational institutions and communities came to each of the participants as an unexpected opportunity, which they took a conscious action to accept and perform. This situation is related to the way in which Jennings and Peloso (2011) use the term boundary crossing to indicate back and forth movement in two environments. In the same way, dual educators transform their role from that of a mono-educator to that of a dual educator by crossing the boundary between the high school environment and the college or university

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environment. As well as the notion of boundary crossing, various motivators compelled these educators to take on a dual role. Maslow's (1943) theory is founded on the premise that unfulfilled individual needs shape behavior. Needs follow a hierarchy that ranges from basic physiological needs to more complex psychological needs. Maslow emphasized that lower needs have to be meet before an individual can explore higher needs. Several statements from participants related to the notion of motivators in a hierarchy of needs; in relation to intellectual needs, Azul stated that "I enjoy it very much because it keeps me thinking" and Rosa reported that *"*I'd describe it as busy, but I think—definitely enriching." Conversely, Amarillo stated that "I decided to go into high school because I want a full-time job for stability," reflecting a more basic need for financial stability. Roja reported that:

> For me, it came down to wanting to stay connected with the university, wanting to stay connected with that level of academic, . . . was also a financial decision. It's an add-on position that's pretty prestigious and also gives me extra—an extra income.

Verde noted that "I wanted to get on full time—the kids have a lot of energy and, you know, there's a lot of life at a high school, so that was appealing." By addressing these reflections, it is apparent that these educators were motivated to assume a second role based on different needs. Some expressed the need for job security (extra-income), which would secure access to basic physiological needs such as food, water, and shelter. Participants also expressed the need of belonging, in Roja's case, and a more altruistic motivation, in Azul's case, which relates to the need for self-efficacy through transmitting content knowledge to a new generation and, in turn, satisfying the need of self-actualization as described in Maslow's hierarchy.

Thus, both intrinsic and extrinsic factors played a role in the motivations of these educators in taking on dual roles. As Pink (2009) has argued:

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Once the baseline pay is attained, people move beyond salary as an incentive and on to

higher interests and goals. They are programmed at birth to seek purpose and challenge

at work; it's a part of human nature. This is the most significant finding in the social

science, but also one of the most easily ignore. (p. 39)

Similarly, Lassiter (2012) suggested that "each person strives for meaning and purpose at work,

and each worker desires to do good work. Work is not a simply a mechanism by which to earn a

salary. Rather, work is a vehicle for personal or internal satisfaction and fulfillment" (p. 5).

From the participant data, it appears that these educators gain job security and job satisfaction, as

well as being able to reach toward self-actualization, through their dual educational jobs.

Furthermore, these dual educators appear to feel that they are doing good work, and are enjoying

a challenge that matches their skills. As Fullan (2011) noted, situations where we actually

accomplish something of high moral value in turn energize us to do even more (p. 25). Thus, it

appears that these dual educators recognize the value of their service to their students and,

consequently, feel a stronger sense of purpose building, self-efficacy, and self-actualization.

Theme two: Teaching, learning and discovering. This theme focuses on the strategies

developed by interviewees for teaching in both the college and high school environments. Their

experiences as dual educators have allowed them to create an amalgamation of teaching

strategies. Their self-confidence in terms of teaching abilities seems to have nurtured the

capacity to understand that learning occurs as a process rather than a goal. Hence, these

educators are not afraid to try new strategies in either the high school or the college environment.

These dual educators have reported that they are able to access, transfer, and apply strategies that

can help scaffold learning in either group; further, they are able to provide a change in the pace

of the daily routine by offering something new for the high school students and triggering a past

memory for college students by revisiting an activity that was perhaps learned during their high school years. The dual educators in this sample also reported experiences related to self-efficacy, such as their adaptability between high school/college classrooms, confidence working with different age groups, and confidence in navigating socioemotional matters (e.g., building rapport, being mindful of students' stressors). These educators might have developed their self-efficacy further in their dual educator roles through effort and intrinsic motivation to do their jobs well. As Fullan (2011) has argued, the vast majority of us are not born with talent; it must be developed (p. 23). In keeping with this notion, these dual educators do not assume their students at the college level are already developed or prepared to accomplish higher academic tasks. Instead, they first assess their students' differentiated learning abilities and then use strategies including scaffolding.

From the data collected, it appears that these dual educators do not approach their teaching by limiting their teaching strategies as a "one-size-fits-all" model. Instead, they appear to have a high regard for the organic method of teaching through building human relationships and trust with each of their students individually, and the class as whole. Moreover, these dual educators seem to bring what Robinson (2001) has defined as "soft skills" (p. 178)—such as the ability to listen and to empathize—with them from the high school level to the university level. As Azul expressed:

> Well, I often see, when I'm teaching college classes, strategies that I believe will work in high school classes and I had not—prior to that time—thought that that strategy might work. Also, when I teach college classes, I find that I can use strategies that I've used in high school that I thought might not be applicable to college classes, which actually are.

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One example is assessment. Assessment, at the high school level, can be much more

holistic and rubric-based than most teachers would assume.

Azul also reported that high school has different demands; for example, in terms of directing

participation.

Well, for instance, one thing I've found is that sometimes college students do need to be

engaged directly. For instance: "Bob, I need you to give me a response to this" and not

just allow it to be out there for the class, or they won't all participate"... I'm very direct.

And, at the high school level, sometimes I have classes where I don't worry about how

much one individual's participating, because I know they're all trying. So, it would seem

to be the opposite sometimes.

Again, we see Azul skillfully identifying and switching between expectations of two

different teaching environments. He understands that these populations are at different points in

their lives, development, and educational careers, and although balancing these expectations is

frustrating, it is also a valuable skill as an educator.

Next, it is clear that communication is a key skill of the dual educator; it is a key tool in

their teaching toolbox. Rosa noted that:

I think the most developed strategy that I have worked on is just probably the most

simple, and that's talking to people. You know, just communicating with them and

getting to where they are at the age group level. You know, and so college student has

different stressors and you talk to them about their stressors, and high school has their

stressors, and so I think that's where I'm more confident, is how to talk to the different

age groups.

Once again, Rosa is describing the unique needs of the high school and university populations, and in turn, the unique strategies that she has had to develop as a dual educator to meet those needs, including strong interpersonal skills to navigate diverse stressors. These students have stressors regardless of their age, level, or other demographics, and dual educators must be prepared to understand and address these stressors in the classroom.

Further, dual educators are able to adapt activities designed for one age group and apply them to another, not just for the sake of convenience, but to enrich the learning experience. Amarillo addressed the fact that:

> It's Organic World Language (OWL) and I—it's new to me . . . it's teaching through student-led—student-led lessons where the—you typically will stand the kids in a circle or the—I've done it in college a few times—you stand the adults in a circle and you like, typically what I have done, if I have a like theme like food, right, I present it through TPR—you know, total physical response—and then as we get more into vocabulary I'll write it on there and then I'll pose a question about the food and I'll model the question and I'll model the response. If there's like a heritage speaker or a high flier who I know can respond, I'll pick a volunteer, or I'll volunteer them. And, it's basically—it kind of goes wherever the student wants the lesson to go unless I'm like on a strict—in college, you're on a strict timeline, so I guide that a little more, where in high school since you have so much more time you have so many avenues to go.

Amarillo shows how dual educators find commonalities between seemingly disparate populations of students, whether it is integrating a common subject everyone can relate to (e.g., food), or using modeling, which he has found effective across age groups. Thus, dual educators find teaching threads that can connect various groups of diverse students.

Another commonality between dual educators is their ability to diagnose and treat

different teaching situations. Roja addressed her teaching strategies by noting that:

Sometimes I see or have observed classes that are college level and I can see that they

have a limited—limited access, I would say, to the types of activities or exercises that

they could do with students, and it's not because I am a super creative thinker and it's not

because these people can't think outside the box, I just think that I have access to—I see

things, how activities—activities—how they work in different groups and I'm not afraid

to try out activities across levels, like I will adjust something; I will make adjustments or

modifications for the college class or vice versa, but I still might do the same type of like

communicative activity or something that's kinesthetic in nature and sort of have access

to more types of things as a result.

Here, Roja is showing how she has a pool of teaching strategies that she can use,

applying strategies from college to high school, or vice versa. Roja also shows how dual

educators will try a new strategy—or an old strategy in a new setting—and yet also adjust it if

they notice it could be improved.

Additionally, dual educators hold multiple roles, and must navigate how those roles fit

into each other, deciding how the ambiguity or conflict might benefit or detract from their

teaching. Verde noted that:

I'd say they've rubbed off on each other. In my college teaching, which I did for many

years before starting high school, as I said, I wouldn't scaffold as much [. . .] Also, there

was always reading involved, so more reading at the college level and at the high school

level more direct instruction and breaking things into smaller pieces [. . .] One thing is I

think I've become more fun of a college teacher because at the high school you need to

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make things fun and engaging, more group work and so on, so I now have more group work at the college which they enjoy, and I'm getting them speaking more because, you know, in a class there's always a handful of people that participate a lot and then a bunch that sort of lay back, so now everybody gets to speak more, so that's good. And then just little fun assignments at the college—still more at the high school—but I think, by being a college teacher first, I had high standards. So those have not gone away. I mean, I don't expect the same caliber of work from a tenth grader as I do from a college freshman, but I think it has made me a little tougher than some of the high school kids want me to be but, at the same time, it helps them get real and lift themselves up.

Here, it is clear that Verde has embraced the symbiotic relationship between the knowledge gained from the college setting as well as the knowledge from the high school setting. Verde has taken the rigor and high standards of higher education and applied these to his high school teaching, and yet he has also taken the more "fun" and high-energy activities of high school and applied them to his college teaching. Again, this is evidence of dual educators expanding their teaching toolbox and using their dual roles to enhance the learning experiences of their students. Verde's dual roles have not come into conflict, but rather informed each other for the better.

Overall, these dual educators seem to perceive that they are impacting their students' experiences by performing dual roles, because they have access to a multiplicity of teaching strategies that allow them to nurture students' learning and academic retention. Some of the main strategies that emerged from the data collected via interviews are those related to "change, variety, fun, adjust, tailor, high expectation, participation, direct instruction, assessment," which dual educators can apply depending on the moods and skills of their students. As Willingham

(2009) explained: "every teacher knows that change during a lesson invigorates students and refocuses their attention" (p. 126). Moreover, these dual educators seem very aware that to teach well—in accordance with Willingham's (2009) postulation—they should pay attention to what an assignment will actually make students think about, rather than what they, as teachers, hope the students will think about.

In short, by being flexible, versatile, exploratory, adaptable, and dedicated, these dual educators seem to create effective teaching strategies while cultivating a welcoming atmosphere, infusing fun, trust, and variety into their classrooms, building healthy relationships, presenting and teaching their academic content via multiple learning strategies, and allowing students to choose the ones that are the best fit for them. These dual educators appear to be intrinsically motivated to prepare, create, maintain, and deliver the best teaching practices for their students at both the public high school level and the college/university level.

Theme three: Navigating and overcoming obstacles. Theme three describes the obstacles and challenges the five participants experienced while transitioning from the role of a high school teacher to that of a college instructor and vice versa. According to Lapham (2018), who heads OEA's Center for Great Public Schools, "Educators entering the profession right now face challenges that didn't exist 10 or 20 years ago" (p. 22). While these dual educators seem to able to navigate between two educational environments with ease and fluidity, they did provide examples of the obstacles they need to overcome when transitioning from the high school environment to the college environment or vice versa. The most predominant obstacles reported by these five dual educators include: time management, maturity of students, completing homework, classroom management, higher workload, managing students' outcomes, and anticipating students' needs.Azul noted the need to be present and aware in order to check

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potential biases toward high school or college students, in that it is difficult to be sure what level of expertise the dual educator will need in each college class. Likewise, he reported that it is important not to assume that high school students necessarily have a lower level of expertise or skill:

> The biggest obstacles and challenges can be summarized in the following way. When I teach a college class after teaching a high school class during the day, I find myself not always sure what their prior level of knowledge is before I start the lesson. So, I don't know at what entry point I can begin always with the college class, but I'm prepared to supply more background information if necessary. When I teach a high school class after teaching a college class, I have to be prepared to teach at a higher level if that's what it demands and not assume that it will be a lower level of skill that is required.

Rosa reported that her obstacles often take the form of overlapping and excessive responsibilities and expectations, which creates additional stress and a heavy workload:

> Well, I think because I teach two totally different things—one is academic and the other one is PE—so I see a different kind of rigor between the two of them, but the challenge is if we have obligations at the high school and it clashes with my obligations at the university. Then I have to find a substitute and deal with that.

Similarly, Amarillo shared his frustration with regard to students at the high school level not taking full responsibility for the completion of their academic homework, in opposition to the fact that, at the college level, students are solely responsible for their assignment completion and grades:

> I've created this expectation that the students are going to spend time looking at the material because in university, the vast majority will actually do the homework where, in

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high school, it just doesn't happen. Like, you have a lot of high fliers, like gifted and

talented, that are on top of it, but that's a small percentage of the whole class, you know.

But the vast majority, like, once they leave the class, they really don't look at the material

and so that's a struggle, like, I'm used to just walking in the classroom and I can—I

can—in college, and I know that most of them have done it, where in high school it's

like: "Okay, how are we going to do this today?" You know.

Thus, it is necessary to transition from being prepared to guide and monitor students at the high

school level to not needing to do so at the college level.

Roja reported the need of extra physical, mental and emotional energy/stamina in order to

perform two roles, at two different institutions, with very different expectations for their student

populations: "Well, just being a full-time teacher in high school and then coming here and

teaching as an adjunct, I think that energy and time-management are just huge obstacles for

myself." Similarly, Roja expressed that time management is a significant issue, as she jokingly

commented: "the day only has 24 hours," which does not seem like enough time to fulfill all the

professional and personal goals she wants to accomplish. Verde reported that the disparity in

level of maturity and independence between the students at the high school and the college level

can be an obstacle, in that it is difficult to maintain appropriate expectations for the students:

I transitioned from college to high school, but the difference in maturity level; the high

school you need to hold their hands a little bit more, in some cases a lot more, and the

influence of the parents or the needing to have the broader view of "this isn't just a

student, but this is a child of somebody who is interested in that person succeeding and

feeling good about him or herself," so all of these things made the transition to high

school more challenging because there was just more to keep track of.

According to the notion of role as structure, developed by Linton (1945), these dual educators perform within defined organizational educational structure at both the high school and the university or college level; therefore, they have to fulfill the expectations, duties, culturally-defined norms, and standards for behavior associated with the position of high school teacher as well as that of the adjunct professor. Thus, the workload, expectations, and duties associated with each role can also become obstacles for dual educators to overcome.

However, it is also possible that obstacles create an intrinsic drive for these educators, since they continue to perform their dual roles. As Willingham (2009) suggested, careers such as teaching offer a greater mental challenge than competing careers, even though the pay is lower. This suggests a tendency not only to think, but also to intentionally seek out situations that demand thought. For some people, and many dual educators, solving problems seems to bring pleasure. Thus, for these five dual educator participants, overcoming obstacles may be a way to build self-efficacy in the short term and nurture self-actualization in the long term.

Theme four: Motive, drive, and reason (motivation & self-efficacy). Theme four illustrates the ways in which the participants were motivated to become dual educators. According to Bandura's (1997) self-efficacy theory, an efficacy expectation is the conviction that one can successfully execute the behavior required to produce a given outcome. In a similar sense, these dual educators seem to have developed a strong sense of self confidence with regard to teaching skills and their ability to navigate different environments. Moreover, they indicated that a strong sense of motivation drives them to perform their dual roles. Their motivators range from extrinsic motivators—the financial aspect of earing an extra income, for example—to intrinsic motivators—making a difference to their students at both schools, building relationships with their students, colleagues, and community in both environments, seeking personal growth,

increasing self-esteem and self-value, and pursuing their passion for teaching as a profession.According to Fullan (2011), "helping people accomplish something that they never accomplished before causes motivation to increase deeply. Such newly found motivation is tantamount to passionate commitment that is further contagious to others" (p. 52). Thus, it is possible to draw the conclusion that these five dual educators experience joy by helping their public high school students and their college/university students acquire new knowledge, grow, and evolve, which makes this act an intrinsic motivator that consequently brings joy, self-confidence, and self-efficacy.

Moreover, according to Pink (2009), in order for intrinsic motivation to surface, it is necessary that the work must be carried out with a strong sense of purpose (p. 59). Thus, the love for learning and teaching, and the ability to witness students' growth and development, can inspire an undeniable sense of purpose for those in the teaching profession; these dual educators seem to experience the intrinsic motivation that has helped them continue teaching for, in Verde's case, 11 years. Pink (2009) has also suggested that, after basic needs are met, it is natural for people to want to do something with value. When these dual educators experience improvements to their dual teaching practice and positive impact on students, they are likely to feel very satisfied intrinsically.

Dual educators are also motivated by their perceived impact on students' academic experiences. As Freire (2005) has explained:

[T]here is not teaching without learning, and by that he means more than that the act of teaching demands the existence of those who teach and those who learn. What he means is that teaching and learning takes place in such a way that those who teach learn ,on the other hand because they recognize previously learned knowledge and, on the other

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because they are observing how the novice student's curiosity works to apprehend what

is taught. (p. 31)

Thus, by performing the role of a high school teacher, these dual educators learn from their high

school students; likewise, when performing the role of a professor, they learn from their college

students. Therefore, they will potentially experience an increase in intrinsic motivation and

identity, which could result in new energy, passion, and self-efficacy.

Another factor that emerged from the data is the prevalence of dual educators modeling

humility. As Freire (2005) suggested, "humility by no means carries the connotation of lack of

self-respect, resignation, or of cowardice. On the contrary, humility requires courage, self-

confidence, self-respect, and respect for others. Humility helps us to understand this obvious

truth: no one knows it all; no one is ignorant of everything. We all know something; we are all

ignorant of something" (p. 72). This humility—the permanent intellectual awareness of not

knowing all—seems to be a factor that triggers motivation for continuing work as a dual

educator; by practicing humility, these dual educators attain increased self-confidence and self-

efficacy.

Speaking on his dual roles, Azul reported that "I enjoy it very much because it keeps me

thinking, it keeps the content interesting, and it keeps me developing new strategies constantly to

teach at the different levels." Rosa expressed her motivation, noting that:

Well, it helps to get paid. I've got kids that are almost all out of college now, the last

one, so that helps [. . .] it probably feeds my vanity more than I would like to

acknowledge because, you know, we like to feel that we are making a difference and

that's a place where I feel that I am making a difference [. . .] Again, you know, just

watching the kids evolve and develop and learn and I have such a good population to

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work with. They—it's very dynamic—it's very—and I'm a people person, I like people.

Not all people, but I like—I mean, I enjoy people and it's—it empowers me to empower

somebody. You know, I like to see somebody get something that they didn't have before.

Amarillo reported that:

> I was awarded a teaching scholarship and so, while I was in the program, I taught at the
>
> college and I had never taught before and, basically, they just threw us in the classroom
>
> and they said: "Teach." So a lot of what I do I just kind of learned by trial and error,
>
> right? And so, I did take a—like a methodology class—a small methodology class and a
>
> few other teaching classes, but as far as like the teaching, it was basically sink or swim.
>
> Like I wasn't—there wasn't—because it was a course X type program and that—you
>
> could teach as an option. I think, you know, I'm not sure how it—if it's a good thing or a
>
> bad thing, but it really helped me deal with a lot of stress and deal with the
>
> unpredictability you have in the classroom when you're just fully exposed like that. You
>
> know, you walk in the first day and you have all these adults looking at you and it's like:
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> "Am I really doing this?" And so, for me, that really helped me. At first, it really was
>
> humbling and I was really—it was really hard for me to get—what is it—to have
>
> confidence—but then I learned how to have a lot of confidence from that and actually
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> take charge of a classroom that I don't know if I would have gotten that any other way or
>
> what that would look like or if that would look different, but I think my ability to take
>
> command of a class, and also be humble—you know, and I think that's—again, that's
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> something you figure out over time, but I think that humility that I got from that
>
> experience—I carry that with me everywhere I go, where like I make a mistake—we all
>
> make mistakes—I own it and I think that really builds a good culture in the class.

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Another recurrent theme dual educators expressed is the intrinsic motivation to teach for the love of the subject, which is consistent with previous literature on teachers' motivation. When asked whether she would recommend a career as a dual educator and speaking with regard to her own motivation, Roja reported that:

If you truly love teaching, then yes. And I think that's my motivation—my motivating force right there. And I'm motivated because I feel like I'm growing every time—every time I have the opportunity to teach and I love the opportunity to learn from my X graders as much as I love the opportunity to engage the entire college class in dialogue about relevant things in their lives right now. And in X course right, so like all these things are adding meaning to my life, so, and in different ways.

Similarly, Verde noted that his original motivators were in the love for his subject:

So, I started teaching at college because I loved English. I was a writer, I got my master's in English and I like performing in front of people and that made me go to teaching, which was a good fit. Even when I was tired, I would be up for teaching. I thought that was significant.

Again, it is clear that Verde, like the other dual educators, finds meaning in teaching regardless of his energy level. However, there was also evidence of extrinsic motivation, as Verde reported financial motivation and lack of full-time college/university work: "It's pretty hard to get on full time at a college and I have a family—so I had a family, so I had to, you know, see how I could expand my income." Verde also expressed that he feels more of a connection with his college students than his high school students:

Anyway, so yeah—and I also really like the college level people, so once I started teaching at the high school I didn't want to go away from the college, more mature kids.

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Not kids, a lot of adults. Partly, like, we connected more. We had more in common, so

it's good for my self-esteem, for one thing, to be with people that understand me who

understand I'm joking some of the time.

Summarizing his motivation, Verde noted that:

Well, the people I'm serving motivate me, on a simple level. So, I believe in what I do. I

think being able to read and write well can help a person throughout his or her life, so

that allows me to put out a lot of energy preparing for class, teaching it, and grading

papers, and so on—at both the high school and the college level. Even though a lot of

people don't do both of these, as I mentioned, because I like the people at the college, I

keep a hand in—yeah, it's stimulating and, as I mentioned earlier, my self-esteem and my

income.

Overall, dual educators are being motivated by seeking validation, extra income, love of

teaching, making a difference in the lives of their students, personal growth, and self-esteem,

among other reasons. These educators have been prompted to take on an additional teaching role

because of extrinsic factors, like financial gain and job security, and intrinsic motivators, such as

sense of purpose in serving their students and sense of self-efficacy that could promote self-

actualization.

Theme five: High school and college student impacts. Theme five describes the ways

in which all five participants believe college teaching impacts the high school students they

teach, and vice versa. These dual educators reported that their role as a professor of higher

education positively impacts their students at the high school level. Further, these dual educators

have noted that students tend to view them as multi-dimensional individuals as a result of their

dual roles, as well as viewing them as highly qualified instructors with high expectations,

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different frames of mind, subject matter expertise, influence, and confidence. All five

participants work at diverse public high schools in the Portland metro and surrounding areas.

While is not uncommon for those in the education field to work with students with diverse needs,

the OEA has reported that:

> Right now, many of our students are entering our classrooms not ready to learn. From
>
> homelessness, trauma, unmet mental health needs and others, challenging behaviors are
>
> disrupting learning for all students. At the same time, class sizes are growing, resources
>
> are shrinking, and educators are being asked to do more with less. (OEA, 2018)

Thus, these dual educators are in the position to offer the experience of college rigor in their high

school courses, as well as the benefit of instruction by a college professor. A great deal of the

student population of the public high schools have never met a professor, and often their families

have not attended college. Thus, these dual educators might be transferring high standards and

expertise to high school students, and possibly thereby improving students' self-esteem and self-

value.

Moreover, by being able to transition from one space to the other, these dual educators

are able to anticipate the skills these high school students will need in preparation for attending

college. Thus, these dual educators are well armed with the knowledge of appropriate

preparation, teaching strategies, and assessments that will help their high school student

population move forward.

According to Lassiter (2012), when we engage in thinking about why we do the work we

do and what we hope to achieve by doing it, we engage in purpose thinking. The more frequent

the conversations about purpose, the more likely it is that people will feel a connection to it and

become engaged fully in the work (p. 6). Thus, when the dual educator assigns work at the high

school level, and explains to the students that it is designed to build skills they are expected to have achieved before college, this can serve as a motivator for some students at the high school level. As Verde shared, his expectations remain high while transitioning from the college to the high school level:

> I'd say that my—the standards that I expect from my college students I carry over to the high school. And, in some cases, that provides—or creates a hardship for the high school students because they're either not mature enough or just haven't developed their skills enough to operate the level I want them to operate at. At the same time, I think it's good for people to expect a lot of these high school students, because then those who are mature enough, will lift themselves up, will raise their game.

Further, Verde reported that scaffolding is significant, and that modeling is a useful teaching tool: "to show them models, and sometimes even things have written in college. I will show to high school students and say 'this is where we're headed.'" Thus, it appears scaffolding, like other teaching strategies, is applicable and necessary across age groups—and is another example of how dual educators are flexible in their work.

Similarly, dual educators might also benefit in terms of increased self-efficacy. Azul reported that teaching in two worlds has honed his teaching abilities, and has specifically affected his confidence:

> [My students] recognize, on certain days, that my attitude is different and my attitude is good, but they can tell, quite often, when I've had a good day teaching college because I just seem to be in a different frame of mind and they enjoy the diversity of different frames of mind. They like the idea that I approach things differently on different days. It's always a quality approach, but they recognize that I do different things and so my

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approach is quite often different every day [. . .] I think that they perceive me as being multi-dimensional and able to teach at different levels, which gives them a sense of confidence and pride, to some extent, that their teacher does other things and has expertise in other areas [. . .] I think it impacts my high school students in two ways. The first way is that they recognize that I teach some of these subjects, or similar subjects, for colleges, so they sense that I am a subject matter expert and that I really do understand the content that I am teaching because how could I not and teach it for colleges? So that gives them a degree of confidence that they're learning from a subject matter expert. That's what I perceive.

Azul reports that his role as a dual educator has brought his students to respect his quality teaching as "multi-dimensional," which is a defining characteristic of the dual educator. Moreover, this sense of versatility and experience in teaching appears to carry over to the students' perceptions as well. Along similar lines, dual educators are multi-dimensional in their understanding of how to transition in the classroom, as well as from high school to college. Rosa noted that:

Knowing what they need to do in college and what I see for in college gives me insight into what high school students need to do in order to go to college and how to transition from high school to college. And that release of teachers being on them to them just being responsible for their own, so I can tell them: "In high school, we're on you, but in college—if you go to class, you go to class; if you don't go to class, well you just don't get the credit." So, I've been able to see that first hand: how directly it impacts. I can share that experience with them.

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Rosa verbalizes the need to explicitly understand and address the challenge of transitioning from high school to college, and the increase in responsibility that follows. Dual educators must flexibly balance how much guidance they provide, as well as the expectations they hold of their students. Likewise, dual educators must tailor their lesson plans and activities to match these transitions. Amarillo shared that:

> So I think seeing how those students respond to the material really gives me a guide to bring it into the high school for students who are seniors that are getting ready to experience that—knowing what they are capable of you know, and there's are just a few months in between—sometimes, you know, like going from summer to fall or spring to fall. So, I think having that foundation of knowing, like, I know what they're going to go through once they're out if they decide to go to college. I know what they're going to go through and I know how stressful they're going to be because I've seen it firsthand. Like, it's not some nebulous thing that I've never experienced. And so, I think that being able to convey that not only orally but, like, through a lesson, I think is quite useful and it's really beneficial for them.

Thus, being a dual educator can help ease the transition from high school to college, and this skill shows the unique roles that dual educators can fill. Moreover, having knowledge of both age groups provides high students with a valuable knowledge resource for college, and students have expressed their appreciation. For example, Roja reported that:

> One thing that it definitely does is they think I'm so much cooler. You know, when people find out that I teach at University X and that I'm a college instructor, it just sort of ups my value of experience and as a teacher. Some of my students are really surprised to hear that, and those of them who know that about me, I think it gives me an added

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credential [. . .] I think that it's really interesting because when I did that activity where I brought the high school students to, University X it was a huge confidence booster because they felt really strong in their skills [. . .] Knowing what they need to do in college and what I see for in college gives me insight into what high school students need to do in order to go to college and how to transition from high school to college. And that release of teachers being on them to them just being responsible for their own, so I can tell them: "In high school, we're on you, but in college—if you go to class, you go to class; if you don't go to class, well you just don't get the credit." So, I've been able to see that first hand: how directly it impacts. I can share that experience with them [. . .] I can see exactly what my students at high school are capable of and what the students at college are capable of. And sometimes I share that information, of course, when I feel like it's going to improve their confidence or their morale, so it does—it does increase their confidence level and also their motivation level because a lot of the high school seniors are feeling like: "Oh, when I go to college next year, I'm going to be in a good place, because my teacher, who also is a college teacher, like this is what she expects and I know that I can do that." So, I think it gives them added confidence when they're moving into their next level of education.

In conclusion, the dual educator participants perceive that they make a significant impact by knowing what their high school students will need to accomplish in order to be successful at the college level. Consequently, this allows these dual educators to have the motivation, power, and knowledge to adjust their teaching strategies as well as model the behavior students will need in order to operate independently upon transitioning to the higher education level.

Moreover, theme five illustrates the ways in which the participants believe that teaching in high school impacts the college students they teach. Moreno (1961) interpreted role-playing as an ongoing process of shaping general behavior and argued that the roles are static and the self emerges from the roles we take: "Role-playing is an act, a spontaneous playing; role taking is a finish product, a role conserve" (p. 84). Hence, the college professor role seems to be perceived as a higher role associated with prestige, knowledge, and rigor, which is accompanied by sets of high expectations, behaviors, and social norms.

When analyzing how dual educators perceive the impact of their dual role on college students, it appears that—because of the interpersonal skills developed in the high school teacher role—college students enjoy the dynamic of a close professional relationship, trust, a stress-free environment, a light-hearted teaching approach, empathy, sense of humor, and multiple teaching and learning strategies. Thus, the dual educator as a professor may consciously (by planning and assessing the college student need) or unconsciously (by reacting and changing the role to meet the college student need) move away from the stereotypical professor role to play the high school role in order to help college students attain knowledge. While these dual educators move between the two roles, they might also develop their sense of self, including their self-descriptors (flexible, adaptable, explorer, versatile, and dedicated). Evidencing versatility, these dual educators are able to cultivate both a light-hearted (familiar) teaching environment and a more rigorous (professional) teaching environment for their college students.

This occurs in the high school setting as well, since the dual educator exhibits a duality and constant role-shifting that aligns with child development phenomena, in that human beings are in constant change (physically, emotionally, intellectually, etc.). Thus, dual educators can meet college students' needs at their specific stage of intellectual, emotional development,

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because they are familiar with working with multiple age groups. In the freshman population of colleges and universities, for example, dual educators' shifting roles are useful in that many of these students were in high school only a few months earlier.

Furthermore, dual educators are able to compare and contrast their experiences, and approach their student populations with an open mindset, striving to avoid assumptions about maturity or ability. For example, Azul reported that:

I think I could summarize that in three points. The first one would be that college teaching is still primarily—even though we've had so many advances in learning theory and understanding how humans grasp things—is primarily lecture-oriented/direct instruction-oriented and teaching subjects like mathematics, statistics, technology should be done in a very tactile, hands-on way so I bring an enormous amount of real activities into each of my lessons that I've pioneered over the years and I've refined them in high school. The other thing is I don't assume that college students are always more mature than high school students. Sometimes you have to bring the direct instruction style and the humor aspect of teaching to college students also because they're not always going to self-motivate and self-learn. Sometimes you have to insist on that which you gain experience with when you're teaching high school [. . .] I think, for the college students, it's the same thing but they perceive somebody that would teach high school all day and then teach college at night to be a giving, kind of flexible person, because not too many people do that and that they find that that's good, because I have subject matter expertise that's broad enough to do both.

However, Rosa did not feel that her dual role impacted her college students, noting that: "I don't think that my high school teaching really impacts my college students, except for them

to know that I am in education, that I am a teacher, and that I do know how to teach and manage students." While many dual educators have each of their roles inform the other, it appears that at least in Rosa's case, the directionality of influence is more one-sided. Despite this, it is still important to recognize that the college role does affect Rosa's high school role. Perhaps, for some educators, their role ambiguity results in this one-sided relationship.

Next, it is also apparent that dual educators are skilled in terms of socio-emotional skills. Amarillo reported that:

> I think that it really—it helps kind of foster like, in my view, like a more—it makes me a more light-hearted teacher I think and a better empathizer because you have that nurturing, that you don't typically have from other teachers and it really . . . I just look at it from this light-hearted perspective. If you take that into the college classroom, it really changes the dynamic—a dynamic that I think I really didn't have at the beginning, or closer: the ability to be like: "Hey, let's act like kids today. Let's just have fun with the language." Instead of being like: "You need to memorize chapter 2.5 and we're going to have a test on it tomorrow."

Here, it is clear that Amarillo understands the emotional and interpersonal flexibility needed to engage with different age groups and students populations. He is able to bring different tones to different classrooms for the benefit of his students. This theme is also present in Roja's account. Roja stated that:

> I don't know, I don't have as much information on that because the reality of the college experience, especially here at XU, is you get very engaged with a group of students for 10 weeks and then you have a whole new group of students, so I think it helps them see me as a more diverse educator and I think they appreciate that. I also think they just like

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knowing a little bit about my personal life. [. . .] I think also the college students really

enjoy knowing that about me as well because they—they kind of get to sense like what

my day's been like. I feel like, when I go into my classroom at XU and I'm kind off

joking around about: "Oh, I've just been around a bunch of X-graders today" and, you

know: "I'm so excited to be talking to adults." They know what—I don't want to call it

baggage, because it's not always, like, negative—but what kind of like person or what

kind of experience I'm bringing into my classroom and so having that information I think

they feel like they know me better and they also know that I have that diversity as an

educator: that I can work with all different ages.

Thus, Roja was able to use her role as a dual educator to build rapport with her college

students, building a bond with them as "adult" students. Along similar lines, Verde has used this

experience in multiple age groups to challenge his students to perform their best: Verde noted

that:

Yeah, but as far as my actual instruction—every now and then I use scaffolding from the

high school at the college level and I think a number of students, especially the lower

college ones appreciate that, so I guess, in that way, there's some rub-off in both

directions [. . .] I don't know if that makes a big difference to them that I teach in both

places because I've done the college teaching for so long I'm very professional about it,

so they don't—it doesn't feel like they think: "Oh, this guy's just a high school teacher."

They know that I do the college stuff and have done it so long that that' what I'm trained

to do, so I don't—yeah, I mean, maybe they think about it and just don't tell me [. . .] I

always tell them at the beginning of a term and I—sometimes I'm able to make the

college students feel better about themselves because I say: "Gosh, my high school

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students had no idea how to do this and you guys are doing great at it." So, in that way, and any kind of emotional level, I think they benefit by having me see lower level stuff. Every now and then, they aren't better than the high school students, so I can give them some grief about that.

In conclusion, these dual educators perceive that they are impacting the experience of their college students by replicating some teaching strategies from the high school level (direct instruction, scaffolding, activity-based learning, TPR, organic OWL, sense of humor, humility approach, empathizer attitude, etc.). Additionally, by using the sense of group belonging (to either the high school or college/university group) these educators utilize friendly competition to motivate their students by comparing the two groups. Students want to perform well for both their own benefit and for the benefit of the group reputation when the dual educator mentions competition between the two environments. Therefore, these dual educators can motivate their students by challenging them with the mental conceptualization of the other group, which can also promote students' self-esteem, self-confidence, and self-efficacy.

Theme six: Engagement, involvement, and development. Theme seven describes the similarities and differences experienced by the participants in interacting with high school and college student communities. According to Lassiter (2012), "a school culture can and should be changed when low expectations, excuse-making, and individualism are the norm" (p. 86). Dual educators are qualified to address situations such as these. From the interview data, it appears that these dual educators are involved, in various ways, with their students' communities beyond the classrooms, which serves to build collaboration, community, and the value of a group as opposed to individuality and isolation. However, it is evident that the majority of teacher involvement occurs at the high school level rather than the college level. It is vital to point out

that this group of dual educator participants all work in public high schools. Hence, they are familiar with the specific needs of that population. Moreover, according to an article published by the Oregon Educational Association (OEA) (2018) about K-12 funding:

> Decades of funding erosion, due both to declines in corporate tax share and to property tax limitations, have crippled Oregon's fine public education system by causing class sizes to swell, programs to be dropped, support staffing to be minimized, libraries to close, extra-curricular activities to be limited or fee-based, and students to be left with fewer opportunities and less assistance to reach their potentials. Against this revenue backdrop have been changes to expectations primarily driven by corporate-based education reform pressures. Add to this landscape the educational challenges yielded by a greater level of income inequality that causes more of our students to live in poverty. In other words, schools are expected to do much more with much less for students with far greater needs than our budgets are able to accommodate. (p. 1)

This report serves to clarify the context in which these dual educators operate, including the characteristics of the high school community. Despite these challenges, these dual educators participate in the community by attending extra-curricular activities, parent-teacher conferences, professor-student conferences, and coaching teams, among other involvement.

From the interview data, it appears that these dual educators are driven by social needs, as defined by Maslow (1943), including the need of belongingness, affection, and love from the work group, family, friends, and student-teacher professional relationships. These dual educators invest their time by connecting and building relationships in order to create and model healthier communities, despite the huge obstacles the educational community of the state of Oregon is facing.

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By assuming a leadership role and a supportive member role in their communities (both high school and college) these dual educators, are—as Lassiter (2012) articulated—focusing on the doing, not talking about doing. A few vital behaviors are what make a difference in the success of solving a challenge (Lassiter, 2012, p. 28). Thus, by showing interest in their students' lives beyond the high school or college classroom, dual educators build more credibility both as individuals and with regard to the materials they teach. Furthermore, according to Sparks and Butterwick (2004), because culture is the summary of the perceptions and beliefs of community affiliates and their interactions, building culture means establishing commonality, norms, and practices that will foster mutual respect and trust (p. 113). This is clear among the dual educators in this study. Addressing involvement, for example, Azul reported that:

> Well, I would say the involvement is similar in the sense that I try to get involved in students' and families' activities, so I try and participate and watch their sporting events and watch family activities—I've been to birthday parties, I do things like that—I like to know a little bit about them and their extracurricular activities; I like to know their hobbies. I go to college basketball games and high school basketball games because I want the students to see that I'm there and that I'm interested in other aspects of their lives also. The differences are in the area of realizing that I have to be aware of the emotional development and the intellectual development and the intellectual growth of the teenagers and recognize that things that might be happening in their lives are going to affect their ability to learn that day and be aware of that, and I don't have to worry quite so much about that for college students, but I do have to do that to some extent, not so much though [. . .] But I like to get involved in their lives at all levels to let them know

that I am more than just an instructor to them: that I'm a coach for their life also, and I

like to help them in other things [. . .] Not so much at the college level, but at the high

school I was a swim team official so I'm involved in the community in that respect and a

lot of people in the community know me. I am involved and students recognize me a lot

and we always talk about things that are going on in the school and the community.

Similarly, Rosa stated that:

Okay, as a high school teacher you're more—have to be more on top of the students, be

involved with the parents, you're more involved with the faculty—if they are late, if

they're not at school, you're more hands-on. At the college, if they don't come, they

don't get credit. You don't call the parents, you don't follow them, it's just: "Okay, you

just don't pass the class." And they don't get credit. So that's the difference [. . .] Yeah,

and I think, you know, that the expectation at the high school is that the teacher's behind

them pushing, and at the college, they come to the class and it's their job to do what they

should be doing, and if they don't, then they have to pay the consequence. In high

school, we rescue them all.

Amarillo suggested that:

In high school there's a lot of teacher-parent interaction that goes on, where—well, like,

in high school if a kid misbehaves or a kid's a high flier, you want to keep that constant

communication open and you know, you have like a ton of students and it's really hard,

but you want to try as best as you can. In college, though, like it's all up to the student.

If the student wants communication, they have to come to me. Like, I just don't have the

time to be able to do that and so I think that it's very different.

Similarly, Roja mentioned, in response to the question on community involvement:

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That's a great question, and I really feel fortunate right now in my current role that I work

at . . . we have pretty elaborate conferences a couple of times a year, and we are really

good at reaching out and communicating with parents here and there, so I feel like the

communication is quite substantial and consistent [. . .] And, I have to say, at times I feel

very fortunate to be in the college world and then to just grade and communicate with the

student and then be done with that. There are no parents that are calling me or needing to

meet with me or—you know—concerned about their student's progress, or want to talk

about a grade, or anything, so I love having the opportunity to work directly with the

student in that case and resolve problems or issues or questions directly with the student

and know that that's the end of it.

Responding to the same question, Verde suggested:

Okay, good question. So, in my many years as a part-time college instructor, I was solo.

I was very isolated, and that was okay. I liked what I was doing, I had ideas for what to

do and they seemed to go well in the class, and so on. And then I hit high school . . . they

are very sweet and open and I love that. They're not jaded or tired of anything, so that's

fun.

According to Watt et al. (2012), the teaching profession has become more complex and

demanding, requiring educators to contend with increasingly diverse student populations, higher

social expectations of institutions, expanding fields of knowledge, and new types of

responsibilities. However, altruistic motivation drives these dual educators to express care, to

reach out, to model and teach behaviors, to seek connectivity, and to promote the self-esteem of

their students inside and outside of their classrooms, while also building communities. These

dual educators seem to focus on positive deviance—as defined by Pascale, Sternin, and Sternin

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(2010) as a problem-solving process that focuses on paying attention differently, outside the norm: awaking our minds to look positively at outliers that succeed against all odds (p. 3). Lassiter's (2012) 90/90/90 Schools research study addressed schools that were positive deviants in the sense that they overcame the challenges of high poverty, high minority populations, and low achievement, and achieved 90% proficiency rates. With a variety of teaching strategies and experiences in different student populations, dual educators could be especially prepared to address diverse challenges in classrooms. In working as both high school teachers and college professors, dual educators are already connecting two individual communities into one richer and larger community.

These dual educators are improving each community in terms of the social needs level in order to move toward meeting esteem needs: achievement, mastery, independence, status, dominance, prestige, self-respect and respect from others. Thus, these dual educators are also functioning as visible leaders in the community and, by doing so, are moving to meet their own self-actualization needs: realizing personal potential, self-fulfillment, seeking personal growth, and peak experiences. All the needs in Maslow's hierarchy have the characteristic of reciprocity in the sense that, after meeting the basic needs, other needs become present, including: caring for others and the true nature of self-efficacy. Motivation and role theory, then, are foundational for movement rather than necessitating a static or rigid role. Similarly, the lived experience of the dual educator is dependent upon the continual movement from one role to another.

Limitations

The limitations for this study included my role as a researcher. In this study, my position as a dual educator could have been a limitation in terms of potential bias (Machi & McEvoy, 2012). Being a dual educator myself, I recognized that I would need to be very mindful of my

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assumptions and interpretations. Therefore, I kept a reflexive journal as recommended by

Lincoln and Guba (1985) and Cope (2014). Thus, I was in a constant attitude of checking my

biases throughout this research study. Further, because of the small sample size and specific

population of dual educators, as well as the phenomenological methodology, the data and

findings from this study cannot be generalized to a broader group (Maxwell, 2013; Patton, 2002).

Implication of the Results for Practice, Policy, and Theory

Understanding the lived experience of dual educators and their perceived impact on

students' academic experience has potential impacts on the practices, policies, and theories

related to high school to college transitions. Bringing to light the key roles that these educators

play in the educational system may help to alleviate the issue of part-time adjunct professors

feeling underappreciated (Williams-Chehmani, 2009). Additionally, this research could help in

the creation of support systems, such as professional development, that could be tailored

specifically for this group of educators. The knowledge and expertise of dual educators could

also be used at both the high school and the college level to provide professional development on

the issues students have when transitioning from high school to college and ways to approach

student learning to make the transitions smoother.

Furthermore, the findings of this study could help strengthen the notion that educators

must first fulfill their basic needs (Maslow, 1943) before they can be expected to perform their

roles in any given educational institution adequately and efficiently. Moreover, this research

study may contribute to extant knowledge about hybrid educators: teachers who perform dual

roles within one institution (Barnwell, 2015; Remijan, 2013). By understanding the lived

experience of dual educators—teachers who perform dual roles in two different educational

institutions—this study could support the findings of Clark et al. (2005) and Goodlad (2004) on

hybrid educators by suggesting that dual educators are also highly sophisticated individuals who can navigate between different environments, cross cultural boundaries, and are in a unique position to positively influence the two environments with which they interact.

More importantly, as Jennings and Peloso (2011) noted, hybrid educators are underutilized in teacher education programs, despite the fact that they provide a unique perspective because they "belong to both groups, while participating in one more fully that the other" (para. 5). Hence, the findings of this study could shed light on the unique capabilities of educators who are already available, and allow administrators to employ them for the benefit of the educational system as a whole. In this way, this study could prompt the interest of university administrators to attract dual educators in order to utilize their experience and knowledge to increase the retention of college students beyond freshman year, as well as to mitigate the development of high stress and anxiety among college students. Additionally, dual educators might be able to help ease the transition from high school to college by anticipating student behaviors or trends that might occur early in the process (e.g., non-traditional students who will need extra academic support). Dual educators might also be able to act as ambassadors in that they could facilitate college preparation programs and outreach to benefit the community. Similarly, K-12 school administrators could benefit by attracting these highly skilled educators; this could improve the retention of new faculty members because they would have role models for training, inspiration, and strategies for avoiding teacher burnout.

Furthermore, through this study, I hope to inspire curiosity and motivation for scholars to discover other groups of educators who are in unique positions, but have not yet been identified. These pools of educators could be great assets in terms of overcoming obstacles in the school system if they are utilized effectively (for example, as mentors for new teachers, leaders of

professional development programs, in seminars about teaching practices, and by providing input on issues including curriculum design).

Recommendations for Future Research

This study addressed dual educators' lived experience and perceived impact on the students they interact with, which provided an understanding of how dual roles influence teaching practice and student outcomes. The aim of this study was to add to the body of knowledge about dual educators and contribute to the educational community in terms of supporting and recruiting dual educators. Future research could address how the students (both high school and college) of dual educators perceive their academic experience. This would expand understanding of how the phenomenon of dual education is interpreted and experienced, because the recipients of the knowledge could evaluate the effectiveness of dual educators' teaching practices. Additionally, it would be worthwhile to conduct larger quantitative studies on dual educators to complement the present study. Such studies would not only expand the scope of the types of dual educators surveyed (i.e., prevalence of dual educators in different fields), but could also open the door to other explorations of dual educators. For example, it might be worthwhile to explore dual educators who teach in private or charter schools to compare and contrast their perspectives.

Conclusion

Conducting this research study has been a long and enriching journey, during which I had the privilege and the opportunity to observe, listen, and think about the job that I have been performing for the last 18 years of my professional career. It has been a therapeutic experience for me, and seems to have functioned in the same way for the five participants of this study who were, for the first time, accorded the opportunity to reflect on their experiences. It is fascinating

to see and hear your dual professional lived experience as articulated by others, and to think about the manifold ways in which it is perceived and conceptualized.

Before undertaking this study, I felt somewhat isolated in the professional world. Even though I was able to work in two distinct educational communities, I did not have access to a space, time, platform, or opportunity to debrief, reflect or critique my job as a dual role educator. Thus, conducting this study has been very rewarding since I have found a group of professionals who share my professional background and personal mission.

By understanding the lived experience of dual educators and their perceived impact on their students, it is possible to see that these dual educators are forging a new educational path by physically, mentally, and spiritually crossing borders and linking two educational institutional environments (high school and college) that have traditionally been designed to serve very distinct purposes in our traditional educational system. Receiving education between pre-kindergarten and higher education should be considered a human right. Every person should have the right to participate in it, in order to foster equity and equality in the world. The new path in the education system is being developed in order to benefit our student population in general, but especially those students (minorities) who, for economic or social reasons, may never have had the opportunity to interact with a college professor or experience a college-level course. Thus, dual educators are forging a new educational road by crossing the borders between two educational environments; as the famous Spaniard Poet Antonio Machado expressed on his poem "Proverbios y cantares" in *Campos de Castilla* (1970): "caminante, no hay camino. Se hace camino al andar [Traveler, there is no path. The path must be forged as you walk]" (p. XXIX).

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Appendix A: Invitational Letter to Participants

Marisol Rodriguez De Lort   Lead Investigator

EDD Doctoral Candidate   School of Education

Concordia University   Portland, Oregon

[email redacted]   [phone number redacted]

Title of the Study: A phenomenological study examining the perceptions on the impact of student's educational experience as a result of interactions with dual educators.

Principle Investigator: I, Marisol Rodríguez De Lort, am a doctoral candidate at Concordia University, pursuing Doctorate of Education with a specialization in Educational Leadership. I currently hold a Terminal Degree in Mass Media Communications and Master's degree in Spanish Language and Culture, and I work as a dual educator in Oregon.

I would like to invite you to participate in a qualitative research study investigating the lived experiences of professional educators that have been performing the dual role of teaching simultaneously in both high school and college/university settings. Those who volunteer will be asked to participate in three separate in-person interviews (45–60 minutes each). During the phenomenological interviews, participants will be asked to recall, describe, and reconstruct their experiences, so that the researcher can understand as wholly as possible what it is like to teach in two educational environments at the same time. The interviews will be audio-recorded, and the recordings will be converted into verbatim-text transcriptions to be analyzed. Participants will be

offered copies of the interview transcriptions, and will be encouraged to audit the documents for accuracy. Participants will also be provided journals to create written reflections of their professional experiences. Entries will include detailed accounts of their teaching experiences as dual educators (high school and college/university) and responses to the research interviews. Although the written portion of this research study is not required, participants' journal entries are considered a valuable source of supplemental data, and daily reflection is strongly encouraged. Journals will be collected during the final interview.

This research study will include three to six participants. Preserving confidentiality and protecting participants' identities is of the utmost importance. Therefore, I will assign each participant a pseudonym to be used on every research document, and I will keep said documents on a secure laptop computer or inside a locked box. The corresponding dissertation will be written in such a way that participants will not be identifiable. Please be advised that Concordia University is required to keep copies of consent documents for a minimum of 3 years, and that I, Marisol Rodriguez De Lort, am a mandatory reporter, who is required by law to report any suspected abuse or neglect of a vulnerable individual.

Research participants have the right to, (a) end an interview at any time, (b) redact journal entries prior to submission, (c) review research documents for accuracy, and (d) remove themselves from the study at any time. If you choose to participate in this research study, you do so voluntarily, free from coercion or compensation.

If you have any questions or are interested in participating in the study, you may contact me, Marisol Rodriguez de Lort, at [phone redacted] or [email redacted]. Additionally, I ask that

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participants present any questions or concerns as they arise. If you would like to speak with someone other than the researcher, you may contact CU Faculty Advisor Dr. Anne Grey at 503-493-8140 or angrey@cu-portland.edu, or CU Humans Subjects Advocate Dr. Oralee Branch at 503-493-6390 or obranch@cu-portland.edu. Thank you.

_____   _____

Participant Signature 1 (Prestudy)   Date

_____   _____

Participant Signature 2 (Interview 1)   Date

_____   _____

Participant Signature 3 (Interview 2)   Date

_____   _____

Participant Signature 4 (Interview 3)   Date

Marisol Rodriguez De Lort   Lead Investigator

EDD Doctoral Candidate   School of Education

Concordia University   Portland, Oregon

[email redacted]   [phone number redacted]

Research Study Title:
A phenomenological study examining the perceptions on the impact of student's educational experience as a result of interactions with dual educators.
Principal Investigator: Marisol Rodríguez De Lort
Research Institution: Concordia University–Portland
Faculty Advisor: Anne Grey

Purpose and what you will be doing:
This qualitative research study is designed to explore the lived experiences of educators that have been performing dual roles of teaching simultaneously in high school – College/University settings.

Risks:
The risks inherent in this study are no greater than those normally encountered during an interview or when opening up and sharing experience about work. Hence, the risk is minimal. If the interview becomes emotionally overwhelming, you are free to stop at any time, and skip questions that make you uncomfortable. You are free at any point to withdraw from the study. We will record interviews. The investigator will transcribe the recording, and the recording will be deleted when the transcription is completed.

Preserving confidentiality and protecting participants' identities is of the utmost importance. Therefore, I will assign each participant a pseudonym to be used on every research document, and I will keep all documents on a secure laptop computer or inside a locking-box. None of the data will have your name or identifying information. I will only use a secret code to analyze the data. I will not

identify you in any publication or report. The recording will be deleted as soon as possible; all other study documents will keep secure for 3 years and then be destroyed. No data will be reported that would lead to deductive disclosure.

Benefits:
Limited research is available on the experiences of dual educators. By conducting this study the researcher hopes to add to the body of knowledge about dual educators and contribute to educational community that support similar populations in terms supporting, and recruiting dual educators. The results of the study could possibly help administrators who currently promote dual programs to further understand the perceptions dual educators have on the impact and influence on student experience.

Confidentiality:
Information provided for this study will be kept confidentiality. The sharing of the study results, by publication, will be done in a group summary way such that your name or other personally identifying information will not be disclosed.

Right to Withdraw:
Your participation is greatly appreciated, but we acknowledge that the some questions may be considered personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions. If you choose to have your information excluded from this study you can do so by contacting the PI in writing to withdraw within two weeks of the final interview

Contact Information:

You will receive a copy of this consent form. If you have any questions you can contact the principle investigator, Marisol Rodriguez de Lort, [phone redacted], [email redacted]. If you would like to speak with someone other than the researcher, you may contact CU faculty advisor, Dr Anne Grey, at 503-493-8140, angrey@cu-portland.edu, or CU humans subjects advocate, Dr Oralee Branch, at 503-493-6390 obranch@cu-portland.edu. Thank you.

Your Statement of Consent:

I have read the above information. I asked questions if I had them, and my questions were

answered. I volunteer my consent for this study.

_____   _____

Participant Name   Date

_____   _____

Participant Signature   Date

_____   _____

Investigator Name   Date

_____   _____

Investigator Signature   Date

Appendix C: Participant Screening Instrument

1. Are you a teacher?

2. Do you work or have you worked in the past five years at the high school level and the college/university level at the same time?

3. How many years of experience do you have as dual role educator?

4. In which cities do you work as a dual educator?

If participants met the screening criteria, I then asked the following set of introductory demographic questions:

1. What is your gender?

2. What educational institutions have you worked at?

3. What subject areas do you teach?

4. What are your professional teaching credentials (e.g., degrees, endorsements, certification, professional development training)?

5. Describe yourself as a dual educator in a single word.

6. Is there any other key information that you would like me to know before we move to the interview process?

Appendix D: Participant Information Questionnaire (PIQ)

 Marisol Rodriguez De Lort   Lead Investigator

EDD Doctoral Candidate   School of Education

Concordia University   Portland, Oregon

[email redacted]   [phone number redacted]

Please complete the PIQ to provide information about your background. Please note that

Pseudonyms will be used to ensure confidentially.

    a. Gender:

    b. Years of experience working as dual educator:

    c. Educational institutions that you work:

- High school:

- College:

    d. What subject areas do you teach?

- High school:

- College:

    e. Describe yourself as dual educator in a single word:

    f. What are your professional credentials (e.g. completed degrees, certifications, trainings . . .)?

    g. Other key information that you will like me to know before we start the interview.

Appendix E: Interview Guide

Opening Statement

The purpose of this interview is to understand your professional lived experience as a dual educator who teaches in high school and college/university. I have arranged a variety of questions on the research topic. However, I want the interview to remain spontaneous, open, and flexible. Therefore, we do have the freedom to deviate from the interview guide and naturally explore your experience with the topic. If at any point of the interview you feel uncomfortable with the line of questioning or the time or place is not optimal for you to continue with the interview, feel free to stop the interview. We can continue with the interview when you are ready to do so. I will check-in with you and give you the option of taking a break during the interview. Your comfort and wellbeing is my highest priority.

Interview 1 (Warm-Up Questions (Q1-3) and Section A: Lived Experience [Q4-6])

1. When did you start to teach as a dual educator (i.e., teaching at the high school level and university level at the same time)? What subject areas did you teach?

2. Where did you start teaching at the high school and university levels at the same time?

3. What prompted you to teach at the high school and university levels at the same time?

4. What is the most memorable lived experience that you have had as a dual educator, teaching at the high school and university levels at the same time?

5. What obstacles and challenges have you encountered while transitioning from the role of a high school teacher to a role a college instructor? What recommendation do you have?

6. What teaching strategies have you developed by teaching in these dual environments?

Interview 2 (Section B: Motivation)

The second interview will begin with the same opening statement as a review of the study's purpose and design and to remind participants of their rights. The researcher will then read a summary of Interview 1 and give the participant a chance to confirm or clarify what they shared. This activity will likely inspire conversation, and the researcher will introduce the proceeding questions when they are relevant to the discussion or when there is a lull in the dialogue.

1. How has your teaching experience and your educational expertise influenced you to teach in high school and college?

2. As a full-time high school teacher, most of the time the role requires you to be involved with students, colleagues, staff, parents, and the community. How is your involvement different or similar as a college instructor? How does this involvement influence your motivation?

Interview #3 (Section C: Perception & Impact)

The third interview will begin with the same opening statement as a review of the study's purpose and design and to remind participants of their rights. The researcher will then read the summary statement of Interview 2 and give the participant a chance to confirm or clarify what they shared. This activity will likely inspire conversation, and the researcher will introduce the

proceeding questions when they are relevant to the discussion or when there is a lull in the dialogue.

1. In what ways do you think teaching in college impacts your high school students?

2. In what ways do you think teaching in high school impacts your college students?

3. Do you share or discuss with your colleagues your experiences teaching as dual educator? Would you recommend it to your colleagues ?

Additional Interview Probes

- That is very interesting, tell me more about . . .

- Can you give me an example?

- What was that like for you?

- Why was that significant to you?

- What else was going on?

- Can you explain what you mean by . . . ?

- It has been suggested that . . . , what do you think?

- With which role do you identify the most (as a high school teacher or as a professor)? Why?

- How do you think your students perceive you?

- How do you feel about . . . ?

Appendix F: Researcher's Reflexivity Questions

a. I am present at 100% (engaged).

    a. Yes

    b. No

    c. Why?

    d. Other

b. Am I having difficulty understanding and following the participant?

    a. Yes

    b. No

    c. Why?

    d. Other

c. Am I unintentionally lobbying responses (collection stage) or looking for patterns (analysis stage) that are similar to my own lived experiences, assumptions, or beliefs?

    a. Yes

    b. No

    c. Why?

    d. Other

d. Am I validating and recognizing the participants' descriptions, even when they contradict my own views?

    a. Yes

    b. No

    c. Why?

    d. Other

e. Am I truthfully listening the participants' lived experiences, values, and ideas?

    a. Yes

    b. No

    c. Why?

    d. Other

f. Am I respectfully interacting with the participants' life experience as a dual educator and the data?

    a. Yes

    b. No

    c. Why?

    d. Other

Appendix G: Project Timeline

Data Collection, Analysis, and Write Up

		2017						2018			
		Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Data Collection	Interview 1			Y							
	Interview 2			Y							
	Interview 3				Y						
	Researcher's Written Reflections			Y	Y						
	Participants' Written Reflections			Y	Y						
	Artifact Collection			Y	Y	Y					
Data Analysis						Y	Y	Y			
Write Up of Ch. 4 and 5								Y	Y	Y	

Appendix H : Authenticity and Trustworthiness of Transcript From Audio to Text

Marisol Rodriguez De Lort   Lead Investigator

EDD Doctoral Candidate   School of Education

Concordia University   Portland, Oregon

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Research Study Title:
A phenomenological study examining the perceptions on the impact of student's educational experience as a result of interactions with dual educators.

Purpose of the study:
This qualitative research study is designed to explore the lived experiences of educators that have been performing dual roles of teaching simultaneously in high school – College/University settings.

Participant Interviews - Transcript (from audio to text)

I, _____, have read and reviewed all the statements within this document and

verify they are true and accurate to the best of my knowledge. Therefore I,

_____, give my full consent to Mrs. Marisol Rodriguez De Lort to

use my responses for her research study.

Date_____

Appendix I: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of academic integrity.

> As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

> **Explanations:**

> *What does "fraudulent" mean?*

> "Fraudulent" work is any material submitted for evaluation that is falsely or improperly presented as one's own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate's final work without full and complete documentation.

> *What is "unauthorized" assistance?*

> "Unauthorized assistance" refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

> - Use of unauthorized notes or another's work during an online test
> - Use of unauthorized notes or personal assistance in an online exam setting
> - Inappropriate collaboration in preparation and/or completion of a project
> - Unauthorized solicitation of professional resources for the completion of the work.

Appendix I: Statement of Original Work (continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the Publication Manual of The American Psychological Association

MrodriguezDeLort
Digital Signature

Marisol Rodriguez De Lort
Name (Typed)

07-04-18
Date

Appendix J: Research Questions Linked to 12 Emerging Themes and Definitions

Research Questions	Themes	Definitions	Axial Codes	Codes	Aggregate References
RQ: How does the professional lived experiences of dual educators contribute to the educational experience of students?	The dual act of becoming.	Reason why interviewees decided to be a dual educator and their experience working in both roles.	student success_ achievement, fulfillment, reaching career goals, staying connected, financial stability, prestige	environment, extra income, opportunity, scaffolding to different levels, student suggestion, teach HS full-time, transmit higher order content, experience working as DE, support system	12
	Knowledge, Skills, and Dispositions.	Ways in which interviewees' teaching experience and educational expertise have influenced how they teach college and high school students.	ways to deal with stress unpredictability, ability to take command, owning mistakes, create classroom environment, subject matter expert, flexible teaching style, platform to craft skills, setting examples	confidence, expertise, self-discovery, model desire to learn, sink or swim experience, opened doors, love teaching	11
SQ1. How does the experience of participating in two educational environments influence the teaching practices of dual educators?	Teaching Preparation	Ways in which interviewees prepare themselves physically, emotionally, or mentally to perform the two roles.	stimulation, energy, alternatives for stress release	being around people, building stamina endurance, exercise	3

(Continued)

Research Questions	Themes	Definitions	Axial Codes	Codes	Aggregate References
SQ1. How does the experience of participating in two educational environments influence the teaching practices of dual educators?	The act of teaching, learning and discovering	Strategies developed by interviewees for teaching in both the college and high school environments.	direct straightforward, student engagement tactics, relating to students, diverse range of activities, adjustments _modifications	assessment, being flexible, being fun engaging, communication, OWL lessons, participation	10
	The Art of Navigating and The Act of Overcoming	Obstacles and challenges interviewees experienced while transitioning from the role of high school to teacher or vice versa.	higher workload, more demanding, managing student outcomes, anticipating student needs, adaptability	classroom management, completing homework, energy level, influence of HS parents, maturity level of students, recommendations, students' level of knowledge, teaching obligation conflicts, time management	13
SQ2. What motivates dual educators to teach in both high school and higher education?	Motive, Drive and Reason	What motivates the interviewees to be a dual educator.	validation, positive effect on students, student connections, increase family finances, passion for teaching, personal stimulation, increased self-esteem, empowerment, student growth and evolvement	students enroll in course, income, making a difference, love teaching, students	8
	Positive Teaching Experiences	The most memorable lived experience interviewees have had as a dual educator.	student development, student learning experiences, student perspectives	maturity transition, teaching, lesson planning, bridging student gap, student reactions	5

(Continued)

Research Questions	Themes	Definitions	Axial Codes	Codes	Aggregate References
SQ3. In what ways do educators who teach in both high school and college	The Art of Rescue, Built and Empower	Ways in which interviewees believe college teaching impacts the high	confidence, pride, degree of confidence, expertise, quality, diverse teaching approach, college preparation, influential	different frames of mind, high expectations, instructional techniques, multi-dimensional, sharing experiences information, subject matter expert	10

perceive their impacts on students?		school students they teach.			
	Knowledge, Power and influence	Ways in which interviewees believe high school teaching impacts the college students they teach.	refined lessons, student motivation, student responses as a guide, humanness, light-hearted, closer student connections, diverse educator	activity-based learning, diverse educator, empathizer, instructional techniques, little_no impact, sharing information, slowing down, subject matter expert	12
	Student Engagement, Community Involvement, and Intellectual Development	Ways in which interviewees discuss the similarities and differences being involved with high school and college students.	maturity, different environments, differing expectations, ability to learn, student awareness, stronger engagement	communication contact, emotional intellectual development, level of involvement, level of responsibility, nurturing.	15

Appendix K: Essential Themes

Themes	Axial Codes	Codes	Aggregate References
The Dual Act of Becoming *(The Dual Role)*	student success_ achievement, fulfillment, reaching career goals, staying connected, financial stability, prestige	environment, extra income, opportunity, scaffolding to different levels, student suggestion, teach HS full-time, transmit higher order content, experience working as DE, support system	12
The art of teaching, learning and discovering *(Teaching Strategies and Tactics)*	direct_straightforward, student engagement tactics, relating to students, diverse range of activities, adjustments_modifications	assessment, being flexible, being fun_engaging, communication, OWL lessons, participation	10
The Art of Navigating and The Act of Overcoming *(Overcoming Teaching Obstacles)*	higher workload, more demanding, managing student outcomes, anticipating student needs, adaptability	classroom management, completing homework, energy level, influence of HS parents, maturity level of students, recommendations, students' level of knowledge, teaching obligation conflicts, time management	13
Motive, Drive and Reason. *(Motivation & Self-efficacy)*	validation, positive effect on students, student connections, increase family finances, passion for teaching, personal stimulation, increased self-esteem, empowerment, student growth and evolvement	students enroll in course, income, making a difference, love teaching, students	8
The Art of Rescue, Built and Empower *(High School Student Impacts)*	confidence, pride, degree of confidence, expertise, quality, diverse teaching approach, college preparation, influential	different frames of mind, high expectations, instructional techniques, multi-dimensional, sharing experiences_information, subject matter expert	10
Knowledge, Power and influence *(College Student Impacts)*	refined lessons, student motivation, student responses as a guide, humanness, light-hearted, closer student connections, diverse educator	activity-based learning, diverse educator, empathizer, instructional techniques, little_no impact, sharing information, slowing down, subject matter expert	12

(Continued)

Themes	Axial Codes	Codes	Aggregate References

| Student Engagement, Community Involvement, and Intellectual Development *(Two communities one identity).* | maturity, different environments, differing expectations, ability to learn, student awareness, stronger engagement | communication_contact, emotional_intellectual development, level of involvement, level of responsibility, nurturement | 15 |