CHAPTER 1

Introduction

As I reflect on my years of schooling and attempt to make meaning of the dynamics and complexities of teaching, I realize the enormous impact of my past experiences. As a teacher, coach, supervising teacher, university instructor, doctoral student, and future teacher educator, I have had opportunities to view teaching from a variety of perspectives. I have historically constructed, deconstructed, and am currently reconstructing a personal meaning of teaching. These past experiences of schooling and teaching have lead me to the conception of teaching as a complex, problematic process of development over a lifetime.

Internalizing this conception of teaching creates a sense of ownership, of teacher empowerment. I have a desire to change the current marginal status of my profession and help to create a new generation of teachers who are able to view teaching from multiple perspectives, create their own knowledge, and reflect on their teaching practices to overcome the social and political forces that have dominated our profession.

The philosophical orientation that coincides with my educational goals as a teacher educator is unity of the teaching act. To educate prospective teachers to be autonomous, transformative teachers who feel they have some control over their work lives, I believe that teacher educators must structure programs that allow a unified recognition of preservice teachers' cognitions (knowledge of teaching), feelings (personal emotions), and actions (performance of technical skills) in the teaching context.

Reflective teacher education is the general approach I have adopted as a guide to educational practices. It entails structuring the teacher education program to unite theory with practice and provide preservice teachers with

opportunities to question the current nature of schooling through their personal biographies and teaching experiences.

Where is my heart and interest as a teacher educator? It is in the public schools. Conducting this research project has given me the opportunity to ask an important question about early field experiences. How should they be designed to facilitate reflection on teaching?

In the above excerpt, I have provided a personal perspective on the nature of this research project. I have also presented an outline of the introductory chapter. It will begin with teaching conceptions and follow with teacher empowerment, unity of the teaching act, reflective teacher education, and early field experiences. The purpose, research questions, significance, limitations, delimitations, basic assumptions, and definition of terms of the study are also presented.

Teaching Conceptions

The conceptualizations one has about teaching, whether they are characterized as neutral, value-free technical acts or encompass ethical, moral, and political issues, yield important implications for the kind of reflective stance she/he adopts (Smyth, 1989). Our experiences as students and teachers in schools have meaning in terms of personal, historical constructions of beliefs and values (Lortie, 1975; Pajares, 1992). These established meanings that are derived from observation and action of past experiences are teaching conceptions (Dewey, 1933). Understanding or conceptualizing teaching involves consciously recognizing how beliefs and values allow us to attach meaning to certain events or actions.

Preservice teachers (PTs) enter teacher education programs with well formed conceptions of teaching from their experiences during the apprenticeship of observation (Lortie, 1975). Each individual has her/his own

views about the nature of teaching and learning (Calderhead, 1992). The conceptions of teaching formed during the apprenticeship of observation are often based on imitation, individual personalities, and focus on the custodial duties of teaching rather than on pedagogical principles, analytical skills, or personal reflection (Lortie, 1975).

The challenge for teacher educators is to provide experiences that lead to articulation of the consciousness of these historical constructions to interpret meaning in present and future teaching situations. Bringing to the surface what PTs historically conceive of as teaching is providing them the opportunity to question current practices and develop alternative forms of action. When teachers make connections in their personal biographies and the construction of their teaching conceptions through critical reflection, they begin to make sense of teaching beyond a set of technical acts and see more clearly how social and political factors have also been influential in the construction of the meaning of teaching (Smyth, 1989).

Being able to locate oneself both personally and professionally in history in order to determine one's existence, is the hallmark of a teacher who has been able to harness the reflective process and can begin to act on the world in a way that amounts to changing it. (Smyth, 1989, p. 7)

By attaching lived meaning to teaching experiences through this reflective process, the individual can become more self-governed, self-regulated, and willing to accept responsibility for decision making (Smyth, 1989). Physical education PTs with stronger teacher role identities were found to exhibit confidence in handling challenging situations and were able to implement and refine their own teaching styles. Those who did not have strong teacher role identities emulated the cooperating teacher's behavior,

relied on them to make decisions, and readily accepted existing school practices (Solmon, Worthy, Carter, & Lee, 1991). Physical Education Teacher Education (PETE) researchers have argued for more attention to be given to examining the processes involved in the development of personal teaching conceptions as they are believed to be powerful influences on the teaching/learning process (Dodds, 1985; Lawson, 1983; Solmon et. al, 1991).

<p align="center">Teacher Empowerment</p>

The conceptualization of teaching through personal biographies and professional history is one way to empower teachers to question teaching practices rather than accepting teaching as an unquestionable "do as I do" phenomenon (Smyth, 1989). Empowerment refers to "the identification of oppressive and unjust relations within which there is an unwarranted limitation placed on human action, feeling, and thought" (Simon, 1987, p. 374). To empower teachers is to direct them toward attitudes of reform; develop critical reflection skills; provide the acquisition of theoretical knowledge that can be used to question teaching and schooling in a democratic society; and present teacher education as a means for educating individuals for change (Aronowitz & Giroux, 1985). Empowerment focuses on teachers taking charge of their work lives and entails possibilities for actions beyond a mere description of teaching acts (Mishler, 1986).

Recognizing the power of socialization from the apprenticeship of observation (Lortie, 1975), the resistance to changing habits or beliefs (Doolittle, Dodds, & Placek, 1993; Pajares, 1992), and the feelings of marginality and low status of physical education teachers' professional lives (Sparks, Templin, & Schempp, 1993), teacher educators are faced with the great challenge of empowering PTs to confront, question, and attempt to change the status quo. Also, a primary goal in teacher education programs

that strive to empower PTs as transformative intellectuals, rather than just master technicians, is to unite the pedagogical skills and knowledge of teaching with the social and political context of schooling through critical reflection (Armaline & Hoover, 1989).

<div align="center">Unity of the Teaching Act</div>

It has been repeatedly stated that the current philosophical dualism of mind and body, of spirit and mere outward doing, is ultimately but an intellectual reflex of the social divorce of routine habit from thought, of means from ends, practice from theory. (Dewey, 1922/1983, p. 52)

In the unity of the act, one's cognitions, emotions or feelings, and actions in a particular situation work simultaneously to coordinate one with the environment. They are a unified whole, rather than isolated parts, situated in the cultural context (Dewey, 1922/1983). Those emphasizing the technical aspect in the act of teaching, without giving equal recognition to thoughts and feelings, neglect the unity of the teaching act.

Educators have long been concerned with the detachment of theory based knowledge and teaching practices in school settings (Armaline & Hoover, 1989; Bain, 1985; Zeichner, 1986). Adopting a reflective perspective on teaching is to deny the separation of thought from action and theory from practice (Smyth, 1989). As Dewey (1922/1983) stated over 50 years ago, "The concrete fact behind the current separation of body and mind, practice and theory, actualities and ideals, is precisely this separation of habit and thought. Thought which does not exist within ordinary habits of action lacks meaning of execution" (p. 49).

Thoughtless teaching or "mindless acts", as described by Dewey (1922/1983), are analogous to teaching with no learning goals, no destination for actions from thinking about student learning. Placek (1983) described this

as "Busy, Happy, and Good" and found this concept as dominating many physical education programs. In these programs, routine acts or habits become the practical knowledge, and therefore any knowledge derived from thoughtful or reflective action disrupts the established habits and is, as theory, not appropriate for practical purposes. Practical skill then becomes the generator of knowledge. It is this practical skill and wisdom that structures the predominating craft model of teaching, described as "the sacred knowledge base undergirding the field experience" (Armaline & Hoover, 1989, p. 44).

The paradox of knowledge remains as some see it as what works in the environment to keep established habits as the antecedent of action and others who attempt to bring unity to the teaching act see thoughtful, reflective action as the inductor of knowledge. Dewey states "The isolation of intellectual disposition from concrete empirical facts of biological impulse and habit-formation entails a denial of the continuity of mind with nature" (1922/1983, p. 130). It is for this purpose that the position of the intellect in activity warrants coordination that will unify knowledge rather than separate it with the environment.

The isolation of knowledge from habits and actions has serious implications for PTs in field experiences. To view teaching as a mere act of technicality or skill acquisition is equivalent to viewing people as machines on an assembly line, thus ignoring the capacity of human emotion and thought as an influence on behavior. Reflection is what allows teachers to act with intent (Dewey, 1933).

Reflection is the "discernment of the relation between what we try to do and what happens in consequence" (Dewey, 1916/1944, p. 144). Extending thinking to reflect beyond the 'what I did' to 'why I did' allows for growth in

future decision making skills. Reflection acknowledges responsibility for future consequences that result from present action (Dewey, 1916/1944). Thus, teachers have more control over the practicality of particular situations and can become active agents in the social context (Britzman, 1991; Posner, 1989).

"Experience alone is not enough. It is the thought and subsequent action associated with the experience which determines its value in the learning process" (Johnston, 1994, p. 207). The activity or performance of technical skills alone in the act of teaching does not constitute a meaningful experience. The value of experience, as explained by Dewey (1916/1944), is determined by connecting two phases of experience-our actions upon something and the consequences we undergo from the action. Learning is a result of the combination of the action and the change the action makes within the individual. When we allow the performance of teaching to be a simple act of doing with no before or after thoughts, no retrospective thinking, the experience has no meaning, and therefore no bearing on future action. Experience with meaning is impossible without thought or reflection (Dewey, 1916/1944).

Thinking is rooted in the actions, facts, events, and relationships that arise from experience. It is a process of inquiry and investigation. When thinking becomes an actual part of the event, growth occurs and the area of vision (knowledge) widens to go beyond our direct interest: "a fact of great significance for education" (Dewey, 1916/1944, p. 148).

Teaching cannot be viewed as a final act in a play on schooling. It involves the past, present, and the future and we as teacher educators must realize it, attend to it, act upon it, then assess our own actions through reflection as well as providing opportunities for prospective teachers to do the same. Isolating cognitions, feelings, or actions as a single component that

promotes growth in teaching encourages a body-mind dualism. Therefore, educational discourses that isolate mind from experience, and hence from action, and with things that are not concerned with interest of intelligence, thus leave the student in an irreflective state (Dewey, 1916/1944).

<div align="center">Reflective Teacher Education</div>

Inquiry or reflective oriented teacher education emphasizes the development of preservice and inservice teachers' knowledge and skills that provide the means to be reflective about teaching and its social contexts (Tabachnick & Zeichner, 1991). This approach to preparing teachers, in conjunction with proficiency in the technical skills of teaching, has become an increasing interest in many teacher education programs over the past decade (Goodman, 1991; Valli, 1992). This interest has been attributed to researchers focusing on mental processes rather than on observable behaviors to investigate teacher decision making; perceptions of process/product research as treating knowledge development as independent from the context of teaching; an interest in teacher autonomy and empowerment; and an increasing voice from multiculturalists, feminists, and critical theorists who espouse the value-laden problems of schooling as a focus for teacher education programs (Valli, 1992).

Furthermore, the traditional technocratic view of teacher education, which is characterized by Doyle (1990) as using prescribed knowledge to ensure conformity to acceptable behavior patterns, has been criticized for reducing teaching to a simple, unproblematic process of skill acquisition and imitation of a more experienced professional (Schon, 1983). "Prospective teachers will not be prepared for this type of practice if they have merely learned to transfer findings from effective teaching research to their practice" (Valli, 1992, p. xiv).

Criticisms of teacher education programs that solely emphasize the technical proficiency of prospective teachers are abundant (Goodman, 1985, 1991; Schon, 1983; Shulman, 1986; Smyth, 1989; Zeichner & Tabachnick, 1991) and based on the premise that this orientation often results in PTs who readily accept the traditional routine and mechanistic instruction found in many schools as the "do as I do", "do as you see", or the "right way" to teach. These students are viewed as passive agents in the teaching environment. Rovegno (1992), concluded: "Passively receiving the knowledge of an authority rather than actively searching for personal meaning would limit the range of meanings one would draw from the available information" (p. 503).

Non reflective teachers can be characterized as passive agents in the environment. They uncritically accept the existing culture of schooling, search for ways to efficiently achieve ends, rely on routine behavior, and are guided by impulse, tradition, and authority rather than reflection (Posner, 1989). Contrary, reflective action is "active, persistent, and careful consideration of any belief or supposed form of knowledge on light of the grounds that support it and the further consequences to which it leads" (Dewey, 1933, p. 9). Reflective teachers are active agents who critically challenge the social nature of schooling, reconsider prior beliefs, and are open to change (Posner, 1989).

Britzman (1991) distinguishes between the active and passive roles of PTs in field experiences:

....our capacity to bestow experience with meanings, be reflective and take action. Without an awareness of potential and giving meanings, and our capacity to extend experience through interpretation and risk,

without this active side, our capacity to participate in the shaping of
experience is limited. (p. 34)

The design and implementation of field experiences can maintain the
status quo in education or serve as a vehicle for transformation through
reflective practices (Armaline & Hoover, 1989). Incorporating reflection in
field experiences so that PTs can confront and raise questions about teaching
to pursue meanings enables them to make sense of lived experiences (Smyth,
1989).

<u>Early Field Experiences</u>

"Field experiences represent the closest juncture between formal
teacher training in universities and on-the-job training in schools" (Dodds,
1989, p. 81). They are the only time in most programs when the university
arena and school settings coexist to educate prospective teachers. PTs are
confronted with many socializing agents during field experiences that
significantly influence their attitudes, beliefs, and actions as teachers, thus
altering or reinforcing their conceptions. They enter a preexisting world that
has established customs, belief systems, rules, and behavior patterns
(Schempp & Graber, 1992).

Many preservice and inservice teachers acclaim field experiences to be
the most valuable part of their undergraduate teacher preparation program
(Bell, Barrett, & Allison, 1985; Dodds, 1985, 1989; Locke, 1984, Zeichner, 1987).
Although the most impacting field experience is traditionally thought to be
student teaching, early field experiences incorporated into physical education
curriculum classes and other practica experiences have potential to be
influential in the socialization of prospective teachers (Dodds, 1989).

Most PETE programs incorporate some type of early field experience
into the program (Placek & Silverman, 1983). These experiences precede

student teaching and usually provide less time in the school setting (Dodds, 1989). They are often designed to help prospective teachers make a career choice and bridge the gap between theory and practice. Students often begin by observing and assisting small groups as a teacher's aide, then advance to assuming some teaching responsibility (Placek & Silverman, 1983).

Early field experiences that merely focus on the efficiency of technical skills that teach students to fit into the present classroom routines are reproductive and inadequate for the conception of teaching as a lifetime act of learning that involves the unity of cognitions, feelings, and actions in various teaching contexts. Alternative structures that emphasize critical reflection and experimentation as well as technical proficiency are needed if early field experiences are to educate, not train, students for continuing professional development (Goodman, 1986). Zeichner (1980) stated:

> If we want field-based experiences to contribute to the development of thoughtful and reflective teachers, then we must focus our concerns on the quality of these experiences as they are actually implemented in the field. In this regard, we need more research that seeks to illuminate what is learned during these experiences as they are now constituted. (p. 5)

Although the role of experience is a common discourse in understanding and explaining the processes involved in learning to teach, it does not exist without common myths. The more field experiences teacher education programs incorporate into their programs, the more one will automatically and inherently learn about the teaching process is one common myth (Johnston, 1994). Britzman (1991) states another generally held perception that views "student teaching as the authentic moment in teacher education and the real ground of knowledge production" (p. 7).

The value of field experiences seems to be implicitly trusted as a meaningful contribution to the educational process. However, there is little understanding and conceptualizations about how these experiences contribute to learning to teach (Zeichner, 1986; Johnston, 1994). Furthermore, the student teaching experience has been explored but that is often too late to make changes and carries too much pressure to perform the duties of teaching to begin to emphasize reflective teaching (Zeichner, 1986).

The opportunity for PTs to critique the current structure of schooling is limited or nonexistent. They are voiceless and hold their personal beliefs within, and are therefore viewed as passive and conforming (Schempp and Graber, 1992). This type of experience adds stability to the status quo rather than serving to develop autonomous teachers or improving the quality of teaching practice (Locke, 1979). Dodds (1989) suggests:

> Continuous practice in making conscious choices about teaching and in reflecting about the consequences of such choices enriches the impact of field experiences and gives trainees enhanced opportunities to become students of their own teaching - the ultimate goal of effective teacher-training programs. (p. 101)

Examining the reflective process of PTs during early field experiences has become a recent interest in PETE programs (Byra, 1996; Curtner-Smith, 1996; Gore, 1990; O'Sullivan & Tsangaridou, 1992; Rovegno, 1992; Sebren, 1995; Tsangaridou & O'Sullivan, 1994). One study indicated that PTs vary on what and how they reflect on teaching (Gore, 1990). In a case study, Rovegno (1992) found one preservice teacher to be resistant to reflection because she preferred to be told what to do and how to do it by an authority rather than constructing her own knowledge of teaching. Sebren (1995) indicated linkages

between PTs' knowledge development and reflection during a field based methods course.

The PTs in O'Sullivan & Tsangaridou's (1992) study revealed conceptions of teaching that regarded student learning as a primary goal of effective teaching, thus linking theory and practice. It was noted, however, that PTs' reflections on teaching were entirely technical. These researchers called for additional research to "examine appropriate programmatic efforts to help preservice teachers reflect not only on teaching, learning, and schooling as a technical enterprise but also as a moral and ethical enterprise" (p. 381). Likewise, Rovegno (1992) expressed the responsibility of teacher education programs to educate teachers whose reflective capabilities extend to "broader educational goals, ethical concerns, and political issues" (p. 507).

Studies in physical education have focused on specific pedagogical strategies to enhance PTs' reflective analysis of teaching. The use of reflective pedagogical strategies during an early field experience were found to be promising in enhancing reflection among preservice physical education teachers. In turn, the Reflective Framework for Teaching in Physical Education (RFTPE) was developed. It is a conceptual vehicle that describes the focus and level of PTs' reflection on teaching (Tsangaridou & O'Sullivan, 1994). Byra (1996) utilized the RFTPE (Tsangaridou & O'Sullivan, 1994) to analyze postlesson significant event and video-commentary assignments when two different postlesson conferencing strategies, directive and collaborative, were employed. The results indicated the collaborative conferencing approach may have contributed to the PTs' focus of reflective analysis extending beyond the technical issues of teaching.

The aforementioned literature on reflection has created a ray of light to inform teacher education practices, but the influence of early field experiences

that are designed to guide reflective teaching is dimmed by this paucity of research. Furthermore, the nature and design of early field experiences that will best promote reflective teaching remains dim. If we accept Lortie's (1975) report as a generalization about the conceptions PTs bring into teacher education programs, then some form of guided reflection seems necessary if teaching is to be conceptionalized beyond the mere act of mindless performance. To date, no empirical studies have shared insights into using the RFTPE (Tsangaridou & O'Sullivan, 1994) as a pedagogical tool to guide prospective teachers' reflection during an early field experience.

Statement of the Purpose

The purpose of this study was to gain insights into the process of guiding reflection during an early field experience of preservice teachers.

Research Questions

1) What is the nature (focus and level) of PTs' reflection on teaching?
2) What aspects of the teaching/learning environment are reflected upon as meaningful for the PTs' professional development during the early field experience?
3) What are the PTs' views on the value of guided reflection on their professional development?

Significance of the Study

By investigating PTs' reflection on teaching and their views on guided reflection during early field experiences, teacher educators can possibly acquire a greater understanding of the ways PTs develop as professionals through these experiences. Furthermore, insights can be gained that may help improve the potential impact of our efforts to educate prospective teachers for not only survival in current school settings, but provide them with the

knowledge base of inquiry for change, critical reflection, generation of self-knowledge, and lifetime development.

Limitations of the Study

1. The findings from this study were limited to the participants' reflection on teaching and views on the reflective analysis of teaching during the early field experience and cannot be generalized to other teaching experiences nor to the population of prospective teachers.

2. The PTs' teaching experiences were limited by uncontrollable variables in the teaching context: physical education teaching schedules; teaching philosophy and curriculum implementation of the cooperating teachers; an inclement weather day; and a physical education state conference.

3. The principal investigator in this research project also served as the teaching practicum (an early field experience) course instructor and the university supervisor.

Delimitations of the Study

1. The participants in this study were from a large university in the southeastern part of the United States.

2. This study was delimited to four preservice physical education teachers.

3. The selection of participants were delimited to those PTs who enrolled in the teaching practicum for the fall semester, 1996 and volunteered to participate in the study.

4. Data collection in the field covered approximately 12 weeks.

5. Interviews, PTs' reflective journals, videotape analysis, and the researcher's journal were used as central data sources in the study.

Basic Assumptions

1. It was assumed that data collected represented the participants' true cognitions, feelings, and actions of teaching.

2. It was assumed that the meanings given to teaching experiences are best expressed by those who live the experience.

3. It was assumed that one cannot separate thought or feeling from action if the true meaning of an experience is reflected.

4. It was assumed that reflection on teaching is socially and historically constructed.

Definition of Terms

For the purpose of this study, the following terms were used:

Conceptions are established meanings that are derived from observation and action (Dewey, 1933).

Critical reflection involves examining the sociopolitical implications of preservice teachers' experiences, values, and goals (Sparks-Langer, 1992).

Early field experiences precede student teaching (Dodds, 1989), are designed to help prospective teachers make a career choice, and bridge the gap between theory and practice (Placek & Silverman, 1983).

Empowerment refers to "the identification of oppressive and unjust relations within which there is an unwarranted limitation placed on human action, feeling, and thought" (Simon, 1987, p. 374).

Inquiry or reflective oriented teacher education is a general approach to preparing teachers that emphasizes the development of preservice and inservice teachers' knowledge and skills that provide the means for them to be reflective about teaching and its social contexts (Tabachnick & Zeichner, 1991).

Lived meaning refers to "the way a person experiences and understands his or her world as real and meaningful" (Van Manen, 1990, p. 183).

Reflection is the "discernment of the relation between what we try to do and what happens in consequence" (Dewey, 1922/1983, p. 144).

Reflective action is "active, persistent, and careful consideration of any belief or supposed form of knowledge on light of the grounds that support it and the further consequences to which it leads" (Dewey, 1933, p. 9).

The Reflective Framework for Teaching in Physical Education (RFTPE) is a conceptual vehicle that describes the nature of preservice teachers' reflections (Tsangaridou & O'Sullivan, 1994).

Unity of the act involves one's cognitions, emotions or feelings, and actions in a particular situation working simultaneously as a unified whole to coordinate one with the environment or cultural context (Dewey, 1922/1983).

Summary

This introductory chapter has highlighted the researcher's personal perspective and provided some essential background information for justifying the study. The synopsis of literature presented will be helpful in understanding the design of a study that attempted to gain insights into the process of guiding reflection during an early field experience. The following chapter will review the literature related to the study.

CHAPTER 2

Review of the Literature

The purpose of this study was to gain insights into the process of guiding reflection during an early field experience of preservice teachers. This purpose was explicated by describing the nature of preservice teachers' (PTs') reflection on teaching, the specific aspects of the learning environment that were reflected upon as meaningful for the PTs' professional development, and the PTs' views on the value of guided reflection in learning to teach. The review of the literature related to the study is presented in this chapter.

This chapter is divided into four themes. These themes are not exhaustive, but they allow for the presentation of supportive information relative to the study on the topic of PTs' professional development through guided reflection on teaching. The first theme is teacher development. The study of PTs' development in field experiences warrants attention to developmental theories that include social and emotional context as well as the cognitive processes of development. Next, I discuss how the socialization process influences the development of PTs. Also, supervision and reflective practices in teacher education will be highlighted as a theme. My role in this study as the primary investigator and the university supervisor created the need to include this information. The final theme, reflective teacher education, includes research related to reflective teaching and reflection in physical education.

Teacher Development

If we perceive the process of teacher development as a lifetime endeavor where teachers develop cognitively, socially, personally, and professionally in the context of teaching, then several developmental theories

can be helpful in explaining this most complex phenomenon. The theories I have chosen to explain teacher development include Fuller's Developmental Teacher Concerns Model, Brofenbrenner's Systems Theory, and Vygotsky's Contextualist view. Each one is discussed as its various components relate to this study and teacher development.

<u>Developmental Theory</u>

A developmental theory provides meaning and organization to facts. The most dominant and unique characteristic is the focus on change over time (Miller, 1993). The concept of change in a developmental theory includes three parts:

1) Describes changes over time within one or more areas of behavior.

Example: An investigation of the use of teacher feedback throughout the field experience in a methods course.

2) Describes changes in the relations among several areas of behavior.

Example: From a contextualist view, one might examine how thought and language arise simultaneously to provoke an action.

3) Explains the course of development described in the above tasks by presenting a set of general principles for change.

Example: The investigation of the nature of PTs' reflection on teaching as contingent upon guided reflection during an early field experience.

A theory can be developmental without accomplishing all of the aforementioned tasks. These are simply goals by which one could explain how behavior is described. The adoption of any developmental theory is dependent upon beliefs about questions for studying development, the nature of development, and methodologies for investigating the questions (Miller, 1993). The question herein lies in how one develops over time to mature as a

teacher, and more specifically, how the development of PTs is influenced by guided reflection during an early field experience.

<u>Fuller's Developmental Teacher Concerns Model</u>

Although several developmental stage model theories are presented in the literature to explain teacher development, only one (Fuller's Developmental Teacher Concerns Model) is presented here. Stage theorists are interested in different structural (ways of thinking and acting) changes in individuals at various stages of development (Burden, 1990). My personal conceptions of teaching as a complex, problematic, and individualized phenomenon and the nature of this study do not allow the acceptance of stage theories as a viable explanation of teacher development. Additional criticisms of the stage model are presented.

Fuller's model of teacher development is a four-stage sequence of concerns. In the first stage for preteaching concerns, PTs identify with the students in the class rather than perceiving themselves as a teacher. The second stage addresses early concerns about survival. The concerns are directed toward class control and content mastery. In this stage, the students are engaged in the initial teaching experience so they can identify personally with the role of teaching. For the third stage, PTs have concerns with their own teaching performance and limitations and demands of the teaching context. In the final stage, concerns are focused on pupils' needs and learning and how teachers relate to them (Fuller, 1969).

Fuller's model assists in understanding PTs' concerns within the school and university setting, although the impact on the research in physical education relative to professional preparation is limited to two studies. Wendt (1979) examined the concerns of 56 health and physical education students upon entering professional preparation, after coursework

completion, and at the end of student teaching. The findings did not support Fuller's (1969) theory. In addition, Wendt, Bain, and Jackson (1981) repeated the investigation with 36 physical education students who completed entry, professional coursework, and student teaching. During an 18-month period, there were no changes in PTs' concerns. The results supported Wendt's findings and contradicted Fuller's theory.

Criticisms of this developmental stage model are weaknesses in the description of the mechanisms of change, lack of clarity in the overlapping of concerns from one stage to the next, and its limitations in describing one feature (concerns) of PTs in relation to teacher development (Burden, 1990). I further question this model in light of no attention given to the powerful influence of past experiences (Lortie, 1975), prior and present beliefs about teaching (Pajares, 1992), and the PT's knowledge development (Shulman, 1986).

Brofenbrenner's Ecological Systems Theory

The Ecological Systems Theory of Human Development emphasizes a person-process-context model. The main focus of the theory asserts a contextualist approach in that behavior evolves as a function of the interplay between the person and the environment. Developmental changes take place simultaneously in two domains: perception and action. Development is fundamentally social as individuals construct their learning through interaction with the environment. Ecological transition, then, occurs whenever a person's position in the ecological environment is altered as the result of a change in role, setting, or both (Brofenbrenner, 1979).

There are several basic assumptions in this theory that apply to investigating development in the context of teaching: 1) the processes of development are a joint function of biological and environmental factors; 2)

attitudes and belief systems are important mediators of behavior; 3) dialectical influence exists between the individual and the environment; and 4) developmental effects can be cumulative over time (Brofenbrenner, 1979).

This theory has significant implications for gaining insights into guided reflection during an early field experience. Brofenbrenner (1976) advises educational researchers to consider person-environment interactions (PT with university and school setting) as well as the relations that exist between the various environments (personal life, university, and school settings). The need to inquire about PTs' belief systems as indicators of personal actions is also implied. This ecological perspective for research has been reiterated by others who are concerned with the process of teacher development (Dodds, 1989; Lacey, 1977; Zeichner, 1987).

Vygotsky's Theory and the Contextualists

Along with Brofenbrenner, Vygotsky's cultural-historical view of developmental psychology is most applicable to the study of teacher development. Human biological development is shaped through societal and historical development. Many of the views the contextualists hold are parallel to Dewey's theory of social behaviorism (Garrison, 1995) in that humans are embedded in a social context and behavior (activity) cannot be understood independent of this context. Vygotsky cautioned reducing the phenomenon of interest into separate elements to be studied in isolation. To separate the two is to perpetuate the mind and body dualism (Dewey, 1922/1983).

This theory emphasizes higher mental activities such as thinking, reasoning, and memory. These mental activities or intellectual functions are mediated by tools provided by the culture. For Vygotsky, language is the most important psychological tool or social device. Language appears in two planes.

First, it appears on the social plane (intermental or between minds) and then on the psychological plane (intramental or within mind). This constitutes the essence of development (Miller, 1993).

Vygotsky's (1978) key concept is the "zone of proximal development". The zone is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). The more competent person, in this case the cooperating teacher or the university supervisor, collaborates with the student to move her/him through the zone. Change within the zone of proximal development is usually characterized as individual, and therefore learning occurs by facilitating new forms of mediation (Miller, 1993). This accentuates the need for guidance and close supervision of PTs during field experiences. It also implies the need for early field experiences to help them begin to establish a teacher role identity and a sense of control over their behavior in the teaching context before the student teaching experience.

A characteristic of the zone of proximal development is operation in instructional settings. Instruction within the zone is not unidirectional (Miller, 1993). Accordingly, the PT's behavior could influence the cooperating teacher's or the supervisor's behavior. It is mainly by changing social interaction that one can change the PT's functioning.

Teacher development is a very complex, multidimensional, and dynamic phenomenon. I believe this will become more apparent as we proceed to a discussion on the processes of teacher socialization.

Teacher Socialization

Research on teacher socialization has dominated the literature on teacher development in physical education (Lawson, 1986; Templin, 1979). Teacher socialization involves the processes of skill learning, knowledge acquisition, and attitude toward teaching in an occupational context. Furthermore, it addresses the agents influential in these processes (Templin, 1979). Introductory definitions and perspectives on socialization are followed by a description of the primary socializing agents and processes affecting PTs during field experiences in physical education.

Socialization Defined

Teacher socialization has been a phenomenon of interest as early as the 1970s and continues today. "Socialization is a subjective process - it is something that happens to people as they move through a series of structured experiences and internalize the subculture of the group" (Lortie, 1975, p. 61). Similarly, Lacey (1977) defines teacher socialization as "the process of change by which individuals become members of the teaching profession" (p. 634). The most dominating theoretical model examining the process of teacher socialization in physical education is occupational socialization (Stroot & Williamson, 1993).

Occupational socialization is defined as "all the kinds of socialization that initially influence persons to enter the field of physical education and that later are responsible for their perceptions and actions as teacher educators and teachers" (Lawson, 1986, p. 107). There are five categories of occupational socialization: societal, sport, professional, organizational, and bureaucratic. Societal socialization describes how people in a particular social system acquire "common sense" from the meanings and dominant rules of the system. Sport socialization is the process by which individuals attain skills,

knowledge, and meaning from sport participation. This type of socialization often renders a career choice in physical education. Once an individual has chosen a career, professional socialization then characterizes the process whereby recruits acquire the values, knowledge, and skills affirmed by the profession. Teacher educators and teacher education programs are most interested in and are believed to be mechanisms for professional socialization. Upon entering the profession, the skills required by the workplace comprise organizational and bureaucratic socialization (Lawson, 1986).

These five types of occupational socialization often interact with and act upon one another to influence the beliefs, values, knowledge, skills, and the performance of those entering and in the teaching profession. In theory and principle, it would seem that organizational/bureaucratic socialization would coexist with professional socialization. However, in the reality of practice, there is often conflict between bureaucratic socialization, which promotes a custodial orientation, and professional socialization that is characterized by a humanistic approach. This conflict between bureaucratic and professional socialization may be responsible for the differences in beliefs, values, and teaching practices among recruits, teachers, and teacher educators, and thus provides important insights for the design of teacher education programs (Lawson, 1986). For example, if the university supervisor has encouraged the PT to concentrate on student learning and the cooperating teacher is concerned with how the PT takes role and turns in blue cards to the office, conflict can result. Zeichner and Tabachnick (1981) explain this as the "wash out" principle and conclude that PTs often dismiss what they have learned in the teacher education program and succumb to the demands of bureaucracy in the schools.

In addition to the different types, occupational socialization can be viewed from various perspectives: functionalist, dialectical, and critical. A functionalist views socialization as a passive process in which the prospective teacher learns proper role expectations and conforms to the values, beliefs, and teaching behaviors of others rather than developing their own teacher role identity and autonomy (Yee, 1969). The functionalist investigates the socialization process as an observer, seeks to explain particular phenomenon, focuses on central tendencies, and de-emphasizes complexity (Zeichner & Gore, 1990). In this view, one would have a very limited outlook of PTs' potential development in an early field experience.

A dialectical perspective of socialization contrasts with the above by focusing on the teacher as an active agent and the interaction between individuals, society, and institutional influences. The prospective teacher is a recipient and a creator of personal values (Templin & Schempp, 1989). Hence, the researcher would view the PT as a powerful socializing agent and investigate links between environmental demands and biographical characteristics.

The critical approach to teacher socialization is similar to the above, but differs as it places a specific emphasis on transforming existing school cultures to meet the variety of needs of different learners and teachers. In this view, socialization is historically produced and socially constructed and would involve creating PETE programs that foster opportunities for prospective teachers to question and challenge current practices in light of their personal perspectives on teaching physical education (Dewar, 1989). The dialectical and critical perspectives on socialization served as the basis for this study.

With the presentation of the definitional overview of socialization, it is essential to address socialization in respect to physical education. The

research in physical education has shifted over the last two decades from a functionalist to a dialectical perspective. Furthermore, it has focused on three phases: recruitment, professional preparation (preservice), and influence of the school setting (induction and inservice) (Templin & Schempp, 1989).

The preservice or professional phase was the focus of this study. Zeichner and Gore (1990) identified three components that influence professional socialization during preservice training: general education courses completed outside the education department, methods and foundations courses, and field experiences. Although the process of socialization is long-term, complex, and begins well before students enter teacher training programs (Lortie, 1975), field experiences play a significant role in the socialization which occurs during teacher preparation (Dodds, 1985, 1989; Zeichner, 1987).

Socialization in Field Experiences

Since few studies exist in the physical education literature on the socialization process during the early field experience, findings from the student teaching experience are included as well. An attempt was made to refer to the findings as specific to an early field experience study when appropriate. There are many possible influences on PTs in field experiences, however, only the ones that are most influential and relevant to this study are discussed: the students in the schools, the self (preservice teacher), cooperating teacher, university supervisor, and the cultural clash.

Students in the schools as socializing agents.

PTs are highly influenced by students as they are confronted in field experiences (Curtner-Smith, 1996; Dodds, 1989; Schempp & Graber, 1992; Templin, 1979). This influence often focuses PTs' occupational perspectives away from student learning and toward classroom management (Placek &

Dodds, 1988) and discipline (Templin, 1979) as primary concerns. Research has shown that PTs in early field experiences are very attentive to pupils' responses to managerial and academic tasks. In some cases, however, they evaluated the responses subjectively rather than objectively when analyzing skillful movements (Allison, 1987; Bell et al., 1985). This lack of observation directed at pupil learning implies the need for guided observation during early field experiences.

Rovegno (1991) used a guided learning-by-doing approach to help physical education PTs plan, teach, and reflect during an early field experience to see how they would respond to pupils and the learning environment. In turn, the PTs reconceptualized their teaching knowledge to go beyond presenting managerial and academic tasks to perceiving the learning environment as more goal oriented and linked to their actions as teachers. Likewise, a most recent investigation of the impact of an early field experience on preservice physical education teachers' conceptions of teaching indicated that a highly supervised early field experience in which PTs are provided opportunities for reflection can be successful in helping them to concentrate on effective teaching in terms of enhancing pupil learning (Curtner-Smith, 1996).

Preservice teachers as self socializing.

PTs enter teacher education programs with deeply rooted beliefs and perspectives on teaching (Lortie, 1975; Zeichner, 1987). With variations in personal biographies, the potential for conflict, competing messages, and challenges are overwhelming (Zeichner, 1987). PTs use various social strategies to survive during field experiences. Internalized adjustment occurs when PTs adopt the values, beliefs, and actions of the cooperating teacher. In contrast, they sometimes strategically comply by concealing their personal

teaching beliefs and adhering to different views with doubt (Lacey, 1977). Regardless of the coping strategy used, PTs are constantly reconfirming or confronting established teaching perspectives or forming new ones based on the complexity of environmental influences during field experiences (Dodds, 1989).

    <u>The cooperating teacher as a socializing agent.</u>

    The cooperating teacher has been repeatedly confirmed as the most powerful influence on PTs in field experiences (Dodds, 1985, 1989; Lacey, 1977; Templin, 1979; Zeichner, 1980). She/He can impact the PT in regard to pupil learning, orientations to teaching, and as a role model. Locke (1984) found that student teachers' perspectives revealed a custodial and authoritarian orientation and showed little relevance to student learning. Similar views on teaching have been illustrated by the "Busy, Happy, and Good" curriculum. Effective teaching and learning is associated with keeping pupils on task and enthusiastic rather than promoting physical or cognitive development (Placek, 1983). These orientations may be attributed to the cooperating teacher's perspectives on teaching .

    Despite what PTs have learned in the university setting, they many times mirror the activities of the cooperating teacher. This influence on physical education PTs is magnified by the lack of communication with other school personnel due to the physical isolation of the gym and extra duties during planning, lunch, and before or after school (Feiman-Nemser & Buchmann, 1987).

    Likewise, the dominant-subordinate relationship intensifies the cooperating teacher's influence. There is a power distribution between students and teachers at all levels of education in our culture. It is reflected in field experiences as PTs are subordinate to the cooperating teacher, school

administrators, and the university supervisor. This hierarchy of power makes it difficult for PTs to voice their opinions and beliefs about teaching, make successful role transitions from student to teacher, and challenge the conservatism and marginality that is characteristic of many physical education programs (Dodds, 1989). Differences in teaching perspectives and programmatic goals for cooperating teachers and university supervisors further complicates the formation of the PT's role identity during field experiences and can, in turn, impact the role of the university supervisor.

The university supervisor as a socializing agent.

Contending with the power of the socializing impact of pupils and the cooperating teacher in field experiences presents a great challenge for the university supervisor. She/He is, of course, part of the dominant-subordinate relationship discussed earlier. The research in physical education is almost non-existent in terms of the socialization impact of the university supervisor.

Brunell, Tousignant, and Pieron (1981) concluded that student teachers did not praise the supervisor's observations as beneficial to their teaching. In contrast, Tsangaridou and O'Sullivan (1994) used specific pedagogical strategies to enhance reflection among preservice physical education teachers in an early field experience. The findings suggested PTs "perceived the university supervisors as critical while learning to teach" (Tsangaridou and O'Sullivan, 1994, p. 24). Additionally, physical education students in an early field experience whose supervisors encouraged them to 'think' about their teaching responded favorably. The reflection opportunities allowed them to focus on details, look at teaching in a broader context, gain self confidence, and become more aware of their teaching (Sebren, 1995).

Cultural clashes as a socializing agent.

PTs experience conflicts or clashes among the various subcultures that exist in their lives. Playing the roles of student, teacher, athlete, and friend, is very demanding and overwhelming. Likewise, trying to fit into the culture of the university as well as the school setting is conflicting. They often feel like an outsider when they enter the preexisting culture in a school setting (Dodds, 1989).

This cultural clash or tension has been referred to as the "double bind" (Garrison, 1995). Lave and Wenger (1991) describe the double bind:

> Newcomers are caught in a dilemma. On the one hand, they need
> to engage in the existing practice, which has developed over time: to
> understand it, to participate in it, and to become full members of the
> community in which it exists. On the other hand, they have a stake in
> its development as they begin to establish their own identity in its
> future. (p. 115)

The transition from the university to the school setting may be less difficult for those PTs whose prior beliefs have not been identified, challenged, or changed by the teacher education program. Learning to teach in a physical education program that resembles the one where they were taught may not create any conflict for them. In fact, it may even reconfirm their prior beliefs and cause a dismissal or 'wash out' (Zeichner & Tabachnick, 1981) of programmatic goals supported by the university.

Field experiences have the potential to bridge the gap between the school setting and the university when similar programmatic goals are supported (Curtner-Smith, 1996). When they are not, however, PTs whose beliefs are congruent with the university teacher education program are

presented with conflicting norms. Thus, forming their own teacher role identity is further complicated and impeded.

<div align="center">Supervision and Reflective Practices in Teacher Education</div>

The task of preparing the reflective practitioner is hardly easy (Rovegno, 1992). In attempting this challenge, it is necessary to analyze the role of the supervisor in promoting reflective thinking. Although the university supervisor has many responsibilities and roles, this section will focus mainly on the attention to conferencing, craft knowledge, and qualities of a supervisor in promoting reflective thinking in PTs during early field experiences. Related research will also be presented.

Supervisory Conferences

Imagine the following scenario: The supervisor enters the physical education class with a clipboard that contains a systematic observation sheet. She/He observes the PT's lesson by concentrating solely on the efficiency of performance in the technical skills of teaching and holds a post lesson conference with the PT. She/He begins the conference by going over the systematic observation sheet (use of time, feedback, and content development) and then tells the PT what she/he did wrong and how to correct the teaching behavior for future lessons. The supervisor leaves and this process continues throughout the semester.

Traditional supervision techniques, as the one described above, present teaching as a blueprint, a prescription to follow that will result in effective teaching. This nature of discourse in supervisory conferences has concentrated on observable teaching behaviors and attitudes rather than cognitive processes or knowledge development (Dunne, 1994). The concept of reflective thinking warrants equal attention to the latter.

The structure of the supervisory conference is a central aspect in promoting reflection during field experiences (Harvard, 1994). "Learning is prompted and sustained through communicative activities that highlight the need for structured discourse, practical reasoning, and argumentation on selected aspects of teaching that go beyond general conversation about teaching events" (Harvard, 1994, p. 126). It is the responsibility of the supervisor to assist the PT to see that as many experiences as possible contribute to the complex and multifaceted task of learning to teach; to make them meaningful through focused reflections; and to paint a picture of the reality of teaching as problematic and complex (Dunne, 1994).

Promoting reflection requires linking experience to thinking and learning processes by which PTs acquire and develop professional knowledge (Harvard, 1994). We can use Dewey's concept of the unity of the act and the differences between routine and reflective practice to provide the guiding principle for knowledge development. Harvard (1994) discusses the interdependence of thought and action and proposes three related areas: intellectual processes, performance, and the learner's organization of past experiences as knowledge structures. The relationship of these three characteristics helps to clarify the goal of the supervisory conference and provides a clearer understanding of how the PT learns to think about current educational practices and examines previous knowledge and experiences to change practice.

Various techniques such as cognitive coaching, modeling, and structured discourse can be employed for assessing the PT's integration of the aforementioned characteristics. The supervisor is mainly concerned with analyzing and restructuring of knowledge as it is presented in the language and actions of the PT. In other words, the supervisor must be reflecting in

action while guiding the PT. In this way, the supervisor can see how the intellectual processes become powerful mediators of action and experience (Harvard, 1994). The student's emerging capacity to relate knowledge and performance allows her/him to evaluate professional practice and become an autonomous and independent learner. The movement through the zone of proximal development or bridging of knowledge (Vygotsky, 1978) determines the quality, purpose, and outcome of the supervisory conference (Harvard, 1994).

<u>Craft Knowledge</u>

The supervisor must be concerned with the PT's attention to craft knowledge accessed by modeling the cooperating teacher. The PT observes the cooperating teacher and often mimics the teacher's actions. Although craft knowledge can provide a starting point for relevant learning, it is the assumption that learning to teach is following a set of clearly designed tasks and is adequately achieved by observing, assisting, and working with an experienced teacher that raises questions and speculation about this orientation. The experienced practitioner whose craft knowledge of teaching is mainly composed of routinized activities has difficulty in recognizing the need to discuss 'why' something was done a certain way (Dunne, 1994). Accepting craft knowledge as the dominant means to effective teaching destroys the unity of the teaching act.

It is the supervisor's challenge to get the PT to internalize and acknowledge aspects of teaching beyond craft knowledge. Getting the PT to reflect on teaching is a most crucial step in developing teacher autonomy and role identity (Solmon et al., 1991). This is especially important during the early field experience when many PTs have only those experiences and a knowledge base from the apprenticeship of observation (Lortie, 1975) to

critically analyze and distinguish effective from ineffective teaching behaviors.

Theoretical Support

The concept of reflection in supervision is under girded by theories in cognitive psychology (constructivists and experiential learning) and critical theory. In the constructivist or contextualist (Vygotsky) view, the teacher learns from experiences through the construction of mental representations of their personal meanings. The mental representations go into memory storage to be revised and used later as experience dictates (Colton & Sparks-Langer, 1993).

Vygotsky's (1978) notion of the zone of proximal development can be applied to help explain the supervisor's role during conferences. After analyzing what the PT understands about the teaching process through an initial discussion and questioning, it is the supervisor's responsibility to build the bridge from that knowledge to new understandings. This bridging occurs in the zone of proximal development (Vygotsky, 1978). In the zone, the discourse begins between minds (intermental plane) and then proceeds to the PT's internalization (intramental plane) of thoughts and analysis of the teaching episode. The level of consciousness of how learning is taking place is enhanced through language.

It is a complex and unclear challenge to intricately move the PT through the zone of proximal development. It has helped me to try to use the same language and format of reflecting in conferences that the PTs use in their written reflections. First, I use language and discourse to guide the PT to describe the meaningful event. Next, the PT is encouraged to justify the actions taken by providing a logical rationale. Last, the PT is asked to critique or evaluate the action. Throughout the field experience, the supervisor tries

to relinquish more responsibility for decision making to the PT. Finally, it is hoped the PT will have acquired the knowledge structures to interpret information, set individual goals, engage in self assessment, and think independently (Colton & Sparks-Langer, 1993).

The reflective approach in the supervisory conference is further supported by Collins, Brown, and Newman's theory of situated cognition that suggests activity and perception are prior to conceptualization. The theory represents a model of cognitive apprenticeship that sees learning embedded in activity in the social and physical context (Harvard, 1994).

Likewise, the experiential learning theory (Kolb, 1984) describes the cognitive processes engaged in decision making in the social construction of learning. The learning cycle involves four modes of learning:

1) Concrete experience - The PT is involved in the experience and attends to a critical incident.

2) Reflective observation - The PT analyzes the information to gather mental representations to interpret the situation. In this step the professional knowledge base is mentally confronted to see if any available information is relevant.

3) Abstract conceptualization - Once the situation has been defined or conceptualized, hypotheses are developed to guide action.

4) Active experimentation - After considering the consequences of each action, the PT then acts.

This learning cycle repeats itself until eventually the PT can go into their knowledge storage to make decisions and thus skip so many trial and error episodes. Dewey (1916/1944) explains the process by saying, "If it brings certain consequences, certain determinant changes in the world, it is accepted as valid. Otherwise, it is modified and another trial made" (p. 151). The

supervisor monitors the PT's conceptual change by focusing on the movement between and in these phases of learning.

Last, critical theory helps to explain the supervisor's role in guiding reflection on teaching. The theory involves viewing education as a means to develop intellectually, morally, and socially, and aims at social transformation to increase justice, freedom, and equality (Zeichner & Gore, 1990). Reflection applied in the critical theory considers multiple perspectives involving social and moral consequences of decisions (Colton & Sparks-Langer, 1993), views knowledge and teaching as problematic phenomena, and gives voice to teachers (Dunne, 1994).

Qualities of the Supervisor in Promoting Reflection

Although there is very little empirical data to explain and support personal qualities of the supervisor that may enhance reflection among preservice teachers, I will share those found in the literature to be personally helpful. I will also discuss others I have experienced.

Self reflection.

Promoting reflection during supervisory conferences renders the need for simultaneous reflection of the supervisor and the PT (Dunne, 1994). For instance, when conferencing with one PT, I thought he would immediately be able to make the connection between his teaching behaviors and cognitions about his lesson, but he could not. I had to immediately reflect in action to get him to a point where he could begin to make the connection. In this sense, professional learning consists of the progressive, ongoing modification of the PT's and the supervisor's intellectual processes.

Interpersonal skills.

The supervisor must model and practice communication strategies such as active listening and body language to build rapport and trust. A

comfortable working relationship is essential for movement through the zone, the encouragement of risk taking, and the competence needed to provoke change (Colton & Sparks-Langer, 1993). It is also necessary for the supervisor to provide guidance and support to keep the triad (PT, cooperating teacher, and university supervisor) relationship positive and productive (Harvard, 1994). Dodds (1985) suggests continuous and open dialogue with cooperating teachers to clarify positions, find common grounds, and discuss alternatives.

Open-mindedness.

Dewey (1916/1944) refers to openness of mind as "accessibility of mind to any and every consideration that will throw light upon the situation that needs to be cleared up, and will help determine the consequences of this way or that" (p. 175). When one walks into the physical education class as supervisor, it is essential that she/he is open to the context of the situation. If there is a predetermined vision of what is going to happen and how one will react, it may affect the ability to reflect in action as the situation arises.

Cognitive coaching.

Cognitive coaching requires the supervisor to ask open-ended and non-judgmental questions that encourage the PT to explain what and why they did and why the students reacted as they did. There is a minimum of direct instruction or analysis of the lesson by the supervisor. Instead, the PT is encouraged to think and become more conscious of her/his decision making processes (Colton & Sparks-Langer, 1993).

Observation skills.

The supervisor must be able to look at the contextual setting from multiple perspectives. This includes demonstration of proficiency in technical skills, students' actions and reactions, and various moral and ethical

issues of the setting. This requires a keen awareness of the environment (Colton & Sparks-Langer, 1993).

Expanded involvement.

The role of the supervisor expands far beyond placing PTs in the school setting, showing up once a week to observe and evaluate one lesson, and then returning to the university to carry on with other duties. Schools are much more open and responsive to collaborating with universities when a high level of communication exist. In turn, the supervisor must make efforts to establish relationships with administrators as well as teachers (Goodman, 1985).

Related Research

The role of the supervisor in promoting reflective thinking is not clearly identified or empirically sound at present. However, recent literature has placed an emphasis on the supervisor's role as a key factor in helping PTs develop the capacity to think (Byra, 1996; Nolan & Huber, 1989; O'Donoghue & Brooker, 1996; Sebren, 1995; Tsangaridou & O'Sullivan, 1994). Research in physical education has indicated indirect (Tsangaridou & O'Sullivan, 1994) and collaborative (Byra, 1996) supervisory approaches, rather than direct, may be more appropriate for enhancing reflective thinking in prospective teachers.

Reflection has been referred to as "the heart of clinical supervision" (Garman, 1986). Vonk (1996) wrote this about novice teachers:

Their capacity for reflection is rather limited, and is always connected with their practical experiences.... Obviously they will not refer to theory in order to develop that insight and understanding. Only when theory can be directly connected with their practical experiences - most often dealing with problematic situations for which they are trying to

find a solution - and can provide an explanation for, and/or a perspective on, a solution, will it be accepted by the novice teacher. (p. 127)

Reflective Teacher Education

Although there has been an abundance of informative literature written about reflective teacher education (Harvard & Hodkinson, 1994; Schon, 1983, 1987; Tabachnick & Zeichner, 1991; Valli, 1992) and many teacher educators value reflection as a means of enhancing professional development (Gore & Zeichner, 1991), empirical data to inform reflective educational practices is meager (Richert, 1990; Zeichner, 1987). A few studies, however, have indicated the benefits of using various instructional strategies to help PTs reflect on their teaching (Byra, 1996; Goodman, 1986; Tsangaridou & O'Sullivan, 1994; Wubbels & Korthagen, 1990).

Goodman (1986) described an early field experience designed to help PTs become more reflective and empowered as knowledge generators. He recognized professional autonomy and creativity as potential benefits as the students designed a comprehensive unit of study and reflected upon the educational and social implications of the units as well as the technical implementation. It was suggested that the early field experience broadened the students' conceptions of teaching beyond managerial and instructional tasks.

With an emphasis on the effects of teacher education programs designed to promote reflective teaching among prospective teachers, Wubbels and Korthagen (1990) investigated the reflective attitudes, perceptions of interpersonal relationships, and job satisfaction of two groups of graduates. No significant differences were found with respect to reflective attitude, which was disappointing, but the graduates of the program that promoted

reflective teaching exhibited more job satisfaction and better interpersonal relationships. The findings of this study could not be solely attributed to the effects of the teacher education program. The researchers suggested future research that takes into consideration the specific characteristics of the teacher education program designed to promote teacher reflection.

While some researchers have indicated the positive influence of reflection on the preparation of prospective teachers, Calderhead (1992) suggested PTs are resistant to and do not view reflection as a valuable learning process. Likewise, the process of encouraging reflection among preservice teachers has been found to be complex and difficult (Rovegno, 1992; Zeichner & Liston, 1987).

Reflective Teacher Education in Physical Education

Similar to the case in general education, PETE researchers have referenced reflection on teaching, but once again there is a paucity of empirical studies to direct teacher education practices (Byra; 1996; Gore, 1990, Rovegno, 1992; Sebren, 1995; Tsangaridou & O'Sullivan, 1994). Rovegno (1992) experienced the difficulties of promoting reflective capabilities during a methods course as she found one female preservice physical education teacher who preferred received knowledge, "a perspective from which women conceive of themselves as capable of receiving, even reproducing, knowledge from the all-knowing external authorities but not capable of creating knowledge on their own" (Belenky, Clinchy, Goldberger, & Tarule, 1986, p. 15). Another study concerning PTs' knowledge development during a field-based methods course indicated linkages between reflection and advanced knowledge acquisition. It was suggested that reflective teaching may be more appropriately promoted during the later stages of teacher preparation (Sebren, 1995).

An investigation of PTs reflections during a pedagogy course lead to differences in what and how prospective physical education teachers reflected on teaching. The PTs labeled as recalcitrant rejected reflection on teaching and focused mainly on technical skills. The second group, acquiescent, characterized the PTs who exhibited little need for reflection to question the current purposes of schooling and reflected somewhat beyond technical aspects. The last group, committed, were those PTs who valued learning through reflection and focused on critical aspects of teaching as well as technical (Gore, 1990).

Until recently, there has been little or no empirically sound evidence in PETE research for promoting reflective abilities in PTs. However, Tsangaridou & O'Sullivan (1994) conducted a study that described how specific reflective pedagogical strategies influenced PTs to reflect on practice. The findings supported the positive influence of such strategies and the Reflective Framework for Teaching in Physical Education (RFTPE) was developed. Several other conclusions were drawn. First, "reflection can be a learned enterprise that can lead to professional growth and development" (Tsangaridou & O'Sullivan, 1994, p. 26). Next, the PTs attended mostly to the technical skills of teaching as the focus of reflection. This was attributed to the early field experience as the first experience in the schools teaching children and thought to be logical. However, the researchers did note that PTs should be encouraged to view teaching from a variety of perspectives throughout the teacher education program. Lastly, the supervisory process was reported as an essential element in enhancing reflective abilities in PTs. An indirect, rather than direct, type of supervisory process may be more appropriate in encouraging reflection (Tsangaridou & O'Sullivan, 1994).

Byra (1996) utilized the RFTPE (Tsangaridou & O'Sullivan, 1994) to analyze postlesson significant event and video-commentary assignments when two different postlesson conferencing strategies, directive and collaborative, were employed. The results indicated that the PTs in the collaborative conferencing group broadened the scope or focus of their reflections beyond the technical skills of teaching to include critical aspects of schooling. However, the findings further suggested that the two types of supervisory conferences did not elicit variations in the PTs' level of reflection on teaching.

Summary

This chapter has provided an overview of some of the literature that is related to teacher development, the socialization of PTs, supervision and reflective practices in teacher education, reflective teacher education, and related studies in physical education. The aforementioned themes served as a foundation for conducting the present study. The next chapter focuses on the methodology employed in the study.

CHAPTER 3

Methodology

The purpose of this study was to gain insights into the process of guiding reflection during an early field experience of preservice teachers (PTs). Three research questions provided the instigation for the study: 1) What is the nature (focus and level) of PTs' reflection on teaching? 2) What aspects of the teaching/learning environment are reflected upon as meaningful for the PTs' professional development during the early field experience? 3) What are the PTs' views on the value of guided reflection for their professional development? These are three of the five originally proposed questions.

It was my original intent to describe in detail the process used during the early field experience to guide reflection on teaching. This would have included influences on PTs' reflective analysis and teaching conceptions; changes in teaching conceptions; and the transaction of reflective thinking to and from the teacher educator and the PTs. However, it was not possible to describe the entire process in this report because of the magnitude of information collected and my professional opinion that it was more logical to first describe the nature of PTs' reflection on teaching and the instrument employed to facilitate the reflective process. Thus, this report focuses on one aspect of a very large process and additional information will be presented in future reports. The purpose of this chapter is to explain how the research questions were answered. It includes the research design, research orientation, participants, research context, procedures, sources of data collection, analysis of data, and data trustworthiness.

Research Design

We see before us several pieces of artwork. We begin to interpret the meaning of a particular piece through the lens of our own personal experiences. The artist has provided us a vehicle for learning, analyzing, and interpreting our own personal lives. Each may have different interpretations of the artwork and thus the construction of meaning may as well differ. The commonalty, though, lies in that each of us has reflected on our own personal life, and it is through those lens of personal experiences that we view the artwork.

There is yet another dimension of interpretation of meaning for this piece of artwork - the meaning constructed by the artist who lived the experience of painting it. Likewise, for researchers to observe and interpret the meaning of various teaching experiences, disregarding the interpretations of those who live the experiences, presents an incomplete piece of art, an incomplete description of the true meaning of lived teaching experiences.

The above analogy illustrates the need for a qualitative research design that allows personal expression of lived teaching experiences when investigating the nature of PTs' reflection on teaching. Qualitative research involves a descriptive, naturalistic approach to the subject under study. It entails a variety of empirical methods that describe problematic moments and meanings in individuals' lives. The qualitative researcher attempts to describe or interpret these meanings in natural settings (Denzin & Lincoln, 1994). Qualitative research allows the researcher to investigate the complexity of the school setting, including the teacher, learner, and learning environment and enriches our knowledge base as we attempt to make sense of what happens to PTs during field experiences (Dodds, 1985).

A descriptive, qualitative research design was employed to answer the research questions in this study. The methods of analysis were used to describe the nature of reflection on teaching, meaningful aspects of the teaching/learning environment, and PTs' views on reflection when they were guided to reflect on teaching during an early field experience (EFE).

<u>Phenomenology: An Orientation Toward Research</u>

A descriptive study was appropriate for research with a phenomenological perspective as participants were asked to express the lived meanings they gave to teaching experiences (Van Manen, 1990). Phenomenology as a philosophical tradition was introduced by Husserl (1913/ 1962) to mean the study of how people use their senses to experience a phenomenon, but that experience must be described, explicated, and interpreted. It is important to note that this study employed a phenomenological perspective or focus to arrive at the essence or meaning of the experience of teaching. I did not use phenomenology to philosophically justify the method of qualitative inquiry. "One can employ a general phenomenological perspective to elucidate the importance of using methods that capture people's experiences of the world without conducting a phenomenological study that focuses on the essence of shared experience" (Patton, 1990, p. 71).

A phenomenological perspective to qualitative research allows the examination of "how human beings construct and give meaning to their actions in concrete social situations" (Denzin & Lincoln, 1994, p. 204). "Human life needs knowledge, reflection, and thought to make itself knowable to itself, including its complex and ultimately mysterious nature" (Van Manen, 1990, p. 17). Phenomenologically focused research questions investigate the meaning and significance of certain phenomena, provide

insight and understanding of human experience, and allow for a description of lived meanings (Van Manen, 1990). The researcher is then guided by the structure and essence (meaning) of experience of a particular phenomenon for an individual or a group of people (Patton, 1990). For this study, teaching was the phenomenon of interest and preservice physical education teachers were the participants.

<u>Participants</u>

The participants were chosen based on the purposeful sampling technique. The rationale for purposeful sampling was to select participants who would illuminate the questions under study. In this regard, I was searching for as much variety as possible. This type of sampling is typical for qualitative research (Patton, 1990).

Four junior physical education PTs participated in the study. They were selected on variation of gender (two males - one Caucasian age 21 and one African American age 25, and two females - both Caucasian and age 20 and 21), race, age, personal biographies, personal characteristics, and perceived academic ability. All participants were perceived to be committed to the teacher education program. Perceived commitment was determined by asking the prospective participants to place themselves on a scale of one to five in their desire to become a physical education teacher. Also, after instructing all four participants the previous semester in an introduction to teaching physical education class, it was my personal judgment as the researcher that they were dedicated students and were committed to the teacher education program.

Each of these participants varied in their personal biographies and in reasons for selecting physical education as a career choice. For example, Karrie, 20 years old, did not enter the physical education program via sport

socialization as do many prospective physical education teachers (Hutchinson, 1993; Lawson, 1986). Previously instructing Karrie in two physical education courses assured me that she did not enjoy team sports and she entered physical education because she cares about promoting physical activity and healthy lifestyles among youth. I also chose her as a participant because of her unique sense of caring and sensitivity she exhibited for other people. I had witnessed this attribute in previous classes and was curious to see how it would affect the focus of her reflection on teaching.

John is a 25 year old African American who entered the profession because of extensive participation in karate and didn't attribute his professional career choice to experiences during the apprenticeship of observation (Lortie, 1975) in physical education classes. Rather, he learned about teaching from observing his uncle teach karate. From discussions with other faculty members and my personal observations, John seemed to be very outspoken, self expressive, creative, and an elaborate writer. John also had diverse background experiences. I recalled several conversations in a previous class where John talked about traveling and meeting lots of different people because his father was in the service.

Contrary, it appeared that Ron, age 21, was a quiet student (didn't speak up much in class) and not very elaborate in his writing assignments. This seemed important because the nature of the EFE and this study required self expression through writing assignments. Ron also differed from John in that he grew up in a small town and had not experienced much cultural diversity.

In my conversations with Sally, age 21, it seemed she considered herself athletically skilled and had positive school physical education experiences. She did not enter college as a physical education major, but decided to change majors her sophomore year. In a previous class, I noticed

that she was very enthusiastic about teaching physical education and I thought she would willingly express her views about learning to teach.

As presented above, each of these participants exhibited various personal characteristics and academic abilities that I thought might help to enrich this investigation and lend insight into the reflective processes of PTs during an early field experience. The selection of these participants was also contingent upon enrollment in the Physical Education Teaching Practicum for the fall semester, 1996. The participants were informed that confidentiality of results would be maintained and anonymity would be established by using pseudonyms for any data presentation. All participants completed an approved informed consent form (see Appendix A).

<div align="center">Research Context</div>

This study was conducted at a large university, approximately 25,000 students, in the southeastern part of the United States. The Physical Education Teaching Practicum is an early field experience (EFE) designed to provide practical teaching experiences in the public schools before student teaching. The practicum was comprised of weekly on-campus seminars for the first three weeks and twice each month thereafter, approximately four hours of weekly observation/teaching in the public schools, and a weekly email discussion group. The first half (five weeks) of the field experience was spent at a K-5 elementary school and the second half (five weeks) at a secondary (ninth grade) school.

Shared Placement

The researcher chose to use the same school site for all four PTs as this type of organization of a field experience can have several advantages for guiding reflective teaching. In their discussion on educative communities and the development of the reflective practitioner, Bullough and Gitlin (1991)

stated the following: "Through sharing a placement, group members have increased opportunity to interact with one another but more than this they have the opportunity to explore meanings and differences in meanings based upon very similar experiences" (p. 45). Other advantages include the development of trusting relationships that allow the participants to openly discuss preconceptions they bring with them into the program; the establishment of group identity, thus weakening the extreme individualism and competitiveness that often characterizes training approaches to teacher education; and the enabling of teacher educators to build collegial relationships with cooperating teachers, thus providing closer links between university coursework and field experiences (Bullough and Gitlin, 1991).

Teaching Skills Class

These four physical education majors were concurrently taking a theoretical class on teaching skills. The teaching skills class had two major components: a lecture/discussion component held in the classroom and peer laboratory teaching held in the university gymnasium. The class focused mainly on efficiency in the technical skills of teaching.

Supervisory Process

The PTs in this study were intensively supervised. Physical Education Teacher Education (PETE) research suggests close supervision is essential to the overall quality of the EFE (Bell et al., 1985; Dodds, 1985, 1989; Placek & Silverman, 1983). The EFE was supervised by the university supervisor and somewhat by the cooperating teacher(s) using a concept (Garman, 1986), rather than a format (Cogan, 1973), approach to clinical supervision. "In this context the function of the clinical supervisor is to provide the teacher with collaborative help that encourages the teacher to become the primary knowledge generator" (Garman, 1986, p. 18). Postlesson group conferences,

including all four PTs, the cooperating teacher(s), and university supervisor, were held at the school site after each observation/teaching experience. They generally lasted 30-45 minutes.

Procedures

The participants spent three weeks attending on-campus seminars before they entered the placement site. Following the advice from Tsangaridou and O'Sullivan (1994), class discussions concentrated on "how to view and interpret teaching from a variety of perspectives" (p. 26). Week one focused on presenting teaching as a complex phenomena. The discussion was lead by the following question: What kinds of events occur in the teaching/learning environment that affect teacher decision making? Week two centered on classifying the kinds of events that can affect teacher decision making into three categories: technical skills, situational aspects, and sensitizing issues. In groups of four, the PTs brainstormed different aspects of the teaching/learning environment they might perceive as influential or meaningful for their decision making and categorized the events. Each group posted and presented their responses. A composite of all PTs' brainstorming of categorized events are shown in Appendix B. During the third week of the on-campus seminar, reflective teaching was introduced and the Reflective Framework for Teaching in Physical Education (Tsangaridou & O'Sullivan, 1994) was presented as a guide for completing reflective assignments (see Appendix C). The PTs were given specific instructions (see Appendix D) on the format to use when writing about the meaningful events that occurred during the school observations and teachings.

The nature of reflections were determined by using the Reflective Framework for Teaching in Physical Education (RFTPE). The framework was conceptualized and developed after reviewing the literature on reflective

teaching. "The framework is a conceptual vehicle that describes the content of prospective teachers' reflection and the nature of that reflection" (Tsangaridou & O'Sullivan, 1994, p. 18). The nature of reflection includes the focus and level. There are three foci of reflections: 1) Instructional or managerial aspects of teaching are considered <u>technical</u>; 2) Contextual issues of teaching characterize <u>situational</u> reflection; and 3) <u>Sensitizing</u> reflection is concerned with social, moral, ethical, or political aspects of teaching. The definition of level of reflection is represented by a description (descriptive information of an action), justification (logic or rationale of an action), and critique (explanation and evaluation) of the teaching event (Tsangaridou & O'Sullivan, 1994).

The PTs were given three reflective assignments that involved using the RFTPE to guide their reflective analysis of teaching: 1) reflective journals; 2) videotape analysis; and 3) peer observation/reflection. Reflections for each school visit were written and placed in the reflective journal. The PTs were instructed to write about the specific aspects of the teaching/learning environment that were most meaningful to them for their professional development. The meaningful event could result from anything observed or experienced in the teaching/learning environment. They were not instructed on how many they had to have, but were encouraged to try to choose at least three events that were the most meaningful for them. Based on these instructions, they all had at least three each week and a subsequent video analysis assignment elicited as many as 13 meaningful events. The categorization of the meaningful events was determined by the PT's interpretation of the focus of the event and his/her understanding of the reflective framework. Each PT coded the nature of the reflection as technical, situational, or sensitizing. They were encouraged to include all the levels

(description, justification, and critique) in the reflection as it was presented to them on the instructional format sheet. The reflective journals were maintained throughout the EFE and turned in weekly for the first three weeks and every other week thereafter.

Two additional reflective assignments, a videotape analysis and peer observation/reflection, occurred during the last school visit at the elementary level. Each PT taught a thirty minute lesson that was videotaped. They were instructed to use the RFTPE to analyze the lesson. Specific instructions are shown in Appendix E. They were given the peer observation/reflection assignment on the same day. While they were not teaching, they were critiquing each other using the RFTPE as a guide. See Appendix F for specific instructions on the peer observation/reflection assignment. The peer observation/reflection and the reflections from the videotape analysis were placed in the reflective journals.

During the elementary school portion of the EFE, the PTs moved through a teaching progression from observing, assisting, teaching small groups, team teaching the entire class, to teaching the entire class alone. It was hoped that the same progression could be followed at the high school level. However, contextual variables such as scheduling of teaching health and PE, becoming acquainted with the procedures or custodial duties (roll taking, counting points for dressing out properly, and turning in blue cards) of secondary physical education, and missing school visits due to attending a state physical education conference and a snow day created the need for more observing/assisting than actual teaching time. Thus, the same teaching progression was not possible. The PTs, however, did get the chance to teach parts of several lessons and team teach a basketball lesson. They had planned to teach a health lesson on their last school visit, but school was closed due to

a snow day. The visit could not be made up because of the ending of the university semester and exam schedules.

Sources of Data Collection

Multiple data sources were used to answer the three research questions. Interviews, reflective journals, videotaped lesson, and field notes were used as data sources.

Interviews

Language as a mediating tool was employed in the methodology for this study. Interviewing is a process used to gain understanding of one's interpretation and meaning of life experiences (Bogdan, & Biklen, 1982). Spoken words reflect a person's consciousness (Vygotsky, 1986). "The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understandings in their own terms" (Patton, 1990, p. 290). Three in-depth interviews were conducted with each participant before, during, and after the EFE. The interviews were tape-recorded and transcribed for later analysis. A fourth interview was conducted approximately ten weeks after the EFE by an individual who had no affiliation with the study.

The first interview occurred before the PTs entered the placement site for the field experience. The general interview guide approach (Patton, 1990) was used to elicit statements about the prospective teachers' backgrounds and preconceptions of teaching physical education. The questions and conversation focused on the participants' personal biographies and subjective warrants. Assessing personal biographies has been reported in the PETE literature as a useful strategy in promoting reflective practice, and thus, self understanding (Solmon et al., 1991). Subjective warrant is defined as "a

person's perception of the requirements and benefits of work in a given profession, weighed against self assessment of aspiration and competence" (Lawson, 1986, p. 109). Reflecting on PTs' subjective warrants may enable clarification of career decision, allow teacher educators to understand PTs' preconceptions, and may guide program planning in teacher education programs (Hutchinson & Buschner, 1996). The questions for interview guide one are in Appendix G.

The second interview was conducted at the end of the elementary portion of the EFE. The same interview approach was used. It focused on the influence of guided reflection on PTs' conceptions of teaching, the value of guided reflection, and perceived influences on reflective analysis and conceptions of teaching during the elementary field experience. Refer to Appendix H for guiding questions.

The third interview occurred at the end of the secondary field experience. Again, the general interview guide approach (Patton, 1990) was employed. Topics of discussion included: the PTs' perceptions of the secondary experience; the value of using the RFTPE as a guide to reflect on teaching and the specific reflective assignments; and perceived influences on reflective analysis and conceptions of teaching during the secondary portion of the EFE. See Appendix I for the interview guide.

The last interview was conducted approximately ten weeks after the EFE by a professional peer who had no involvement or interest in the study. The purpose of this interview was to strengthen the design of the study by establishing data trustworthiness. The topics included in interviews two and three were briefly revisited during a final member check. The interviews were audio taped and lasted approximately 15 minutes.

Reflective Journals

The use of journals may contribute to the process of teacher development as PTs reflect on teaching experiences and try to discover new relationships that might otherwise be overlooked (Van Manen, 1990). The content of the reflective journals was guided by the RFTPE (Tsangaridou & O'Sullivan, 1994). They contained weekly reflections, videotape analysis, and peer reflections. PTs were also ask to respond to the following questions each week after they wrote the reflections: 1) How do you feel about this reflection? and 2) What are your views, feelings on doing these reflections? Participants maintained the journals throughout the field experience. The journals were collected and copied for data analysis.

Videotape Analysis

The use of video commentaries for analysis has been found to be promising for facilitating reflection to improve instruction (Wildman & Niles, 1987). Furthermore, the participants in Tsangaridou & O'Sullivan's (1994) study reported video analysis as a useful strategy for thinking about their teaching. It was used in this study as a pedagogical strategy to enhance reflective analysis of teaching.

The participants were asked to reflectively analyze (see Appendix E) a thirty minute videotaped lesson of their teaching that occurred during the fifth and last school visit at the elementary level. The PTs were responsible for teaching the entire class alone, but with the understanding that the other PTs, cooperating teacher, and university supervisor were there if they needed suggestions or help in any way. Since these PTs had not yet taken an elementary curriculum and instruction class, they were given a lesson plan to guide them in their content selection. A written reflection from the lesson

using the RFTPE (Tsangaridou & O'Sullivan, 1994) was turned in and copied for data analysis.

Field Notes

Field notes can serve as a fundamental data base in qualitative research as they contain descriptions of observations and experiences, quotes from the participants, the researcher's feelings, reactions, insights, and interpretations (Yin, 1989). Field notes and a researcher's journal have been reported as useful data sources for gathering qualitative information on PTs' reflection on teaching during an early field experience in physical education (Sebren, 1995). At the placement site, field notes were taken on supervisory conferences, observation of PTs' teaching experiences, and informal conversations. The university seminars and informal conversations at the university provided additional data. All field notes were typed and placed in the researcher's journal. Two columns were made using a Macintosh word 5.1 program. One column contained a description of events and the parallel column contained the researchers insights, feelings, and interpretations of what happened. The journal was maintained throughout the study.

Analysis of Data

The research questions for the proposed study are presented below so they can be referred to by number in the discussion of data analysis. I will match each question with a data analysis method and then specifically describe each method of analysis.

1) What is the nature (focus and level) of PTs' reflection on teaching?

2) What aspects of the teaching/learning environment are reflected upon as meaningful for the PTs' professional development during the early field experience?

3) What are the PTs' views on the value of guided reflection for their professional development?

Question One

Data for the first research question were gathered from the reflective journals, which included the peer observation/reflection and written reflections of the videotaped lessons. The nature of PTs' reflection on teaching includes the focus and the level of reflection. For the focus of reflection, the participants categorized the data according to their understanding of the RFTPE (Tsangaridou & O'Sullivan, 1994) and their interpretation of the meaningful event. The data were analyzed by counting the total number of meaningful events from each category of focus (technical, situational, and sensitizing) in the RFTPE for each participant.

The meaningful events that were obtained from each participant's reflective journal were recorded. These events along with the total from all participants were calculated and presented in a frequency and percentage chart (see Table 1 in Chapter 4). The data are presented for each PT to identify variations in foci and gain further insight into the nature of reflection. A cross-case analysis (Merriam, 1988) was then conducted by comparing the frequency and percentage of each participant's foci of reflection.

In terms of the level of reflection, the PTs were instructed (see Appendix D for specific instructions for the reflection format) to use all three levels of reflection when presenting a meaningful event. The analysis of the level of reflection involved nothing more than the researcher checking for understanding of each level and recording the use of each level for each meaningful event. Since all levels were used in all 202 (100%) pedagogical events, there was no table made.

Question Two

Data for the second research question were also gathered from the reflective journals. The purpose of the second research question was to further investigate the specific events the PTs referred to as meaningful for their professional development. The reflective framework (Tsangaridou & O'Sullivan, 1994) used to guide the participants' reflection was inductively developed and has established categories (see Appendix C). Hence, ethnographic analytic strategies (Goetz & LeCompte, 1981) were employed to subsequently extend each category of focus into subcategories and topics. Although the usage of these strategies are helpful in presenting the specific topics of PTs' reflection, it is essential to state that they are only peripheral to the main interest of this researcher. Presenting and describing the content of the participants' personal expressions are the primary focus of research question two.

The first strategy, typological analysis was applied to form the subcategories and topics. This entailed forming subcategories for each foci (technical, situational, and sensitizing) from the definition as presented by Tsangaridou & O'Sullivan (1994). For example, the definition of technical reflection refers to instructional and managerial aspects of teaching (Tsangaridou & O'Sullivan, 1994). Therefore, the subcategories in the technical focus are instruction and management. A definition for each subcategory was developed by the researcher for the purpose of further classifying the meaningful events into specific topics. Thus, within each subcategory, similar meaningful events were grouped by topics.

It should be noted that the data for each subcategory and topic were coded independently by the researcher and another individual who was familiar with the RFTPE and the coding scheme. The classification of data was

then checked for agreement or disagreement based on the definition of the subcategory and the specific topic of the reflection. Of the 202 total meaningful events, 194 were agreed upon when coded independently, yielding a 95% interobserver agreement. The eight events that were not initially agreed upon were further discussed by the two coders and agreement was reached for their classification.

A second ethnographic analytic strategy, enumerative systems, (Goetz & LeCompte, 1981) was then applied to the data. This involved calculating the frequency of subcategories and topics and percentage of each subcategory. Please see Tables 2-4 in Chapter 4 for illustration of the above analyses.

Question Three

In answering research question three, data from the reflective journals and second and third interviews were analyzed for each case (Patton, 1990). The interviews and reflective journals from each case were reviewed and comments relating to the views on the value of systemic reflection were first coded with a highlighting marker. The information from the reflective journals was typed, then cut and pasted with a Macintosh word 5.1 program. The highlighted information from the interviews was previously transcribed, so it was just cut and pasted into a word 5.1 document.

Because of the flexibility in the interview guide approach that was employed, answers from the participants were grouped by topics from the guide, but the data were not necessarily found in the same place in each interview (Patton, 1990). The data were then organized into a thematic order. Each case was ordered thematically according to the following: reflection on teaching; RFTPE as a pedagogical tool to guide reflection on teaching; the use of reflective journals; value of videotape analysis; and views on peer observations/reflections. After the individual case analysis, a cross-case

analysis was conducted (Merriam, 1988) to synthesize the data from each case for identifying either similarities or differences among the participants' views on the value of systematic reflection. For the cross-case analysis, the data from each participant were thumb tacked on large sheets of artist canvas board.

Individual case narratives are not presented as it was the purpose of this study to gain insights into the process of guiding reflection during an early field experience by describing the nature and specific aspects of PTs' reflection and reporting their views on the value of reflection on teaching. However, realizing that actions (teacher decisions) are unique to the individual and particular to the situation, the researcher thought possible individual variations in this study may lend insights for a future case study into reasons why a certain PT reflected as she/he did. Therefore, the nature of reflection and specific topics of reflection were presented for each participant for questions one and two. To make further comparisons, case and cross-case analysis were employed for analyzing the data in question three.

Data Trustworthiness

To reduce the likelihood of misinterpretation of data and ensure credibility of the results, triangulation and member checks were employed. Triangulation is the process of using multiple perceptions to clarify meaning, thereby, verifying the repeatability of an interpretation (Stake, 1994). The use of multiple data sources guarded against the accusation that the findings were a result of a single data source. The interviews, reflective journals, and field notes were compared and cross checked. Triangulation of methods (case analysis, cross-case analysis, and ethnographic analytic strategies) was also used to strengthen the design of the study (Patton, 1990).

Member checks were also used to ensure data trustworthiness or internal validity (Merriam, 1988). The participants classified each meaningful

event into one of the three categories of the RFTPE according to their understanding of the framework and interpretation of the meaningful event. Hence, the researcher checked for agreement on classification of each event by comparing the focus of the reflection to the definition of each category presented by Tsangaridou & O'Sullivan (1994). In only three of the 202 meaningful events did the researcher deem it necessary to ask the participant for further interpretation of the event and why it was reclassified into a particular category.

Final member checks, with two of the four participants, were conducted approximately ten weeks after the EFE. This process involved a colleague, who was not affiliated with the study, conducting a final interview. The topics included in interviews two and three were revisited during the interview sessions. This final member check was needed to help ensure credibility because I was the principal investigator of the study and also the EFE course instructor.

CHAPTER 4

Results and Discussion

The purpose of this study was to gain insights into the process of guiding reflection during an early field experience (EFE) of preservice teachers (PTs). The EFE was comprised of school observation/teaching experiences approximately four hours each week, bimonthly on-campus seminars, and a weekly email discussion group. Four junior physical education majors participated in the study. All four participants were concurrently enrolled in a teaching skills class derived from the knowledge base on effective teaching (Graham, 1992).

This chapter includes the data collected, illustrated by the voices and personal reflections of the PTs, from each research question and a discussion of the results of the study. It is divided into four sections that relate specifically to the research questions. Section I provides the nature of PTs' reflection on teaching. In Section II, I present specific aspects of the teaching/learning environment that are reflected upon as meaningful for the PTs' professional development during the EFE. The PTs' views on the value of guided reflection on teaching are highlighted in Section III. And finally, Section IV includes a discussion of the results of the study.

<u>Section I</u>
<u>Nature of Preservice Teachers' Reflection on Teaching</u>

This section addresses research question one: What is the nature (focus and level) of PTs' reflection on teaching? First, I will explain how the participants in the study were guided to reflect on teaching, followed by specific examples from the PTs' reflections. Then, the focus and level of reflection on teaching will be presented.

The nature (focus and level) of PTs' reflection on teaching was guided by the Reflective Framework for Teaching in Physical Education (Tsangaridou & O'Sullivan, 1994). "The development of this framework was an attempt to describe the focus and level of preservice physical education teachers' reflection" (Tsangaridou & O'Sullivan, 1994, p. 18). The definition of focus of reflection can be categorized as technical, situational, or sensitizing. Instructional and/or managerial aspects of teaching are considered technical. Contextual issues of teaching characterize situational reflection. Sensitizing reflection is concerned with social, moral, ethical, or political aspects of teaching. The level of reflection is defined by a description (descriptive information), justification (logic or rationale), and critique (explanation and evaluation) of an aspect related to teaching (Tsangaridou & O'Sullivan, 1994). Below are examples of each focus of reflection with all three levels illustrated. An example of a technical reflection would be:

Description: I had to teach the stop protocol again.

Justification: Since the children were rowdy and not listening to my command, 'stop', I had to revisit the stop protocol. The children did not want to do this, but when I said stop, none put their equipment down.

Critique: Once I practiced it with the class, they began to listen and stop activity. However, I think I should have practiced it more. (Sally, journal #5)

A situational reflection is represented by the following:

Description: During the activity time, I noticed most of the students were having trouble stepping with the opposite foot, so I tried to work with each one individually.

Justification: I thought individual attention would help these students, but I didn't realize that each student was having the same problem.

Critique: I thought this would help each student improve and successfully complete the activity. However, since it was the same basic problem for the entire class, I should have stopped them and demonstrated and explained it to the entire class. (Ron, Journal #3)

An example of a sensitizing reflection would be:

Description: There is one little girl in the class who seems afraid of me. The prior lessons, I noticed her shun from me. I reached out to touch her once and she pulled away. I didn't know what to do or think, so I just pretended it didn't bother me when it actually did.... I kind of got the notion that black people weren't too favored by her parents or friends. Well today, this particular kindergartner actually gave me five on the way into class. She hesitated for a moment, then went on to smack my hand. This sent a smile to my heart.

Justification: Now I tend to think that this little girl was either shy or afraid and is coming to the reality that I am not someone who is there to hurt her. I personally am glad to see this forward progress for I like it when the kids like me.

Critique: Finally, she has come to the point of trust where she can touch my hand. When trust is there, a lot more can be accomplished in the learning environment. Maybe one day enough trust will be there for me to position her hand for the overhand throw or whatever the case may be (trust is essential). (John, journal #4)

The above reflections are examples of the nature of PTs' reflection on teaching. The definition of each category of focus and level of reflection in the

RFTPE (Tsangaridou & O'Sullivan, 1994) is illustrated. The focus of the total pedagogical events will now be presented.

Focus of Reflection

The total pedagogical events derived from the reflective journals, which included the videotape analysis and peer observation/reflection, are illustrated in Table 1. Of the 202 events that the PTs chose to identify as having meaning (meaningful events), 84 (41.6%) were categorized as technical. The PTs referred to 69 (34.2%) situational aspects of teaching and 49 (24.2%) events represented sensitizing issues of teaching. The focus of reflection for each participant is presented for comparisons across cases.

Table 1
Focus of Preservice Teachers' Reflection on Teaching

Focus	Preservice Teacher									
	John		Sally		Ron		Karrie		Total	
	f	%	f	%	f	%	f	%	f	%
Technical	22	37.3	30	46.2	14	38.9	18	42.8	84	41.6
Situational	22	37.3	21	32.3	15	41.7	11	26.2	69	34.2
Sensitizing	15	25.4	14	21.5	7	19.4	13	31.0	49	24.2
Total	59	100.0	65	100.0	36	100.0	42	100.0	202	100.0

Data analysis indicated all four participants reflected on aspects of teaching that relate to each category of focus in the Reflective Framework for Teaching in Physical Education (RFTPE) (Tsangaridou & O'Sullivan, 1994). Two preservice teachers, Sally and Karrie, referred to technical aspects of teaching more frequently (46% and 43%) than they did situational or sensitizing. The PTs' attention to the technical aspects (42%) of teaching can be largely attributed to the teaching skills class they all were concurrently taking. It was derived from the knowledge base on effective teaching

(Graham, 1992) and focused mainly on efficiency in technical teaching skills. There were two class components, a lecture/discussion and peer laboratory teaching. The EFE (Physical Education Teaching Practicum) provided the opportunity for the prospective teachers to transfer and practice what they were learning in the theory class in the school setting.

The school setting or teaching context provided the focus of PTs' reflection on situational aspects of teaching. The teaching context accounted for 34% of PTs' reflection on teaching during the EFE. Data analysis revealed that two PTs actually reflected on contextually induced decisions as much as (John) or more frequently (Ron) than technical decisions. Ron talked about the context of teaching and said he was making decisions based on what the students were doing. "A lot of things happened that I didn't expect or didn't know how to handle. So, as they would come up, those were the things that really stuck in my head" (Ron, interview transcription).

The participants attended to sensitizing issues in teaching 24% of the time. As Table 1 indicates, all four PTs, with the exception of Karrie, reflected less in the sensitizing category than in the other two. Karrie is 20 years old and is different from many prospective physical education teachers in that her career choice was not based on sport socialization (Hutchinson, 1993; Lawson, 1986). She has never considered herself highly skilled at team sports, but she enjoys running, swimming, and tennis. Her interest in teaching physical education comes from a desire to promote physical activity and previous positive experiences with summer camp work. Karrie did not enjoy her high school physical education class and seems to have a sensitivity to lower skilled people. The following statement reveals her feelings: "I worked with the lower ability kids a lot and I guess by the classes I've taken here has made me have a different outlook on helping them and paying attention to

how people feel and other people's opinion" (Karrie, interview transcription). Many of her reflections and interview responses focused on sensitivity to people.

Interestingly, Ron reflected much less on sensitizing issues in teaching than the other participants. Although he attended to sensitizing issues only 19% of the time, he saw them as important in learning to teach. He commented: "I think they [categories in RFTPE] are all probably equal in teaching, but at the level we are at... I guess sensitizing is something you can see more after you feel more relaxed with the other two" (Ron, interview transcription). He also accredited the lack of focus on sensitizing issues to his background:

> I guess that might have a lot to do with background.... Just being where I've been in this area and maybe I don't see things that other people see. You know, that's normal to me where it may stick out to someone else.... Teaching is dealing with people and the more you've dealt with people, and different people, the better you are going to be with it.
> (Ron, interview transcription)

It should be noted that the focus on sensitizing aspects of teaching was not prevalent throughout the teacher education program. The attention to these issues may partially be a result of one instructor in one class attempting to present teaching from multiple perspectives. Since the PTs were learning the importance of the technical skills in the three hour theory class and observing/teaching in the school setting to become familiar with the context of teaching, the instructor focused on social, moral, ethical, and political aspects of teaching during the EFE on campus seminars and the email discussion group.

<u>Level of Reflection</u>

All four PTs demonstrated the ability to describe, justify, and critique all 202 meaningful teaching events. Although the other PTs enrolled in the EFE were not included as participants in the study, they were given the same reflective assignments. Likewise, they indicated the ability to analyze their teaching through describing, justifying, and critiquing meaningful events.

This is important because previous research has indicated differences in the level of prospective teachers' reflective analysis on teaching when specific reflective pedagogical strategies were used to guide reflective thinking. Tsangaridou & O'Sullivan (1994) found that the group that was given new reflective assignments and challenging questions reflected using all three levels (description, justification, and critique) 65% of the time, whereas, the group that was given the regular course's reflective assignments represented all three levels in only 6% of their reflection on teaching. The RFTPE was developed as a result of the above study and was employed as a pedagogical tool in the present study to guide the focus and level of preservice physical education teachers' reflection on teaching.

<div align="center">Section II
Meaningful Aspects of the Teaching/Learning Environment</div>

The purpose of Section II is to present the data responding to the following research question (#2): What specific aspects of the teaching/learning environment are reflected upon as meaningful for the PTs' professional development during the EFE? The specific aspects of the participants' reflection within each category (technical, situational, and sensitizing) of the RFTPE (Tsangaridou & O'Sullivan, 1994) are presented in Tables 2-4. The total pedagogical events from each category were classified into subcategories. The frequency and percentage of each subcategory are

shown. Within each subcategory, the frequency of specific aspects or topics of PTs' reflection is illustrated.

Specific Aspects of Preservice Teachers' Technical Reflection

Table 2 represents specific aspects of the PTs' technical reflection on teaching. Technical reflection refers to instructional and/or managerial aspects of teaching (Tsangaridou & O'Sullivan, 1994). Therefore, the technical reflections were categorized as either management or instruction. Of the 202 meaningful events, 84 were categorized as technical reflection. Refer to Appendix J for a definition of each subcategory and topic of technical reflection.

Management.

Within the technical category, 63% of the meaningful events were concerned with managerial issues. All four PTs cited rules, routines, and expectations the most frequently. Their reflections on this topic focused on entering and leaving the physical education class, starting and stopping signals, and how to get and what to do with equipment (Graham, 1992). The following meaningful event is an example of the PTs' attention to rules, routines, and expectation:

Technical - Description: When I said "stop", the children stopped jump roping. Then I said, "Put the ropes on the ground". Next I said, "Put them where you found them".

Justification: I did this because with kindergarten children, you have to have complete control from the start.

Critique: It was amazing! They did exactly what I said. It was wonderful. Hopefully, for my future teaching they will remember my way of teaching and they will follow my protocols. (Sally, journal #2)

Table 2

Specific Aspects of Preservice Teachers' Technical Reflection

Preservice Teacher	John	Sally	Ron	Karrie	Total	
	f	f	f	f	f	%(sub)
Management						
Rules, routines, and expectations	5	9	4	5	23	
Time management	0	2	0	1	3	
Behavior management	4	3	0	2	9	
Listening skills	1	0	0	0	1	
Learning pupil names	1	0	0	0	1	
Organization	1	3	2	2	8	
Back to the wall	1	1	2	2	6	
Safety	1	1	0	0	2	
Management subtotal	**14**	**19**	**8**	**12**	**53**	**63.10**
Instruction						
Selection of task	0	3	1	1	5	
Varying the task	1	0	0	1	2	
Assessment of learning	1	2	1	0	4	
Performance feedback	1	0	0	0	1	
Motivating pupils	0	0	1	1	2	
Demonstration	1	3	1	0	5	
Teaching for learning	1	0	0	0	1	
Content	2	0	0	1	3	
Planning	1	0	0	0	1	
Giving instructions	0	2	1	2	5	
Checking for understanding	0	1	0	0	1	
Set induction	0	0	1	0	1	
Instruction subtotal	**8**	**11**	**6**	**6**	**31**	**36.90**
Total Technical	22	30	14	18	84	100.00

The PTs also found it meaningful to discuss other managerial topics included in the teaching skills class: time management, behavior management, back to the wall, and safety. Reflection concerned with organization was mostly the PTs constructively criticizing how they organized the pupils for a particular activity. They also mentioned how to more effectively manage the class by using strategies to learn pupil names and enhance listening skills.

Instruction.

The prospective teachers reflected on instructional aspects of teaching 37% of the time within the technical category. A variety of topics were included with equal attention given to task appropriateness, demonstration, and giving instructions. The PTs were concerned with selecting tasks that were appropriate for the pupils to be successful and with giving clear, concise instructions the pupils could understand. The extract below illustrates this focus:

Technical - Description: I gave the directions for them [students] to weave in and out of the carpet squares and didn't show them an example.

Justification: I knew what I wanted them to do. They didn't completely understand weaving. Some were just running around and many were stepping on the carpet squares.

Critique: I should have checked to see what terminology they had learned. They didn't understand weaving, but would have understood zig-zag or curved pathways. Also, if I would have given them an example, they would have been more likely to understand. (Ron, journal #2)

The PTs reflected on other instructional skills from the teaching skills class as well: feedback, motivating pupils, planning, checking for understanding, and presenting an appropriate set induction. Additionally, they exhibited a concern for the choice of lesson content, student learning, and assessment of learning.

Specific Aspects of Preservice Teachers' Situational Reflection

Contextual issues of teaching represent situational reflection (Tsangaridou & O'Sullivan, 1994). There were many incidents that occurred in the teaching/learning environment that were unexpected or that the PTs could not prepare for by peer teaching at the university. Therefore, the nature of the teaching context yielded decisions that were considered meaningful for the prospective teacher's professional development. Table 3 represents specific aspects of the PTs' situational reflection on teaching. Sixty-nine of the 202 meaningful events were categorized as situational and subdivided into six subcategories within which the specific aspects of PTs' reflection are illustrated. The six subcategories under situational reflection are: management, instruction, pupil learning, pupil grade, physical teaching context, and general teaching context. Appendix K provides a definition of each subcategory.

Management.

The preservice physical education teachers referred to managerial aspects in the teaching context more than any of the other subcategories. They were mostly concerned with behavior management and realized the importance class control could play in the effectiveness of their teaching. John referred to nine meaningful events concerning behavior management that were contextually driven. This is interesting because he began the field experience with the perception he could approach elementary students as he

Table 3
Specific Aspects of Preservice Teachers' Situational Reflection

Preservice Teacher	John	Sally	Ron	Karrie	Total	%(sub)
	f	f	f	f	f	%(sub)
Management						
Time Management	1	2	1	0	4	
Behavior Management/ pupil Attitude	9	5	5	6	25	
Management subtotal	**10**	**5**	**7**	**7**	**29**	**42.03**
Instruction						
Demonstration	0	1	0	0	1	
Clear instructions	0	1	0	1	2	
Task Appropriateness	0	1	0	0	1	
Importance of alternative plan	0	1	0	0	1	
Instructing whole class	0	0	2	0	2	
New vocabulary word	1	0	0	0	1	
Instruction subtotal	**1**	**4**	**2**	**1**	**8**	**11.59**
Pupil Learning						
Learning cue reinforcement	2	0	0	0	2	
Engaged skill learning time	0	1	1	0	2	
Changed plan/pupil ability level	1	2	0	1	4	
Changed activity/ pupil understanding	0	0	1	0	1	
Changed plan/student choice	1	0	0	0	1	
Appropriate language	1	4	0	0	5	
Pupil success rate	2	1	1	0	4	
Pupil Learning subtotal	**7**	**8**	**3**	**1**	**19**	**27.54**
Pupil grade						
Dressing out	0	1	0	1	2	
Class materials	0	0	1	0	1	
Pupil Grade subtotal	**0**	**1**	**1**	**1**	**3**	**4.35**
Physical Teaching Context						
Moving equipment	1	0	0	0	1	
Safety	2	2	1	0	5	
Number of pupils	0	1	0	0	1	
Physical Teaching Context subtotal	**3**	**3**	**1**	**0**	**7**	**10.14**
General Teaching Context						
Special event day	1	0	1	0	2	
Decisions in unfamiliar situations	0	0	0	1	1	
General Teaching Context subtotal	**1**	**0**	**1**	**1**	**3**	**4.35**
Total Situational	22	21	15	11	69	100.00

does his adult peers assuming they would automatically listen to him. In his first teaching episode, he had little class control and did not use the teaching protocols or classroom management procedures that were explained in the teaching skills class. After this teaching episode, and a group conference with peers, the cooperating teacher, and the university supervisor, he quickly realized the importance of managing pupil behavior and began attending to it as meaningful for his professional development. He stated:

> I started off with a statement that really got the kids excited and didn't think to calm them down before proceeding. I might have forgotten this if we didn't have this discussion.... I seem to take for granted that these kids knew to listen and thought I knew their protocols - apparently not. Next time I will go over my protocols so that they will adhere to them or pay the price. (John, journal #2)

The other PTs also frequently reflected on the importance of class control and specifically the use of management protocols. The example below illustrates the prospective teachers' overall attention to behavior management:

> *Situational - Description*: When I was walking around the room helping individual students, one of the girls sat down on her carpet square and said she was going to take a rest. The little girl next to her said she was going to do the same thing.... At first I panicked because I didn't think that they were going to continue the activity and that them sitting down would cause a chain reaction throughout the class. Then, I sternly said they needed to get up and continue like the rest of the class.
>
> *Justification*: By being stern with them, they knew that I meant what I said and they were not going to get away with whatever they wanted.

Critique: This was one of the first times I have ever had a situation like that. I am learning that sometimes you have to be firm.... This is a very important issue in classroom control. (Karrie, journal # 3)

Instruction.

The second subcategory under situational reflection includes the PTs' reflections that are related to instruction. These reflections generally focused on the PT having to consciously change her/his original plan of instruction due to the reaction of the pupils. The PTs had to make quick decisions and think in the act of teaching regarding instructional aspects. The specific aspects or situations that occurred within this subcategory were classified as demonstration, clear instructions, task appropriateness, importance of alternative plan, instructing whole class, and teaching a new vocabulary word.

Pupil learning.

The subcategory pupil learning accounted for 28% of the PTs' situational reflection. The primary foci of reflection were using language that was appropriate for the level of the learner; changing the lesson plan due to observed pupil ability level; and showing a concern for pupil success rate. It was also meaningful for the PTs to reflect on aspects such as learning cue reinforcement, engaged skill learning time, and changing the lesson plan due to pupil choice and understanding. These reflections provide the impression that the PTs moved beyond a concern for their own survival and focused on pupil learning and how teachers relate to them (Fuller, 1969). Furthermore, the nature of these reflections do not seem to comply with the "busy, happy, and good" (Placek, 1983) orientation that has been found to dominate many preservice physical education teachers' thoughts about teaching.

Pupil grade.

Meaningful events referring to pupil grades consisted of 4% of PTs' situational reflection. The PTs expressed concern about the weight of pupils' grades placed on dressing out and bringing materials to class. They all occurred during the observations/teachings at the secondary level.

Physical teaching context.

The PTs attended to the physical context of teaching in seven reflections. Safety was described as an important aspect as they found themselves in situations where the equipment not being used needed to be put to the side or away; the physical arrangement of the class was a safety hazard; an accident forced an immediate need to make changes in class organization; and there was potential danger in the use of space to organize an activity. It was meaningful to John when he realized that pupils could be responsible for moving equipment instead of moving it for them. Karrie found herself in a situation where she had to make quick changes in the physical arrangement of the class because she had to teach more pupils than she had originally planned for.

General teaching context.

Only three of the 202 meaningful events were focused on the general teaching context. PTs realized, for example, that children may not be as attentive when there is a special event day at the school like the fireman and fire truck are there for the students to visit. Karrie commented about the difficulty of making decisions because of unfamiliarity of the general teaching context. She found herself in a situation where she didn't know how to handle a student who was told on by some other students for chewing gum. She critiqued this event by saying:

What I should have done was make the student spit out the gum. He was not only breaking a class rule, but a school rule as well. By ignoring the situation, this could have given the other students the idea that they could chew gum during class. I had never had an experience like this before, but I am really glad it happened because I know how to handle it better the next time. (Karrie, journal # 4)

Specific Aspects of Preservice Teachers' Sensitizing Reflection

Sensitizing reflection is concerned with social, moral, ethical, and political aspects of teaching (Tsangaridou & O'Sullivan, 1994). Of the 202 total meaningful events, 49 were categorized as sensitizing reflection. Table 4 represents specific aspects of the PTs' sensitizing reflection on teaching. The four subcategories are parallel to the definition of sensitizing reflection and include social, moral, ethical, and political. Appendix L provides a definition of each subcategory as it was used in this study to classify the meaningful events.

Social.

Thirty three (67% of sensitizing meaningful events) of the total 202 events were classified as social aspects of teaching. The four PTs attended to a variety of social events with gender issues frequently mentioned. Three of the four PTs, both male and female, reflected on aspects related to gender. Some of the reflections exhibited a concern for fostering social equality in terms of gender in the physical education class. The example below illustrates this view:

Sensitizing - Description: Both Sally and I worked with the girls and John and Ron [pseudonyms] worked with the boys.

Justification: I am not sure why we divided like this. It just kind of happened. I guess this is the group each of us felt comfortable with. I

Table 4
Specific Aspects of Preservice Teachers' Sensitizing Reflection

Preservice Teacher	John	Sally	Ron	Karrie	Total	
	f	f	f	f	f	%(sub)
Social						
Non English speaking student	1	0	1	2	4	
Indian pupil's knowledge	1	0	0	0	1	
Gender stereotypes	2	0	0	0	2	
Gender issue/off task behavior	1	0	0	0	1	
Gender sensitive language	0	2	0	0	2	
Gender equality	0	0	0	2	2	
Coed PE classes	0	3	0	0	3	
Racial issue	1	0	0	0	1	
Relating to level of the learner	3	0	1	1	5	
Relating content to pupils' lives	2	0	0	0	2	
Pupil choice	0	2	0	1	3	
Pupil feelings/behavior	0	2	0	1	3	
Opportunity for all pupils	0	0	1	1	2	
Dressing out	0	1	0	0	1	
Team Teaching	0	0	1	0	1	
Social subtotal	**11**	**10**	**4**	**8**	**33**	**67.35**
Moral						
Labeling	2	0	0	0	2	
Winning vs. activity	0	1	0	0	1	
Pupil learning disability	0	0	1	0	1	
Performance test/peers watch	0	0	0	1	1	
Moral subtotal	**2**	**1**	**1**	**1**	**5**	**10.20**
Ethical						
Teacher professionalism	1	1	1	0	3	
Labeling pupils as losers	1	2	0	0	3	
Push-ups as punishment	0	0	0	2	2	
Using a destructive label	0	0	1	0	1	
Regimented learning environment	0	0	0	2	2	
Ethical subtotal	**2**	**3**	**2**	**4**	**11**	**22.45**
Political						
Political subtotal	**0**	**0**	**0**	**0**	**0**	**0.00**
Total Sensitizing	15	14	7	13	49	100.00

am not sure I would have felt as comfortable with the boys.

Critique: I do think it is important for male and female teachers to switch the gender they are teaching in order to teach equality. It will help the students to see that regardless of gender, the same basic skills can be performed. (Karrie, journal #10)

The issue of using politically correct language was discussed on the email discussion group as one PT not involved in the study told a story about remembering to say to children, "Sit with your legs crossed" instead of using the term "Indian style". This discussion was continued the next week in the on-campus seminar. Sally shared a personal example of her constant usage of the term "you guys". She then transferred her thoughts to the teaching/learning environment as she reflected on the use of gender sensitive language:

Sensitizing - Description: I still say "You guys".

Justification: Although you can hear me say, "I want you guys to do...," I have improved a lot. Instead, I do use, "I would like everyone to do...".

Critique: Sometimes I do not even realize that I am saying "you guys". However, before I started the practicum [EFE], I always said "you guys", but now I am using everyone instead. It just takes practice. (Sally, journal # 5)

The aforementioned meaningful event occurred at the elementary level. Sally reflected on a second meaningful event related to gender sensitive language during the secondary portion of the EFE. Her reflection was stated as follows:

Sensitizing - Description: She [cooperating teacher] addresses the class as "you guys".

Justification: She does this because it is an easy way to talk to the students.

Critique: I think at this age, we can use "you guys". The children are at an age where they can understand that it means everyone. I think that I will say this to my students when I teach at the high school level. (Sally, journal #8)

This reflection exemplifies the power of organizational and bureaucratic socialization (Lawson, 1986). Although Sally may have thought that the use of "you guys" was something she should be concerned with at the elementary level, as soon as she entered the secondary school context and recognized this term as a part of the existing culture or established customs (Schempp & Graber, 1992), she immediately deemed it appropriate language for her to use. Furthermore, Sally's inconsistent expression of beliefs on this issue lends attention to the repeated confirmation of the powerful influence of the cooperating teacher on PTs during field experiences (Dodds, 1985, 1989; Lacey, 1977; Templin, 1977; Zeichner, 1980).

Other social aspects of reflection that related to gender included differences in the males' and females' interest in participating in the physical education class, coeducational physical education classes, and gender stereotyping. John shared two meaningful events that related to gender stereotyping. He first commented about a boy who refused to use a pink jump rope. In a later reflection, he stated:

Sensitizing - Description: They [students] were told to go to someone else's carpet square a put a [movement] phrase together using the pictures they found there. I noticed one boy heading to a carpet square, looked at the pictures, and turned around immediately. I asked him if he wanted to do that phrase to which he replied without hesitation

"no!". No one else seemed to study the pictures, they just jumped on a square.

Justification: I looked at the pictures and noticed that there were two pictures of babies and one of a lady. I guess this lad would have felt ashamed to perform such a girlie phrase. Come to think of it, I don't recall any boys choosing that particular carpet square and I watched to see if other boys would do it. They didn't.

Critique: Maybe I should have done that one to show the boys that there was nothing girlie about it. I think that is I will do from now on. I'll do that phrase. I'll use the pink jump rope. I'll.... (John, journal #3)

John's reflections on gender stereotyping illustrates that he possibly views school, and more specifically the physical education class, as a place where such issues can be addressed through his actions as a teacher. Likewise, John's interpretation of the male students' reactions supports the view that education in a democratic society may be only something that is written about in educational literature, and that indeed our schools are perhaps places that perpetuate the traditional ideologies and impede the process of teaching in a socially progressive fashion.

Interest into social aspects of PTs' sensitizing reflection also extended to a non English speaking student; a racial issue, denoted by John, an African American; thoughts about relating to the physical and mental abilities of the learner, and a concern for providing learning opportunities for all pupils. Overall, these reflections exhibited an awareness to differences in pupils' behaviors, feelings, backgrounds and abilities. Their reflections revealed insights into the importance of creating a physical education class that is meaningful and interesting to all students regardless of pupil differences.

Moral.

The PTs referred to moral aspects of teaching in five meaningful events (10% of the time in the sensitizing reflection category). Two reflections were concerned with labeling. John discussed the possible negative effects labeling can have on girls and boys when they are segregated by sex according to the teachers' preference and perceived ability levels. He justified a meaningful event by saying: "From what I hear, there are times when the boys and girls will be spilt up. In this instance, they are not because girls are good at volleyball " (John, journal #7). His critique included this information: "... It is a form of labeling that says; 'We are better than you' " (John, journal #7). He also wrote about labeling people with aids as gay from observing a health lesson.

There were three additional moral issues of teaching mentioned as the PTs expressed their opinions on 'rightness' and 'wrongness' during their experiences in the schools. They were concerned with: winning as the outcome of the physical education class as opposed to pupils engaged in and enjoying physical activity; how pupils with learning disabilities are treated by parents and teachers during a group conference; and performance testing pupils while other peers watch. The following example of a critique expresses one PT's awareness of morals issues when teaching:

> *Sensitizing - Critique*: Not only was the class sitting around for the majority of the time, they were watching everyone take their test. While this might not have bothered some of the students, the ones that had a hard time with dance might have been very embarrassed. They should have done something like set up stations with one of the stations being the testing station and had the kids move around. If they had done this, not only would the class have been active, but it would

have saved some people the embarrassment of having to dance in

front of everyone. (Karrie, journal #7)

Although these PTs were not able to totally act on their beliefs in the teaching/learning environment, there were at least given the opportunity to confront, question, and challenge existing school practices in light of their own professional beliefs about teaching physical education through their written reflections. Their personal expressions about what is 'right' and 'wrong' were further extended into ethical issues of teaching.

Ethical.

Although the subcategories moral and ethical are very closely related, for the purpose of this study, the moral meaningful events are related to the PT defending a personal belief of right or wrong. More specifically, the ethical meaningful events are those that encounter a judgment made by the PT that concluded the teacher, be it himself/herself or the cooperating teacher, did or did not conform to professional standards of behavior when acting in a particular situation. Ethical aspects of teaching were referred to in 22% (11 events) of the sensitizing reflections.

The PTs expressed concerns about labeling students as losers when rotating teams in game play. In their reflections, they suggested different ways to react to the issue other than referring to particular groups of students as losers by saying, "the losers rotate, sit out, or serve first" as a way to organize the class. In three meaningful events, the PTs ascertained a teacher behavior as an act of professionalism when dealing with individual students. Other ethical issues included the use of physical punishment as a form of behavior management, using a destructive label when addressing students, and conducting a regimented learning environment in the physical education class.

These reflections convey the impression that these prospective teachers were comfortable expressing and defending their personal beliefs related to principles of 'right' and 'wrong' in teaching physical education. However, attention to these aspects could also reveal a dose of 'reality shock' (Veenman, 1984), whereby the PTs realized some of the ideals formed in the teacher training program may be confronted and challenged when they enter the school setting for student teaching and inservice teaching. Some of the aforementioned issues were further discussed in the on-campus seminars and the PTs continued to express concern and came to the realization that their moral value systems will encounter confrontation and they must then chose what is 'right' and 'wrong' about teaching physical education.

Political.

Around the midpoint of the EFE and after the PTs had been in the schools for six or seven weeks, I began to mention political issues of power, control, and ideologies of schooling during the seminars and the email discussion group. I did this because none of their reflections to that point were related to political issues and I wanted to acknowledge that such issues may affect their work lives and decision making as teachers. I explained to the PTs about dominate-subordinate relationships and asked them if they felt powerless when they were in the school setting as a preservice teacher. However, I did not get much response. The PTs really didn't seem to personalize political aspects of teaching to their experiences in learning to teach at this level.

None of the 202 meaningful events were classified as political in the PTs' reflections. The reader should be mindful that the definition employed in this study refers to political aspects of teaching as those issues dealing with power, authority, and control. Some may consider this definition narrow in

scope and assert that political should include any issues of justice and equality as well. For classification of PTs' reflections on teaching into the categories of the RFTPE (Tsangaridou & O'Sullivan, 1994), it seemed appropriate for me to view political in a broader aspect of the educational arena. Possible reasons for the lack of attention to political issues of teaching from the participants in this study will be addressed in the discussion section of this chapter.

<u>Summary</u>

The purpose of this section was to present the specific aspects of PTs' reflection on teaching from the three categories in the RFTPE (Tsangaridou & O'Sullivan, 1994). In the technical category, the participants were mostly concerned with managerial issues with rules, routines, and expectations the most frequently mentioned. They also attended to instructional aspects of teaching such as selection of tasks, using demonstrations, and giving clear instructions. The PTs' situational reflections were related to a variety of issues that included management, instruction, pupil learning, pupil grade, physical teaching context, and the general teaching context. But again, they most often referred to classroom management as the specific focus of reflection. In terms of specific aspects of sensitizing reflection, the PTs' primary focus was on social issues. The PTs reflected somewhat on moral and ethical issues, but did not reflect on any political aspects of teaching.

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<u>Section III</u>
<u>Views on the Value of Reflection on Teaching</u>

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The two previous sections focused on presenting the nature of PTs' reflection on teaching and the specific aspects of their reflective analysis. This section addresses research question three: What are the PTs' views on the value of guided reflection on their professional development. This question is answered through the voices of the PTs during the interviews and the

reflective journals. First, the PTs' views on the value of reflection on teaching will be presented. Next, I will highlight their personal expressions about the use of the RFTPE (Tsangaridou & O'Sullivan, 1994) as a pedagogical tool to guide the focus and level of their reflective thoughts. Finally, the PTs' comments on the reflective journals, videotape analysis, and the peer observation/reflection will be shared.

Reflection on Teaching

Reflection is the "discernment of the relation between what we try to do and what happens in consequence" (Dewey, 1916/1944, p. 144). Extending thinking to reflect beyond the 'what I did' to 'why I did' allows for growth in future decision making skills (Dewey, 1916/1944). Evidence from this study suggests all four participants highly valued reflection on teaching as a vehicle for professional development. Paralleling Dewey's notion, these prospective teachers pointed out that it helped them to extend their thinking beyond the 'what' to the 'why' and 'how it could be changed'. One participant made the following comments:

> I see a lot of value in reflecting on my teaching. It gave me an
> opportunity to go back and think about what happened, how I acted,
> and what I could have done differently. I think this is very important
> in order to improve future lessons. (Karrie, interview
> transcription)

Reflecting on teaching also allowed them to see progress and growth in their teaching:

> I have started explaining things more clearly. I still need to work on it,
> but I am 100% better from where I started. With the reflections we are
> able to build on it. Like this is what we did this Friday and we take what
> we learned and what we did wrong and how to fix it and apply it to the

next lesson. So, it is preparing us for the next lesson in a sense. (Sally, interview transcription)

These PTs realized that is it not the activity of teaching and the experience alone, but it is the experience and the reflecting on it that determines its value in the learning process (Johnston, 1994). The comment below highlights this view:

That's like the most important part, I think, is the reflecting on it. The experience itself is very important, but I think the reflecting on it is like the most important part, because we're able to see what we do and why we do it. And also, I think reflecting is something that teachers should do throughout their career because it continues to change. So we need to continue to reflect on it and see why we're doing this, and it's something that we all need to learn to do. (John, interview transcription)

Moreover, reflecting on teaching allowed these PTs to express personal beliefs and provided an avenue for venting when beliefs were confronted. The following comments were written in response to one of two questions the PTs were asked to answer after each journal entry: "How do you feel about this reflection?" Karrie said:

This particular reflection has helped me to form some of my views on physical education. It has helped me to think about lessons that are interesting and the purpose of physical education at the high school level. It has also let me express the frustration I feel from observing these high school classes. (Karrie, journal # 6)

The Reflective Framework for Teaching in Physical Education

The PTs perceived the RFTPE (Tsangaridou & O'Sullivan, 1994) to be very helpful in their professional development. Looking at teaching from

multiple perspectives helped them to analyze their teaching beyond the performance of technical skills. They were able to make decisions that considered pupil differences, voice their beliefs about moral principles, and adjust the lesson plan according to what occurred in the teaching context. All four PTs attributed the scope of their reflective analysis of teaching to the use of the RFTPE (Tsangaridou & O'Sullivan, 1994) as a guide. The following exerts illustrate the PTs' views on the reflective framework as a pedagogical tool to guide their reflection on teaching:

Actually experiencing it is going to help me develop myself as a teacher. It's like with sensitizing, you got to make sure that all your skills and all your activities are developmentally appropriate. You have to focus on not singling out the higher skilled or lower skilled, or girls against guys, or things like that. (Sally, interview transcription)

I think at the stage we are all at and mainly speaking for myself, but also for my peers, the majority of us would have focused on managerial, on technical reflections because where we are right now.... I think it is good you gave us the framework. It helps you to get to know your students better. That's for sure. The sensitizing reflections exemplify that students are different and that helps. The situational reflections are also excellent because we get to see how we change on the spot. And that's one of the qualities of a good teacher. You have to see something and then change it. That helps us learn that. (John, interview transcription)

If we didn't use the framework to reflect, it would just be more general and it would be more technical than anything else and

situational. That's what I find more of anyway. But it would be more technical than anything. (Ron, interview transcription)

I think it really helps to reemphasize situations that happened for you to think about in the future. Even if you don't look back, they still stand out in your mind more if you have reflected on it afterwards. It is an organized way to do it.... For myself, it would have been harder to see what I was actually trying to say about my teaching. (Karrie, interview transcription)

The use of the levels in the RFTPE (Tsangaridou & O'Sullivan, 1994) seemed to have a significant impact on not only helping the PTs to critically analyze their teaching, but also allowed them to intentionally act on their thoughts in future lessons. Moreover, it appeared to help them gain ownership of their professional development and make decisions that were meaningful to them as individuals learning to teach. The PTs were asked to share their thoughts on the use of the RFTPE (Tsangaridou & O'Sullivan, 1994) to guide the level of reflection:

The critiquing part really helps because I can say this works so I can use it in the future or this didn't work, so I should change it. By critiquing, it makes me think about not just that I should change it, but what I can do to change it. (Karrie, interview transcription)

If you hadn't given us the framework, I think the reflections would have been more generalized. (John, interview transcription)

I can actually see what I am doing wrong, then I can fix it. That makes me feel like I am learning something on my own.... If we didn't have the levels, we would be like, "So and so did this". It wouldn't be like why and what do you think. I honestly believe that because you slack

off. When I was critiquing the others, I would justify what they did and I would think about why they were doing it. "They did this because..." and I would think. (Sally, interview transcription)

It probably would be just to describe it and talk about what happened. Maybe two levels, describe and justify. But by critiquing, you can write what you did and you can see how it affected your lesson. You see what changes you need to make for next time.... There's a lot of changes that I wrote about in these reflections. (Ron, interview transcription)

Reflective Journal

Reflective journal writing was one strategy used in the study to facilitate reflection among prospective teachers. The journals were guided by the RFTPE (Tsangaridou & O'Sullivan, 1994). Although the reflective journals required time beyond the school teaching/observations, seminars, and email discussion group, the PTs valued the assignment. Sally stated, "I think you need to sit there and write it down. Honestly, if I didn't have to, I probably wouldn't do it and that's bad. I need to actually write it down because then I can look back" (Sally, interview transcription).

The participants noted that writing about the meaningful events helped them to think deeper and more critically about their teaching by breaking the lesson down into parts. One PT noted how he felt about the writing: "As I wrote about what went on, I thought of several things which I hadn't thought of before. For example, I never realized how obvious it was that the students didn't understand my directions" (Ron, journal # 5). Furthermore, it provided a way for them to think clearly and remember what happened as Karrie stated:

By actually writing your thoughts down, you can think about it more clearly and organized. It will stay in your mind longer and also gives you something to look back on. When I am student teaching, I can look back on these situations and apply them to the classroom. (Karrie journal #5)

<u>Videotape Analysis</u>

Video analysis was another strategy used to enhance the participants' reflection on teaching. It has been reported as an encouraging means of facilitating reflection to improve instruction (Wildman & Niles, 1987) and for helping preservice physical education teachers to think about their teaching (Tsangaridou & O'Sullivan, 1994). The PTs in this study indicated the positive influence of video analysis on reflection as they noted many benefits from participating in the assignment:

I did one reflection right after I taught and then another one when I watched the video. I had like five different events right after and then like thirteen from when I watched the videotape. It is so much better to see yourself on the tape. Things I totally forgot I did I was able to see on the tape.... You have to make activities where everyone can be working at their own level. You always have to be on your toes no matter what. You have to be quick thinking and prepared for anything. I learned that from my videotape.... You just constantly have to be thinking ahead of your game plan. (Sally, interview transcription)

The video analysis provided an avenue for goal setting and attainment. The PTs set goals before the assignment and assessed their teaching through self analysis. As the following statements suggest, the video analysis was a most helpful pedagogical tool for goal setting and assessment:

One of my goals was to have control over the class and I didn't do too well with achieving this goal. I saw a lot in the tape I didn't realize went on. I should have set protocols early and given warnings/time outs. This also reflects some bad decisions I made during my lesson. (Ron, journal #5)

After watching the video, I think I did meet the goals I set for myself. I wanted to be able to talk on their [students] level and I think that at the end I could do that. I was really pleased with this lesson.... Another goal I set was not to say OK at the beginning of every sentence and I noticed in my video tape that I didn't do that. (Karrie, interview transcription)

It is quite logical for many PTs to be concerned with management and class control before they can concentrate on student learning. One PT implied that he was actually able to move to another stage of teacher concern (Fuller, 1969) as the video analysis created an awareness towards pupil learning that he had not been able to concentrate on when actually teaching:

I could see more about what was going on. I mean I was so worried about their behavior and being on task that I really wasn't watching as far as if they were doing the activity right or not. I couldn't tell you. There's a couple of students I remember watching a time or two, but I was just worried about keeping the class under control and getting through than to actually give the right cues and all. You can see that in the lesson- I don't think I worked too much with that [pupil learning]. (Ron, interview transcription)

<u>Peer Observation/Reflection</u>

The participants in the study had two reflective assignments involving their peers. First, as they were all placed at the same school site to aide in

group reflection (Bullough & Gitlin, 1991), they were asked to observe each other teach and use the reflective framework to write about events they observed during the other teachers' lessons that were meaningful for them. Secondly, they were asked to share their reflections with other group members for reading and discussion. Comments throughout the entire EFE suggested the PTs thought it was highly beneficial to participate in peer placement and these reflective assignments. The following comments summarize their views:

It is a little difficult to critique your own work and the insight from your peers is very helpful in altering the lesson and in preparing for future lessons.... They help out a whole lot. They have constructive criticism I wouldn't have thought about.... I think that was like the best aspect of this teaching experience, was the reflecting, getting that insight into what other people thought about things. (John, interview transcription)

After hearing feedback from others, I need to work on developing objectives and topics for the day. Although my lesson went well, it felt as though I was teaching the children a game and not a concept. I need to work on this. From more experience, I will be able to master this. Hearing feedback from others helps me a lot. (Sally, journal #5)

Final Member Check

The PTs' personal reflections and the data from the first three interviews previously presented were used to answer the research questions. However, since I was the researcher and also the EFE course instructor, a final member check was conducted to establish credibility in the study. The participants' responses from the final member check were compared to my descriptions of information gathered from the data sources. Their responses

from the final interviews were consistent with the data reported in this chapter as the PTs, once again, told the interviewer that they valued reflection on teaching, the peer observation/reflection, and they especially highlighted the video analysis as a valuable learning experience. Furthermore, the PTs indicated that they perceived me (their supervisor and instructor) as a mentor and in no way felt that their grade was based on what they chose to focus on in their reflections. Ron stated the following:

> There was never a grade put on our reflections. It was more just doing the assignments and doing the work in the schools, and then coming back and discussing it. I don't feel like they [reflections] affected my grade at all. (Ron, final member check)

<u>Section IV</u>
<u>Discussion</u>

The Reflective Framework for Teaching in Physical Education (Tsangaridou & O'Sullivan, 1994) was inductively developed to describe the nature of preservice teachers' reflection on teaching. In the present study, it was used as a pedagogical tool to guide the nature of PTs' reflection on teaching during an early field experience in physical education. The three categories of the framework (technical, situational, and sensitizing) provided a lens through which the PTs could interpret their personal meaning of teaching that could perhaps go beyond performing a set of technical skills as the guiding light to their professional development.

Previous investigations have indicated that prospective physical education teachers' reflection on teaching during early field experiences is predominately technical (Byra, 1996; Curtner-Smith, 1996; O'Sullivan & Tsangaridou, 1992; Tsangaridou & O'Sullivan, 1994). Although the PTs in the present study focused more on technical than situational or sensitizing issues

of teaching, their reflections represented teaching from multiple perspectives. In other words, they attended to the context of teaching and reflected on social, moral, and ethical aspects of teaching as well as focusing on technical issues. This finding is a little surprising as the PTs were concurrently enrolled in a teaching skills class that focused mainly on the technique of teaching and they noted the class to be very influential in their professional development. The findings from the above studies also indicate the absence of reflection on social, moral, and political aspects of teaching.

Political issues have been addressed in the literature as a factor relevant in educating prospective teachers for critical reflection during field experiences (Armaline & Hoover, 1989) and as an issue worthy of discussion on teaching in a democratic society (Aronowitz & Giroux, 1985; Smyth, 1989). However, the findings from this study are congruent with the aforementioned literature in that the PTs did not refer to any political issues of teaching as meaningful for their professional development. In fact, a modest attempt was made to engage them in conversation on various political issues in teaching, such as the powerlessness of preservice and inservice teachers, but there was little response nor relative interest on their part. This seemed logical at this level in their development since this was the first formal teaching experience in the physical education class. Furthermore, these PTs could cite only one class they had taken in the teacher education program that focused on the sensitization of teaching. It was a social foundations class and one PT recalled a discussion on moral development that he related to teaching. The lack of attention to these issues in the teacher education program may have attributed to the lack of focus in prospective teachers' reflection on teaching.

As evidenced by Rovegno (1992), the ability to be reflective about teaching is not easy. Additionally, it has been suggested that reflection should be introduced at later stages of the teacher education program when PTs' knowledge on teaching physical education is further developed (Sebren, 1995) or not until inservice teaching (Berliner, 1988). In contrast, other studies have illustrated that preservice teachers can think critically about their teaching and go beyond simple descriptions of events to analyze their teaching (Byra, 1996; Tsangaridou & O'Sullivan, 1994). These latter findings are similar to the present study as these PTs consistently demonstrated the ability to reflect on all three levels as presented in the Reflective Framework for Teaching in Physical Education (Tsangaridou & O'Sullivan, 1994).

Based on the inconsistency of PTs' reflective capabilities, as described in the above investigations, it may be worthwhile to discuss what kinds of cognitive processes are involved in constituting reflective thinking. If Dewey's definition of reflection, which is the "discernment of the relation between what we try to do and what happens in consequence" (1916/1944, p. 144), is applied to describe the cognitive processes necessary for reflective decision making, then a mere description of a teaching event does not represent reflective thinking. Likewise, the four cycles of the experiential learning theory - concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984) can perhaps be utilized as a model to describe reflective thinking. Then, if PTs are given multiple opportunities in the teaching context to practice the above cycles over and over, they can begin to take charge of their own learning and become active, rather than passive, agents in the teaching context. The participants in this study stated that recognizing the need for making their own decisions about changes to improve their teaching helped them to feel

like they were learning on their own, and thus, constructing their own knowledge about learning to teach. They were able to personally experience the benefits of reflection on teaching and, therefore, the value became more evident and personally meaningful for them.

Some PTs have been found to see little need for reflecting on teaching (Gore, 1990) and did not view learning to reflect as a valuable process (Calderhead, 1992). In contrast, the PTs in this study and also Tsangaridou & O'Sullivan's (1994) viewed reflection on teaching as valuable and meaningful for their professional development and growth. Furthermore, preservice teachers' reflection on teaching can be influenced by specific pedagogical strategies or reflective assignments (Byra, 1996; Curtner-Smith, 1996; Tsangaridou & O'Sullivan, 1994). The results of this study also indicate the positive influence of videotape analysis and peer observation/reflection as pedagogical strategies, and the Reflective Framework for Teaching in Physical Education (Tsangaridou & O'Sullivan, 1994) as a pedagogical tool to guide PTs' reflection on teaching during an early field experience.

In conclusion, Bell et al. (1985) indicated that PTs focused little attention on the teaching context and pupil actions when their observations were unguided during an EFE. The findings from the present study further suggest the need to use specific pedagogical strategies to guide reflection on teaching during early field experiences if prospective teachers are to view teaching from multiple perspectives. Also, if preservice teachers leave teacher education programs with the perception that learning to teach is limited to becoming proficient in technical skills, then we can probably rest assured that cases of "reality shock" (Veenman, 1984) and "wash out" (Zeichner & Tabachnick, 1981) will continue to grow like wildflowers and we, teacher educators, may be helping to fertilize the field.

CHAPTER 5

Summary, Findings, Insights, Implications, and

Recommendations for Future Research

In this chapter, a summary of the study includes the purpose
statement, research questions, data collection techniques, and data analysis.
The findings, insights, and implications of the study are presented. Finally,
future research investigations are suggested.

Summary of the Study

As we move into a new millennium and look back on the state of
physical education over the past several decades, it seems essential that
physical education teacher education (PETE) programs focus on means to
prepare prospective teachers for a teaching context that requires attention
beyond the technical rationality of teaching. This traditional technocratic
view, which is characterized as preparing teachers who readily accept existing
school cultures (Doyle, 1990), has been criticized for reducing teaching to a
simple, unproblematic process of skill acquisition and imitation of a more
experienced professional (Schon, 1983). Furthermore, if PETE programs are
going to potentially impact K-12 physical education, the need for change is
evidenced as we recognize the voicelessness and passivity of preservice
teachers (Schempp & Graber, 1992); the power of socialization from the
apprenticeship of observation (Lortie, 1975); the resistance to change habits or
beliefs (Doolittle, Dodds, & Placek, 1993); and the feelings of marginality and
low status of physical education teachers' professional lives (Sparks, Templin,
& Schempp, 1993).

Reflective or inquiry oriented teacher education promotes reflection on
teaching and its social context (Tabachnick & Zeichner, 1991). Over the past
decade, there has been an increasing interest in this approach to preparing

teachers in conjunction with emphasizing proficiency in technical teaching skills (Goodman, 1991; Valli, 1992). Examining the reflective processes of PTs and programmatic structures that enhance reflection during early field experiences has become a recent interest in PETE research (Byra, 1996; Gore, 1990; O'Sullivan & Tsangaridou, 1992; Rovegno, 1992; Sebren, 1995; Tsangaridou & O'Sullivan, 1994).

The purpose of this inquiry was to gain insights into the process of guiding reflection during an early field experience of preservice teachers. The specific research questions that guided this study were the following:
1) What is the nature (focus and level) of PTs' reflection on teaching?
2) What aspects of the teaching/learning environment are reflected upon as meaningful for the PTs' professional development during the early field experience?
3) What are the PTs' views on the value of guided reflection for their professional development?

To answer the research questions, data were collected on four preservice physical education teachers who were enrolled in a Physical Education Teaching Practicum (an early field experience-EFE) and a teaching skills class derived from the knowledge base on effective teaching. Data collection techniques included interviews, reflective journals, video analysis, and field notes. Three in-depth interviews were conducted with each participant using the general interview guide approach (Patton, 1990). A fourth interview was conducted to help ensure data trustworthiness through a final member check. The interviews occurred before the field experience began, after the elementary school portion, after the secondary school experience, and ten weeks after the EFE. Reflective journals were guided by the Reflective Framework for Teaching in Physical Education (RFTPE)

(Tsangaridou & O'Sullivan, 1994) and maintained throughout the EFE. The participants were videotaped teaching one thirty minute physical education lesson and used the RFTPE (Tsangaridou & O'Sullivan, 1994) as a guide to reflect on the lesson. Finally, field notes were recorded on supervisory conferences, observations of preservice teachers' teaching, university seminars, and informal conversations.

The purpose of the first research question was to describe the nature of PTs' reflection on teaching. Data were gathered from the reflective journals and videotaped lessons. Data analysis involved counting the total number of meaningful events from each category in the RFTPE (Tsangaridou & O'Sullivan, 1994). The frequency and percentage of meaningful events for each participant were calculated and illustrated in a table.

To further investigate the specific events the PTs referred to as meaningful for their professional development, data were also gathered from the reflective journals and videotaped lessons. Ethnographic analytic strategies (Goetz & LeCompte, 1981) were employed to subsequently extend each category from the RFTPE into subcategories and topics. Once each meaningful event was placed in the appropriate subcategory and topic, the frequencies and percentages were calculated and illustrated in a table for each category (technical, situational, and sensitizing) of the RFTPE (Tsangaridou & O'Sullivan, 1994).

In answering research question three, the data from the reflective journals and second and third interviews were analyzed by case analysis (Patton, 1990). Comments related to the PTs' views on the value of guided reflection were coded and organized into a thematic order. A cross-case analysis (Merriam, 1988) was then employed to synthesize the data for each participant.

Findings

The findings from the three research questions yielded the following results. First, when guided by the RFTPE (Tsangaridou & O'Sullivan, 1994), the preservice physical education teachers' focus of reflection was directed towards multiple aspects of teaching: technical (42%), situational (34%), and sensitizing (24%). They demonstrated the ability to reflect on teaching by justifying, describing, and critiquing all 202 events that they identified as having meaning to them in the teaching/learning environment.

Secondly, the participants attended to a variety of specific aspects of teaching within each category of the Reflective Framework for Teaching in Physical Education (Tsangaridou & O'Sullivan, 1994). In the technical category, the PTs focused primarily on managerial issues with rules, routines, and expectations the most frequently mentioned. Their attention to the context of teaching or situational aspects yielded decisions predominately concerned with management of pupil behavior and pupil learning. In reference to sensitizing issues, PTs primarily attended to a variety of social aspects including gender, race, pupil learning, feelings, and behavior. The participants also perceived ethical issues such as teacher professionalism, labeling pupils as losers, push-ups as punishment, and conducting a regimented learning environment as meaningful events for their professional development. They referred to a few moral aspects including labeling by segregating classes, winning vs. activity, learning disabilities, and performance testing in front of peers. The prospective teachers identified no political issues of teaching in their reflective analysis.

Finally, the PTs' views on the value of guided reflection indicated that they perceived it as meaningful for their professional growth and development as prospective physical education teachers. All four participants

attributed the scope of their reflective analysis to the use of the RFTPE (Tsangaridou & O'Sullivan, 1994) as a reflective guide for journal writing. It appeared that using the levels in the reflective framework helped these PTs intentionally act on their thoughts about teaching and gain ownership of their professional development. One important finding indicated that specific reflective assignments elicited differences in the number of reflective responses. Generally, the PTs weekly reflections included three to five meaningful events. However, the videotape analysis and the peer observation/reflection assignments elicited up to 13 meaningful events. Both of these reflective assignments were noted as helping the PTs to set teaching goals, enhance awareness of pupil learning, and critically analyze their teaching.

<div align="center">Insights</div>

From my interpretation of the results of each research question in the present investigation, several insights can be gained. The first insights are drawn from the nature of the PTs' reflection on teaching. Although PTs may reflect more on technical issues during an early field experience, in this instance, they simultaneously referred to situational and sensitizing aspects of teaching. Also, these four PTs were able to consistently demonstrate analytical reflection on teaching by describing (what I did), justifying (why I did), and critiquing (what I learned and what I will do in the future) meaningful events that occurred in teaching/learning environment when they were guided by the RFTPE (Tsangaridou & O'Sullivan, 1994) in an early field experience.

Insights can be gained from the identification of the specific aspects the PTs referred to as meaningful for their professional development. The PTs' attendance to multiple aspects of the teaching/learning environment yields a significant insight into their ability to make decisions beyond their

performance as teachers and attend to the immediate teaching context and the individuality of learners. This insight may be important for creating a physical education class that goes beyond the "busy, happy, good" (Placek, 1983) orientation to one that is meaningful to a variety of learners regardless of pupil differences.

The final insight deals with the use of the RFTPE (Tsangaridou & O'Sullivan, 1994) as a successful pedagogical tool to guide these preservice teachers' reflective thinking. This insight lends itself to the perspective that the RFTPE (Tsangaridou & O'Sullivan, 1994) can be successfully employed to broaden the focus of PTs' reflection to multiple aspects of teaching including efficiency in technical skills, attention to contextual factors in the teaching/learning environment, and an awareness of social, moral, and ethical issues of teaching. In terms of the level of reflection, the results of this study warrant the conclusion that the use of the RFTPE (Tsangaridou & O'Sullivan, 1994) can help prospective teachers to critically analyze their teaching, intentionally act on their thoughts, and gain ownership of their professional development. Furthermore, the use of specific reflective assignments (reflective journals, videotape analysis, and peer observation/reflection) can be valuable for PT's professional development as they can enhance their reflective analysis of teaching.

<div align="center">Implications</div>

The findings and insights from the present investigation pose several implications for guiding prospective teachers reflective analysis during early field experiences. The positive use of the RFTPE (Tsangaridou & O'Sullivan, 1994) as a pedagogical tool to guide PTs' reflective analysis of teaching beyond a technical focus may imply that if teacher educators value the ability for preservice teachers to reflect on multiple perspectives of teaching, then

perhaps such foci should be evident throughout the program, and especially during field experiences. This thinking is congruent with Tsangaridou & O'Sullivan (1994) as they stated:

> The three foci of reflection- technical, situational, and sensitizing - ought not to be in hierarchical order, nor should their values be contrasted. All three foci are important and interconnected and ought to be part of the reflective dimensions of undergraduates during all field experiences. (p. 26)

Secondly, the use of video analysis and peer observation/reflection seem to encourage extensive reflection among preservice teachers. This implies the need for teacher educators to closely consider the type of reflective assignments given to PTs if facilitating reflection is an objective of the teacher education program. Additionally, the participants' comments in this study suggest that the concept of shared placement may serve as a positive design component in EFEs designed to facilitate reflection among preservice teachers.

Finally, if teacher educators hope for future physical educators to have voice, be active change agents, construct their own knowledge of teaching, and incorporate reflection into their daily teaching practices when they enter the teaching arena, then we must provide those opportunities in PETE programs and model such practices in our own teaching. In this study, the expression of personal meanings, beliefs and values through the use of RFTPE (Tsangaridou & O'Sullivan, 1994) as a guide to reflective analysis on teaching may be one example of an initial step in providing PTs "enhanced opportunities to become students of their own teaching - the ultimate goal of effective teacher-training programs" (Dodds, 1989, p. 101).

Recommendations for Future Research

As evidenced in this study, an EFE combined with a theoretical course from the knowledge base on effective teaching, in which PTs are guided to reflect by the RFTPE (Tsangaridou & O'Sullivan, 1994), is one example of a PETE program of attempting to direct prospective teachers' reflection toward multiple perspectives of teaching. It would seem logical to repeat the present investigation in another setting to examine the transferability of the impact of employing the RFTPE (Tsangaridou & O'Sullivan, 1994) as a pedagogical tool to guide the nature of prospective teachers' reflection on teaching. Such an investigation may lend further insight into alternative structures that emphasize critical reflection as well as technical proficiency in early field experiences that are designed to educate, not train, students for continuing professional development (Goodman, 1986). Furthermore, as this inquiry was the result of one teacher educator in one course attempting to broaden PTs' reflective analysis beyond technical skills, it would seem worthy to investigate efforts across an entire PETE program to promote such thinking.

Although all four PTs in this study reflected on multiple aspects (technical, situational, and sensitizing) of teaching, there were differences in what each person reflected upon as meaningful for her/his professional development. Therefore, future case studies, such as Rovegno's (1992), that investigate the reflective abilities, specific aspects of PT's reflection, and influential factors such as background experiences, beliefs, and values, might provide helpful insights for understanding the PT's reflective processes. For example, one of the PTs in this study exhibited a caring and sensitive attitude toward low skilled pupils throughout the EFE. She, as well, had a higher percentage of sensitizing reflections than the other three PTs.

It was beyond the scope of this presentation to report the impact of guided reflection on PTs' conceptions of teaching during an early field experience. As Johnston (1994) and Zeichner (1986) assert, the value of field experiences seems to be implicitly trusted as a meaningful contribution to the education process, but there is little understanding about how these experiences contribute to learning to teach. Hence, it might be valuable to document conceptual changes that might occur when PTs are guided to reflect on multiple aspects of teaching.

Previous PETE research has indicated the positive influence of specific pedagogical strategies and reflective assignments such as reflective journals, video analysis, and observations in enhancing reflective thinking (Byra, 1996; Curtner-Smith, 1996; Tsangaridou & O'Sullivan, 1994). The results of the present investigation corroborate these findings and warrant attention to examining the concept of shared placement during early field experiences. From the participants' comments in this study, it appeared that shared placement had a significant impact on their reflective analysis of teaching and professional development.

The findings from this study also indicated that the PTs did not refer to political issues of teaching as meaningful for their professional development during an early field experience. These results are congruent with other PETE research (Byra, 1996; Curtner-Smith, 1996; Gore, 1990; O'Sullivan & Tsangaridou, 1992; Tsangaridou & O'Sullivan, 1994) and not at all surprising as the EFE was one of the first formal teaching experiences in the schools. The need to include political aspects as a part of PTs' reflective scope is encouraged by the literature. However, no investigations have identified what specific political aspects teacher educators might introduce that would be relevant to teacher development in the early stages of the teacher education program. If

political refers to any aspect of power, justice, or equality, then relevant issues may exist within the immediate teaching context and be recognized by PTs who are initially experiencing that context. On the other hand, if political refers to broader educational issues of power, authority, and control, then it may be more appropriate to introduce such issues at a later juncture in the prospective teacher's career after which a PT has had multiple opportunities to first become familiar with the immediate teaching context. Perhaps then, such issues would be considered personally meaningful for continuing professional development.

Conclusion

In conclusion, the separation of theory based knowledge from teaching practices in school settings has been a prolonged educational concern of those who embrace a reflective perspective on teaching (Armaline & Hoover, 1989; Bain, 1985; Zeichner, 1986). Adopting a reflective perspective on teaching is to deny the separation of thought from action and theory from practice (Smyth, 1989), and thus, provide means for prospective teachers to unify the act of teaching. In the unity of the act, one's cognitions, emotions, and actions are a unified whole situated in a cultural context. They work simultaneously to coordinate one with the environment (Dewey, 1922/1983). The design of early field experiences can maintain the status quo in education or serve as a vehicle for unifying the act of teaching by providing opportunities for PTs to express personal meanings, construct their own knowledge, and become active agents who critically challenge the social nature of schooling in a democratic society.

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Appendix A

Informed Consent Form

Informed Consent Form

Subject's Responsibility

I voluntarily agree to participate in this study. I have the following responsibilities: 1) maintain a reflective journal throughout the field experience; 2) participate in two scheduled interviews; and 3) make arrangements to video tape one twenty minute lesson.

Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

_____
Signature   Date

Should I have any questions about this research or its conduct, I may contact:

Starla McCollum (Investigator)   Phone: 953-4534

George Graham (Faculty Advisor)   Phone: 231-7545

Tom Hurd (Human Subject Reviewer)   Phone: 231-5281

Appendix B

Preservice Teachers' Brainstorm and Categorization of Meaningful Events

Preservice Teachers' Brainstorm and Categorization of Meaningful Events

Sensitizing
◆ Boys picking on girls and vice-versa.
◆ Different races picking on each other
◆ People picking on the fat kid
◆ Rich picking on the poor
◆ Skilled kid picking on the non skilled
◆ Not participating due to religious holidays or beliefs.
◆ Pressure from peers to participate.
◆ Girl in PE line sitting out because she does not want to sit near the rest of the members of the line because they are boys
◆ Non English speaking student
◆ Grouping kids based on skill level, race.
◆ Inclusion - students with disabilities
◆ Making the disabled kid sit out
◆ Partners - left out
◆ Low abilities
◆ Lining students up for pull ups and everyone could watch
◆ Running against own time, not classmates

Situational
☐ No gym
☐ No equipment
☐ Language barriers
☐ Weather
☐ Inclusion students
☐ Discipline problems
☐ Kids not following protocols
☐ Really large or really small classes
☐ Lack of parent and administrative support
☐ Fire drill
☐ Injuries
☐ Disruptive seizures
☐ Not wanting to participate or cooperate
☐ Kids not understanding your language
☐ Complaining about everything, not dressing out, they hurt
☐ Kids not dressing out because of athletics
☐ Assembly - no class
☐ Two students fighting
☐ Being outside- basic distractions
☐ Everyone needing to get a drink of water or use bathroom

Technical
- Protocols
- Pinpointing
- Demonstration
- Set induction
- Check for understanding
- Positive reinforcement
- Feedback
- Time - management, instructional, wasted
- Clear instructions
- Equipment
- Space
- Lesson plans
- Rules/ Consequences
- Getting away with stuff because we are not their regular teacher

Appendix C

Reflective Framework for Teaching in Physical Education

Reflective Framework for Teaching in Physical Education

Focus Level	Technical	Situational	Sensitizing
Description	Reflecting on instructional or managerial aspects of teaching by providing descriptive information of an action.	Reflecting on contextual aspects of teaching by providing descriptive information of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information of an action.
Description & Justification	Reflecting on instructional or managerial aspects of teaching by providing descriptive information and the logic/rationale of an action.	Reflecting on contextual aspects of teaching by providing descriptive information and the logic/rationale of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information and the logic/rationale of an action.
Description & Critique	Reflecting on instructional or managerial aspects of teaching by providing descriptive information, explanations and evaluation of an action.	Reflecting on contextual aspects of teaching by providing descriptive information, explanations and evaluation of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information, explanations and evaluation of an action.
Description, Justification & Critique	Reflecting on instructional or managerial aspects of teaching by providing descriptive information, the logic/rationale, explanations and evaluation of an action.	Reflecting on contextual aspects of teaching by providing descriptive information, the logic/rationale, explanations and evaluation of an action.	Reflecting on social, moral, ethical, or political aspects of teaching by providing descriptive information, the logic/rational, explanation and evaluation of an action.

Tsangaridou & O'Sullivan, 1994

Appendix D

Instructional Format for Reflection on Teaching

Instructional Format for Reflection on Teaching

        The purpose of writing reflections is to stimulate your "thinking" about teaching. Reflecting on teaching includes your thoughts and feelings about "what" and "why" something occurred in the school setting. Please write about the events that are most meaningful or significant to you. An event may be significant because it was something that concerned you, excited you, made you rethink your views on teaching, or made you realize your views are sound.

        Use the following steps to reflect on each significant event. These steps provide the definition of level of the reflection:

1. Description - Describe the event in detail. What happened? What did you, the student(s), do?
2. Justification - Provide the logic/rationale for your actions. Why was this event significant, important? Why did you react the way you did?
3. Critique - Evaluate what you did. How do you feel about what you did? What did you learn from this event? How do you plan to follow up regarding this event?

        There are many different events that can occur while you are teaching. You will categorize each significant event into one of three categories:

1) <u>Technical reflections</u> refer to managerial or instructional aspects of teaching. Many of the technical reflections will focus on the application of teaching skills you will learn in 3714. Example:

<u>Technical</u>
Description: I introduced a protocol at the beginning of class today. I told the students when I say "stop", I want them to sit down and put the ball in their lap.

Justification: I did this because I was having a problem with the students dribbling the balls when I was giving directions.

Critique: It worked! The students sat down and put the basketball in their lap. I was able to give directions without any disruptions.

2) <u>Situational reflections</u> are concerned with contextual issues of teaching. These reflections will occur as a result of what transpires in the teaching/learning environment.

<u>Situational</u>
Description: I told the first graders to get four feet apart from their partner. Nobody moved. So, I said it again and nobody moved. They just looked at me.

Justification: At first I panicked and then I realized that I was talking over their heads. I thought for a second and told them to take four giant steps back

from their partner. This was important because I couldn't get them organized like I needed to.

Critique: They understood four giant steps but not four feet. In the future, I need try to use language they can understand.

3) <u>Sensitizing reflections</u> involve social, moral, political, or ethical issues about teaching. Is there fairness, justice, and/or impartiality exhibited or not in the PE class? Equity issues such as sex, race, ability levels, disabilities, etc. would be classified as sensitizing. Example:
<u>Sensitizing</u>
Description: Today I had to put student in groups of four for teams. I grouped them according to two boys and two girls. The students didn't like it. They walked away from each other.

Justification: I didn't do the teams based on skills, but I made them based on two boys and two girls. I don't think their reactions were because of discrimination, but I think at that age boys and girls have different needs. They don't want to be together on teams. I told them I would change if I saw a need for change.

Critique: I think I did the right thing. It seemed to work out OK anyway. I will have to pay close attention to individual needs when I group students from now on.

<u>Reflective Journal</u>

Name   Date   School Visit #

Lesson Topic

Lesson Objective

Learning Activities

Student Assessment

<u>Reflection #</u>

Focus of Reflection (Situational, Sensitizing, Technical)

Levels of Reflection
Description:

Justification:

Critique:

How do you feel about this reflection?

What are your views, feelings about doing these reflections?

Appendix E

Instructions for Video Analysis Assignment

Instructions for Video Analysis Assignment

Please use the reflective framework to analyze your videotaped lesson. Think about the personal/professional goals you set for yourself. Did you meet them? What pleased or displeased you about the lesson? Was there an event where you should have made a different decision?

Appendix F

Instructions for Peer Observation/Reflection Assignment

Instructions for Peer Observation/Reflection Assignment

1) Please use the reflective framework when observing your peers teach. Choose the events of the lesson that are meaningful to you and/or will possibly help your peer to analyze her/his teaching.

Describe what the teacher/student(s) did? Justify why you think they did it? Critique the result? Would you have done the same thing? What might they do in the future?

2) What did you learn from observing this lesson?

Appendix G

Interview One Guiding Questions

Interview One Guiding Questions

1. If you had to put yourself on an scale of one to five on your desire to become a physical education teacher, one being unsure and five being very sure where would you put yourself? Why?

2. Can you talk about some of the major influences that have lead you to this decision?

3. Can you describe the qualities of an exceptional PE teacher.

4. Out of these qualities, are there any that you already possess? Where did you learn them?

5. Have you had any chances to apply what you know and feel about teaching PE to kids?
Can you describe your experiences?
What kind of thoughts do you have when you are teaching?
What are you concerned with? attentive to?
Does that thinking have any effect on you?
If you think about your teaching, does it ever change what you do for the next time? the way you think about teaching?

6. If you had to go teach tomorrow, what would you be concerned about? What goes through your mind?

7. Has the way you think and feel about teaching changed since you have been at VT? In what ways? Why not?

8. Has anyone ever asked you to think about your teaching?

9. What is reflection?
Have you had reflection assignments before? On what? Were they helpful?
If you were ask to reflect on your teaching, what kinds of things would be important to you? What would you talk about?

10. If you were to walk into your Elem., middle, or high school gym would you fit in with the teaching philosophy and curriculum that is there? What would you do?

11. In what ways can a physical education class influence a students' life? beyond their physical development? What different kinds of messages might we be sending kids through participation in PE classes?

12. If I ask you to talk about diversity in the physical education class, could you share any information or talk about it? Race, gender, ability?

13. Do you think schools today promote social inequalities? How? Do you think all kids are treated equal? Is that something you would need to attend to in the PE class?

14. How long do you think it takes to learn how to become a teacher? a good teacher?

Appendix H

Interview Two Guiding Questions

Interview Two Guiding Questions

1) Discuss how you felt about yourself as a teacher before this experience and how you feel now.

2) Talk about where you began with your teaching in this field experience and where you are now.

3) What have you learned about yourself as a teacher?

4) Have you changed? In what ways?

5) What do you see as your strengths, weaknesses at this point?

6) Who or what has influenced your conceptions of teaching physical education thus far in this field experience?

7) What are your views on the value of writing reflections on your teaching?

8) Do the reflections help you? In what ways?

9) If you were not using the reflective framework to reflect on your teaching, what would be the focus of your reflections? To what level would you reflect-description? justification? critique?

10) Who or what has influenced you to reflect on your teaching thus far in this field experience?

11) Can you see any differences between a reflective and a non reflective teacher?

12) What are you most concerned about when you are teaching? What do you think about?

13) How do you feel about teaching with, observing, and being critiqued by your peers?

14) Do you like the group conferences or would you prefer to talk one on one with your supervisor or coop?

15) You were ask to set goals for yourself during this part of the field experience. Did you meet your goals?

16) Talk about your videotaped lesson.

Appendix I

Interview Three Guiding Questions

Interview Three Guiding Questions

1) Talk about your perceptions of the secondary portion of the field experience?
How was it?
Was it what you expected?
Who or what influenced your conceptions, reflection on teaching during the secondary portion?

2) Discuss how you have developed as a teacher from participating in this field experience. Has this field experience been personally meaningful to you? If so, how?

3) Do you feel like you were given a voice in this field experience? In what ways?

4) If you had to describe the process of learning to teach, would you relate it to:
a) a preordained map to follow to become an expert?
b) an abstract piece of art?
c) a scientific formula?
d) a puzzle?
e) something else?
Why?

5) Overall, who or what influenced you the most during the field experience?

6) What are your overall views on the value of writing reflections on your teaching? On the specific format we used?

7) Who or what influenced you to reflect on your teaching in the field experience?

8) After having this field experience and knowing you will be going out to teach again the upcoming semester, what do you think you will be the most concerned about when you are teaching?

9) What do you see as your strengths, weaknesses at this point?

10) You had a chance to practice teaching with your peers in class and then you went to the schools. Discuss the impact of going to the schools to practice vs. peer teaching in teaching skills class. Have you learned anything about the importance of the context (situations) of teaching when learning to teach?

11) Have you learned anything about student differences and how this affects your decisions when teaching?

12) Discuss the impact of shared placement, peer teaching, and peer critiquing and observing on your development as a teacher. How do you feel about teaching with, observing, and being critiqued by your peers?

13) On the attached sheet you will find a summary of each person's reflections during the field experience. Can you lend any insights or reasons as to why you focused on particular incidents (technical, situational, sensitizing) as meaningful for you during your teaching?

14) Are the specific aspects you reflected on parallel to your conceptions of PE, your concerns, your beliefs? How? How not?

Appendix J

Definition of Each Subcategory and Topic of

Technical Reflection

Definition of Each Subcategory and Topic of
Technical Reflection

Management. Includes all topics of reflection that relate to creating an atmosphere for learning in the physical education class.

Rules, routines, and expectations. Established protocols or routines for: entering and leaving the physical education class; starting and stopping activity; getting out and putting away equipment; and organizing groups, partners, and teams (Graham, 1992).

Time management. The time it took for an instant activity; stopping the class too early; and not knowing when class ended.

Behavior management. Teacher assertiveness or the use of a strategy to handle off task behavior.

Listening skills. Using the strategy of waiting for students to get quite before the teacher speaks to improve pupil listening skills.

Learning pupil names. A strategy for learning pupil names to improve classroom management.

Organization. How the class was organized for a particular activity.

Back to the wall. A strategy for minimizing off-task behavior by standing or moving around the perimeter of the class versus the center of the gym or playground (Graham, 1992).

Safety. Putting up unused equipment and organizing students to possibly prevent an accident.

Instruction. Includes all topics of reflection that relate to effectively instructing the class.

Selection of task. Selecting a task that is appropriate for student ability level.

Varying the task. Modifying the task based on interest or ability level of the student (Graham, 1992).

Assessment of learning. Finding out what students did or did not learn through a written task at the end of class.

Performance feedback. Giving the students specific feedback that relates to the cue being taught rather than general feedback.

Motivating pupils. Keeping students' interest by using positive reinforcement.

Demonstration. The need for showing students a movement and location of the demonstration (Graham, 1992).

Teaching for learning. Teaching so that students will actually learn a concept rather than just playing a game.

Content. Selecting lesson content that is appropriate for the level of the learner.

Planning. The importance of planning to become an effective teacher.

Giving instructions. The importance of speaking clearly and giving instructions so that students can understand what to do.

Checking for understanding. Checking to see if students understand the concept or instructions (Graham, 1992).

Set induction. The appropriateness of a set induction or anticipatory set in motivating children to become interested in the lesson (Graham, 1992).

Appendix K

**Definition of Each Subcategory of
Situational Reflection**

Definition of Each Subcategory of
Situational Reflection

Situational reflection refers to contextual issues of teaching. More specifically, these are meaningful events that were unexpected and created the need for decision making beyond the PT's original lesson plan.

Management. Includes all topics of reflection that relate to creating an atmosphere for learning in the physical education class.

Instruction. Includes all topics of reflection that relate to effectively instructing the class.

Pupil Learning. Includes all topics of reflection that relate to what or how pupils learn; the amount of time pupils spent actually practicing a particular skill; and changes the PT had to make based on pupil learning.

Pupil grade. Includes all topics of reflection that relate to how pupils' are graded in the secondary physical education class.

Physical Teaching Context. Includes all topics of reflection that relate to what is going on in the gym that affects the immediate physical context of teaching.

General Teaching Context. Includes all topics of reflection that relate to matters happening in the school, but not in the immediate teaching context.

Appendix L

Definition of Each Subcategory of

Sensitizing Reflection

Definition of Each Subcategory of

Sensitizing Reflection

Social. Includes all topics of reflection that refer to the social construction of the physical education class.

Moral. Includes all topics of reflection that relate to the PT defending a personal belief or moral value of what is right or wrong about teaching physical education.

Ethical. Includes all topics of reflection that encounter a judgment made by the PT that concluded the teacher, be it herself/himself or the cooperating teacher, did or did not conform to professional standards of behavior when acting in a particular situation.

Political. Includes those topics of reflection that relate to power, authority, or control.

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202 War Memorial Gym   (540) 953-4534
Blacksburg, VA 24061   smccollu@vt.edu
(540) 231-7629

EDUCATION

1994-present **Doctoral Candidate - PhD**
                    Virginia Polytechnic Institute and State University
             Blacksburg, VA 24061

                    Concentration: Curriculum & Instruction-Physical
Education

                    Specialization: Elementary Pedagogy; Supervision of
Student   Teaching and Early Field Experiences

1982-1984   **Master of Science**
                    Winthrop University
                    Rock Hill, SC 29733

                    Concentration: Physical Education Pedagogy

1978-1982   **Bachelor of Science**
                    Winthrop University
                    Rock Hill, SC 29733

                    Concentration: K-12 Physical Education

PROFESSIONAL EXPERIENCE

1995-present **Graduate Teaching Assistant**
                    Virginia Polytechnic Institute and State University
             Health & Physical Education Program
                    * Supervisor of Student Teachers
                    * Supervisor/Instructor of Teaching Practicum (K-12)
                    * Supervisor/Instructor of Physical Education and At-
                      Risk Youth (Field Study)
                    * Instructor - Introduction to Teaching Physical Education
                    * Teaching Assistant - Teaching Skills in Physical
                        Education
                    * Teaching Assistant - Elementary Curriculum
                    * Instructor in Basic Instruction Program

	- Fitness/Running
	- Tennis
1984-1994	**Physical Education Teacher, K-5**

Ebenezer Avenue Elementary
Rock Hill, SC

* Physically Disabled Students
 - Cerebral Palsy
 - Quadriplegic
 - Hearing Impaired

* Mentally Disabled Students
 - Learning Disabled
 - Emotionally Disabled
 - Emotionally & Mentally Disabled

* After School Programs
 - Physical Fitness Club
 - Dance Club
 - Gymnastics Club
 - Jump Rope Club

* PTO Presentations
 - Quality Daily Physical Education
 - Kids in Motion
 - Have a Healthy Heart
 - What We've Learned in Physical Education
 - Around the World in Physical Education

* School Wellness Coordinator
 - Steps for a Better Life (School-wide walking program)

 - Charlie the Caterpillar (School-wide walking program)

 - Walking Wellness for Teachers/Staff
 - After School Aerobics for Teachers/Staff
 - Eat Right on Fridays
 - Health Screening Day for Faculty/Parents

* Jump Rope for Heart Coordinator

* Budgeting

* Field/Olympic Days

| 1987-1994 | **Cooperating/Collaborating Teacher** |

Winthrop University, Rock Hill, SC
 - Student Teachers
 - Teaching Practicum Students

| 1990-1991 | **Instructor of Physical Education** |

Winthrop University, Rock Hill, SC

* Physical Education Activities for Elementary Classroom
  Majors
        - Class Instructor
        - Field Placements/Cooperating Teacher

OTHER EXPERIENCE

1989-1993   **Ropes Course Assistant Instructor**
               Winthrop University
               * Initiative Activities
               * Low Ropes
               * High Ropes

               Coaching

1989-1992   * Varsity Volleyball
                 Catawba High School
                 Rock Hill, SC

1989-1992   * Varsity Softball
                 Catawba High School
                 Rock Hill, SC

1984-1988   * Middle School Volleyball
                  Castle Heights Middle School
                  Rock Hill, SC

1983-1984   * Assistant Softball Coach,
                 Winthrop University
                 Rock Hill, SC

PROFESSIONAL ACTIVITIES

Grant Recipient

               Virginia Campus Outreach Opportunity League (VA
     COOL)
1995-1996   Health & Physical Education Program, Virginia Tech
  University

               * Grant Administrator
                    - Budget
                    - Travel
                    - Order Supplies/Equipment
                    - Midterm/Final Reports to VA COOL
                    - Surveys for VA COOL
                    - Liazanne between VA COOL & Va. Tech
  University
               * Service Learning Representative
               * Developed Field Study Course: Physical Education

and At-Risk Youth (Fall, 1995; Spring 1996)
* Course Instructor/Supervisor
* Coordinated After School Program
* Developed Partnerships with Elliston/Lafeyette
  Elementary and Shawsville Middle School
* Developed Community Business Partnership
* Program Assessment and Evaluation

1990-1991   **Ebenezer Avenue Elementary PTO Grant ($5,000)**
* Designed Outdoor Playground Area
* Outdoor Adventure/Low Ropes Course
* Walking/Jogging Trail
* Physical Fitness Equipment

Presentations

National Level

1995   **United States Physical Education National Conference**
Orlando, FLA (Co-presenters - Ken Bell, Natalie Doering,
Kim Oliver, Sarah Westfall)
*Alternative ways of assessing fitness
     *Alternative ways of assessing motor skills

Regional Level

1997   **Southern District AAHPERD**
New Orleans, LA (Co-presenter - Dawn McCrumb)
* COOL kids stay after school: A collaborative
     physical education project (proposal accepted)

State Level
    Sharing the Wealth
Jekyll Island, GA (George Graham & Company)

1996   * What your students can learn about motor skills in 72
    days or less

1995   * Alternative ways of assessing motor skills
* Alternative ways of assessing fitness

1995   **SCAHPERD - SC State Conference**
Myrtle Beach, SC
* Catch a skill theme...How do you know what your
    students are learning?

Inservice - Physical Education Teachers
1995   **Stafford County, K-12**

| | Fredericksburg, VA (Co-presenters - George Graham, |
| Natalie | Doering, Sarah Westfall) |

* Whatever happened to physical education in Stafford County, VA? Assessment using NASPE content standards and benchmarks

1993   **York County, K-5**
Fort Mill, SC
* Dance in the elementary curriculum

Collaboration Projects

University & Public Schools

1995-1997   **VA COOL - Fit to Achieve**
Virginia Tech University & Shawsville After School

Program

Shawsville/Elliston, VA

1996-1997   **Mentoring Program**
Physical Activity and Children's Self Esteem
Harding Avenue Elementary & Virginia Tech Physical
Education Teaching Practicum
Blacksburg, VA

1996-1997   **Special Projects Volunteers**
Olympic Day
Harding Avenue Elementary & Virginia Tech

Introduction to   Teaching Physical Education Class
Blacksburg, VA

1990-1994   **Biomechanics Fair**
Winthrop University & Ebenezer Avenue Elementary
Rock Hill, SC

1990-1994   **Jump Rope For Heart**
Winthrop University & Ebenezer Avenue Elementary
Rock Hill, SC

Community & Public Schools

1990-1991   **Come See Me - Support Elementary Physical Education**
Vote Yes for Bond Referendum
Rock Hill Chamber of Commerce and Local Elementary

Schools

Rock Hill, SC

Research

1996-present **Dissertation**

Insights into Guided Reflection During an Early Field Experience in Physical Education

1984 **Masters Thesis**

Differences Between Perceived Strength of the Competition and State Anxiety of Softball Players

Professional Service

University Service

Virginia Polytechnic & State University

1995-1996 * Service Learning Representative
Department of Teaching & Learning

1995 * Presider
Excellence in Education Conference
College of Education

1994-1996 * Coordinator
Physical Education Majors' Club
Health & Physical Education Program

Winthrop University

1987-1994 * Collaborating Teacher
College of Education

State Service

1992-1994 * Carolina Health-Styles Wellness Committee
State Department of Education

1987-1990 * County Coordinator for SCAHPERD
South Carolina Association for Health, Physical Education, Recreation and Dance

District Service

Rock Hill School District, Rock Hill, SC

1991-1993 * K-5 Budget Committee

1990-1994 * Conducted/Hosted Monthly Elementary Physical Education Teacher Meetings

1990-1993 * Wellness Committee

1990-1991 * Middle School Curriculum Committee

1990-1991	* Rock Hill Teacher Forum Member
1990-1991	* Represented Rock Hill School District at State Implementation of the South Carolina Education Curriculum
Department-Physical Guidelines	
1989-1993	* Jump Rope for Heart Coordinator
1988-1989	* Developed Fitness for Life Project for Elementary Schools
1984-1994	* Conducted Screening for Gifted and Talented Dance Program (Grades 6-8)

Current Memberships

1996-present **NAPEHE- National Association for Physical Education in Higher Education**

1996-present **VAHPERD - Virginia State Association**

1995-present **AERA-American Education Research Association**

1995-present **ASCD-Association of Supervision and Curriculum Development**

1994-present **AAHPERD- American Alliance for Health, Physical Education, Recreation and Dance**

1994-present **NASPE- National Association for Sport and Physical Education**

Certifications

1994	**American Master Teacher Program (AMTP)** Pedagogy Content Certification
1989-1993	**Ropes Course Instructor**
1986-1994	**Assessment of Performance in Teaching (APT)** APT Certified Observer
1985-1986	**Program for Effective Teaching**

Honors & Awards

1988-1991	**Teacher Incentive Program Recipient** State Department of Education, SC
1990-1991	**Teacher of the Year** Ebenezer Avenue Elementary

References

Dr. George Graham   Phone: (540) 231-7545
Professor of Physical Education   Email: ggraham@vt.edu
Virginia Tech University
Department of Teaching & Learning
War Memorial Gym
Blacksburg, VA   24061

Dr. Mickey Taylor   Phone: (803) 323-2123
Professor of Physical Education   Email: taylorm@winthrop.edu

Winthrop University
Peabody Gym
Rock Hill, SC   29733

Dr. Jerry Niles   Phone: (540) 231-6426
Associate Dean   Email: niles@vt.edu
Virginia Tech University
College of Human Resources & Education
War Memorial Gym
Blacksburg, VA 24061

Dr. Mary Ann Lewis   Phone: (540) 231-6770
Associate Dean for Academic Affairs   Email: malewis@vt.edu
Virginia Tech University

College of Human Resources & Education
Wallace Hall
Blacksburg, VA 24061

Dr. Jim Garrison   Phone: (540) 231-8331
Professor of Philosophy   Email: wesley@vt.edu
Virginia Tech University
Department of Teaching & Learning
War Memorial Gym
Blacksburg, VA 24061