

Table 1
Item wording and item characteristics of all items of the short scale.

Item	M	SD	r_{it}	λ
Item stem: In my vocation, I aspire ... (In meinem Beruf strebe ich danach, ...)				
Learning goal orientation ($M = 6.04/5.09$; $SD = 0.78/0.69$; $\alpha = .84/.78$; $\Omega = .88/.78$)				
... to improve my pedagogical knowledge and competence. (... meine pädagogischen Kompetenzen zu verbessern.)	6.10/ 5.12	0.85/ 0.81	.66/ .60	.73/ .72
... to improve my content knowledge and competence. (... meine fachlichen Kompetenzen zu verbessern.)	5.96/ 5.19	0.92/ 0.81	.67/ .55	.74/ .63
... to improve my pedagogical-content knowledge and competence. (... meine fachdidaktischen Kompetenzen zu verbessern.)	6.07/ 4.98	0.90/ 0.84	.78/ .69	.92/ .87
Performance approach goal orientation ($M = 2.86/2.39$; $SD = 1.33/1.05$; $\alpha = .88/.77$; $\Omega = .88/.80$)				
... to demonstrate that I know more than other teachers. (... zu beweisen, dass ich mehr weiß als andere Lehrer.)	2.54/ 1.95	1.45/ 1.05	.75/ .64	.81/ .80
... to show that I deal better with critical lessons than other teachers. (... zu demonstrieren, dass ich kritische Unterrichtssituationen besser bewältige, als andere Lehrer.)	3.17/ 2.50	1.54/ 1.25	.77/ .51	.85/ .59
... for others to realize that I teach better than other teachers. (... zu zeigen, dass ich besser unterrichte als andere Lehrer.)	2.86/ 1.93	1.45/ 1.02	.77/ .69	.86/ .85
Performance avoidance goal orientation ($M = 3.54/2.12$; $SD = 1.31/0.92$; $\alpha = .80/.77$; $\Omega = .83/.79$)				
... to conceal when I do something less satisfying than other teachers. (... zu verbergen, wenn ich etwas weniger gut kann als andere Lehrer.)	3.24/ 2.19	1.47/ 1.07	.71/ .67	.86/ .79
... not to show when I have more troubles to meet the job demands than other teachers. (... nicht zu zeigen, wenn mir die Unterrichtsanforderungen schwerer fallen, als anderen Lehrern.)	3.05/ 2.16	1.43/ 1.12	.52/ .60	.59/ .72
... that no one believes that I would master my job less sufficiently than other teachers. (... dass keiner denkt, ich würde meinen Beruf weniger gut bewältigen, als andere Lehrer.)	4.32/ 2.84	1.74/ 1.54	.71/ .60	.90/ .74
Work avoidance goal orientation ($M = 3.64/2.36$; $SD = 1.36/1.00$; $\alpha = .85/.77$; $\Omega = .85/.79$)				
... not to have to work too hard. (... nicht so schwer zu arbeiten.)	3.99/ 2.23	1.56/ 1.24	.69/ .69	.75/ .84
... that the work is easy. (... dass die Arbeit leicht ist.)	3.63/ 3.01	1.52/ 1.30	.72/ .52	.80/ .58
... to get through the day with little effort. (... mit wenig Arbeit durch den Schulalltag zu kommen.)	3.30/ 1.84	1.59/ 1.03	.76/ .64	.87/ .81

Note. The first numbers indicate values derived from Study 1 (scale range 1–7), whereas the second numbers indicate values derived from Study 2 (scale range 1–6). The German wording of the items is provided in brackets. The translated items have not yet been validated in samples consisting of English-speaking participants.