**Supplementary Appendix S6**

**Absent/Contradicted Theme: Expectation that Emotional Exhaustion should Be Expected as Part of the Job and that Teachers Should Be Willing to Endure Burnout**

**Excerpt from Step 1: Assessing Beliefs, from Meeting Notes Focused on Expectations:**

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| Drawing on our prior experience (e.g., Teacher of the Year awardees being described as *always willing to go the extra mile*) and a gendered discourse framework (Bettini, Meyer, et al., 2024), we anticipate a theme focused on SETs positioning emotional exhaustion as part of the job that is to be expected and potentially embraced as a sense of pride in one’s dedication to supporting students. Accepting work overload will be discussed as a visible sign of a good, caring teacher. SETs who protect themselves from overwork or who set boundaries on their time will be perceived of more negatively. |

**Excerpt from Step 2: Building New Beliefs Through Encounters with the Data, from Initial Memoing**

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| **Which pre-coding expectations are being supported/expanded?**  N/A for this theme  **Which pre-coding expectations are mixed or inconsistent?**  Feeling overwhelmed as just a normal part of the job (job expectations?). SETs acknowledge it is a reality of the job, but do not position it as something that should be tolerated, expected, or willingly shouldered  **What new information/ideas/perspectives relevant to burnout conceptualization or causes is arising from the data?**  N/A for this theme  **Which pre-coding expectations are absent/not reinforced?**  Emotional exhaustion not positioned as part of the job—rather that one has to be able to empathize but then leave it at the door. Tough times are part of the job, but not the exhaustion.  Martyr mentality not underscored. Yes, the broad reality is acknowledged, but the participants are not internalizing it at this stage in their careers. There’s a small bit of “if you can’t handle it, it’s not the right place for you”, but remainder of focus is about—hey, this job is overloaded, it will make you cry, you have to protect yourself by having a worklife balance. It can’t all be done. This line of conversation naturally transitions to advocacy, because to have any balance requires saying no.  Helping new teachers fight that stigma/expectation that you need to always stay late |

**Excerpt from Step 3: Listing Preliminary Themes, from Focused Memos of Preliminary Themes**

Emotional exhaustion should be expected as part of the job/teachers should be willing to endure burnout was not one of the list of preliminary themes.

**Excerpt from Step 4: Evaluating Themes Through Coding, from the Final Codebook**

The expectation that emotional exhaustion should be expected as part of the job and that teachers should be willing to endure burnout was not part of the final themes or codebook. We noted in the results section the relevant quotes in which participants did acknowledge that feeling overwhelmed is common to the job, but ultimately challenged the idea that they should be expected to endure such high workload.