**Codes List: Former Students’ Perceptions of Teachers**

This data set is extracted from the author’s study, “Lifelong Impact: Adult Perceptions of Their High School Speech and/or Theatre Participation” (McCammon, Saldaña, Hines, & Omasta, 2012). Below is a list of codes in alphabetical order. These are the “raw” codes from the data analyst’s work with a pool of 121 adult survey participants’ responses to the prompt: “I had a good high school speech and/or theatre teacher(s).” Participants first chose one of four quantitative responses: “4 -- Strongly agree; 3 -- Agree; 2 -- Disagree; 1 -- Strongly Disagree.” Participants were then given the open-ended prompt: “Describe briefly why you selected your response.” The data were eclectically coded and the 288 codes below emerged primarily from how participants described their former teachers’ qualities in both positive and negative terms -- e.g., AMAZING, ENCOURAGING, NOT QUALIFIED. Several of the codes are used multiple times and some are variations of a similar code (e.g., INSPIRATIONAL, INSPIRING). Though you do not have access to the narrative responses, virtually all of the codes below are self-explanatory. This data set represents approximately half of the 234 total survey participants.

Download the First Cycle codes list into a Word, Excel, or CAQDAS program, and explore how you would apply these to a Second Cycle coding method (e.g., Focused, Axial, and/or Pattern Coding -- see Chapters 13 and 14 of *The Coding Manual for Qualitative Researchers*) and/or how you would cluster these 288 codes into a smaller number of categories (e.g., through simple outlining, Code Mapping or Landscaping, and so on; see Chapters 1-4, 12, and 15 for guidance). Write analytic memos as you progress through the exercise to track your methodological decisions and to formulate emergent ideas. The original goal of this portion of “Lifelong Impact” data analysis was descriptive -- i.e., to assess the general contents and qualities of how adults perceived their former high school teachers.

\* \* \*

ACTIVE

AMAZING

AMAZING

AN ARTISTIC PRESENCE

ANGRY

APATHETIC

ASSERTED AUTHORITY

BELIEVED IN STUDENT TALENT

BRILLIANT

BRINGING OUT TALENT

BROUGHT OUT THE BEST

CARED

CARED

CARED

CARED

CARED ABOUT ACCOMPLISHMENTS

CAREER CHOICE GUIDANCE

CARING

CARING

CARING

CARING

CARING

CHALLENGING

CHALLENGING

CHALLENGING

CHALLENGING

CHALLENGING

CHALLENGING

CHALLENGING

COMMITTED

COMMITTED TO SUCCESS

COMMUNICATION SKILLS

COMMUNITY

COMMUNITY BONDS

COMPETITIVE

CONFIDENT

CONSERVATIVE

CRAZY TEACHER

CREATIVE

CREATIVITY

CULTIVATED TALENT

DEDICATED

DEDICATED

DEDICATED

DEDICATED

DEMANDED QUALITY

DEMANDING

DETERMINED

DEVOTED

DILIGENCE

DIPLOMATIC

DISCIPLINE

DISCIPLINE

DISCIPLINED

DISCIPLINED

DISCIPLINED

DYNAMIC

DYNAMIC

DYNAMIC

ENCOURAGEMENT

ENCOURAGEMENT

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING

ENCOURAGING CREATIVITY

ENERGETIC

ENERGETIC

ENERGY

ENGAGING

ENJOYABLE

ENJOYED CLASS

ENTHUSIASM

ENTHUSIASTIC

EQUITY

EXPERIENCE

EXPERIENCED

EXPERIENCED

FAIRLY GOOD

FAMILY FEELING

FELT EXCLUDED

FEW RESOURCES

FOCUSED

FOCUSED

FRAZZLED

FREEDOM TO CREATE

FRIEND

FRIENDLY

FUN

FUN

FUN

FUN

FUNNY

FUNNY

GAVE ALL

GAVE FEEDBACK

GAVE OWNERSHIP

GENUINE INTEREST IN SUCCESS

GOOD KNOWLEDGE

GOOD MEMORIES

GREAT DIRECTOR

GREAT RAPPORT

HARD WORKER

HARD WORKER

HARD WORKER

HELPED ME GROW AS A PERSON

HIGH EXPECTATIONS

HIGH EXPECTATIONS

HIGH EXPECTATIONS

HIGH EXPECTATIONS

HIGH QUALITY AND EXPECTATIONS

HIGH STANDARDS

HIGH STANDARDS

HIGH STANDARDS

HIGH-STRUNG

IMMATURE

INCLUSIVE

INEFFICIENT REHEARSALS

INEXPERIENCED

INEXPERIENCED

INEXPERIENCED BUT HELD HER OWN

INFLUENCED OCCUPATIONAL CHOICE

INSIGHTFUL

INSPIRATIONAL

INSPIRATIONAL

INSPIRATIONAL

INSPIRATIONAL

INSPIRATIONAL

INSPIRING

INSPIRING

INSPIRING

INSTILLED PASSION

INTERESTED IN STUDENTS

INTUITIVE

INVESTMENT

INVOLVED

INVOLVED

INVOLVEMENT

INVOLVEMENT

KEPT LEARNING

KIND

KNEW HER SUBJECT WELL

KNEW JOB

KNEW SUBJECT

KNOWLEDGABLE

KNOWLEDGABLE

KNOWLEDGABLE

KNOWLEDGABLE

KNOWLEDGABLE

KNOWLEDGE OF ART

LEARNED A LOT

LEARNED ABOUT LIFE

LIFE KNOWLEDGE

LIFE LESSONS

LITTLE FORMAL TRAINING

LOVE OF THEATRE

LOVED BUT DIDN’T LEARN MUCH

LOVED THE SUBJECT

MADE THE EFFORT

MAGIC

MAKING DISCOVERIES

MEDIOCRE BUT HEARTFELT

MEETING DEADLINES

MENTOR

MENTOR

MENTORING

MOST REMEMBERED

MOTIVATING

MOTIVATING

MOTIVATING

NATIONAL EXPOSURE

NO COLLABORATION

NO COMMUNITY

NO EXPERIENCE

NOT INVESTED IN QUALITY

NOT OF HIGH QUALITY

NOT ORGANIZED

NOT QUALIFIED

NOT VERY WELL ORGANIZED

OCCUPATIONAL INFLUENCE

OCCUPATIONAL INFLUENCE

OCCUPATIONAL INFLUENCE

OCCUPATIONAL PREP

OPENED MY EYES TO THEATRE

OPPORTUNITIES TO GROW

OPPORTUNITY

ORGANIZED

OVERPRODUCTION AND CLASSES SUFFERED

PASSION

PASSION

PASSION

PASSION

PASSIONATE

PASSIONATE

PASSIONATE

PASSIONATE

PASSIONATE

PATIENCE

PATIENT

PERSONAL ISSUES

PLAYED FAVORITES

PLAYED FAVORITES

PLAYED FAVORITES

PLAYED POLITICS

POLITICS

POOR QUALITY

POSITIVE WORKING ENVIRONMENT

PREPPED US FOR COLLEGE

PRETTY HORRIBLE

PRODUCTION-ORIENTED

PRODUCT-ORIENTED

PROFESSIONAL

PROFESSIONAL

PROFESSIONAL

PROFESSIONAL WORK ETHIC

PROFESSIONALISM

PROFESSIONALISM

PROUD OF ACCOMPLISHMENTS

PUSHED

REBELLIOUS

RESPECT

RESPECT FOR THE ART FORM

RESPONSIBILITY

ROLE MODEL

SAFE

SAFE SPACE

SELF-DIRECTED

SERIOUS BUT FUN

SET US UP TO SUCCEED

SOCIAL NETWORKING

SPEECH SKILLS

SPENT TIME

SPIRITED

STANDARDS

STILL IN TOUCH

STRICT

STUDENT DRIVEN

STUDENT INPUT

STUDENT-CENTERED

SUPPORTIVE

SUPPORTIVE

SUPPORTIVE

SUPPORTIVE

SUPPORTIVE

SUPPORTIVE

SUPPORTIVE

SUPPORTIVE

SUPPORTIVE

TALENTED

TAUGHT A LOT

TAUGHT ACTING BASICS

TAUGHT ADVANCED TOPICS

TAUGHT EMPATHY

TAUGHT SHAKESPEARE

TAUGHT THEATRE AND LIFE

TAUGHT TO PREPARE

TEAMWORK

TEMPER

THEATRICAL TEACHING

THERE WHEN NEEDED

THERE WHEN NEEDED

THREATENING

TIME

TIME

TOO MUCH PLAY READING

TOOK RISKS

TOOK STUDENTS TO EVENTS

TREATED LIKE PROFESSIONALS

UNBREAKABLE CLIQUE

UNDERSTANDING

UNINVOLVED

UNQUALIFIED

UNSUPPORTIVE ENVIRONMENT

WANTED MORE

WANTED MORE COURSE WORK

WEALTH OF INFORMATION

WELCOMING

WELCOMING

WELL-PLANNED CLASSES

WELL-RUN CLASSES

WELL-TRAINED