TEACHING WITH FEELING: THE ESSENCE OF LIVED-POSITIVE EMOTIONALITY AND CARE AMONG PHYSICAL EDUCATION TEACHERS AND THEIR STUDENTS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in the Graduate School of The Ohio State University

By

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ABSTRACT

Standards created by the Interstate New Teacher Assessment and Support Consortium (INTASC) require that teachers have the knowledge, skills, and dispositions to present instruction in a caring and professional manner that leads to P-12 student achievement (INTASC, 2006). Teachers who are able to build close relationships with students are likely to have students with higher engagement and achievement (Pianta, Stuhlman, & Hamre, 2002). Isen (2001) provided evidence that positive emotions can produce behavior (e.g., helping tendencies, generosity, and interpersonal understanding) that represent an ethic to care (Noddings, 1992). Furthermore, positive emotions transform individuals, making them healthier, socially integrated, knowledgeable, and resilient to stress (Fredrickson, 2004); attributes connected to teacher and student relationships within the classroom. Broaden-and-build theory suggests that positive emotions, such as joy, interest, contentment, and love are durable factors that over-time produce healthy outcomes (Fredrickson, 2004).

The purpose of this study was to examine the meaning of lived-positive emotionality and care involving two physical education teachers and their 5th grade students. This study specifically explored how two elementary physical education teachers represented their lived-positive emotional experiences and the extent to which these emotions aligned with the teachers’ and students’ perception of their caring
classroom ecology. Using a phenomenological design data were collected on teacher and student perception of care and positive emotional experiences. Situated learning theory was used as the lens in analyzing data through the use of two prominent analysis strategies: (a) line-by-line coding (Glaser, 1978; Strauss & Corbin, 1990) and (b) constant comparison method (Bogdan & Biklen, 2003; Glaser, 1992).

Findings indicate that the two physical education teachers do find their lived-positive emotional experience as functional for effective teaching, fostering caring and supportive relationships with students, and helping students to achieve desired learning objectives within class. Findings from this study support Fredrickson’s (2004) broaden-and-build theory, suggesting that positive emotions can broaden cognition and enhance interpersonal relationships; thus, establishing the teacher’s experience of lived-positive emotionality as a strong contributing factor in fostering a caring classroom ecology. Positive emotions were perceived by both teachers to help in widening personal resources such as social connections (i.e., inter-personal relationships), coping strategies (i.e., intra-personal relationships), and their teaching knowledge. Each teacher recognized that their positive emotions served as motivation for their teaching and for increased student engagement in the lesson. Teacher empathy was seen to be an important part of each teacher’s pedagogy and was seen to help promote inter-personal relationships between them and their students. Holding debriefing or closure sessions with students and embedding choice within lessons were two salient pedagogies that
were acknowledged by the teachers and their students as beneficial for developing closer personal connections in cultivating caring classroom ecologies. Helping students develop their own self-autonomy for their learning was part of each teacher’s caring classroom ecology.
Dedicated to my embracing and loving parents,
Susan and Timothy Stuhr
ACKNOWLEDGMENTS

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Cognate: Teacher Education
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CHAPTER 1

INTRODUCTION

Caring is considered to be a central feature of teaching effectiveness (Interstate New Teacher Assessment and Support Consortium INTASC, 2006; Ohio Standards Board, 2006). Standards such as INTASC require that teachers have the knowledge, skills, and dispositions to present instruction in a caring and professional manner that leads to P-12 student achievement (INTASC, 2006).

Caring is a particular kind of relationship between the teacher and the student that is defined by the teacher’s unconditional acceptance of the student, the teacher’s intention to address the student’s educational needs, the teacher’s competence to meet those needs, and the student’s recognition that the teacher cares. (Teacher Education Accreditation Council - TEAC, 2006, Principle 1.3)

Teachers who are able to build close relationships with students are likely to have students with higher engagement and achievement (Pianta, Stuhlman, & Hamre, 2002). Teachers who create high standards through rigorous accountability have students who perceive them as supporters of learning (Stipek, 2006). Students, work harder in the classroom when they perceive their teacher cares for them and their learning (Pianta et al., 2002). In order for a caring environment to be present, P-12 students must also view the classroom and the teacher as caring. Stinson (1993) found that high school students who perceive themselves as benefiting from school and who
become more engaged in class were those students who: (a) have a sense of meaning behind what they are being taught, (b) have a perception of being cared for by their teacher, and (c) are able to be themselves and are accepted by the teacher and other classmates. The caring behaviors of teachers have the potential to “influence positively the well being of students because consistent interaction can foster self-esteem, self-confidence and trust through emotional bonds formed” (Larson & Silverman, 2005, p. 176).

The caring teacher is an individual who exhibits behaviors such as: (a) listening to students, (b) showing empathy towards students, (c) encouraging and praising students, (d) supporting the needs of students, (e) helping students succeed, and (f) showing concern for the personal lives of students (Larson & Silverman, 2005). A caring classroom environment is a reciprocal phenomenon where both the teacher and students have established a meaningful relationship (Goldstein & Lake, 2000). Within a meaningful relationship both the teacher and her students have created a positive emotional bond.

The formation of positive emotional bonds between teacher and students may enhance the learning or desire to learn among all individuals within the learning community of the classroom (Lang, Best, & Lichtenberg, 1994; Leavitt, 1994; Maier, 1995). The assumption rests with the acknowledgement that strong positive emotional bonds can create an intrinsic value or disposition for the students to want to learn because of the connection that has been established between the teacher and student. There is evidence to suggest that positive emotions (e.g., joy, excitement, love) can lead to action tendencies such as play, explore, savor, and integrate (Fredrickson,
Each of these action tendencies represent ways in which positive emotions broaden individual thinking and acting (i.e., broadening an individual’s thought-action repertoire). Over time, action tendencies themselves help build physical, intellectual, and social skills (Fredrickson, 1998). Empirical evidence also suggests that positive emotions can influence: (a) intrinsic motivation, enjoyment, and increase the ability to perform cognitive tasks (Isen, 2005). Positive emotions can also: (a) undo lingering negative emotions, (b) fuel psychological resiliency, and (c) fuel psychological well-being (Fredrickson, 2004). Thus, it is hypothesized that there is a link between a caring class climate, experiencing positive emotions within the classroom, and P-12 student learning.

Denzin (1984) uses the term emotionality to describe the meaning, quality, and functionality of an emotional experience. The emotionality of an individual (Denzin, 1984) occurs from within the person and can be considered to be physiological, cognitive, or structural (i.e., an inner sense or feeling). Lived-positive emotionality refers to the meaning, quality, and functionality of specific emotions: joy, interest, contentment, and love. The way a teacher interacts with their students can have a profound influence on the extent to which students acquire the subject matter within a class. Thus, lived-positive emotionality, as well as caring behaviors exhibited by the teacher, becomes important in creating an ideal community within the classroom where learning can flourish. However, the question regarding how teachers make sense and describe their emotionality has yet to be documented and studied within the physical education setting. When teachers behave in a caring fashion their personal emotional experiences (i.e., emotionality) may go unnoticed.
by others if no overt behaviors are exhibited or displayed; however, these experiences still exist.

The lived-positive emotionality of the teacher-student relationship and the teacher's caring behavior is a contextual phenomenon that has yet to be fully analyzed within the classroom. By exploring the complex interpersonal emotional accounts of a caring teacher and their students, in addition to the motivation or rationale for exhibiting caring behaviors, this inquiry seeks to better understand the emotionality of caring teachers and their students within the physical education classroom in the anticipation of recognizing the importance of this phenomenon. The purpose of this study was to explore the meaning of lived-positive emotionality and care involving two physical education teachers and their students. This study specifically examined how the teachers and students represented their positive emotions and whether these emotions aligned with the teachers’ and students’ perception of a caring classroom ecology.

Research Questions

The purpose of this phenomenological inquiry is to provide an account of the following questions:

1. How do elementary physical education teachers represent their caring classroom ecology?
2. How do 5th grade physical education students represent their caring classroom ecology?
3. How does the elementary physical education teacher’s vision care align with the perception of their 5th grade students?
4. How is lived-positive emotionality embodied by elementary physical education teachers and how does lived-positive emotional experience impact their teaching?

Significance of the Inquiry

There is an expectation at the national and state level for teachers to design classrooms that foster emotional safety and caring environments for all students (INTASC, 1992; Ohio Standards Board, 2006; Teacher Education Accreditation Council - TEAC, 1997). The focus of this study is situated in the expectation that physical education teachers have an obligation to provide caring and emotionally safe environments for students. The findings of the study will answer questions surrounding the nature and perceived functionality of lived-positive emotionality and care within the physical education environment and expand the methodological possibilities for examining these complex phenomena.

This study has the implications for a number of stakeholders’ associated with P-12 physical education; such as, P-12 physical educators, P-12 students, P-12 administrators, education policy makers, and physical education teacher education (PETE) professionals.

P-12 Physical Educators

One of my intentions with conducting this study is to help the P-12 teachers I work with become more aware of the issues involving care and lived-positive emotionality that surround teaching. I would like to determine to what extent experiences involving care and lived-positive emotionality impact the teaching process and help these teachers understand how both phenomena influence their teaching.
P-12 Students

I would like to help P-12 students recognize their positive emotions in physical education by asking students to share with me their perceptions and feelings regarding their class experience. I would like to determine to what extent experiences involving care and lived-positive emotionality impact students within each class and determine whether P-12 students perceive these experiences as important.

Administrators

Findings from this study may provide evidence that suggests to administrators a need to look for individuals who are aware of issues regarding care and lived-positive emotionality when hiring new teachers.

Policy makers

Findings from my study may also help support the need to include standards for the teaching profession that take into consideration issues surrounding care and lived-positive emotionality.

PETE Professionals

Informing PETE professionals about the impact of care and lived-positive emotionality may prove helpful for informing teacher candidates about the perceived significance of lived-positive emotionality. PETE instructors may find the findings beneficial and may want to create course objectives within methods classes that provide undergraduate students with a better understanding of the impact of teacher-student relationships and positive emotional responses in the classroom.
Limitations of the Inquiry

There are several limitations of this study that restrict the conclusions that can be drawn from the findings.

1. Findings for this study are limited to the two participants and their students’ within two sections of 5th grade physical education. The findings from this study are not generalizable to a larger population yet can be considered transferable or applied to other similar individuals, experiences, and contexts.

2. Due to time and resource constraints the depth of the findings are limited to 9 visits at Joanna Salk Elementary and 10 visits to Mountain Top Elementary School.

3. The findings are limited to two physical education classrooms that were comprised of 27 (Mountain Top Elementary School) and 28 (Joanna Salk Elementary School) students respectively.

4. The findings are teachers’ and students’ perceptions of lived-positive emotionality and not whether these emotions explain behavior that is observed within the classroom.

5. Caution must be taken in regards to the findings due to the purposeful sample of teachers and students for this study. Other teachers or students in different contexts may have perceptions of lived-positive emotionality and caring that differ from the participants in this study and may also display different caring behaviors.

6. The findings of this study are limited to the extent to which the participants understand the interview and life history questions and the extent to which the data collection instruments accurately depict the phenomenon occurring in each participant.

7. Due to the nature of expressing emotions the participants in this study may withhold verbalizing all of their emotions; these findings are limited to the extent to which the
participants feel they can disclose personal information regarding their emotions and lived-positive emotionality.

**Delimitations of the Inquiry**

There are several delimitations of this study that determine the research boundaries.

1. The nature of phenomenological research is that of descriptive inquiry and delimited to seeking detailed meaning of the phenomenon. This study will explore phenomenon and not investigate the explanatory nature of emotionality.

2. This study is delimited to physical education and will not capture data in any other classroom setting.

3. This study is delimited to 5th grade students in two suburban schools. The study only focused on this age group of physical education students.

4. This study purposely focused on two types of phenomenon within the physical education environment: teacher and student interpretation of care and lived-positive emotionality. This study focused only on these two specific types of phenomenon.

5. This study seeks to discover the participants’ perception regarding emotionality, which is the quality, meaning, and functionality of positive emotions (e.g., joy, interest, contentment, and love). The study initially focused on these four emotions and how the participants represented these emotions; however through inductive inquiry other emotions were included.

6. This study seeks to discover the participants’ perception regarding caring relationships and behavior exhibited within the physical education environment; not other environments.
7. The data collection procedures were delimited to: (a) semi-structured interviews, (b) open-ended and theoretically-focused field notes from direct observations of the students and teachers, (c) written participant journaling, (d) document analysis from physical artifacts such as teaching documents (e.g., lesson plans, unit plans, newspaper clippings, classroom rules and routines, and other written material that describes the pedagogy of the teacher) and (e) a modified life story interview of the teachers. Triangulation procedures were delimited to: (a) prolonged engagement – being in the site long enough to gain data saturation and a full understanding of the research questions, (b) persistent observation – entails closely studying the key points or areas of the study, (c) triangulation – refers to the variety of sources (participants), methods (interviews, observation, document analysis) and researchers used in the study that make up the data corpus, (d) member checking – refers to asking the participants to review key assertions or patterns within the data to determine whether they agree with the researcher, (e) peer debrief – asking colleagues to review the main conclusions or procedures being used in the study to gain an outsiders opinion regarding the study, (f) negative cases – incidents or occurrences that do not depict the phenomenon or go against the primary assertions being made. No other methodologies were used.

Definitions of Terms

The purpose of this section is to define the terms associated with this research proposal. The following definitions should be used as a guideline and not an exhausted list; however, these key terms are provided to help the reader understand the scope of the research questions and the phenomenon being investigated.
Care – An intra-personal concern to act meticulously, with the deepest longing, and with an interpersonal connection, relationship, or capacity to see, hear, and feel for other human beings - a carer and a recipient of care (Noddings, 1992).

Caring Behaviors – Any behavior that is considered by the teacher and her/his students to be necessary for the development of a physically and emotionally safe physical education environment.

Community of Learners – All individuals become active contributors and actively help contribute to their own personal learning. Learning from within communities of practice, where all individuals are able to actively participate in their learning and the learning of others. Where all individuals: (a) have full access to participate in all activities, (b) are able to interact with all participants, and (c) collectively understand and actively seek to accomplish the objectives and goals of the community (Lave & Wegner, 1991).

Conscious Decision – A deliberate and intentional awareness and response to an event, person, or object.

Emotionality - The quality, meaning, and functionality behind an individual’s emotional experience.

Emotions – A biological and social phenomenon that has multiple meaning and descriptions; which include:

- Individualistic experiences that can be shared between and among a community (Denzin, 1984).

- A way to apprehend the world in which we live (Ben-Ze-ev, 2000; Denzin, 1984).
• Experiences involving un-reflective feeling, reflective experience, cognition, and interpretation in terms of the social interactions of the individual within a larger society (Barrett, 2006).

• Short instances (feelings or qualms) lasting no more than a few seconds or long-deep experiences that are carried within the individual over a period of time (Denzin, 1984).

• Rational and conscious inner experiences that involve the individual being caught up in their own flow of existence.

• A personal and individualistic phenomenon of experience directed toward outer objects, whether they are living or non-living, real or imaginary (Ben-Ze-ev, 2000).

Emotions can exist at varying levels or intensities depending on the individual’s past history, current context, and community in which they are connected to and interact with according to the norms, values, and behaviors established (Ben-Ze-ev, 2000).

Lived-Positive Emotional Bond – A common interpersonal feeling or interest between two or more individuals - perceived to be beneficial by all parties.

Lived-Positive Emotionality – The quality, meaning, and functionality behind an individual’s emotional experience of joy, interest, contentment, and love or any other emotion that produces beneficial growth.

Lived-Positive Emotionality Impact – The extent to which an individual’s perception of joy, interest, contentment, and love or any other emotion that influences behavior in a positive way.
**Perception** – A way of regarding, understanding, or interpreting an event, person, or object.

**Phenomenological** – The meaning of lived experiences; the structures of consciousness in human experiences (Creswell, 1998).

**Physical Education Environment** – The surroundings or conditions in which all overt and covert behaviors operate within physical education.

**Positive Emotional Bond** – A common interpersonal feeling or interest between two or more individuals - perceived to be beneficial by all parties.

**Situated Learning** - Learning that occurs within a *situated* environment and refers to the activity, the context, and the culture that amalgamates together to help individuals shape and construct personal knowledge or experience (Lave & Wegner, 1991).
CHAPTER 2

REVIEW OF LITERATURE

This chapter has four sections: (a) my epistemology, (b) the nature of emotions, (c) my theoretical framework, and (d) emotion within education. I begin with my epistemological view surrounding knowledge. Social constructivism has shaped the way I have conceptualized and conducted each phase of this study; thus, included in this review are the tenets of social constructivism that have influenced the way I view the context and the participants in the study. The review will then focus on the nature of emotions and the different components that make up an emotional experience. There is a tremendous amount of literature on the behavioral perspectives of emotion; however, I have focused on the cognitive and constructivist views of emotion that align with my epistemological views and the design of this phenomenological study. In this section I provide evidence that variation exists within the literature in term of the components of emotions, what an emotional experience is, and how people experience emotions. The next section includes the theoretical framework used in studying lived-positive emotionality called the broaden-and-build theory. This theory contends that positive emotions over-time produce healthy outcomes (Fredrickson, 2004). This theory provides empirical evidence that supports the need for further exploration of
positive emotions as a line of research. Finally, the literature that connects lived-positive emotionality to care in the classroom is covered. In this section I provide the link between emotionality, care, and the relationships that are established in the classroom between teacher and students.

A Lens for Studying Emotionality and Care

I believe that studying the phenomena of lived-positive emotionality and care should be conducted based upon the perceived individual experiences of those situated within specific contexts. Through the voices of the participants in this study I was able to construct the represented experience of lived-positive emotionality and care. This study specifically examined how the teachers and students represented their lived-positive emotionality and whether these emotions aligned with the teachers’ and students’ perception of caring teaching.

This study is conceptualized based on a social constructivist approach. Within this approach a primary assumption is that knowledge construction occurs vis-à-vis experience. Within this context of experience situated learning theory (Lave & Wenger, 1991) is used as the framework for studying lived-positive emotionality and care within the physical education environment. These two tenets (i.e., knowledge construction vis-à-vis experience and situated learning theory) have influenced how I view care, lived-positive emotionality, and the design for this study in situ of the physical education ecology.

Knowledge Construction vis-à-vis Experience

The human experience is subjective; thus, reality is multi-faceted and unique to each individual. Since reality exists in terms of multiple, shaped, and shared
constructions then individual perception, such as the phenomena of lived-positive emotionality and care must be seen as a flexible endeavor based upon specific contextual, social, cultural, historical, political, power-hierarchical, spiritual, and personal histories within specific environments and sub-cultures. If one assumes that experience shapes individual reality then the study of lived-positive emotionality and care should be conducted from each individual’s point of view.

Experience, meaning, and understanding are recognized as very private; a subjective reality that relates to events perceived by the individual. Within our world humans are exposed to different cultural and contextual variables which in essence contributes to the varying types of values, ideas, and overall lived human experience. As Schutz (1964) argues, inquiry should take into consideration the life world that is experienced by each individual member and each member’s subjective perception of his or her lived reality. This study specifically uses a phenomenological design to provide viable access to the lived subjective experience of each participant. The correspondence model of truth becomes: (a) the meaning each participant uses to describe the essence of care and lived-positive emotionality and (b) my representation of each participant’s interpretation of this meaning.

Lev Vygotsky (1978) viewed learning as a product of experiences within the social environment. Vygotsky argued that knowledge was constructed from within a social environment and a knowledge community developed through the language used by specific groups of individuals; however, knowledge is ultimately constructed by the individual’s perception of reality. According to Vygotsky (1978):
Every function in the child's cultural development appears twice: first, on the social level and, later on, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals. (p. 57)

Vygotsky argued that knowledge was constructed based largely on how humans communicated within various cultural environments. Thus, language and the interpretation of language by other individuals became a prominent component for constructing knowledge; or what Vygotsky termed co-construction of knowledge.

John Dewey (1933) argued that education and learning should be viewed as a socially constructed pursuit. Dewey (1933) viewed knowledge and education as an enterprise that was fluid, without limits, and based on a continuity of experience or experiential learning; thus, learning was through the act of doing and the continual process of reflection: not through the passive assign-study-recite techniques that many curriculum-based instructional approaches emphasize in today’s educational systems. Dewey (1902) viewed knowledge, education, and learning as the lived experience stating, “…the notion of subject-matter as something fixed and ready-made in itself, outside the child’s experience” (p. 343). Furthermore, within the lived experience knowledge was always changing in terms of how individuals were exposed to and acted upon and within their environment; “It [experience] is a continuous reconstruction, moving the child’s present experience out into that represented by the organized bodies of truth that we call studies” (Dewey, 1902, p. 343). Dewey was a firm believer in pragmatic or hands on education in which students were able to interact with their environment and with other individuals when applying subject-
matter content to relevant experiences in and outside the classroom. Thus, Dewey viewed education as a process not just an end product or test score.

Progressive education theory, according to Dewey (1933), was a paradigmatic shift in the philosophical pendulum, against traditional education methods and ideologies that were present during the 1920s and 1930s. In progressive education, individual freedom was emphasized, with a student-centered curriculum. The problem with progressive education, according to Dewey, is that freedom alone is no solution. Learning needs to be structured and must be based on a clear theory of experience, not simply the whim or mood of teachers and students. Thus, Dewey (1938/1963) proposed that education be designed on the basis of a theory of experience. Understanding the nature of how humans experience was the central component behind this learning theory. In this respect, Dewey's theory of experience rested on two central tenets (a) continuity and (b) interaction. In terms of continuity, all experiences are carried forward with the individual and influence their future experiences. In terms of interaction, each person situates their present experiences as instances that arise out of the relationship between the current contextual situation and the individual’s past history.

The ideological perspective of Dewey and that of social constructivism stems from the notion that every individual has the potential to experience the environment from a different subjective view; thus, by placing 30 students within one classroom with similar instruction does not constitute that every individual will: (a) have the same learning experience, (b) will value the experience in the same way, and (c) apply the knowledge constructed in that environment in future experiences. This is one reason
why teaching is such a difficult profession in terms of helping all students reach similar educational goals. Thus, within education the need becomes to maximize students’ own unique learning experiences in a progressive fashion (i.e., helping students to continue to learn and construct new knowledge based from their current ability level). Not reproducing similar thinkers but producing educated thinkers who have personal knowledge and skills that can be applied to real world situations once outside the classroom.

*Situated Learning*

Situated learning theory (Lave & Wenger, 1991) focuses on the acquisition of knowledge through social interaction. Learning that occurs within a situated and social environment refers to that of the activity, the context, and the culture that amalgamates together to help individuals shape and construct personal knowledge or experience. Some of the key principle features of situated learning theory (Lave & Wegner, 1991) are:

- Learning is an aspect of ongoing participation in changing *communities of practice*.
- Knowledge is constructed as individuals talk, move, and interact (i.e., are active) within the environment.
- Individual behavior as well as group behavior is situated (physically present and active) within the context of a community.
- Knowledge is fluid and ever changing.
- Knowledge is not a set thing or set of descriptions.
Thus, learning becomes a process in which participation within a community is bounded by norms of specific culture. Furthermore, shared contextual meaning by members of the community help shape understanding for those individuals who are active members. In essence, “learning is socially embedded, and learning occurs from socially-mediated collaborative processes” (Clancey, 1995, p. 4). A community of practice refers to any group of individuals who work together to accomplish an end goal (Clancey, 1995). The primary assumption is that all people are associated with one or more communities of practice, whether at home, work, or other social outlet.

According to Clancey (1995) individuals demonstrate their knowledge within these communities of practice and re-construct new meaning (i.e., learning) through the course of every day activity within these contextual environments. As individuals move from the periphery to the center of the community of practice they become more actively engaged in the learning process; hence become more motivated due to the perception of a more relevant (i.e., authentic) learning environment (Lave & Wenger, 1991). The key here is the relevancy of the situation perceived by those individuals within the specific context. Hence, if individuals do not recognize the importance of the learning community they become distanced and unmotivated to participate in the community, which directly impacts how they construct their reality in terms of knowledge acquisition.

Situated learning theory has been shown to be an effective theoretical framework for studying various aspects of physical education:

- Continuing professional development (Armour & Yelling, 2007).
• Sport education, tactical games, and cooperative learning (Dyson, Griffin, & Hastie, 2004).
• Theme-based curricula and disengaged students (Ennis, 2000).
• Teaching games for understanding - TGFU (Kirk & MacPhail, 2002).
• Teacher learning through Mentoring (Patton et al., 2005).

Situated learning theory in each of these manuscripts emphasizes the broad theme of active learning within social communities of practice. In studying physical education teacher professional development Armour and Yelling (2007) used situated learning theory to point out that professional learning should be (a) teacher-centered, (b) within communities or departments of practice, and (c) driven by social interactions among fellow physical education colleagues. Dyson et al. (2004) used situated learning theory to make the connection of using specific instructional models (e.g., sport education, tactical games, and cooperative learning) to promote student-centered learning that involves student decision-making, social interaction, and better understanding the subject-matter. In her discussion of curricula involving a social constructivist approach Ennis (2000) identified the connection between theme-based curricula that was meaningful to students and allowed them to interact with peers in a cooperative manner. Furthermore, Ennis noted that a constructivist curricula approach allows students more autonomy, which can help motivate students and engage them in legitimate learning. Kirk and MacPhail (2002) used situated learning as a way to re-think the TGFU model. With their paper Kirk and MacPhail suggested that learning could be optimized when students are actively engaged in a social environment with their subject-matter. Kirk and MacPhail’s revised TGFU model included the
perspective that students need to have multiple opportunities to experience authentic
game play while learning various skills associated with the game. Patton et al. (2005)
noted that situated learning has been used as a valid theoretical framework in studying
physical education and used this perspective in exploring mentoring relationships
between middle school teachers, volunteer mentoring teachers, and a university led
research team. Findings included rich description of the learning communities formed
by these collaborative relationships.

I am using (a) knowledge construction *vis-à-vis* experience and (b) situated
learning theory as the framework for studying lived-positive emotionality and
perceptions of care. Based on this perspective I have the following assumptions:

- Emotionality is a product of a social existence.
- Studying emotionality is first a descriptive process and then interpretive.
- The emotionality of the participants within this study are multi-varied, shaped,
  and shared constructions of the socio-educational settings in which they
  experience self.
- The communities in this study, as with all communities, are dynamic and
  flexible and as so, have emotional participants who experience and describe
care and lived-positive emotionality based on contextual, social, cultural,
historical, political, power-hierarchical, spiritual, and unique personal histories.
- The social interactions that occur in school settings and specific classroom
  settings influence the way teachers’ and students’ experience their lived-
  positive emotionality and their perceptions of care.
Connection to the physical education community of practice or the lack thereof influence the way teachers’ and students’ experience their lived-positive emotionality and their perceptions of care.

The next section reviews the literature on emotion and emotional experience. This section concludes with my assumptions regarding emotions, which influenced the way I conceptualized and conducted each phase of my study.

Nature of Emotions

Emotions exist within us all. Emotions connect us to the reality that exists from within the inner perspective of the individual and the subjective human experience. Humans pursue life because emotions exist and reside within everyone. For example, would we attend a movie or a play if not for emotions? Would we develop friendship, trust, or a sense of belonging with others if not for emotions? Would people listen to music or children play games of tag if not for the pure essence of emotions that stems from these activities? "There can be no knowledge without emotion. We may be aware of a truth, yet until we have felt its force, it is not ours. To the cognition of the brain must be added the experience of the soul" (Arnold Bennett, 1867-1931).

Without the depth and sheer complexity of emotions human beings would not be able to experience existence; one’s reality would be mute and sterile; a body and mind that would be present and nothing more. We as humans experience and express emotion; such as fear, happiness, anger, shame, regret, joy, bliss, remorse, pride, shyness, enjoyment. Yet, individuals perceive events, objects, and people in various ways; thus experience emotions differently. Emotionality refers to lived emotional experience within situated environments (Denzin, 1984). For example, the presence of
a snake may cause one individual to become fearful and flee, while another individual may not perceive the snake as a threat and remains. One individual may experience a sense or self-feeling of enjoyment from participating in a game of soccer, while another person may experience boredom, anxiety, or even frustration from the act of playing in a game of soccer. Emotionality differs because of the characteristics and the past history that define who they are as an individual and the socio-cultural influences that shape emotional responses (Barrett, 2006).

Emotions are an essential component of what ultimately defines humanity. At the very core of each human being is their emotional reality. By definition, emotions are “any of a number of extremely complex phenomena that are a synthesis of subjective experience, expressive behavior, and neurochemical activity” (Encyclopedia Britannica, 1998). Psychologists have not found a concise definition of emotion; however, they generally agree that emotions include awareness of one's environment, physiological responses, and approach or withdrawal behavior (Encyclopedia Britannica, 1998). The definition of emotion in the Oxford English Dictionary is “any agitation or disturbance of mind, feeling or passion; any vehement or excited mental state” (Oxford English Dictionary, 2006). Emotions influence thoughts, actions, personalities, and the very nature of social relationships for each individual.

Emotions do consist of a biological component, sometimes called core affect. The biological component, or core affect, is comprised of the physiological, neurological, and facial responses. Heart rate, perspiration, blood pressure, neurochemical processes, and how we display emotions with our facial expressions all fall under the biological component of emotions. Although much research has been
conducted on biology of emotions, this particular component extends beyond the scope of this review of literature and will not be covered within this study. What will be covered are the cognitive components of emotions and of emotional responses connected to feeling, cognition, evaluation, and motivation and the constructivist views associated with emotional experience.

*Components of Emotion*

There are four components of emotion: (a) feeling, (b) cognitive, (c) evaluative, and, (d) motivational that, to various degrees, have been agreed upon by much of the research field studying emotions (Ben-Ze’ev, 2000). These four components may or may not occur at various times or in a sequential fashion; however, most researchers argue that each component exits and is influenced by the individual’s personality, past history, and social-cultural variables (Ben-Ze’ev, 2000).

Cognitive processing occurs with the initial focus or importance of the event/object (real or imaginary). In essence, what the individual focuses his or her attention on at the current moment in time. For example, an individual may be drawn to a particular fond memory of childhood and reflect on this event, causing a pleasant emotional experience. Thus, if the event/object is not important then the individual will change his or her focus. If the event is of importance then value or relevancy of the event/object has been cognitively assessed and determined. The cognitive process or stage of emotion is considered the first event in the emotional response process (Ben-Ze’ev, 2000).

The evaluative decision is an appraisal of the event/object and/or core affect response. Here the individual evaluates the event or individual and determines the
value and control of the situation. For example, if an individual places high value on the event or individual then the more likely an emotional experience will occur. If the individual appraises little control over a valued event or person then the emotional response is typically one of unpleasantness. Appraisal is a process of perception in which events are evaluated in relation to a person’s goals, needs, or concerns (Roseman and Smith, 2001).

According to appraisal theories, it is the interpretations of events, rather than the events themselves, that cause emotions (Roseman & Smith, 2001). The same event may be interpreted in countless ways and thus, creating different emotional responses from the various individuals who were within the same context when the event occurred. This key statement re-confirms the notion that emotions must be studied from a subjective view of the individual experiencing the emotion (Denzin, 1984).

“Whether emotion is generated in response to perceived, remembered, or imaginary events, appraisal theories claim that appraisals start the emotion process, initiating the physiological, expressive, and behavioral emotional state” (Roseman & Smith, 2001, p. 7). Control-value theory (Pekrum et al., in press) is one type of appraisal theory, and it implies that subjective values influence type and intensity of the emotional experience. For example, in a study of higher education students, Pekrum et al. (in press) found that enjoyment was greatest among students when both control and value were high, while anxiety was present when control was low and value was high.

The motivational component of emotion is the visible or invisible behavioral event. The motivational component is what happens (e.g., voluntarily or involuntarily) to the individual in terms of internal/external behavior. For example, a pleasurable or
positive stance toward another individual is usually correlated with an action to be with or around that individual when possible - e.g., connectedness towards another (Ben-Ze’ev, 2000). The motivational component can be linked to action tendencies or behavior in three ways: (a) a desire, which is expressed through behavior; (b) a want, which is not expressed through behavior because of some external constraint; and (c) a mere wish, which is not intended or does not result in actual behavior (Ben-Ze’ev, 2000). The close connection between an emotional experience and action tendencies results in individuals who behave in certain ways because of the persuasion of their emotional responses (Ben-Ze’ev, 2000).

The feeling component is concerned with how individuals are aware of their emotional state (Ben-Ze’ev, 2000). It is not easy to recognize and describe the feeling component of emotions because of the subjective nature and individualistic characteristics associated with each person and the variety of contextual events people find themselves in when having a feeling. However, feelings do have intensity, duration, and can be painful or pleasurable (Ben-Ze’ev, 2000). Feelings can be pleasant or unpleasant, while not being linked to evaluative processes: merely an initial expression of our current emotional experience (Ben-Ze’ev, 2000). Feeling is closely connected to the biological dimensions of emotions because they are not intentional; feelings are not appraised.

Some researchers believe that emotional experience should be considered holistic or a non-categorical process that is always changing dependent on personality, context, time, language/communication abilities, and socio-cultural dimensions (Barrett, 2006; Markus & Kitayama, 1994; Mesquita & Ellsworth, 2001). According to
this perspective, the socio-cultural component plays an important role in influencing the construction of emotional experience based upon specific events and individuals within a collective society, culture, or sub-culture (Barrett, 2006). Although not considered one of the four components of emotions, socio-cultural influences do impact the emotional experience of individuals.

Within these four components (e.g., feeling, cognitive, evaluative, and motivational) many researchers studying emotions conclude that there are two basic emotional categories: (a) feeling dimension and (b) cognitive or constructed dimension (i.e., cognitive, evaluative, motivational) of emotion (Ben-Ze’ev, 2000; Pekrum et al., in press; Roseman & Smith, 2001; Weiner, in press). According to Ben-Ze’ev (2000) emotions involve:

- An event, object, or person.
- A cognitive processing, which provides focus or attention toward the event, object, or person.
- An evaluative process or some type of appraisal to determine the value and control of the event, object, or person.
- The actual motivational response whether internal or external behavior
- The feeling of the emotional experience; whether pleasant or unpleasant.

*The Experience of Emotion*

Barrett (2006) believed that all emotions should be studied as individualistic experiences not as discrete physiological events with clear definitions. Denzin (1984) has a very similar view on emotions to that of Barrett and believed that emotions should be studied as lived experience based upon the social situations people find
themselves in on a day-to-day basis. Thus, the experience of a positive emotion such as happiness can be described and mean something entirely different from one person to the next. According to Denzin (1984) and Barrett (2006) experience of emotions depends on the specific contextual, social, cultural, historical, political, power-hierarchical, spiritual, and personal histories that each individual carries with them within specific environments and sub-cultures. As Denzin (1984) pointed out, “All emotions are relational phenomena” (p. 52). Assuming the perspective that emotions are unique experiences, the logical design for studying such experiences becomes phenomenological. With a phenomenological design the focus is not about human behavior but about how individuals make meaning and describe the social phenomenon of lived emotional experience.

Emotionality connects the individual to the society in which they live (Denzin, 1984). As individuals grow older their emotionality changes based upon the assumption that their emotions are relational to the changing world around them (Denzin, 1984).

Emotionality is a dialogue with the world, carried on in and through emotional thoughts, acts, words, gestures, and meanings. Like all dialogue, it turns back on itself, redefines itself, re-expresses itself, and assumes new forms and dimensions, as it moves forward. Emotionality is a circular process that begins and ends with the transactions and actions of the self in the social situation interacting with self and others. (Denzin, 1984, p. 57)

Emotional experiences are difficult to measure because they are circular and ever changing. As Barrett (2006) noted there does not seem to be a good way to objectify the measurement of emotional experience. Interviews and self-reports do have
limitations; however, they appear to be valid measurement tools in capturing emotional experience (Barrett, 2006).

According to Barrett (2006) emotional experience is dependent upon (a) context, (b) language, and (c) prior experience. If one assumes that the situation, cultural symbols, and past experiences of an individual shape emotional experience then the study of emotions should take into account the subjective perspectives of the participants.

*My Assumptions Regarding Emotions*

Based upon the current literature on emotions and emotional experience I hold several assumptions that have influenced the direction of this study. These assumptions include:

- Emotions are individualistic experiences; yet can be shared between and among a community.
- Emotions are a way to apprehend the world in which we live.
- All emotional experiences involve un-reflective feeling, reflective experience, cognition, and interpretation in terms of the social interactions of the individual within a larger society.
- Emotional labeling is always shifting depending on society, culture, and the individual.
- Emotions can be short instances (feelings or qualms) lasting no more than a few seconds or long-deep experiences that are carried within the individual over a period of time.
• Emotions can be rational and conscious and involves the individual being caught up in their own flow of inner experience.
• Positive emotions are functional in terms of the benefits individuals may receive from them (e.g., friendship, care, love, empathy, and trust).
• The essence of emotions as a phenomenon calls for inquiry that interprets individualistic perspectives.
• Emotions are directed toward outer objects, whether they are living or non-living.
• All moods (depressed, anxious) are emotions; yet not all emotions are moods.
• Individual attitude is connected and can direct emotions.
• Emotions can exist at varying levels or intensities depending on the individual’s past history, current context, and community in which they are consciously connected and interact with according to the norms, values, and behaviors established.
• Every individual has the potential to experience the environment from a different subjective view; thus, by placing 30 students within one classroom with similar instruction does not constitute that every individual will: (a) have the same emotional experience, and (b) value the emotional experience in the same way.

These assumptions along with the literature on emotions led me to believe that a phenomenological design was the best way to explore my participants’ lived experiences with lived-positive emotionality and care within the physical education environment. The critical questions regarding emotional experience became: How do
individuals represent their emotions and what function do these emotions serve? The next section will provide some support in answering the functionality of emotions as they pertain to positive emotions and the possible benefits that derive from these responses.

Theoretical Framework: Broaden-And-Build Theory

I believe that all human beings have the capacity to think but also have a deep need to feel. However, what are the benefits of experiencing positive emotions? This section of the literature review will cover a theoretic perspective (i.e., broaden-and-build theory) regarding positive emotions and the benefits that arise through cultivating these positive emotional responses.

Positive Psychological Perspectives

Positive psychology is concerned with understanding and fostering factors that allow individuals to flourish and optimize individualistic well-being (Fredrickson, 2001). Individuals who experience positive emotions such as happiness, care, and love are cultivating both short and long-term psychological and physical benefits (Fredrickson, 2001). According to the Positive Psychology Center (2006), “Positive Psychology is the scientific study of the strengths and virtues that enable individuals and communities to thrive” (p. 1). The field of positive psychology holds that people inherently want “to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play” (Positive Psychology Center, 2006, p. 1). Three of the primary goals of Positive Psychology are to build a science that supports: (a) families and schools that allow children to flourish,
(b) workplaces that foster satisfaction and high productivity, and (c) communities that encourage civic engagement (Positive Psychology Center, 2006, p. 1).

Relative to pleasant emotions, unpleasant emotions have received more empirical research attention (Fredrickson, 2004). There are two primary reasons why psychologists have studied unpleasant emotions (e.g., anger, fear, sadness) more often than pleasant emotions (e.g., happiness). First, the basic unpleasant emotions of anger, fear, and sadness outnumber the only basic pleasant emotion of happiness. Secondly, psychologists have looked at ways to help those who are troubled by or have a hard time regulating or coping with the unpleasant emotions (Fredrickson, 2004). When individuals experience these unpleasant emotions for long periods of time they become prone to an assortment of disorders ranging from anxiety to violence (Fredrickson, 2004). However, recently many researchers have taken the position that pleasant (i.e., positive) emotions should be studied to determine the extent to which these emotions, when cultivated, improve psychological and physical well-being over time (Fredrickson, 1998, 2001, 2004; Isen, 2001, 2003, 2005; Tugade & Fredrickson, 2004).

Evidence Supporting the Study of Positive Emotions

Several studies involving the broadening of cognition and enhancing interpersonal relationships through positive emotions have been conducted over the past three decades (Isen, 1983, 1985, 1992, 2001, 2003, 2005). In all of these studies positive affect was induced using a variety of methods to help researchers with their ability to generalize the results to diverse situations. Research participants would be induced with positive affect by: (a) receiving a small bag of candy, (b) being read a cartoon, (c) hearing feedback regarding success, (d) viewing a short comedic film, or
(e) reading a series of positive words. Overall, Isen’s research suggests that positive affect does influence cognitive functioning and can produce positive benefits in relation to cognitive broadening capacities.

Two of these studies looked at the influence of positive affect (i.e., feelings) on intrinsic motivation, enjoyment, and overall performance (Isen, 2005). Findings from these two experiments suggest that positive affect can increase intrinsic motivation, enjoyment, and overall performance, and at no cost to the level of responsible work behavior coming from the participants in the experimental group. These studies suggest that when individuals experience positive affect they tend to be engaged longer in both enjoyable and uninteresting tasks.

Isen (2001) provides evidence that positive affect leads to helping, generosity, and interpersonal understanding; also, enhancing problem solving and decision-making abilities. Isen goes further and indicates that there is reasonable evidence to suggest that positive affect can help with psychological coping, such as when individuals experience a stressful situation. People in these experiments who were induced with positive affect were able to use problem-solving techniques more efficiently and more often to cope with and solve interpersonal problems and disputes than did the control groups.

*Broaden-and-Build Theory*

According to Fredrickson (2001), emotions are a subset to a larger class of affective phenomenon. Emotions are made up of multiple components and are linked with response tendencies. Fredrickson’s definition aligns with other researchers in regards to the basic components of emotions in terms of emotions being made up of
multiple components and connected to action tendency behaviors. Appraisal is a part of the emotional experience process, in which the individual, consciously or unconsciously, evaluates an event, object, or person and makes an evaluative decision as to the value, or lack thereof, the event, object, or person. If valued, the subjective emotional feeling follows a motivational response and the biological change occurs within the individual.

Broaden-and-build theory suggests that positive emotions, such as joy, interest, contentment, and love are durable factors that over-time produce healthy outcomes (Fredrickson, 2004). Positive emotions transform individuals, making them healthier, socially integrated, knowledgeable, effective, and resilient. The theory contends that positive emotions experienced over time help fuel human flourishing (Fredrickson, 2001). People who are able to experience positive emotions in themselves, according to the broaden-and-build theory, have enhanced thought-action repertoires and thus, are able to cultivate physical, intellectual, and social resources (Fredrickson, 1998).

The specific positive emotions of: (a) joy, (b) interest, (c) contentment, and (d) love are studied within the broaden-and-build theory. Joy is often stated as happiness and is connected with other positive emotion subsets, such as amusement, exhilaration, elation, and gladness. Interest is associated with curiosity, intrigue, excitement, and wonder. Csíkszentmihalyi (1990) relates interest to a phenomenon called flow, in which “people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost” (p. 4). For Csíkszentmihalyi an activity becomes an optimal experience when interest, concentration, and a sense of enjoyment are present. Contentment is often stated as
tranquility or serenity and is connected in some degree to relief. Contentment occurs in
situations where the individual appraises the event, object, or person as safe and judges
the situation or task to be relatively easy or at low effort to them. Love is most often
associated with romantic or passionate love, caregiver love, companion love, and other
close relationships. According to Fredrickson (1998), love is made up of several
positive emotions, such as joy, interest, and contentment.

When experienced throughout life these four positive emotions (joy, interest,
contentment, and love) lead to physical, intellectual, and social benefits (Fredrickson,
1998). According to Fredrickson joy has been linked to play action tendencies
associated with a sense of heightened creativity and urges to play. Joy is connected to a
care-free readiness to engage in whatever interaction presents (Fredrickson, 1998).
Interest creates the urge to explore the unknown, to attend to some matter until a
resolution or goal is met. Action tendencies associated with interest are increased
engagement with tasks or activities, a feeling of wanting to seek new information,
explore new situations, or meet new people (Fredrickson, 1998). Contentment creates a
sense of well-being, calmness in ones life that leads to moments of reflecting on past
and present life moments. Contentment allows individuals to “sit back and savor
current life circumstances into new views of self and of the world” (Fredrickson, 2004,
p. 1369). Action tendencies associated with contentment are usually cognitive rather
than physical behavior (Fredrickson, 1998). Contentment allows individuals to take
recent events or situations, reflect on them, and create a new sense of meaning
regarding the experience. This reflective period creates a new sense of self and possibly
how one views the world. Self-reflection provides opportunity to construct new
meaning from the experiences for which an individual has lived. Love is a combination of the three previously mentioned emotions. Love is experienced within contexts of safe, close relationships. Love allows one to be playful, explore, and enjoy the people who make up the close interpersonal relationships. Thus, love acts as a trigger, that when experienced can lead to moments of joy, interest, and contentment, which in turn leads to action tendencies of play, exploration, and savoring.

According to Fredrickson (1998), the action tendencies (play, explore, savor, and integrate) associated with each of these four emotions (joy, interest, contentment, and love) represent ways in which positive emotions broaden individual thinking and acting (i.e., broadening an individual’s thought-action repertoire). Over time the action tendencies (play, explore, savor, integrate) themselves help build physical, intellectual, and social skills (Fredrickson, 1998).

Benefits of Positive Emotions

Positive emotions have been shown to lead to action tendencies that produce beneficial effects for individuals (Isen, 2003, 2005; Fredrickson, 1998, 2001; Tugade & Fredrickson, 2004). More specifically, positive emotions can influence: (a) attention, cognition, and action (Fredrickson, 1998) and (b) physical, intellectual, and social resources (Fredrickson, 1998). In addition, Fredrickson (2004) argues that positive emotions can: (a) undo lingering negative emotions, (b) fuel psychological resiliency, and (c) fuel psychological well-being.

Undo Lingering Negative Emotions

When individual’s experience negative emotions they momentarily narrow their thought-action repertoire (Fredrickson, 2004). This means that negative emotions limit
cognitive capacity to focus attention on other tasks or situations. For example, individual’s who experience anxiety or fear, focus their attention on what they perceive is causing the anxiety or fear, thus limiting their capacity to think about other matters. Another action tendency resulting from negative emotions is an increase in cardiovascular activity (i.e., blood flow increases to the skeletal muscles) causing heart rate to increase (Fredrickson, 2004). In two separate studies (Fredrickson & Levenson, 1998; Fredrickson et al., 2000) participants were induced with higher cardiovascular activation (i.e., higher heart rate) by being asked to create and present a speech in a limited amount of time. Participants were randomly assigned to four groups; each group viewed one of four films. Two films elicited positive emotions (i.e., film one - joy and film two - contentment). The third film resulted in a neutral control condition and the fourth film elicited a negative emotion (i.e., sadness). The groups who viewed the positive emotions film exhibited faster cardiovascular recovery than those in the neutral and sadness groups. These two studies suggest that when presented with positive emotional experiences individuals are able to mediate or return to normal levels of cardiovascular activity faster than in absence of these emotions. From a phenomenological perspective, “positive emotions may help people place events in their lives in broader context, lessening the resonance of any particular negative event” (Fredrickson, 2004, p. 1371).

Fuel Psychological Resiliency

Experiencing positive emotions may lead to better coping and regulation strategies, which can lead to better physical and mental health (Fredrickson et al., 2000). Is it possible that positive emotions could be used as a means to increase
psychological resiliency? Resilient individuals are those who can bounce back from stressful situations quickly and efficiently (Isen, 2005). A fishing pole analogy, related to its capacity to bend but not break, can be used to describe resilient people and their relation to stressful situations in life. Resilient individual’s have very optimistic and energetic stances towards life and are identified as exhibiting high amounts of lived-positive emotionality (Klohn, 1996). These individuals are able to use coping strategies such as humor, relaxation, or optimistic thinking more readily than those individuals considered less resilient (Fredrickson, 2004). Using a time-pressured speech task (described earlier in this paper) Tugade and Fredrickson (2004) induced negative emotion as measured by the maker of higher cardiovascular activity and used the Block and Kremens’ (1996) self-report scale to measure psychological resiliency. From this study, individuals who had higher resiliency also had higher levels of pre-existing positive affect. After the time-pressured speech phase, participants were asked to rate their happiness and interest. More resilient individuals experienced higher levels of happiness and interest. This study suggests that positive emotions may have a beneficial effect on psychological resiliency.

*Fuel Psychological Well-Being*

If positive emotions do indeed to broaden cognitive capacity, undo the effects of negative emotions, and build higher levels of resiliency to stress and negative emotions, then over time positive emotions should enhance an individual’s overall well-being. Fredrickson (2004) argues that “finding meaning not only triggers positive emotion, but also positive emotions – because they broaden thinking – should increase the likelihood of finding positive meaning in subsequent events” (p. 1373). When
accumulated over time positive emotions broaden attention and cognition, which should cultivate coping strategies. In turn, increased ability to cope with adverse situations or events should predict future positive emotions and moods. This continual cycle is the general tenant behind the broaden-and-build theory of emotions, which enhances emotional well-being.

In a long-term longitudinal study that spanned seven decades researchers studied 180 nuns who archived handwritten autobiographies (Danner et al., 2001). These handwritten works were scored for emotional content, recording instances of positive emotions and negative emotions. There was a strong association between positive emotions and mortality. The nuns who expressed more positive emotions in their handwritten documents lived on average 10 years longer than those nuns expressing the least positive emotions. According to Fredrickson (2004), this finding is not unusual. Several other researchers have found connection between feeling good and living longer (Levy et al., 2002; Ostir et al., 2001). These findings suggest that positive emotions or emotional states may in fact be linked to longer life-longevity and have major implications in terms of living a quality life for longer periods of time.

Research Implications

Research still has yet to conclusively determine the extent to which positive emotions has on individuals over the course of the lifetime or even over the course of a few years for that matter. The literature in positive psychology does suggest emotions can impact individuals within controlled environments (Isen, 2001, 2003, 2005); however, more empirical evidence is needed to determine whether these findings can occur in various dynamic and real world settings, such as the classroom or home
environment. Type, duration, and frequency of positive emotions in relation to action tendencies and overall physical and psychological health also needs to be empirically explored to determine the possible benefits and the extent to which these variables (e.g., type, duration, and frequency of emotions) have on individual well-being. For example, what types of positive emotions are experienced the most? What types of positive emotions have a larger impact on certain action tendencies? How much of a positive emotion is needed for optimal physiological and psychological health? Studies with various types of populations, genders, and across various contexts are also needed: including, educational environments.

*Teaching Implications*

Teachers who create high standards through rigorous accountability have students who perceive them as supporters of learning (Stipek, 2006). Students work harder in the classroom when they perceive their teacher cares for them and their learning (Pianta, Stuhlman, & Hamre, 2002). However, what is the emotional cost to teachers who deeply care and who expend high amounts of emotional energy through helping their students achieve? Stinson (1993) found that those students who perceive themselves as benefiting from school and who become more engaged in class were those students who: (a) have a sense of meaning behind what they being taught, (b) have a perception for being cared for by their teacher, and (c) are able to be themselves and are accepted by the teacher and other classmates. Caring behavior from teachers has the potential to “influence positively the well being of students because consistent interaction can foster self-esteem, self-confidence and trust through emotional bonds formed” (Larson & Silverman, 2005, p. 176). However, teachers who are deeply caring
and work tirelessly for their students can experience a phenomenon called emotional labor (Price, 2001). This phenomenon leads to teachers feeling tired, overworked, and in some cases can lead to burnout (Price, 2001). Thus, in what ways could P-12 teachers benefit from fostering and building positive emotions within their classrooms? Could teachers actually attribute less amounts and degree of burnout from experiencing positive emotions and if so, how much time and how many positive emotional experiences would be needed? Do teachers who experience more positive emotions have less lingering negative emotions and more resiliency to stress? All these questions are yet to be answered within the field of education. However, research on the topic of positive emotions may offer a beneficial avenue for individuals associated with education; including, administration, teachers, students, and even policy makers and teacher educators.

*Human Prosperity*

What makes life worth living? The argument can be made that love, happiness, health, and overall well-being are among the most desired personal traits. These personal life qualities of existence have been sought after for centuries. Yet, how can people experience happy, healthy, and more fulfilled lives? Furthermore, what are the benefits from exhibiting these personal qualities over the course of one’s life? Since these desired states are linked closely to emotions and overall emotionality then it is quite possible that studying positive emotions might produce revealing insight into the phenomenon of healthier living.

Over the past five years the study of positive emotion, positive character, and positive dispositions have been increasingly studied (Steen, Park, & Peterson, 2005).
Positive psychology is a relatively new research area that many believe can lead individuals to leading fuller and more holistic lives. The broaden-and-build theory provides a theoretical frame for studying positive emotions and outlines several emotions (i.e., joy, interest, contentment, and love) that potentially can increase human well-being. Specifically, broaden-and-build theory contends that these four emotions can lead to: (a) undo lingering negative emotions, (b) fuel psychological resiliency, and (c) fuel psychological well-being – human traits that can provide individuals with lastingly happier, healthier, and more fulfilled life experiences. In addition, broaden-and-build theory suggests that cognitive skills, emotional regulation and coping strategies, and social relationships are enhanced through the experience of positive emotions. As a theoretical frame, the broaden-and-build theory has provided researchers interesting, revealing, and empirically based findings that support further exploration into the inquiry area of positive emotions.

If positive emotions do in fact lead to more pleasant living then what is the best way in which to cultivate, broaden, and build these emotional experiences in helping more individuals reap the benefits for healthier living? What can be done as a society to help all individuals experience the benefits from positive emotions? These and other questions related to the field of positive psychology have been asked, and will be continued to be pursued in the years to come – which provides an realm of potentially exciting discovery in regards to positive emotions in the near future.

Emotion within Education

In recent years educational research has started to focus on the emotional dimensions of teachers and students within the classroom setting (Hargreaves, 1998,
The teacher’s role in education is one that requires emotional connections with students (Hargreaves, 1998). Teaching is an emotional occupation, one in which there are a number of extremely complex experiences that are a synthesis of subjective experience and feeling, expressive behavior, and neurochemical activity. For teachers, their emotional experiences can become inner experiences that shape the way they perform or perceive their role as an educator. However, emotionality goes beyond what exits from inner feeling. Teachers are powerful influences on the children they come into contact with on a daily basis; in fact, students you teach may forget what you said to them and may even forget what you did in class; however, unique to all human beings, these students may never forget how you made them feel.

**The Need for Positive Emotional Connections and Care within Schools**

Public school officials, administrators, parents, and teachers want to be able to keep all their students safe from physical and/or emotional abuse within the boundaries of the school environment. However, violence and anti-social behavior within school walls does occur. In 2003, 12 percent of students ages 12-18 reported that someone at school had used hate-related words against them (DeVo et al., 2004). That is, someone at school had called them a derogatory word related to race, religion, ethnicity, disability, gender, or sexual orientation. In a 2005 national survey, 35.9% of a representative sample of youths in grades 9-12 reported involvement in a physical fight at some point in the 12 months preceding the survey (Centers for Disease Control & Prevention, 2006). In 2003 about 36 percent of students ages 12-18 saw hate-related graffiti at school and 21 percent of students ages 12-18 reported that street gangs were
present at their schools (DeVoe et al., 2004). Clearly schools cannot change all the social challenges in our nation that impact youth; however schools can become responsible for creating caring environments that foster positive emotional experiences.

McNeely, Nonnemaker, and Blum (2002) found that when teachers implement characteristics associated with empathy, student self-management, and student decision making, students become and feel more connected to school and exhibit less behavior problems. According to Eccles, Midgfield, and Wigfield (1993) students feel less attached to school as they grow older and as they progress from elementary to junior high school, and suggest that schools need to find ways to help students on a personal and academic level. This finding is important when considering that a strong sense of school connection has been found to be associated with less anti-social behavior (Resnick et al., 1997).

*The Caring Classroom*

The caring teacher is an individual who exhibits behavior such as: (a) listening to students, (b) showing empathy towards students, (c) encouraging and praising students, (d) supporting the needs of students, (e) helping students succeed, and (f) showing concern for the personal lives of students (Larson & Silverman, 2005). In addition to exhibiting these behaviors a caring teacher must be perceived by his or her students as caring. Thus, the phenomenon of a caring classroom environment is two-directional in terms of the behavioral qualities of the participants and the subjective perceptions of those same individuals. Teachers who establish a caring learning environment have the potential to help students with interpersonal as well as intrapersonal skills through the formation of strong emotional bonds (Halverson, 1995;
Lang, Best, & Lichtenberg, 1994; Leavitt, 1994; Maier, 1994). The formation of emotion bonds between teacher and students can be argued to enhance the learning or desire to learn among all individuals within the learning community of the classroom. The assumption rests with the acknowledgement that a strong positive emotional bond can create an intrinsic value or disposition for the students to want to learn because of the connection that has been established between the teacher and student.

*Emotionality of a Teacher*

A caring teacher is an individual who demonstrates behavior that meets the needs of the children they are working with in the classroom (Noddings, 1994); while the emotionality of an individual (Denzin, 1984) occurs from within the person and can be considered to be physiological, cognitive, or structural (i.e., an inner sense or feeling). By examining both internal (i.e., emotions) and external (i.e., observable caring characteristics) behavior there is good reason to believe that these interpersonal and intrapersonal social interactions are "at the core of the teaching/learning enterprise" (Larson & Silverman, 2005, p. 177). The way a teacher interacts with their students can have a profound influence on the extent to which students acquire the subject matter within class. Thus, the emotionality as well as the caring behaviors exhibited by the teacher becomes important in creating an ideal community within the classroom where learning is embraced.

When teachers behave in a caring fashion their personal emotional experiences (i.e., emotionality) may go unnoticed by others if no overt behavior is exhibited or displayed; however, this experience still exists and should be recognized and valued, especially if the emotionality influences the individuals teaching. For example, a
teacher became extremely angry and frustrated by a student within her class for causing several disruptions. She felt anger in her body. She wanted to scream at the student but knew that this would not help the situation and was not the most appropriate course of action. The teacher kept thinking about this situation all day, the disruptions, the frustration it caused within her. The teacher could not get it out of her mind. Every time she thought about it she began to feel angry once again.

Through reflection the teacher was experiencing emotionality. How did this affect her teaching? How did this affect the caring classroom that she wanted to establish for her students? The frustration became part of her reality; thus, how did she view her own teaching during this experience of anger and frustration? These and other questions are important areas of inquiry in describing the complexity of emotionality within the teaching-learning context of the caring classroom.

The same type of questions could be asked when considering lived-positive emotionality of the teacher. For example: A teacher becomes extremely pleased with her students during the first period of the day due to the students ability to stay focused on the class material and the number of correct responses she hears from the students. She feels a sense of pride and a feeling of extreme happiness develops from within her core. She wants to continue working hard with her students, helping the students, and building a community within the classroom where learning is seen as something that is longed by all students. The teacher keeps thinking about how well each student is performing and how she can continue this with her other students during the remainder of the day. The teacher throughout the day is reminded of the success that she witnesses and from time to time smiles and feels proud of being a teacher.
Once again the teacher’s emotionality exists from within and is part of her experience and individual reality. How does this emotionality affect her immediate teaching or the teaching that occurs throughout the day? The emotion of pride and happiness; how was this experienced by the teacher and did her students notice and did this change the class climate and overall flow of the lesson? These are questions of emotionality and should be viewed as an essential part of the teaching reality, especially from within a teacher who is motivated to establish a caring classroom that fosters learning for all.

*Emotionality and Care in the Classroom*

One of my primary assumptions is that through positive social interactions a learning environment in which all students feel cared for in terms of physical and emotional safety can be created. Once students feel cared for and part of a community then the foundation, or the ideal conditions for learning becomes a realistic product; thus, teachers who exhibit, model, and have students practice caring behaviors, in essence, are creating an environment in which growth occurs from an affective social interaction domain. Learning that occurs within a *situated* environment refers to that of the activity, the context, and the culture that amalgamates together to form personal knowledge or experience. In terms of a caring environment the learners are exposed to and practice behavior that sets the contextual stage (i.e., the norms and values of a caring classroom become the students situated environment in which learning is constructed).

A caring environment is created through social interaction between teacher-to-student and student-to-student interactions through the use of language and behavior,
which shape and direct the norms of the community. As previously mentioned a
community of practice refers to any group of individuals who work together to
accomplish some end goal (Clancey, 1995). The primary assumption is that all people
are associated with one or more communities of practice, whether at home, work, or
other social outlet. According to Clancey (1995) individuals demonstrate their
knowledge within these communities of practice and re-construct new meaning (i.e.,
learning) through the course of every day activity within these contextual
environments. A caring classroom can create a sense of affiliation, which can help
students to associate with their peers and construct new knowledge regarding the rules,
routines, and positive supporting behaviors.

Assuming that teaching is an emotional occupation – one that requires teachers
to experience a variety of positive and negative emotions over the course of a school
year - then evidence indicating the quality and meaning behind teachers and students
emotionality within the physical education classroom may help teachers and students
come to a new intra-personal and inter-personal understanding of themselves and
others within the physical educational environment. If one truly believes that “our
greatest contribution is to be sure there is a teacher in every classroom and a leader in
every school who cares that every student, every day, learns and grows and feels like a
real human being” (Donald O. Clifton, 1924-2003) – then research involving teachers
and students claims of lived-positive emotionality and the function they believe those
emotions serve within the classroom also becomes a necessity for the educational
community. To continue to add knowledge and beneficial teaching practices in the
pursuit of quality education for all students, the study of lived-positive emotionality becomes a necessity.
CHAPTER 3

METHODOLOGY

This study explores the meaning of lived-positive emotionality and care involving two physical education teachers and their students. This study specifically examined how the teachers and students represented their positive emotions and whether these emotions aligned with the teachers’ and students’ perception of caring teaching. This chapter begins with how I situate myself regarding: (a) truth and (b) social constructivism as the vantage point in conducting my study. Next the research questions are described along with the specific methods used to answer each question.

Situating Self

In order to better understand the perspective I am using in exploring emotionality and care I have described my ontological and epistemological underpinnings. The first section describes how I represent truth within this phenomenological study. Second, I explain the use of social constructivism as the lens used in capturing my participants’ lived emotional experience and how they represent care within their classroom ecology.
Truth: A Phenomenological Rendering

Truth is always personal. The world exists in the eyes and minds of the beholder in such a way that subjectivity takes precedent over objectivity. The objective world is studied and interpreted by individuals who come from different personal, historical, cultural, linguistic, and economic points of view; thus, truth and reality is not a metaphysical question but rather an epistemological question that involves the interpretation of the objective world. The major claim here is not that objectivity does not exist or cannot be scientifically studied; on the contrary, objective reality exits because of the power of subjectivity. Truth and the acquisition of knowledge are based upon the subjective interpretation of the objective world; thus, truth and knowledge of any individual are determined by specific qualities (e.g., culture, societal infrastructure, socioeconomic status, age, values, personal abilities, and spiritual beliefs). Although truth is deeply personal, it is shaped and directed from the shared consciousness of the whole of all human experience; past, present, and future. Thus, the truth each individual perceives is connected to the knowledge they have experienced and how they are positioned through discourse from society, sub-cultures, and individuals they have come into contact with during their every day lives. This type of knowledge comes from a variety of sources (e.g., government, media, scholars, peers, family, friends, colleagues, and spiritual leaders) and shapes truth for each individual.

If truth is considered varied then the phenomena of lived-positive emotionality and care are unique to each individual and their reality. Accordingly, this phenomenological study captures the participant’s experience regarding both positive emotions and care within the physical education classroom. Specifically, I will be
asking the participants to describe their experiences regarding care and positive
emotions (e.g., joy, interest, commitment and love) within their physical education
classroom. My intention is to come to a better understanding of how these individuals
represent these lived experiences.

*Social Constructivism – The Epistemological Lens for this Study*

There are multiple meanings and interpretations of social constructivism. In this
study, I view social constructivism as a philosophical perspective regarding how
individuals view the world in which they live. For myself, social constructivism
represents a way to explain human social interaction within specific cultural and
contextual environments and how social interaction influences how we create our own
reality. A primary assumption of this study is that the development of emotions and the
perception of care are socially constructed through lived experience (Denzin, 1984).
From my perspective of social constructivism there are certain assumptions regarding:
(a) reality, (b) knowledge, and (c) learning that influenced the entirety of this study.

*Reality.* I believe and make the assumption that subjective thought and
emotional experience have *real* ontological status. From a social constructivist’s
perspective I hold true that reality is culturally and contextually created (constructed)
through social human interaction both at the conscious and un-conscious level. There is
no one or absolute reality because each individual’s past history and present
interpretations of the world help shape his or her own unique way of viewing the world
(Kim, 2001).

*Knowledge.* I have come to believe that knowledge and emotions exist as a
human product, that is created, not discovered based upon the cultural, contextual, and
social variables that each individual comes into contact with in the environment. Thus, “individuals create meaning through their interactions with each other and with the environment they live in” (Kim, 2001, p. 1). Knowledge and emotions are not fixed or absolute; meaning they change and are constructed over time. More specifically, individuals do not stumble upon or discover knowledge or emotional experiences, instead they interpret and construct meaning based upon past experiences and the interactions within specific cultural and contextual environments.

Learning. In order for any type of learning (e.g., affective, cognitive, spiritual, psychomotor) to be meaningful for individuals there must be a connection between what is being learned and the current contextual environment in which that knowledge can be used. Glaserfeld (1995) explained that learning is a contextual phenomenon in which the learner, the knowledge, and the environment need to be taken into account in order to receive the desired outcome. Another key assumption regarding learning is that motivation to learn can be viewed as being both extrinsic and intrinsic. Learning is a social phenomenon and each individual can be motivated to learn new information based on the external rewards provided by the knowledge community (i.e., society). However, because knowledge is actively constructed, each individual’s intrinsic motivation (i.e., the desire to understand and want to learn) also has a significant impact on the construction of knowledge (Vygotsky, 1978). For the purpose of my study, positive emotions may be linked to intrinsic motivation or an interest in learning (Fredrickson, 2001). The assumption being that by experiencing positive emotions students will become interested in an activity and over time committed to their own learning.
Research Questions

This study was designed to explore emotionality and care in an effort to better understand these phenomena with regards to teacher-student relationships in the physical education classroom. I created research questions to explore teacher and student perceptions surrounding behaviors associated with care and to determine whether these perceptions aligned.

1. How do elementary physical education teachers represent their caring classroom ecology?
2. How do 5th grade physical education students represent their caring classroom ecology?
3. How does the elementary physical education teacher’s vision care align with the perception of their 5th grade students?

Questions were also created in order to determine the teachers’ and students’ perception of lived-positive emotionality and whether this phenomenon influenced each participant’s lived experience in the physical education classroom.

4. How is lived-positive emotionality embodied by elementary physical education teachers and how does lived-positive emotional experience impact their teaching?

Study Design

This study used a phenomenological design (Creswell, 1998) to explore the phenomenon of lived-positive emotionality and care involving two physical education teachers and their students. More specifically this design was used to examine how the teachers and students represented their positive emotions and whether these emotions aligned with the teachers’ and students’ perception of caring teaching. Using a
phenomenological design I was able to examine teachers’ and students’ perception of care and how a caring classroom was established. In addition, provide a representation of the teachers’ and students’ positive emotional experiences relating to the teacher-student relationships formed in the physical education context.

Data were collected, organized, and analyzed as two separate cases treating each teacher and their students as a separate unit of analysis. Phenomenological strategies allowed me to conduct two separate case analysis and then compare what I had learned from both sites.

Using a phenomenological design is based on my assumption that emotionality within physical education is an individualistic phenomenon that differs depending on the contextual characteristics that exist within the environment. Issues such as meaning can be addressed with the assumption that human experience is constructed by each individual’s interpretation of their own reality. Thus, students and teachers within a physical education context may interpret a variety of issues differently based upon individual past experiences and the way they socially construct their own world within and outside of the classroom.

Pilot Study I

My first conceptualization of lived-positive emotionality started with a pilot study that was conducted in spring 2006. This Pilot study was a small-scale inquiry that provided me the opportunity to:

- Practice organizing and conducting multiple interviews with a participant.
- Trial a new digital voice-recording device (i.e., Olympus Digital Voice Recorder DS-2).
• Practice transcribing interviews using new computer software and hardware (i.e., Olympus PC Transcription Kit).
• Create semi-structured interview questions that focused on lived-positive emotionality and care.
• Test whether semi-structured interviews were specific enough and could capture the phenomena of lived-positive emotionality and care.
• Start to learn how to conduct analysis of my data using line-by-line coding (Strauss & Corbin, 1990).

My initial thinking regarding the phenomena of emotionality and care started with wanting to know a teacher’s perception of the following research questions:

• How is a caring classroom established?
• How does a teacher describe their emotionality?
• How does emotionality shape the conscious decisions that are made by the teacher?

Using these three research questions I created the following semi-structured interview questions:

• What specific types of behaviors do you believe a caring teacher should exhibit?
• Do you believe teacher-student social interactions influences the learning that goes on in the classroom?
• When you start the school year off what specifically do you say or do to build positive rapport with students?
• Do you believe it is important to have positive experiences when teaching? And could you please explain why?
• Do you believe it is important to have emotional experiences when teaching; for example, experience joy, being passionate, feeling inspired, demonstrating confidence? And could you please explain why?
• What type of outlook on life do you have?
• Can you describe an event during your teaching that you remember feeling positive?
• Was this something that has occurred over time?
• Can you describe an event during your teaching that you remember feeling negative? And how did this event impact your teaching behavior?
• Can you describe an event during your teaching that you remember feeling energetic, eager, or ecstatic and how did this impact your teaching?
• Can you describe an event during your teaching that you remember feeling discontent, dissatisfied and what went through your mind?

The participant (Jacque) was an African American male in his early 30s who taught physical education at the middle school level. Jacque volunteered to participate and gave written consent after my first visit to his school (i.e., Green Valley Falls Middle School). I visited Green Valley Falls Middle School a total of six times over the course of ten weeks during the spring of 2006. During this time I conducted three interviews using my semi-structured questions. At the time of this study I believed these questions could help me discover Jacque’s perception of care and emotionality with his middle school students and the relationships he formed with them. From this
pre-pilot inquiry I was able to conduct some preliminary data analysis that led me to determine that:

• Interviewing was an alternative way to capture participant perception regarding care and emotionality; however I was going to need more than three interviews to be able to describe participant care and emotionality with thick and rich description.

• Jacque’s description and definition of care and emotionality was closely connected to how students were doing and life beyond school classroom. Jacque: I think a caring teacher asks questions about personal things sometimes, about their brother or sister how they’re doing, how was your weekend, you start to build a relationship with them. That way when you know about the student outside the class it makes class a little better for that student. (Jacque, I, 5-12-06)

• Jacque’s classroom behavior indicated that care was primarily a way to befriend students and not as a means to increase student learning in regards to psychomotor objectives and the motor movement skills.

Pilot Study II

A second pilot study was conducted to further explore data collection techniques and to analyze a second set of findings. The participant’s name was Paul Allen and he was a male physical education specialist who was 33 years of age at the start of the study. Paul considered himself to be a middle class Caucasian who was born and raised in the Midwestern region of the United States. Paul had taught physical education for eleven years, nine years at his current school (i.e., Joanna Salk
Elementary). Paul has an extensive background and training in Adventure Education and he believes this shapes the way he instructs.

My conceptualization of care and emotionality changed over time and my second pilot study conducted in winter 2007 was a way to gain further understanding of both of these phenomena. Pilot study II was an inquiry that provided me the opportunity to:

- Continue to practice organizing and conducting multiple interviews with a participant. I was able to use three tactful ways to probe participants during interviews to receive more robust data. These include asking detailed-oriented questions, elaboration questions, and verification questions (Patton, 2002).
- Continue becoming efficient using my digital voice-recording device (i.e., Olympus Digital Voice Recorder DS-2).
- Become more efficient transcribing interviews using computer software and hardware (i.e., Olympus PC Transcription Kit).
- Update my semi-structured interview questions that focused on lived-positive emotionality and care.
- Continue to learn how to conduct analysis of my data using line-by-line coding (Strauss & Corbin, 1990) and NVIVO7 software.
- Start to learn how to write up and report my findings using narrative vignettes and analytic narrative.

Present my findings at two conferences (i.e., The Ohio State Hayes Research Forum and the 19th Annual Ethnographic and Qualitative Research in Education Conference). These presentations provided me with an opportunity to share my
design and findings with other graduate students and faculty members. In addition, receive feedback on my conceptualization of lived-positive emotionality and the research methods that I used in conducting the pilot study. My thinking regarding the phenomena of emotionality and care changed from pilot I to pilot II. In the second pilot study I wanted to know the teacher’s perception of the following research questions:

- How do teachers provide meaning and value towards lived-positive emotionality?
- What are physical education teachers’ perceptions regarding the impact that lived-positive emotionality (i.e., the meaning, quality, and functionality of joy, interest, contentment, and love) has on their teaching within physical education?
- What are students’ perceptions regarding the impact that lived-positive emotionality (i.e., the meaning, quality, and functionality of joy, interest, contentment, and love) has on their learning within physical education?
- What types of behaviors do teachers perceive as caring within the physical education environment?
- What types of behaviors do students perceive as caring within the physical education environment?
- What teacher perceived caring behaviors do teachers exhibit in the physical education environment?
- What student perceived caring behaviors do teachers exhibit in the physical education environment?
In this pilot study I was able to collect data from several sources. Seven interviews with Paul occurred from January 2007 to March 2007. The interview questions were derived from and an edited version of the questions from pilot study I. See Appendix A for each semi-structured question.

I was able to observe him teach six lessons and collected chronological field notes on his and some of his students behaviors in class (i.e., low inference field notes), such as what Paul said to his students, how he conducted his physical education lesson, how he set up equipment, how he set up the class environment, and the specific feedback he was giving students. I also collected high inference field notes specifically focusing on the phenomena of care and lived-positive emotionality.

I conducted a short document analysis of three lesson plans; using line-by-line coding to analyze each lesson plan. This data source provided me with an opportunity to find additional evidence that Paul planned certain pedagogies that were linked to his perception of care for his students. However, I determined that there was little evidence in his lesson plans that demonstrated Paul’s lived-positive emotionality or an ethic to care for his students. The lesson plans were short descriptions of the lesson too vague to indicate either phenomenon.

As a strategy to increase trustworthiness I constructed a grounded survey using the main themes from the data corpus. The grounded survey was used as a member checking strategy. See Appendix B for the complete grounded survey. During the completion of the grounded survey Paul was able to disclose some interesting information on his perception of joy and excitement (i.e., elements of lived-positive emotionality) when teaching physical education. The conversation started and
continued as Paul completed the grounded survey, which I discovered is an excellent method to use for further inquiries. While Paul was filling out the grounded survey it occurred to both of us that our definition for joy did not align. I define joy as, happiness and connect it with other positive emotion subsets, such as amusement, exhilaration, elation, and gladness. Joy has been linked to play action tendencies associated with a sense of heightened creativity and urges to play (Fredrickson, 1998). Joy is connected to a care-free readiness to engage in whatever interaction presents itself (Fredrickson, 1998). According to Paul, joy was more associated with long-term excitement. Thus, what I consider to be more or less a care-free feeling of enjoyment he considers to be an intense excitement. We both later came to a mutual understanding that excitement was a short-term phenomenon, while joy was long-term and could be experienced for minutes or even hours at a time. Paul then described a series of emotional constructs that were essential for students to experience in order for them to become life-long physical activity participants. He claimed that initial excitement later becomes long-term joy. Joy coupled with motivation and interest leads to further engagement. Paul went on to claim that increasing amounts of joy for students while maintaining a level of challenge in which students feel they can be successful will ultimately lead to passion for the activity and continual pursuit of the activity in other situations later when future opportunities arise.

Paul also made a comment that was quite interesting. He suggested that, “joy sustains my passion for my profession” – a powerful message regarding the value of joy in terms of what Paul perceives this positive emotion to contribute to his life. After leaving the school site I started to have ideas on how I could represent my theoretical
framework in light of the discussion I had with Paul. I started with the notion that excitement leads to joy when there is commitment or sustained time involved in a task or activity. This made me think of the other components of Fredrickson’s (1998) broaden-and-build theory. With excitement and increased interest it dawned on me that motivation would be present. Furthermore if interest and commitment were present then sustained engagement in the task or activity would be present. As I kept thinking I decided to construct a Venn diagram to help me visualize this connection between the theoretical variables within my dissertation framework.

I became excited myself! As I drafted the first of what became four version of the Venn diagram I located excitement, interest, and commitment as the primary variables that would ultimately lead to love. Love for the profession, the students, and the day-to-day teaching duties. As I thought further I realized that in essence I was describing Paul’s concept of lived-positive emotionality and that this Venn diagram could be one way to represent some of my initial findings that came from the grounded survey.

As I made all the connections and revised several versions I came to the finalized conceptualization. To recap my thinking of all the variables:

- Excitement is an emotional variable. It is an intense feeling that draws the learning into an activity or task.
- Commitment is a time variable. The more time spent in an activity the greater the commitment.
- Interest is a behavioral variable. It is actual engagement. Students are deeply engaged are interested in the activity.
• Excitement (emotion) and Commitment (time) = Joy.
• Excitement (emotion) and Interest (behavior) = Motivation.
• Commitment (time) and Interest (behavior) = Sustained Engagement.
• All variables combined equates to the construct of love. Love for students, the profession, and for learning.

As I looked over all the connecting variables and the three circles of the Venn diagram (see Appendix C) it occurred to me that this was Paul’s representation of a caring environment.

Another strategy I used for trustworthiness was to keep a researcher’s log (see Appendix D). This log provided me with a detailed audit trail of each component of pilot study II. The log also provided me with a timeline for the study. This timeline provided me with an outline in helping to justify the length of my dissertation study.

I analyzed the data using line-by-line coding (Glaser, 1978; Strauss & Corbin, 1990) and constant comparison method (Bogdan & Biklen, 2003; Glaser, 1992). Overall findings from pilot study II suggest that when Paul recognized his emotionality he:

• Had a heightened awareness in creating caring climates with mutual teacher and student reciprocity in regard to learning.
• Acknowledged that he creates a strong interpersonal relationship with his students.
• Believed he has a heightened cognitive focus when dealing with class instruction and student interactions.
If meaning and discourse guide action tendencies then for Paul positive emotions and an ethic to care contributed to his perception of:

- Recognizing that joy does serve as an important feature to motivation within his classes.
- Cultivating a purpose as a physical education teacher.
- Creating an ideal learning environment based upon student needs towards their learning.
- Enhanced teacher and student relationships; where understanding students is important.
- More acute cognitive focus in terms of why he enacts perceived caring teaching.

For a complete description of the findings from this pilot study see Appendix E.

Selection of Participants

In this study a snowball sampling procedure was initially used in creating a critical case sample (Patton, 2002) by asking two physical education teacher education supervisors at The Ohio State University their opinion regarding teachers who they believed created caring environments for students. The rationale for asking the two supervisors was based on their many years of experience in a variety of schools within the central Ohio region. The supervisors provided a list of four teachers that helped start the snowball sampling procedure. Initial contact by the researcher involved e-mailing all four teachers. Within the initial e-mail contacts the researcher asked permission to visit and observe the four teachers within their classrooms to determine the extent to which they described and demonstrated qualities associated with caring teaching. Field notes collected by direct
observations of the teacher interacting with students in the physical education class were used to help the researcher identify potential participants. After two visits to each of the four schools the researcher identified two teachers that represented an ethic to care for students as defined by Larson and Silverman (2005). The teachers were identified as individuals who value the behaviors that are represented by a caring teacher, as defined by Larson and Silverman (2005):

- The teacher uses active listening when interacting with students.
- The teacher shows empathy towards students during conversation.
- The teacher encourages and praises students when they performed during the lesson.
- The teacher supports the needs of students in a variety of ways.
- The teacher helps students succeed with a variety of pedagogical techniques.
- The teacher shows concern for the personal lives of students by asking questions and interacting with them in terms of the students lives outside of the classroom.

Upon identifying possible participants the researcher approached each to determine the extent to which they had the time and interest to take part in the study. If the teachers would have declined then the next teacher identified as representing the phenomenon from the four initial teachers observed would have be asked to participate. Upon agreeing to take part in the research study the participants agreed to allow me to (a) observe the instruction of their classes, (b) interview the teacher and their students, and (c) review each teacher’s lesson plans, unit plans, rules, and routines. The teachers were also asked to write reflections of their teaching within a daily journal. University Institutional Review Board
(IRB – protocol number 2006B0219, Appendix F) and district approval was received prior to the start of the study. After agreeing to participate in the study Paul Allen and Stacey Swanson signed consent forms (see Appendix G for the unsigned version of this form). In addition, signed parent and student consent forms were collected prior to the start of the study (see Appendices H & I).

Setting

The study took place in two elementary schools located within a large midwestern city. Joanna Salk Elementary School was located in a middle class community in what could be considered a suburban neighborhood with a median household income of $53,532. Joanna Salk Elementary School had seven grade levels (i.e., K-6). Paul taught at Joanna Salk Elementary School, which comprised of 407 students and 27 full-time staff (all certified); which equated to a 16 to 1 student-teacher ratio. Student ethnicity was comprised of: White - 91%; Asian or Pacific Islander - 5%; Unspecified - 4% Economically disadvantaged students made up 4% of the student population, while 6% of the students were classified with some form of student disability. Paul taught physical education in large gymnasium with a full size basketball court and what could be considered an adventure education facility that included a climbing wall, tree house for climbing and repelling, three cargo nets, and a zip-line. Paul also had sufficient equipment resources for a variety of individual and team sport activities (e.g., basketballs, archery equipment, tennis balls and racquets, soccer balls, lacrosse equipment, floor hockey equipment, and various sizes of rubber and nerf balls).
Mountain Top Elementary School was located in an upper-middle class community in what could be considered an affluent suburban neighborhood with a median household income of $91,162. Mountain Top Elementary School had six grade levels (i.e., K-5). Stacey taught at Joanna Salk Elementary School, which comprised of 607 students and 37 full-time staff (all certified); which equated to a 16.4 to 1 student-teacher ratio. Student ethnicity was comprised of: White - 85%; Asian or Pacific Islander - 10%; Black – 3.5%; Hispanic – 1.5%. Economically disadvantaged students according to those students who received free or reduce lunch made up 1% of the student population. Stacey taught physical education in a slightly smaller gymnasium than Paul. Stacey did have a full size basketball court with six regulation sized basketball hoops. On the largest wall in the gymnasium is a mural of a tree with several types of animals (e.g., snakes, monkey, birds, butterflies, raccoon, and squirrels) on the tree branches. To the left of the tree in large print is the message *Climb to Great Heights in PE*. Painted on each of the gymnasium walls are various phrases associated with the five components of fitness (e.g., muscular strength, endurance, flexibility, and body composition) and motor skills (e.g., kick, hop, roll, strike, balance, and turn). Like Paul, Stacey also had sufficient equipment resources for a variety of individual and team sport activities (e.g., basketballs, tennis balls and racquets, soccer balls, floor hockey equipment, gymnastic apparatus, two climbing ropes, a cargo net, and various sizes of rubber and nerf balls).
Participants

I identified two elementary physical education teachers and two of their 5th grade classes. For the purpose of my study all participants were asked to select pseudonyms as to protect their identity.

Paul Allen

Paul was selected again for the dissertation study in order for me to further explore care and emotionality with him but also to study his students in terms of their perception of care and lived-positive emotionality in the classroom. When this study was conducted Paul was one year older (i.e., 34) and was in his twelfth year teaching elementary physical education and he was still teaching at Joanna Salk Elementary.

Paul believes that he has found a life-long career and a permanent position at Joanna Salk Elementary. Paul attributes pursuing a career as a physical education teacher and a love for his profession from many years growing up with a family that provided him with many outdoor opportunities. Paul recalls spending summers on his grand parents farm running, swimming, and playing with his brothers, outdoors all day long and believes this is the primary reason for him wanting to pursue physical activity as a hobby and career.

Paul: We would drive out with my mom and dad and they would spend a week but we would spend the rest of the summer with Grandma and Grandpa out there and then come back at the end of summer. It was that time to get know that side of the family but also time for my brothers to go outside and play all the time and hung out. When you’re out there your taking care of each other. We didn’t watch a lot of TV growing up just a lot of play and I remember being outside. People would always say, do you remember those television shows, no not really because we just enjoyed being outside. As soon as the come came up until the sun came down we were outside playing. (Paul Allen, ILS, 01-18-07)
Paul has an extensive background in outdoor pursuits that range from being a cross-country runner in high school to his participation and training in high ropes courses. Paul also has training in Adventure Education and incorporates this type of curriculum within all of his physical education classes. Paul is very active with facilitating before and after school programs at Joanna Salk Elementary School. In addition, to coordinating and running the before and after school intra-mural programs, he facilitates various lunchtime sport activities to keep his students physically active.

*Stacey Swanson*

At the age of 37 Stacey has been teaching physical education for 15 years. Stacey has been at Mountain Top Elementary School for the past 12 years. Stacey holds a state teaching license and received her M.Ed. in physical education. Stacey is also a national board certified teacher. Stacey is involved in several school and district committees and works with other teachers at the school in helping those students who have been identified with social behavior that impedes their learning. Stacey is a person who takes teaching very seriously in the way she plans and prepares for class. Stacey uses authentic assessment nearly everyday, which is not a common practice for physical education teachers.

*Students*

I decided to study 5th grade students from both Paul and Stacey’s physical education program. In Stacey’s class I was able to receive permission to interview 24 out of the 27 students. In Paul’s class I was able to receive permission to interview 9 out of the 28 students.
Data Collection

I utilized five methods in collecting data during the Fall 2007-2008 school year to answer my research questions. Data were collected using: (a) semi-structured interviews, (b) open-ended and theoretically-focused field notes from direct observations of the students and teachers, (c) written participant journaling, (d) document analysis from physical artifacts such as teaching documents (e.g., lesson plans, unit plans, newspaper clippings, classroom rules and routines, and other written material that describes the pedagogy of the teacher), and (e) a modified life story interview of the teachers. Table 3.1 lists and organizes my research questions according to method of data collection.

Timeline

My rationale for the length of this study was determined by two factors: (a) I was able to reach data saturation with pilot study II based upon a similar length of time at the school site and (b) in order for me to complete each data collection strategy I needed seven weeks at the school sites. Based upon these two factors I had determined that the length of the study was sufficient in order to answer my research questions. I was able to visit Joanna Salk Elementary School 9 times and Mountain Top Elementary School 10 times over the course of the study. During the study I followed a timeline in order to help guide my research agenda. The timeline is structured with the following headings: (a) date, (b) research activity I performed, (c) material or data I collected, and (d) the time I invested in each activity. For the complete timeline see Appendix J.
<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Collection Method</th>
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<tbody>
<tr>
<td>1. How do elementary physical education teachers represent their caring classroom</td>
<td>Interviews/Journaling/Field</td>
</tr>
<tr>
<td>ecology?</td>
<td>Notes/Life Story/Doc. Analysis</td>
</tr>
<tr>
<td>2. How do 5th grade physical education students represent their caring</td>
<td>Interviews/Field Notes</td>
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<td>classroom ecology?</td>
<td></td>
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<tr>
<td>3. How does the elementary physical education teacher’s vision care align with</td>
<td>Interviews/Journaling/Field</td>
</tr>
<tr>
<td>the perception of their 5th grade students?</td>
<td>Notes/Life Story/Doc. Analysis</td>
</tr>
<tr>
<td>4. How is lived-positive emotionality embodied by elementary physical</td>
<td>Interviews/Journaling/</td>
</tr>
<tr>
<td>education teachers and how does lived-positive emotional experience impact</td>
<td>Life Story</td>
</tr>
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<td>their teaching?</td>
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Table 3.1 Research Questions and Data Collection Methods

*Semi-Structured Interviews*

Emotions, thoughts, and other subjective feelings cannot be captured through researcher observation; thus, using interviews allowed the researcher to enter into the perspective of the participants (Patton, 2002). Interviews became the primary technique in trying to interpret what was happening with the participants in terms of their emotionality and perceptions of care. Six interviews for Paul and seven for Stacey were
conducted over the course of the study. Each interview was transcribed verbatim and used in the analysis process. I conducted my own transcription of the interviews in order to pay close attention to the subtle nuances from the participant’s answers. This strategy of conducting my transcription also allowed me to stay close to my data, which means I was able listen to each interview during transcription and write reflexive notes during this process.

Semi-structured interviews were used to determine the teachers’ perception of: (a) care within physical education, (b) emotionality, and (c) how emotionality impacts their teaching. Each interview was conducted at the school site during a time when the teacher was not responsible for any teaching duties or other school obligations. These interview questions are the same questions used in the second pilot study (see Appendix A).

Semi-structured interview questions were also used to collect data on student’s perception of care within their physical education class and also their perception of their own positive emotions experienced within the class. Two types of student interviews were conducted. First, I conducted small group interviews (i.e., groups of 4-5 students) with the 5th grade students at both settings who had volunteered to participate in the study. Second, I selected three students from each class and conducted individual interviews with each of them. The small group interviews allowed me the opportunity to collect data from every participating student in the class. The individual interviews allowed me to further explore whether the teacher’s perception of care aligned with the perception of care from P-12 students. Based upon the field notes from the observations and the small group interviews I selected three
students who had displayed varying levels of care towards their teacher (i.e., high-level caring student, mid-level caring student, low-level caring student). The following questions were used for each small group interview:

*Positive emotions*

- What does it mean to be happy?
- What does it mean to experience joy?
- When do you experience joy and happiness while in physical education?
- What does your teacher do to make you feel happy?
- What do you do in class that makes you feel happy?
- When you feel happy how does that make you feel about participating in physical education activities?
- Do you think being happy in class will help you learn new skills in physical education? Why?

*Caring*

- If a person is caring what does that mean?
- How do you know when someone cares for you?
- Do you think your teacher cares for you?
- What does your teacher do or say to make you feel cared for?
- Can you think of anything your teacher does or says that is caring?
- What do you do to show your teacher you care for them?

The following questions were used for each individual interview:

- What does your teacher do to make you feel happy?
- Do you think your teacher cares for you?
• What does your teacher do or say to make you feel cared for?
• Can you think of anything your teacher does or says that is caring?
• What do you do to show your teacher you care for them?

In addition to the interviews I also collected data using informal conversations that occurred between myself, both teachers, students, and members of the school staff. Many times I created small talk with my participants prior to or after the interviewing process. In these situations the participants feel less self-conscious and at ease when talking to the researcher (Bogdan & Biklen, 2003). Informal conversations provided me with another strategy of collecting data. The data from the informal conversations was collected with handwritten field notes and became another part of my data corpus.

*Open-Ended and Theoretically-Based Field Notes*

Field notes are an essential component in qualitative analysis (Patton, 2002). Field notes were used to provide further evidence of the phenomenon being studied. In addition, data collected from field notes can be used during the write-up process to highlight key examples of the phenomenon through the use of narrative vignette and analytic narrative (Erickson, 1986).

During this study the researcher observed Paul’s 5th grade physical education class eight times and Stacey’s class five times. Field note data was collected in two ways for each observation:

• I collected theoretical data on caring behaviors as defined by Larson and Silverman (2005).
• I recorded critical events that occurred in the classroom that I perceived to elicit an emotional response from the teacher.
During the direct observation I used written field notes to describe behavioral instances that occurred in the classroom that included but were not limited to the teacher:

- Actively listening to students to better understand what the student is asking for or is in need of during class.
- Showing empathy towards students during conversation as indicated by facial gestures or verbal comments back to the student.
- Using positive and specific feedback to encourage and praise students when they behave or perform correctly during the lesson.
- Supporting the needs of students by assisting them with equipment, answering student questions, demonstrating the correct way to perform a skill, or other behaviors that would indicate teacher support for the students in class.
- Helping students succeed with a variety of pedagogical techniques.
- Showing concern for the personal lives of students by asking questions and interacting with them in terms of the students lives outside of the classroom.

In addition, a contextual description of each lesson was made during each visit to the school sites.

**Reflective Journals**

Using a reflective journal allows each teacher to write down any critical emotional experience or caring event that took place while I was not present at the school site. In addition to the interviews, the reflective journal provided me with another tool in which each participant was able to express their own understandings of caring and lived-positive emotionality. Thus, the written participant journal was used as another data source for triangulation and researcher credibility.
During the study I asked each teacher to provide two journal entries per week, based upon critical incidents that occurred within the course of the class for that particular week. Stacey provided me with ten journal entries, while Paul provided me with four. Each teacher reflected upon his or her emotionality and caring behavior and answered the following journal reflection questions:

- How well did you actively listen and try to understand your students today? Please provide specific examples of an instance or instances in class that you were an active listener to one or more of your students.
- How well did you show empathy towards students during conversation with your students? Please provide specific examples of an instance or instances in class that you were empathetic towards one or more of your students.
- How well did you use positive and specific feedback to encourage and praise students when they behaved or performed correctly during class? Please provide specific examples of an instance or instances in class that you gave positive and specific feedback towards one or more of your students.
- How well did you show concern for the personal lives of students during class? Please provide specific examples of an instance or instances in class that you showed concern for the personal lives of students.
- Do you recall an event or specific instance within class today that changed or created an emotional response within you and could you explain the event and your experience after the event or specific instance took place?
- What positive emotions, if any, did you experience during this lesson?
- How did this effect what you did in terms of your behavior in class?
• How did this affect your thinking while teaching?
• How did this emotional experience feel?
• Do you experience this emotion often in class and could you describe other events in which you have experienced this emotion?

The teachers were encouraged to spend as much time as possible per journal entry. The reflective journal allowed the teacher to write down instances that occurred throughout the day or week that related to creating a caring classroom and lived-positive emotional experiences. I collected these journals at the end of every week.

Life Story Interview

In order to gain a full perspective of the meaning and value Paul and Stacey place on their lived-positive emotionality, as well as their perception of caring within the classroom environment, I needed to embrace and interpret what they had come to experience throughout their life in terms of these two phenomena. To do this I used a life story interview. At the start of the study each teacher was asked a series of questions regarding their inner-life lived experience as it pertained specifically to care and emotionality. The inner-life questions are an adapted version of Atkinson’s (1998) life story interview questions and can be found in Appendix K. These inner-life interview questions were used as an additional data source and provided further evidence of what the teachers reflected on, contemplated, and even felt regarding their past experiences with care and emotionality. The interviews took place at each school site and lasted approximately 30-minutes per teacher. There were a total of two inner life interviews per participant in the study.
I am contending that an *inner-life* story is the past memories, insights, events, and instances on the phenomenon of lived-positive emotionality and caring. Thus, by conducting this inner life story I am in essence developing a story about the participants’ past caring and positive emotional experiences.

From pilot study II, I was able to discover that Paul’s perspective of his past lived-positive emotionality and caring tendencies are indicators of who he is today. The inner life story helped me become aware of Paul’s perception and understanding of positive emotions and caring behavior. By listening to the past I was able to understand how Paul provides meaning to positive emotions and caring tendencies while in the context of his classroom. Conducting new inner life stories might provide new insight into the phenomenon of positive emotions and caring; thus, creating a new path of inquiry not currently recognized by myself.

*Document Analysis*

Each teacher was asked to provide copies of unit plans, lesson plans, assessments, rules, and routines that each teacher used during the corresponding length of the study to help facilitate their instruction. From Stacey I received the following materials:

- Team Handball, Pillow Polo, Floor Hockey, Personal Behavior, Social Behavior, and Cooperative Activities Skills Assessments
- Cognitive Assessment
- Jump Rope Assessment
- Pedometer Log Assessment
- Climbing Unit Assessment
• Castle Ball Rules
• Student Letter of Care

From Paul I did not receive any materials. The documents I received from Stacey were used to triangulate my data sources and to establish researcher credibility. I used line-by-line coding in order to interpret and analyze each document. I read each line and then placed a code after each line using my codebook (see Appendix L). Any new concept that was discovered in the documents was given a new code and added to my codebook. I then went through all the codes to determine any patterns within the documents or patterns associated with any of the other sources of data.

Validity and Trustworthiness

Establishing valid findings varies according to philosophical underpinnings and theoretical orientations (Patton, 2002). However, all quality research must establish a high criterion in conducting social science inquiry. Trustworthiness is the processes used to conduct a high quality qualitative study. Specifically, I established trustworthiness as a means to validate my findings. Trustworthiness of the data was established through the following techniques and procedures: (a) credibility, (b) transferability, (c) dependability, (d) confirmability, and (e) reflexive data (Lincoln & Guba, 1989).

Credibility is an accurate description of the qualitative research process, participants, setting, and findings. There were several tools I used to strengthen credibility; these include: (a) prolonged engagement – being in the site long enough to gain data saturation and a full understanding of the research questions, (b) persistent observation – entails closely studying the key points or areas of the study, (c)
triangulation – refers to the variety of sources (participants), methods (interviews, observation, document analysis) and researchers used in the study that make up the data corpus, (d) member checking – refers to asking the participants to review key assertions or patterns within the data to determine whether they agree with the researcher, (e) peer debrief – asking colleagues to review the main conclusions or procedures being used in the study to gain an outsiders opinion regarding the study, and (f) negative cases – incidents or occurrences that do not depict the phenomenon or go against the primary assertions being made. Each of these techniques will be discussed in full.

Prolonged engagement was established through an extending period of invested time within each of my study sites. At Joanna Salk Elementary School I was able to develop rapport with Paul over the course of one and a half years. During the second pilot study I was able to make 15 visits to the school site. For this study I was able to visit Joanna Salk Elementary School 9 times. At Mountain Top Elementary School I had two visits spanning the course of three months prior to the start of this study. During this study I was able to make 10 visits to Mountain Top Elementary School. Over the course of the research study I was able to develop, what I believed to be a trusting relationship with each participant, which in turn led to each participant to willingly devote time to the inquiry.

Persistent observation refers to elements in an event or critical incident that are most relevant to the problem being pursued and focusing on them in great detail (Lincoln & Guba, 1989). Persistent observation was established by incorporating
interview questions and theoretical field notes that specifically related to the
phenomenon of care and emotionality.

Triangulation of data sources was conducted by using several sources, which
included: (a) interview transcripts, (b) field notes, (c) grounded survey transcripts, (d)
reflective journal writing, (e) document analysis, and (f) data coding and analysis.
By using several sources I was able to triangulate the data pertaining to the
phenomenon being investigated (Patton, 2002). Also, uncovering inconsistencies in
findings from various sources of data can also prove to be an important discovery.

Member checks occurred informally throughout the study during interviews, by
having the participants look at emerging themes and determine their validity. Each
teacher received copies of a concise version of the emerging themes that came from the
interview transcripts and were asked to look over these materials at three times during
the study. To increase the credibility of the data I periodically showed Paul and Stacey
the main themes that were developing from the data corpus. I also asked each of them
to read over my transcripts and add any additional comments to what I had written.

Peer debriefing occurred throughout the study during weekly advisory meetings
or with meetings with colleagues from my department. Peer debriefing started early in
the conceptualization phase of my first pilot study with both of my advisors. In these
meetings I provided both advisors with the methods I was using and the initial data I
was collecting. These meetings took place on a needs only basis which means that they
occurred when I needed guidance at various times throughout the pilot studies and
during the dissertation study. The peer debrief meetings occurred on January 25,
February 8, February 11, February 15, and March 11 of 2008. In addition to face-to-
face meetings with my advisors I also sent via e-mail attachment sections of my transcripts and data analysis to colleagues to receive an outsiders perspective and opinion to help me determine; (a) was my writing clear and understandable to an outside reader not connected to my study and (b) to see whether there feedback regarding my analysis aligned with the coded transcription or was there other interpretations that could lead to the expansion of my findings. Two colleagues within my department volunteered to help me with peer debriefing and I sent them sections of my transcripts and data analysis at four points in my data collection phase. This occurred at the second, fourth and sixth weeks of the study.

Negative cases are incidents or occurrences that do not depict the phenomenon or go against the primary assertions being made in the study (i.e., events that do not align with or capture the primary conclusion of the study). Negative cases of the phenomenon provide a much broader picture of what is occurring in the setting and can be used as a means to increase researcher credibility. Negative case checking allowed me to investigate the phenomenon of caring and emotionality further by analyzing events that occurred in the classroom that differed from what I had previously expected to occur.

Transferability refers to the feasibility of whether the findings could be applied to other similar individuals or contexts. Note: this is not generalizability but a way to determine whether the readers or audience can connect to or use the research as it pertains to their unique life and circumstance. Thick and rich description during the write-up is the primary tool used to gain transferability. Transferability allows the
readers to understand the context from which data emerge. Transferability was used as a means to discover negative case examples.

Dependability is the process of the qualitative research study and the many different procedures used. An audit trail (step-by-step identification of the procedures) including demographics, key dates and times, and even provenances when displaying data are used to gain dependability. This method was conducted through keeping a record regarding the procedures and events that have guided the inquiry. Two pieces of evidence that shaped the audit trail were the researcher journal and the listing of all field work completed. These two items were updated as the study progressed and used as a means to keep track of the ongoing research inquiry into the phenomenon.

Confirmability refers to the researcher’s process to ensure that the data from the participants are grounded from events that have happened. Confirmability asks the question, do the research findings represent the closest interpretation of what occurred in such a way that the reader has faith in the study. Confirmability is strengthened through triangulation of multiple data sources. The reflective journals used by each participant are a critical data source for the confirmability of the data collected during the interview process. The audit trail was also a tool used to strengthen the confirmability of the study.

Reflexive data occurred through the data analysis process. I needed to be conscious of my biases, values, and experiences that I held throughout the duration of this study. I utilized a journal to write down my thoughts and the connections I was making as the study progressed. These biases were written in this journal as a means to
fully understand how the data were being interpreted and to keep accountable the complexity of the study.

Ethical Considerations

Erickson (1986) notes two primary aspects of ethical consideration: (a) informing participants and (b) protecting the participants. Informing refers to being upfront and honest regarding the nature of the study and the amount of time you will be asking from the participants. Throughout my study I wanted to develop good rapport and reciprocity with the participants. Protecting the participant refers to doing no harm to them in any way. I was able to keep the participants’ identity confidential, storing data and personal information in a safe location, making sure I had received IRB approval and that permission to conduct the study at a particular site had been granted. I was also aware that I am not omnipotent (i.e., Godlike) and that the study should be a beneficial endeavor for all parties involved and not just for the sole purpose of meeting my own objectives.

According to Christians (2000), there are four primary codes of ethics that should be adhered to by the researcher. The first of these four is informed consent. Obtaining consent allows the participants to decide whether or not they would like to be involved in the research endeavor. The participants’ decision was based on full disclosure of the methods being implemented. All participants in this study gave me informed consent after I had given a full explanation of the research procedures.

The second code of ethics is deception. Christian (2000) eloquently notes that, “deliberate misrepresentation is forbidden” in all ethically responsible research (p. 139). The search for individual truth in this particular study was void of any deception.
Prior to the start of the study, when I was beginning to gain rapport with the participants, full and open discussion regarding the extent and direction of the study was discussed with each participant prior to asking for the informed consent.

Privacy and confidentiality is the third code of ethics that was adhered to in this study. All participants and settings received pseudonyms as to protect their identity. However, I spent a considerable amount of time thinking about the required structuring of privacy considering that the study itself was a celebration of the lives of these participants. The collaborative style of research in this inquiry led me to believe that hiding participant identity was in fact a disservice to the work that was completed by each of the participants over the course of the study. Why does a veil need to be cast over participants who want to share their stories? Furthermore, the full extent of reciprocity cannot be present when identities are kept secret and voices are given ghostly representation.

The fourth and final code of ethics is accuracy. Any fabrication or omission when representing the voices of my participants would be unethical and immoral. To ensure accuracy I went to great extent in establishing trustworthiness of the data collected. The means to which trustworthiness were established are mentioned in the Validity and Trustworthiness section of chapter 3.

The largest ethical question I faced was the ideal of establishing a true sense of reciprocity with the participants. In seeking to answer this question I constructed a set of interview questions to ask the participants in regards to the perceived benefits they received from taking part in this study. The following narrative illustrates the reflexive process that I went through, struggling to determine whether reciprocity existed.
My last interview with Paul (Paul Allen, I, 03-05-07): As I sit outside Paul’s office there was still one question that eluded me. The notion of granting Paul reciprocity from the research study that he was involved with for 10-weeks. Did Paul believe this study was well worth his time? Did he feel any different from the experience of discussing and reflecting on concepts of positive emotions as they related to his teaching? I wanted to better understand how he felt and what he thought regarding the extent to which this study had an impact or not on him as a participant, teacher, and as an individual. I constructed questions regarding what I called a Reciprocity Member Check to determine the extent to which these past 10-weeks were of any value to Paul (see Appendix M for the questions). The other issue regarding this Reciprocity Member Check is whether Paul will provide full disclosure of how he really feels about the study. In the past 10-weeks Paul spoke about honesty and about truthfulness in answering some of the interview questions posed to him by myself; thus, the extent to which I would receive an honest and open answer seemed viable. I wanted to use a Reciprocity Member Check during the dissertation phase of this inquiry but was unable to conduct this process.

Analysis

Data analysis is a process where data is coded to help the researcher start to make sense of the research topic. This inquiry used coding (i.e., putting clumps of data together and labeling it) as a means to start making assertions (i.e., knowledge claims) about the research study. A codebook was used to help define the codes and as a template in identifying emerging patterns from the data corpus. The two prominent strategies used to analyze data were: (a) line-by-line coding (Glaser, 1978; Strauss &
Corbin, 1990) and (b) constant comparison method (Bogdan & Biklen, 2003; Glaser, 1992). (A) Line-by-line coding is a process that allows the researcher to go through the transcripts (typed version of the interview, observation, and document analysis) and place a code next to each line in an attempt to start making sense of the data corpus. (B) Constant comparison method allows the researcher to start data analysis early, use reflexivity (i.e., note taking, memos, pre-assertions), and compare data collected throughout the entire process of the study. According to Glaser (1992) constant comparison method allows the researcher to compare data with two or more participants, compare data with one participant over time, and to compare data of a critical occurrence with disconfirming incidents to determine a clearer picture of what is occurring.
CHAPTER 4

FINDINGS

The findings from this study are organized as two unique and separate cases. Both cases focus on how the participants (i.e., Stacey and Paul) represent the phenomenon of lived-positive emotionality and the caring classroom.

Case I: Stacey Swanson’s Caring Classroom Ecology

Table 4.1 provides a listing of each provenience. The table lists each specific data source used within chapter 4. This table should be used in order to help the reader identify what type of data is being cited and where that data came from the entire body of the data corpus.

Care-centered classrooms are generally considered to be places where teachers are able to build strong inter-personal relationships with students, while providing instruction that is engaging to all students (Goldstein & Lake, 2000). In order to understand situated care I needed to examine the relationships that had been developed between the teachers and students. Chapter 4 is an interpreted look at Stacey and Paul, their students, and the ways in which these participants interacted and perceived their caring environment at Mountain Top and Joanna Salk Elementary School. I was able to represent the essence of care within these specific and unique contexts through the
<table>
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<tr>
<th>SS</th>
<th>Stacey Swanson</th>
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<td>Interviews 1-7</td>
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<td>SRC</td>
<td>Student Reflection Cards</td>
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Table 4.1 Provenience of the Data

voice and lived experience of the participants using observations, interviews, documents, journal entries, and reflection cards. The phenomenon of care within the physical education classroom at Mountain Top Elementary School is being represented by four primary themes:

- Theme 1 – Lived Emotional Experience
- Theme 2 – Pedagogy and Mission
- Theme 3 – Student Behavior
- Theme 4 – Student Voice
Within each of these four themes are sub-themes that represent a further elaboration of the caring phenomenon (refer to figure 4.1) that exists within the ecology of Stacey’s classroom. Theme 1: Lived Emotional Experience is comprised of data that focuses on Stacey and is represented by the following five sub-themes:

- Family Support and Influence
- Committed: Finding Personal Best
- The Warm Fuzzy
- From all Smiles to Frustration: Positive and Negative Emotional Experience
- The Fine Line: Forming Emotional Bonds with Students

Each of these sub-themes has shaped Stacey’s lived emotional experience, which influence the ecology that she has created for her physical education students. Theme 2: Pedagogy and Mission is in relationship to Stacey the teacher. The five sub-themes encompass some of the most salient features of Stacey’s pedagogy and mission as a physical education teacher:

- Supporting the Needs of Students
- Muscle Hustle: The Value of Lifelong Physical Activity
- Reflection and Planning
- Teacher and Student Center-Circle Discussions
- Student Assessment and Individualizing Instruction

Theme 3: Student Behavior includes Stacey’s perception of the impact and functionality that positive emotions and a caring classroom environment has on her 5th grade students. The three sub-themes that represent Stacey’s student behavior are:

- Student Motivation
• Student Achievement
• Student Respect and Responsibility

Theme 4: Student Voice is a composition of three emerging sub-themes that represent how Stacey’s students view a caring classroom ecology. Within the three sub-themes are the students’ voice regarding:
• Happiness
• Student Motivation
• The Reciprocal Nature of Care

Together as a whole, all four themes and 14 sub-themes provide a narrative illustration of the emotional bonds that form between teacher and student and a more holistic representation of teacher-student relationships that exist within Stacey’s caring classroom ecology.

Theme 1: Lived Emotional Experience

Lived emotional experience is the individual meaning and perceived functionality of emotions. Our past, present, and future experiences in life are connected to our emotional self (Denzin, 1984). Who we have become and inspire to be is shaped by our personal lived emotional experience in life. As indicated by Barrett (2006), an individual’s past history influence and shape how they interpret personal lived emotional experience. Stacey’s lived emotional experience involves her past history and how she views her world as a daughter, mother, wife, teacher, and friend. Stacey indicates:

I feel I wear many different hats because I am a mom, a teacher, a wife, and a
Figure 4.1
friend. I try to balance all of these and do the best I can at each of them. Each of these overlap. For example I try to demonstrate a healthy, active lifestyle to my husband, kids, and friends when I am around them and with them. My mission is to try and find a balance in doing things I enjoy with family and friends and being a good teacher at the same time. (SS, 11, 10-31-07)

Stacey’s past history is linked to how she describes her past and current emotions. Stacey’s past has shaped her current emotional experiences in all facets of her life. Being raised in the Swanson home and Stacey’s current emotional experiences impact her representation of care with her students in the physical education classroom.

The theme of lived emotional experience includes five sub-themes:

- Family Support and Influence
- Committed: Finding Personal Best
- The Warm Fuzzy
- From all Smiles to Frustration: Positive and Negative Emotional Experience
- The Fine Line: Forming Emotional Bonds with Students

Each one of these sub-themes that represent Stacy’s lived emotional experience are influential to her caring classroom ecology, which impacts the perception of the 5th grade students (i.e., Theme 4), in addition to Stacey’s perception of student motivation, student achievement, and student respect and responsibility (i.e., Theme 3).

*Family Support and Influence*

Some of Stacey’s current views regarding teaching and establishing care for her students have come from how she was raised by her parents. For example, Stacey is driven to do her best as a teacher. She believes her passion to do quality work came from being raised by her parents.

Researcher (R): Where does this inner desire to do your best come from?
Stacey (S): I think it has to do with my personality and how I was brought up. I think my parents always expected me to do the best I could do.

R: In what ways? What are some examples?

S: School work. I was to have my homework done. In thinking about basketball, this is not necessarily a positive thing, when I came home from a basketball game my dad had one positive and five things I needed to work on. If we needed to we would go out to the basketball hoop that night and practiced. It was at the exhaustion of me that I did not enjoy basketball as much after that. My freshmen year I sat and played some varsity. After that to my senior year I barely played. I was a captain but I did not start. (SS, I3, 11-13-07)

In this example Stacey was pushed by her father to excel in basketball. She recalls that her father was concerned for her and wanted her to do her best but that he would provide negative comments about her basketball technique when she was practicing that made the entire experience aversive. Stacey acknowledges that both her parents cared for her deeply:

I definitely think my parents cared for me. We ate dinner together. They encouraged me. They supported choices I made. We went to church together. They made me feel loved and safe (SS, I4, 11-15-07).

Stacey is however, consciously aware that she does not want to emulate this part of her father’s behavior when interacting with children. Stacey recognizes the importance of being positive when teaching her students. When asked to look back on her basketball experience and receiving feedback from her father Stacey replied:

It made me think about that [basketball] experience, one positive and five negatives is not a positive learning environment. It’s not! Not for a child or for one of my kids. I really try to do five positives and one negative or really think about what I am saying. My basketball experience was truly not positive. (SS, I3, 11-13-07)
Although Stacey remembers her father giving her negative feedback during this basketball example she believes he had the most influence on her growing up. When Stacey was asked who her hero in life was she indicated her father. Stacey believes that, “even though there was some negative feedback he did give me a lot of positive feedback about school work, athletics, and about life” (SS, I5, 11-20-07). Stacey is very fond of her father. She believes that her father cared for her the most growing up as a child, even more than her mother. She retold a story of when her father drove all the way to her college during her freshmen year to help her with her a Math class. Stacey was struggling with her studies and lacked the confidence to excel. She remembers:

Freshman year was overwhelming. Choices, variety of people, culture. Not that I got in trouble but my roommate thought, we did not have to go to Math. So, we just slept and I flunked it [Math test]! So then my dad came up to my school and helped me with anatomy and physiology. I think he really learned how I learn. Like what was the best way to help me. Before tests he helped me study. Not all the time but until I had enough confidence that I could do it on my own. (SS, I4, 11-15-07)

This interview example from November 15, 2007, of Stacey’s father helping and supporting her, illustrates where she may have developed passion for wanting to help her physical education students. Stacey’s father influence on her can also be seen with his involvement with Stacey in athletics. Stacey’s father was her swim coach growing up. Stacey recalls, at the age of twelve, her father coaching her at a swimming competition. Stacey really admired how her father coached and interacted with the other children. Stacey recalls watching the interaction that occurred between her father and the other children:
I learned not only to look at him as a dad and as a friend but I learned some of his techniques on how he cared about and for other people and how he treated them. How he dealt with 100 kids on the swimming team. Even watching his interaction with parents as a coach because he had a range of ages, 6-18. (SS, I4, 11-15-07)

Stacey learned vicariously through her father how to display care for others. She came to realize how her father was able to care for others through his teaching and coaching on the swim team. When I asked Stacey what she specifically remembered and learned from her father she replied. “Just that he was positive. He always tried to get down on the child’s level” (SS, I4, 11-15-07). Stacey remembers how her father made swimming fun and interesting for the children on the swim team. Stacey relived one of her swim competitions in which she distinctly remembered how her father motivated one of the swim athletes:

This guy was an 18-year old and would not be on the team the next year. My dad told him that he could break the record in fly. Dad said you can do it. My dad had these long sleeve champion shirts, which I now have, and he said you do it and you can wear my champion shirt for the whole next week before we have our awards banquet. Well this kid went into the water and he flew down in the pool. So my dad was waiting for him at the finish and gave him the shirt. It was cool. (SS, I4, 11-15-07)

Stacey indicated that the way she holds conversations with her physical education students is very similar to the way her father spoke to the children on the swim team. Specifically, Stacey is reminded of how her father held conversations, “how he got in the pool with the children and would model the techniques and swim activities for the children” (SS, I5, 11-20-07). Stacey indicated to me that above all she remembers her father being positive with the children and using different types of instruction to help “have positive outcomes with the kids” (SS, I5, 11-20-07). Stacey
believes her father was deeply caring, a hero, a positive role model as a swim coach, and above all a helper.

Stacey was expected by her parents to care for others, “It was taught that you are nice to other people and care about other people. You treat other people the way you want to be treated” (SS, I4, 11-15-07). When Stacey did not act appropriately, growing up as a child, she would be reprimanded by her parents. “If we did not act nice to someone then I was disciplined and had to apologize” (SS, I4, 11-15-07). The caring behavior that her father used to help promote learning with his swimming children is similar to the how Stacey reproduces care with and among her own students in physical education. How Stacey talks, works, and establishes emotional bonds with her students came from the influences of her father and family:

I think my parents probably taught me that [helping others]. I think you get to a point and realize, hey this is really important because it [helping others] has an effect on other people. (SS, I2, 11-08-07)

Stacey’s interactions with her own students are representations of how she interacted with the adults in her life growing up. As Stacey notes, “How I carry myself is related to my parents” (SS, I4, 11-15-07). In many ways, Stacey is reproducing the care and lived emotion she experienced growing up as a child with her own students within the physical education classroom.

Committed: Finding Personal Best

Stacey’s parents have influenced her view of care and how she experiences lived emotion within her classroom. Stacey’s history and family influence growing up with her father, mother, and brother has impacted her purpose to lead a balanced life as
a mother, teacher, wife, and friend. Stacey believes that her chosen profession has also shaped her life and given her a sense of purpose.

R: What has shaped or influenced you the most in life?

S: Probably choosing to do PE, honestly. I mean I have some other things that have personally shaped me. How I carry myself is related to my parents but probably getting into PE has influenced me the most.

R: Does being a teacher give you a sense of purpose?

S: Yes. Absolutely! (SS, I4, 11-15-07)

This sense of purpose is driven by Stacey’s high work ethic and level of commitment, which was influenced by her family upbringing and past history. Growing up as a child Stacey was taught that she needed to work hard in order to accomplish her goals in school. Stacey said that her primary belief growing up as a child was “Hard work… …Everything relates back to this theme” (SS, I5, 11-20-07).

Stacey indicated that she learned the value of working hard from a young age. She places a tremendous amount of value on seeking success in the work she does. For example, when Stacey was a teenager she remembers not being successful in school and struggling with her work as a student. She remembers receiving help and from her father that led to her succeeding in school. Her success led to a feeling of self-confidence. Stacey indicated that, “Once I got the self-confidence then everything changed for the better” (SS, I4, 11-15-07). When Stacey became successful in school she realized the value of hard work and continues to strive for her personal best as a physical education teacher.

During my fourth interview with Stacey she recalled a significant event from her senior year in high school that represents her work ethic. Her high school sent out a
letter indicating that all interested seniors could submit an application to give the
graduation speech. Stacey decided to submit her application, along with a short writing
sample. Thinking that she was not going to win Stacey decided not to tell her parents
about her submission of the graduation speech application. After a few weeks Stacey
was notified that she had won the privilege to prepare the graduation speech! Upon
telling her parents, Stacey’s father insisted on helping her with the writing of the
speech. Stacey’s father indicating, “we can totally work this out” (SS, I4, 11-15-07).
Stacey decided that she wanted to write the speech on her own and told her father, “It is
not yours it is mine and I am going to do it” (SS, I4, 11-15-07). Stacey was able to
write the speech and was given approval by the principal prior to the day of the
graduation. After Stacey gave the graduation speech she was told by her mother that
Her father loved it so much it made him cry. Stacey wanted to pursue this challenge on
her own and had the self-confidence to complete the speech without the assistance of
her father. This example highlights Stacey’s desire to want to do her best with her
work. She was able to find independence from her father and a sense of purpose in
doing quality work on her own.

    Stacey’s value in doing her best is apparent, “I don’t want to compromise hard
work” (SS, I5, 11-20-07). Stacey holds a belief that a high level of commitment toward
her students is absolutely necessary in order to create the type of classroom
environment that will benefit student achievement. When asked to explain this
commitment to teaching and her students she commented by saying:

        First of all, I am definitely a committed teacher. It is frustrating when you deal
with teachers who are not quite so committed. I think commitment is also good
for the kids. If you are not committed or your mind is on something else when
you are at your job then you are not going to be able to set up an environment conducive to learning or give those positive emotional experiences to the kids. (SS, I6, 12-04-07)

Not only does Stacey feel committed as a teacher she becomes frustrated and agitated when she experiences teachers who are less committed to helping their students. Other teachers have commented on the amount of time and commitment Stacey has devoted towards her teaching. Stacey indicated that these teachers have created a nickname for her because of her devotion towards teaching physical education. These teachers call Stacey, “Queenie” because they believe she spends too much time towards her teaching commitments (SS, II, 10-31-07). During this first interview, I could sense that Stacey was not pleased with her fellow colleagues calling her Queenie. Other teachers use the name Queenie in reference to a person who is a show off or know-it-all. Stacey readily admits to working hard, but does not understand why her desire to work hard should be looked upon by other teachers with what she believes is a negative connotation (i.e., the use of Queenie as a negative label). Stacey is modest in realizing that she “can do better” and continues to want to improve her craft of teaching regardless to the types of comments she hears from other teachers (SS, II, 10-31-07).

Stacey’s level of commitment can be seen with her class preparation. The first class for Stacey each day starts at 9:15 a.m. However, Stacey arrives to school usually by 7:00 a.m. and sometimes will arrive at 6:30 a.m. depending on whether she has an early morning meeting or whether she needs additional time to prepare for class. Most of the interviews I conducted with Stacey occurred in the morning prior to the start of school. Each morning that I came to interview Stacey I found her on a computer
working on some element of her curriculum for her students. In addition, on three separate occasions (MTE, FN1, 10-23-07; MTE, FN3, 11-03-07; MTE, FN4, 11-13-07) I saw her gymnasium being set-up for instruction prior to the start of school by her own students who had volunteered to help Mrs. Swanson. Every lesson I observed Stacey teach, had all the equipment and written materials completely set-up prior to the start of the instructional period. This evidence provides some indication that Stacey not only values a high level of commitment and work ethic but also demonstrates a high level of organization. By having equipment set-up prior to the start of class Stacey is saving time, which she then can devote towards instructional purposes.

Stacey believes that commitment is an important variable in helping her student learn. Stacey’s value for personal best can be seen with this comment:

I think my students will learn if I do my best. If spend a lot of time on lesson planning and it is a well planned lesson then the students are going to definitely learn something, unless there are other issues. I think it is important to me to be the best teacher I can be because that is what is best for kids. If I do not put the time and effort in it then I can probably pull it off but I feel better with the lesson, my teaching, and what the kids are learning if I put my best into it. (SS, 13, 11-13-07)

This idea of wanting to do her best for students is a central feature of Stacey’s mission as a physical education teacher. The phenomenon of striving for personal best not only provides Stacey with a sense of purpose but also a sense of joy and fulfillment. As I interviewed Stacey I could sense her enjoyment of teaching physical education and the satisfaction that came from working with students. She not only enjoys teaching she loves it! When asked to explain her love of teaching Stacey noted:

I think there are two types of love. There is the love for my job and that I am going to be committed to it and put the time into it and it is joy for me. But I also think that there is the feeling of love. I probably get that from the students
when they are successful and when they like the activities. But I also try and
give that to the students because there are students who don’t get it and the kids
who do get it, are going to like the educational experience better. (SS, I6, 12-
04-07)

Stacey’s love for her profession is twofold: (a) she is intrinsically drawn toward
teaching as a career and (b) she experiences a feeling of love from working with and
helping students become successful. This notion of love for Stacey provides her with
purpose and additional motivation to continue to work hard for her students. Stacey
believes that she is driven to work hard and put forth effort to improve her teaching
(e.g., coming to school early, staying after school late, going to workshops, and
meeting other teachers, parents, or administrators to discuss student progress) because
of the love she has with her career:

I truly love what I do. I just do. I tell the kids when I meet them each year. I
have the best job in the world. I do because I get to play and teach. It is fun
because of what we get to do and what we apply and the academics. We are
constantly moving and I think I am a type of person who likes to try something
different or look at something in a different way. Letting students experience
activities. I always think maybe there is a better way to do this activity or
lesson. (SS, I1, 10-31-07)

There is a cyclical pattern with Stacey’s passion to work hard and strive for her
personal best. She believes that working hard comes from the joy of teaching,
interacting with students, and seeing students be successful with lesson objectives. The
phenomenon of joy motivates Stacey to continue to want to learn and work hard so that
she can continue to improve as a teacher. This pattern of experiencing joy, which leads
to a passion to help, was evident when interviewing Stacey’s students.

Student 1: She always has a smile on her face.

Student 2: She always has a positive attitude.
Student 5: She likes helping us each day. (Students, I2, 12-04-07)

Experiencing joy that leads to an intrinsic desire to help students is one way Stacey directs her care. Stacey recognizes that joy is a positive emotional experience that contributes towards her effectiveness as a teacher.

*The Warm Fuzzy*

The idea that Stacey feels the need to help her students has been influenced by her passion to seek personal best. Her excited mental state of joy creates further justification for her to want to help students and to create a caring environment for them. When asked what joy provided for Stacey she replied, “It gets me excited about teaching. It gives me a warm fuzzy. It gives me a sense of purpose” (SS, I1, 10-31-07). For Stacey, a *warm fuzzy* is how she represents the feeling of joy that she receives from teaching and interacting with her students. She expresses the experience of a *warm fuzzy* as something that is beneficial to herself and for her students:

I think it [warm fuzzy] makes me a positive person. It makes me want to make the situation better. In terms of teaching it makes me want to improve the lesson so that it is more fun for students. (SS, I2, 11-08-07)

Stacey indicates a real need for all teachers to have these *warm fuzzies* when teaching. She believes that the *warm fuzzy* experience acts as a motivational and rewarding experience that helps her justify all the hard work and effort she puts into her career. During my fifth and sixth interview with Stacey, she acknowledged that teaching is a positive contributor to her overall well-being and indicated that joy in reference to her teaching occurs nearly everyday. By experiencing joy on a consistent basis Stacey provides herself with a valid reason for continual pursuit of growth as a professional by the way she seeks improvement in her teaching (e.g., reflecting,
planning, preparing, going to workshops and conferences, voluntary teacher meetings, and having meetings or conversations with parents). Stacey indicated:

I think it [the warm fuzzy] affects both physiological and psychological components of a person. I think I become a more positive person where I feel better about myself and am more confident about myself as a teacher. If I had a great lesson with the kids then I’d go into planning the next lesson thinking that last lesson was great, how can I add to it and make it better for the kids. (SS, 16, 12-04-07)

During my field observations I too notice a very upbeat and joyful energy from the 5th grade students. For example, on November 3, 2007 I witnessed Stacey’s 5th graders, as they entered the classroom, exhibit very high excitement with their behavior (e.g., running, smiling, and laughing). I heard one student call out “yes!” as he entered the gymnasium. When they hear they will be performing jump rope from Stacey they immediately rush over (e.g., jogging, running, and some sprinting) to the jump rope equipment rack to receive a jump rope. The students waste little time receiving a jump rope and transitioning to their personal space to begin jumping. I can see a student nodding his head up and down with approval of the activity as he obtains his jump rope. The excitement and joy created with this activity by Stacey produces instant interest and focus among her students.

The concept of a warm fuzzy connects Stacey and her lived-positive emotional self to that of her students. The warm fuzzy is Stacey’s interpretation of an ideal positive emotional response. She recognizes the benefit of having the warm fuzzy consistently within her teaching environment and understands that this type of phenomenon helps her further develop intra-personal and inter-personal relationships.
For example, from an intra-personal level Stacey has come to understand that in order for her to feel as though she is doing her job she needs to experience the *warm fuzzy*.

Stacey realizes that by helping students and showing care for their learning will ultimately lead to their own *warm fuzzy* and intra-personal benefits of their own. When asked whether she thought care and positive emotions, such as the *warm fuzzy* were connected, Stacey noted:

I definitely think they are connected! I try and show care and give care because it is going to ultimately affect the students learning experience. I think both are totally intertwined. The kids have to care about each other. The teacher has to care about the kids. The positive emotions come from when they are cared about. Whether it is a nice comment from a friend or a nice comment or feedback from the teacher. Students will perform better or have a good experience in PE when they have positive emotions and feel cared for. (SS, I6, 12-04-07)

Stacey wants to be able to create positive emotional experiences, such as the *warm fuzzy* for her students. She acknowledges that this type of experience is beneficial to the learning student and even seeks out students’ opinions about their experience in class to determine whether they perceive the activities as beneficial to their overall experience in class. Stacey also acknowledges that students need to care about each other. As indicated in the literature review, those students who feel connected to their teacher and feel as though the teacher cares for them will work harder within the classroom (Stinson, 1993).

*From all Smiles to Frustration: Positive and Negative Emotional Experience*

Stacey is an individual who is cheerful, self-confident, and dedicated as a physical education teacher. Cheerful in the way she interacts with students, administrators, and fellow colleagues at Mountain Top Elementary School. Her inter-
personal interactions are done with positive connotations. For example, here are two of the many positive comments that I heard Stacey using, “Wow, I like the way you rolled the ball with force, let’s make sure to keep the ball on the ground” “Tony, could you please go and pick up a jump rope and get started, thank you” (MTE, FN5, 11-20-07; MTE, FN3, 11-03-07).

Stacey is self-confident in how she talks about and explains her mission as a teacher and how she has come to understand effective physical education instruction (e.g., She wants to be able to help students be competent in a variety of motor skills related to certain performance standards and is able to justify student achievement with the assessments she uses to track these student outcomes; SS, 11, 10-31-07). Stacey is dedicated in the amount of time and energy she devotes to her teaching. For example, although Stacey formally assesses hundreds of students she realizes the importance of her work and is consciously aware of how doing her best makes her feel in relationship to her hard work.

S: I had a discussion with a teacher last night. The teacher was overwhelmed by grade cards and assessment for 500 kids. I was thinking to myself, well, I could be saying the same thing, I have tons of papers that need to be graded. This other teacher said they were going to leave all the ACs [achieving] on the grade cards. This is a really good teacher and would never go there. So I thought to myself, well I would never do this because that is not what is best for my kids. This conversation could of really drug me down. But I thought well it’s back to finding that balance. Am I going to get stressed out about grade cards, yes, but I know this is really good and when I am finished I will be really satisfied with the things I sent home and the grades that I gave because I did the best I could. (SS, 12, 11-08-07)

This particular teacher told Stacey that she has decided to leave the default mark (i.e., AC or achieving) on the computer grade card for each student because she is simply running out of time to complete her grades. However, Stacey believes that
leaving the default of AC on all the student grade cards is not appropriate because not all students are meeting achieving outcomes with their assessments. Stacey does not equate this type of behavior to effective teaching for the betterment of her students. Stacey understood that this teacher was frustrated and short on time, and because of this had decided to mark each individual grade on the computer grade card with a comment regarding student progress. Stacey realizes that she spends large amounts of time marking each individual grade. Yet, by Stacey devoting this time to complete the grade cards she is receiving a highly satisfying feeling. A feeling that Stacey indicated “keeps me going” (SS, I2, 11-08-07).

Stacey’s hard work for her students leaves her with great satisfaction and a sense of accomplishment. This sense of accomplishment for Stacey is a positive emotional experience. This experience contributes to Stacey’s willingness to keep pursuing hard work and helping tendencies for her students. In my seventh interview with Stacey on December 11, 2007, she indicated a belief that students in class experience a similar type of feeling when they accomplish a certain task or goal within the class. According to Stacey the positive emotions that she experiences also lead to benefiting her students. When asked to explain a positive emotional response while teaching Stacey replied:

The best way to explain it is how things in the class environment make you feel. Like if the lesson is going well or you see a student being successful or if a student is struggling and are able to help them and they are successful in their own way or at their own level. Then that creates positive emotions. (SS, I6, 12-04-07)

When Stacey visually sees student success she is able to acquire a positive emotional response, which in turn acts like a motivator to continue to help students.
During my sixth interview with Stacey on December 4, 2007, she indicated a firm belief that having positive emotional experiences while teaching is a type of internal feedback. She commented that when she is experiencing a positive emotional episode in class her behavior changes:

I smile. I am really positive in the things that I am saying. I might clap to encourage students or give them a high five. If I get a chance to see their parents I might tell the parents so that they can give their child some positive feedback. (SS, I6, 12-04-07)

Stacey’s ability to experience positive emotions with students becomes a cyclical phenomenon that aligns with the four cognitive components of an emotion (i.e., cognitive, evaluative, feeling, and motivational). For example, Stacey might be scanning the gymnasium during a jump rope lesson with cognitive focus on student performance. As Stacey scans the room she notices one of her students struggling to perform a certain jump rope skill. She moves toward the boy and provides feedback and encouragement. The boy attempts the skill again and this time is successful! Stacey evaluates the performance and determines the successful attempt. At this moment Stacey receives a rush of excitement and joyful feeling from the student success. This feeling or what Stacey has defined as a warm fuzzy acts as a motivating agent and Stacey finds herself smiling, calling out more encouragement, giving high fives, or any other type of feedback to additional students.

Stacey not only understands that emotions play a key role in her own motivation but also believes that all teachers need to have similar experiences in order to be effective teachers.

S: I cannot imagine not having any type of emotions and being an effective teacher. Because if you feel negative then that will correlate to negative
interaction with your students. If you feel positive then that is going to correlate to positive interactions with your students. (SS, I6, 12-04-07)

She believes that not having positive experiences will lead to negative interactions with students, which she sees as being undesirable to teacher performance.

Experiencing positive emotions is also seen as being a link to student success. In this statement Stacey believes that positive emotions and the behavior (e.g., encouragement and feedback) that comes from this type of experience are actually correlated.

S: I think positive emotions definitely affect student performance. So, if my goal is to take a student who is “approaching competency” and get them to “at competency.” My positive interactions and feedback to them and the positive emotions I am having are going to correlate to them being more successful and them having a positive emotional experience because they are being successful and I am improving their skill. (SS, I6, 12-04-07)

When asked a follow-up question regarding how student’s benefit from experiencing positive emotions Stacey indicated that “they [her students] probably feel more connected to the class and increase their level of participation” (SS, I6, 12-04-07). Stacey’s belief that positive emotional experiences are connected to her motivation and student success can be seen within this story from her:

Yesterday, with jump rope the first twenty-five minutes is spent on this jump skill sheet. The first class walked in and said, oh we are doing that testing of jump rope. The students went to their home base and sat down and I said we are going to talk about the jump rope sheet. I said someone had brought to my attention that this is a testing sheet. One student said that on the sheet it indicted that you needed to check off 12 skills in order to receive an AC. I told them that I am letting you know the rubric for this part of your grade card for jump rope. This is the expectation. Now, is this challenging? The class said, yeah. Which is good because I want them to understand what challenging means and how you work towards goals. I have a boy who gets frustrated very easily and does not care about jump rope. This boy came over and said; that the jump rope sheet your holding is mine. It has no writing on it. I said that is ok Bill. I asked him what he was going to do today. He goes, well I know that it is important for me
to learn how to jump rope so I am going to try for you today. He went over and started to jump rope. I had another boy who is at a higher skill level for jump rope come over to me and says, Mrs. Swanson I have a great idea. Can I take one of the long jump ropes and tie it to one of the volleyball standards and turn the other end so that Bill can practice jumping without worrying about turning the rope? I said, Tony, great idea. After a few minutes Bill came back over and says, that was really nice of Tony don’t you think. I said, yeah and he goes, guess what? I even have a skill marked off now! He said this with such excitement. Would you watch me? So I watched him perform. He was all smiles. He even told the classroom teacher about his success. So that was great. It was a positive emotional experience for Bill and myself. (SS, I6, 12-04-07)

Stacey recognizes that positive emotions contribute to the learning experiences her students receive in class. She also indicated during the sixth interview that these types of experiences, such as the one that Bill had with the jump rope lesson, makes a long lasting impact with a students life in a positive fashion as well. Stacey wants to set up a learning environment where all of her students feel they can be successful and enjoy being physically active. She recognizes that student frustration can cause students to become disengaged and not want to put forth a maximum amount of effort.

Throughout my study with Stacey I asked her to keep a journal and answer several questions twice per week (refer to the methods section for a complete listing of questions). Stacey was able to provide responses on ten separate days from the time period of October 30, 2007 to December 11, 2007. Three clear conclusions regarding Stacey’s positive emotional experience with her students emerged from two of the journal questions. One of these journal questions was:

Do you recall an event or specific instance within class today that changed or created an emotional response within you and could you explain the event and your experience after the event or specific instance took place?
For this particular question there were eight responses that were positive emotional experiences for Stacey. Within each of these eight responses there was clear evidence to suggest that student performance was connected to Stacey’s positive emotional experience. Two primary conclusions were made in relationship to Stacey’s positive emotional feeling.

• Conclusion 1: Stacey’s positive feeling was related to student effort (SS, JE5, 10-30-07; SS, JE5, 11-06-07; SS, JE5, 12-11-07), student enjoyment of the activities (SS, JE5, 10-30-07; SS, JE5, 11-18-07; SS, JE5, 12-11-07), student cooperation with one another (SS, JE5, 11-13-07), student understanding of specific outcomes (SS, JE5, 11-13-07; SS, JE7, 11-20-07; SS, JE5, 12-04-07), and student success on specific skills (SS, JE5, 11-06-07; SS, JE5, 11-13-07; SS, JE5, 12-04-07; SS, JE5, 12-07-07; SS, JE5, 12-11-07).

• Conclusion 2: Stacey’s positive emotional feeling provided her with a sense of accomplishment and pride in helping her students find success with the lessons (SS, JE5, 10-30-07; SS, JE5, 11-13-07; SS, JE5, 11-18-07; SS, JE5, 12-04-07, SS, JE5, 12-11-07).

Another one of the questions I asked Stacey to respond to in her journal regarding her positive emotional experience with her students was: How did this [positive emotional experience] affect your behavior in class? Within each of her ten responses there was a clear connection with the previous question in that, student performance was the trigger for Stacey’s positive emotional feeling. When student behavior was aligned with Stacey’s expectations then she would acknowledge a positive emotional response or experience. One additional conclusion in relationship to
positive emotional feeling was Stacey’s level of feedback after a positive emotional response.

- Conclusion 3: Stacey acknowledged that she would become more enthusiastic and provide more student praise and encouragement following a positive emotional feeling with her students (SS, JE7, 11-01-07; SS, JE7, 11-06-07; SS, JE7, 11-10-07; SS, JE7, 11-18-07; SS, JE7, 11-20-07; SS, JE7, 12-04-07; SS, JE7, 12-07-07; SS, JE7, 12-11-07).

Stacey also believed that there was room to experience love as a physical education teacher. Love was another type of positive emotional experience for Stacey and she viewed love as a teacher from two perspectives: (a) love for your career and (b) and love for and from students and the relationships she has build with them. Love for career is a type of joy for Stacey as a teacher. In this view Stacey equates love to her career as something that provides her with purpose, pride, and a sense of fulfillment in her life. Stacey is drawn towards her profession as a teacher, similar to that of a calling, in which her path in becoming a physical education teacher was largely based upon the type of person she has become (i.e., Stacey believes her career as a teacher fits her personality and desire to want to help others). Stacey’s calling to become a physical education teacher started in college:

In college I had a fantastic experience in a swimming class I got to help teach and that’s when the teacher said to me Stacey you should really think about teaching PE. At that point I was struggling on what do. That was a positive experience. Here was someone saying you might be really good at this. I don’t necessarily think I had ever heard anyone say you would be really good as a teacher. People complimented me but until then no one had directed me toward my career path. (SS, I7, 12-11-07)
Stacey representation of love for and from her students is reciprocal in the sense that she is a giver and provider of love and she receives love from being able to share positive emotional experiences with her students. Stacey represents this idea of reciprocal love in this statement:

I definitely believe love is represented in the way I teach and the way I communicate with my students. I think it is who I am because of the love I have for my job. Then there is love that is more a part of the caring and letting students know that we can try activities in different ways, I can help students one-on-one, we can adjust teams, or give them support in various ways, or talk to them if they need to talk. (SS, 11, 10-31-07)

In this statement Stacey recognizes there is room in teaching to demonstrate love to students and to receive love back in return from her profession. She understands that by supporting students learning needs she is demonstrating her own kind of love projected towards her students. This conceptualization of love from Stacey is another layer of her lived emotionality as a physical education teacher.

As with all individuals, Stacey experiences her share of negative emotional experience (e.g., frustration, low energy level, not feeling well, lack of motivation, disappointment). As indicated in her sixth interview, Stacey believes that she should let students know when she is not in a good mood and having negative emotional experience. Stacey recognizes that students can see her try to mask her emotions. Stacey indicated that when she is experiencing a negative emotional response her tone and volume of her voice, her interactions with students, and absence of praise and feedback is apparent and students pick up on this change in her teaching. Thus, Stacey believes she should be truthful to students and let them know how she is feeling during class. During my sixth interview with Stacey, she told me the last thing she wants to do
is to deceive her students. She wants to be open and honest with them as much as possible.

What creates a negative emotional experience for Stacey is largely a result of student behavior within the lesson. Stacey’s negative emotional experience comes from students or even whole classes who are not listening, arguing, or not following directions. Three examples of Stacey’s negative emotional experience stated in her journal entry were related to students not following directions or showing concern for others:

With my fourth graders, I experienced disappointment during the *muscle hustle* stations. Some students even with encouragement did little and then during the pillow polo game the students on one team felt they could just *whack* the ball as hard as they could toward the goal and not worry about passes or tactics or really game play. I was disappointed because in both cases it was lack of respect for the directions and concern or care for body. (SS, JE5, 11-01-07)

When a student threw a stick at another student. I was scared and mad that the stick missed the other student. Also, not pleased when I looked at all 3 games and their were disagreements going on at each court and not game play. (SS, JE5, 11-10-07)

I had frustration with Matt about his lack of respect for students and myself. It was not okay to lie on the floor and then on mats during class. Several times I asked him to sit up and even move to the stage, which he disregarded. Several others students were experiencing my frustration. (SS, JE5, 11-06-07)

The latter two examples highlight that student safety was a concern for Stacey. In addition, she was upset that these students were not showing concern for their peers in class. In the third example, Matt was being disrespectful to Stacey by ignoring her request to sit up. In all three examples, Stacey acknowledges a negative emotional experience as a result of student behavior. Although Stacey experiences negative
emotions within her classroom she does appear to have much more positive responses from students than negative ones.

Stacey consciously recognizes the importance of experiencing positive emotions as a teacher. She believes that there is a connection between these types of experiences and her ability to help students be successful in her class. Stacey wants to create an environment conducive to learning and understands that her feelings can be a motivating element to the classroom ecology. In summary, Stacey’s positive emotional experience:

• Can be viewed as a product from her tremendous amount of time and energy spent on planning and instructing her students.
• Is triggered upon Stacey recognizing student effort, student enjoyment of the activities, student cooperation with one another, student understanding of specific outcomes, and student success on specific skills.
• Provides Stacey with a sense of accomplishment and pride in helping her students find success with the lessons.
• Is a motivating element in helping Stacey become more enthusiastic and provide more student praise and encouragement following a positive emotional feeling with her students.

Furthermore, Stacey acknowledges her belief that students benefit from positive emotional experiences. She believes these types of experiences can lead students to put forth more effort and engagement in the lesson or instructional task. Stacey is consciously aware that her ability to help students feel good about their experience in
class will lead to beneficial behavior for these students in class in the form of higher engagement.

*The Fine Line: Forming Emotional Bonds with Students*

Being positive with students is a trait that many teachers value (Cornu & Collins, 2004). Stacey is no exception when it comes to wanting to promote a positive aura within her classroom. As previously mentioned, when Stacey is feeling positive or experiencing her *warm fuzzy* she finds herself being more positive with her students. As Stacey’s experience becomes positive she is able to demonstrate more praise and feedback, which can be seen as a way to develop strong inter-personal relationships with students. Thus, Stacey’s positive emotional experience within the classroom is something that can aide in helping students be more engaged in the lesson:

> When I am feeling good or experiencing positive emotions I am more positive with the kids, give more positive feedback, my interactions (e.g., enthusiasm, how I am caring myself, smiling, looking at them) are more positive. That in turn probably correlates to the students learning or their wanting to learn or trying harder because of how I am. (SS, I7, 12-11-07)

As indicated in my third interview with Stacey, she believes that her positive and specific feedback to students helps keep them motivated and that this can lead to student success. When students become successful she believes this allows her students to experience their own positive emotional feeling.

Stacey is committed to being positive with her students. Unlike her basketball experience growing up as a child, she emphasizes using positive comments to her students as much as she can. Stacey also recognizes the value of non-verbal communication as a form of positive rapport or connection with students. I was able to witness Stacey on several occasions provide this non-verbal connection with students
through the use of high fives (MTE, FN2, 10-30-07) and also by touch; placing her hand on the shoulder of her students while talking to them (MTE, FN4, 11-13-07). Assisting students with various activities in class is another way to non-verbally demonstrate to students Stacey’s commitment to them and their well-being in class.

Stacey demonstrates a sense of urgency and a high level of with-it-ness (Kounin, 1969) in wanting to and knowing how to help her students (i.e., the ability to attend to several tasks simultaneously, while still being consciously aware of other student behavior). In the middle of one of Stacey’s fitness lessons called the *muscle hustle* I witnessed one of the 5th grade students struggling to perform their curl-ups. Stacey also recognized the struggling student and did not hesitate to go over and hold this student’s feet while he performed the curl-ups. At the same time Stacey is holding this boy’s feet, she is scanning the room and monitoring the other students simultaneously, periodically calling out words of encouragement. The high fives, placing her hand on the shoulder of students, and assisting her students with classroom activities are not only a way to acknowledge and gain the attention of the students but also a representation of Stacey’s care for them in terms of their continual academic and social growth within her class.

Stacey wants to have strong connections with her students but also understands there is fine line that teachers must not cross when developing emotional bonds with students. When asked whether Stacey believed there was room for teachers to develop close inter-personal relationships with students she commented:

Yes, I do but I think the word close again is a fine line. What does close mean? I think you want them to know that they can come and talk to you. I think you want them to know that they can express that they are not comfortable with
something or that they need help with something or they are successful with something and that they are playing a sport outside of school now. I want them to know that I want to experience with them, the bad or the good with them. Or that I am there to help them. (SS, I7, 12-11-07)

During my seventh interview with Stacey, she emphasized that teachers must be careful when forming emotional bonds with students. Teachers need to be very clear with students what the boundaries are in a student-teacher relationship. From personal space and touch to what is being verbally communicated, teachers need to demonstrate the utmost professionalism and awareness regarding the relationships they establish with students in their class. Stacey spoke about the teacher-student relationship she has with two students named Skip and Todd. She believes that this relationship is close and that the emotional bond that has developed is centered on the construct of respect (SS, I7, 12-11-07). When asked to describe this emotional bond that she has with Todd, Skip, and other students Stacey replied:

I think it is kind of like respect. I think they understand me and the way I teach and my expectations and I understand them. Sometimes I know that we need to change the plan today or we need to step this up. I think I am a pretty good judge of where the lesson should go. Sometimes they let me know. I think this can be an emotional bond I have with students.

R: It is almost like the students are able to see where you are coming from and the importance of what you are telling them. They can see the relevancy behind what you are saying and when they see this you believe there is a good chance that there is a positive emotional bond present between you and your students?

S: Yes. Yes. Like I would say I have one class that I am really struggling with. I have yet to figure out how to form this emotional bond with them. We are not all on the same page and there are so many different personalities going off. There are also some attitudes from the students that make it difficult. (SS, I7, 12-11-07)

Stacey believes that both Skip and Todd “understand” that she is interested in their lives (e.g., academic and social) and that she cares for them (SS, I7, 12-11-07).
This type of understanding helps shape the emotional connection between Stacey and her students. Stacey is also indicating in this response her desire to want to create this understanding or emotional bond with all students because she feels this will help create a better learning environment. When Stacey mentions being on the same page she is referring to the students following her directions, listening to her, and getting along with one another in the class.

Stacey understands the importance behind having her students cooperate with each other within physical education. She believes that cooperation among students is a life skill (SS, I7, 12-11-07). Stacey extends the importance of her students working together by indicating:

Whether you like the person or not you might have to work with them or might have to do a project with them. There are going to be people that you do not agree with or that have a different philosophy with but you are going to have to work with them. That’s life. So my students need to learn that now and understand that now. They need to know the skills of problem solving and compromising so that when it happens to them they know how best to deal with those situations.

R: Do you think this type of knowledge is a responsibility that teachers need to help students with in the classroom?

S: Yes. Absolutely.

R: As part of the curriculum?

S: It is a standard for us. So I definitely say yes! I think it is scary when a teacher says no because it is part of life. As a teacher my main responsibility is to teach physical education and social skills is part of that. If I can help them with life skills that is probably a bigger gain for the students. (SS, I7, 12-11-07)

The importance of developing teacher-student rapport and student-to-student cooperation is a facet of Stacey’s teaching that she believes is present but also indicated
to me “can still be improved” (SS, I2, 11-08-07). Stacey highlights how some students still need additional help with social skills:

I think that the nature of kids today [few seconds pause], they need to be able to show care because I don’t necessarily think they get it from home. I am not talking about all my students, but there are some students. I have a student who does not care about anything. He does not care about school. He is starting to smile and I have noticed this in class. He said to me, “I can’t believe you notice I am smiling”. He then said I actually like school. This is probably the only safe place for him because home is not a safe place but if kids show care to him and teachers show this to him then hopefully he will begin to apply himself more. He likes PE but it he still has the attitude that I can lay on the floor sometimes. (SS, I2, 11-08-07)

Stacey believes that there is room in physical education to help students develop what she calls *life skills* (e.g., cooperation, teamwork, accepting one another). Stacey demonstrates the need to help students with these types of skills in a variety of ways:

- Attending workshops and conferences to learn activities and methods that will help students work together (MTE, FN1, 10-23-07).
- Planning for and using cooperative activities within her lessons (MTE, FN1, 10-23-07).
- Holding debriefing sessions with students at the end of the period for her and the students to discuss and reflect on classroom behavior (FN1, FN2, FN3, FN4, FN5).
- Modeling correct behavior and social interactions with students (FN1, FN2, FN3, FN4, FN5).

Another way Stacey develops an emotional bond with her students is by demonstrating empathy towards them within the classroom. Empathy is the ability to
share and understand the feelings or emotional experiences of others. Stacey defines empathy for her students as “understanding their [the students] difficulties and feelings” (SS, JE1, 10-30-07). In her journal entries I asked Stacey to reflect on and describe the ways in which she demonstrated empathy towards her students. Based upon ten entries from the time period of October 30, 2007 to December 11, 2007 there were two primary ways Stacey indicated showing empathy with her students: (a) by listening to students and (b) finding ways to resolve conflict or problems that arose during class. Stacey represents empathetic behavior in a similar fashion to that of a facilitator. As an individual trying to help students find a resolution so that they can continue to work on the objectives within the lesson. One great example of this mediation process was seen during a pillow polo game on November 13, 2007 (SS, JE5, 11-13-07). Pillow polo is a game that is similar to floor hockey. Students each receive a pillow polo stick with a soft nerf cushion at the very end of the stick. Like floor hockey the goal is to pass the puck, or in this case a ball, to teammates until a shot on goal can be scored. During the pillow polo game Stacey recognized one of her students (Gabby) becoming frustrated with the lack of support coming form her teammates. Stacey went over to Gabby and at first wanted to hear what she had to say. Gabby indicated that she was not getting the ball from her teammates and did not want to play anymore. After listening to this student Stacey decided to stop the 3 versus 3 small-sided game and process this conflict with all six players on the court. Stacey wrote, “I reminded them that they were a team and needed to work together for game play” (SS, JE5, 11-13-07). At the end of class, during a class-wide debriefing session Stacey called upon Gabby to share her situation with the whole class. During this
discussion Gabby recognized that she was not moving to an open space (i.e., trying to get open during the game) and because of this she was not getting the ball passed to her. Gabby indicated that after Mrs. Swanson had approached both teams she felt as though her team did do a better job cooperating with each other and they did not have any further arguments with one another.

Stacey’s approach to show empathy is a way for her to listen to students and try to resolve student conflict. Empathy for Stacey is about helping students for the betterment of their learning experience in physical education. Empathy, along with verbal and non-verbal communication, using cooperative activities, holding debriefing sessions, modeling correct behavior and social interactions with students, and incorporating several proactive behavior strategies such as the Class Act and the Give Me Five or Big Shoe programs allow Stacey to develop a caring classroom ecology that emphasizes the formation of strong emotional bonds with students (MTE, FN3, 11-03-07).

The proactive behavior strategies (i.e., Class Act and the Give Me Five or Big Shoe program) are individual and whole-class programs that Stacey has created and uses with all of her students. The Class Act program was created by Stacey to encourage individual students to care for each other. Those students who demonstrate “a random act of kindness” can receive a star with their name on it that goes up on the gymnasium wall (MTE, FN2, 10-30-07). When Stacey witnesses a kind act from one student to another she provides them with a star made of construction paper. Stacey has stars of all the students who have demonstrated these random acts of kindness posted up in the gymnasium wall. Stacey rewards one deserving student, per grade level, who
has demonstrated care towards another student with a reward at the end of each grading period. Examples of the reward include shooting hoops with Stacey and other teachers at lunch or some other physical activity prize. Stacey refers to this award in class at the end of the day to remind students that she is looking for student kindness.

The *Give Me Five* or *Big Shoe* program is a class contingency-based strategy to encourage all students within each class to act appropriately during physical education. *Give Me Five* is a monthly program that encourages students at every grade level to demonstrate five social skills:

- Safety
- Commitment
- Cooperation
- Responsibility
- Respect

At the end of each class each student indicates to Stacey on a five-point scale, using their fingers, the extent to which they believe they demonstrated these five social skills in class (e.g., 1 for low demonstration to 5 for high demonstration). Stacey provides her input and an overall score (e.g., 1 to 5) is awarded to the class for that particular day. Stacey posts the points of each class on a large poster board in the gymnasium. This poster board provides every student the opportunity to track their classes point total throughout each month. At the end of the month one class from each grade level is awarded as the *Give Me Five* Champion and receives the *Big Shoe*. The *Big Shoe* is a large picture of a shoe with the classes name printed in the middle, which Stacey posts for all the students to see in the gymnasium. During my third interview with Stacey,
she acknowledged that the *Give Me Five* program has made a large difference in helping students to focus on appropriate behavior.

Stacey recognizes a place for emotional bonds with students and tries to help students with the development of their own social skills. During my seventh interview with Stacey, she indicated that her emotional bond is based upon having students from 1st grade all the way up through the 5th grade, which allows Stacey to build long lasting relationships. Stacey indicates that the *time factor* helps her develop bonds with students and that for some students these relationships have a long lasting impact (SS, I7, 12-11-07). Stacey commented that:

In some ways my students are my own children here at school. I mean I have high school kids that come back and see me. Now I may have not seen them for a while but they still come back. (SS, I7, 12-11-07)

The relationships that Stacey establishes with her students’ is similar to one she experienced with her father growing up as a child. With her father Stacey was able to see him interacting with hundreds of children over the years as a swim coach. She witnessed him provide compliments and words of encouragement to these children. Stacey saw her father as someone who was able to “get down to the children’s level” when interacting with them (SS, I4, 11-15-07).

These student-teacher relationships provide Stacey with a sense of purpose as a teacher and intrinsic motivation to do her best within her chosen field. By experiencing positive emotions Stacey is able to become more enthusiastic and in turn provide her students with praise, encouragement, and feedback. Stacey’s ability to experience positive emotions and develop strong emotional bonds with her students can be
described as a reciprocal and synergistic relationship; one in which both teacher and students can benefit from while learning about the physical education subject-matter.

**Theme 2: Pedagogy and Mission**

Stacey has a clear vision regarding how she wants to instruct the content of physical education and what she wants her students to take away from their experience. Stacey’s mission as a physical education teacher is to assist her students to see the value of physical activity as part of a healthy active lifestyle. Stacey’s vision as a physical education teacher can be seen with this example:

> I try to be the best I can. I try to look at each student as an individual. I try to help each student individually to enjoy, improve, or see the application in engaging in physical education. (SS, II, 10-31-07)

Stacey’s pedagogy encompasses an assortment of specific teaching behavior that she uses in her classroom to help students, “as far as skill development or social development.” (SS, II, 10-31-07). Stacey’s mission as a teacher is connected to how she enacts her pedagogy. Thus, Stacey’s pedagogy and mission are connected to student motivation, student achievement, student respect and responsibility, and the perception among the students within her classroom. As the second of three prominent themes, Stacey’s pedagogy and mission as a physical education teacher includes five sub-themes:

- Supporting the Needs of Students
  - Encouraging students and providing feedback
  - Listening and understanding students
- Muscle Hustle: The Value of Lifelong Physical Activity
- Reflection, Planning, and Preparation
• Teacher and Student Center-Circle Discussions
  
  One of the most salient ways that Stacey displays her mission as a physical education teacher can be found in her parent newsletter. Each year Stacey sends home with her students a newsletter indicating her mission as a physical education teacher. In this newsletter Stacey includes her mission statement and a list of objectives she pledges to work on within her physical education class. These objectives include:

  • Establishing a positive, safe learning environment.
  • Teaching a variety of physical activities that make physical education fun and enjoyable.
  • Creating maximum opportunities for students of all abilities to be successful.
  • Promoting honesty, integrity, and good sportspersonship.
  • Guiding students into becoming skillful and confident movers.
  • Facilitating the development and maintenance of physical fitness.
  • Assisting students in setting and achieving personal goals.
  • Providing specific, constructive feedback to help students master motor skills.
  • Affording opportunities for students to succeed in cooperative and competitive situations.
  • Preparing and encouraging students to practice skills an be active for a lifetime.

In her newsletter, Stacey stresses the importance for all students to be able to find physical education fun and to help students become competent in performing a variety of physical activities so that they will be able to continue to pursue a lifetime of physical activity and health (MTE, DA, 11-03-07).
Supporting the Needs of Students

Stacey firmly believes that students must feel as though they are being cared for in order for them to want to perform in her classroom. For Stacey the concept of care is described and demonstrated in a variety of ways, all of which as a whole, create a specific classroom ecology of care. As Stacey noted:

Care creates an environment for learning. If there is not a caring environment and the teacher does not care then the students are not going to care. And the students are not going to want to learn. (SS, I2, 11-08-07)

In this passage, Stacey links teacher care with student learning. She believes that her care directed towards her students will benefit their achievement and success in her classroom. Stacey wants her students to be drawn towards physically active lifestyles. She wants students to intrinsically seek physical activity. Stacey is convinced that a caring teacher is someone who, “tries to help or support students in what they are interested in or what they are doing in class” (SS, I1, 10-31-07).

As with many teachers, Stacey believes that by demonstrating caring behaviors with her students she can help her students want to learn to be physically educated individuals. When asked whether students need to feel cared for before they can learn, Stacey answered:

Yes. Because if they feel that the teacher cares from them then they will want to apply themselves. I think if someone cares then students are more likely to perform to show the teacher what they want to see or learn. (SS, I2, 11-08-07)

As a teacher, Stacey believes that care is exhibited by supporting the needs of others. In this assertion support becomes the critical feature. How Stacey supports her students is ultimately her representation of care. For Stacey, caring becomes:
Supporting a person. Letting them know you are there for them that you will listen to them. You give eye contact. Letting others know that we are there for them and we will help them learn or help them try it a different way. Demonstrate or teach a different way for students to learn. Listen to them or problem solve. (SS, I1, 10-31-07)

In this statement Stacey represents care as connecting with students through observable behavior such as eye contact, listening to students, providing differentiated instruction, and helping students to problem solve issues or questions that happen in class.

I asked Stacey to describe the goal of caring. After hearing my question she was hesitant to answer. She paused and few seconds. I could tell she was really concentrating on how best to explain a concept [care] that many teachers throw around in general conversation, as though care looks the same in every classroom. After several seconds of silence Stacey stated:

That is a tough question. [Few more seconds of silence] Letting a person or student know that you are there for them. That you want to help them and that you like them. That you will do whatever you can to help them. (SS, I1, 10-31-07)

This passage illustrates that care is unconditional, an inner desire from Stacey to reach out to each and every student and say I am here for you, I want to help you, I will do whatever it will take to support your learning in class. How does helping students occur within Stacey’s classroom? When asked how she helps students Stacey replied:

It can be learning a skill. It can be trying to help students apply something to an area they have an interest in. It could be helping them by problem solving, if they are having a conflict with somebody.

Help as far as skill development or social development. Help in personal behavior. The specialist meet weekly sometimes with the intervention teachers to come up with plans to help those kids. Something teachers in this building are doing to help kids with academic, social, or behavior concerns or deficits. To help them to be able to be in a class and not be disruptive or struggle with the lesson objectives. (SS, I1, 10-31-07)
For Stacey, student help refers to academic (i.e., motor and cognitive) and social (i.e., affective development) objectives. Thus, help for Stacey is universal for ensuring that students receive quality education that impacts their growth as students.

I was fortunate to be invited into Stacey’s classroom to observe her teach and interact with her 5th grade students. Watching Stacey teach I recognized several behaviors that aligned with her description of care and how she is able to support students towards meeting motor, cognitive, and affective learning objectives. From September 2007 to January 2008 I specifically watched Stacey’s behavior to determine what behaviors, associated with care, she demonstrated when teaching her 5th grade students. From these observations I witnessed Stacey:

- Consistently using the words please and thank you when interacting with students.
- Encouraging and praising student effort and performance.
- Assessing and evaluating student progress on the lesson objectives.
- Listening to students when they have a question or concern.
- Demonstrating the activities or modifying the activity to increase student success (e.g., showing a few students a different way to perform push-up and sit-up fitness stations).
- Politely re-directing student behavior by asking for their attention.

In addition to observable caring behaviors in class, Stacey supports students by using her in-class programs such as Class Act and the Give Me Five or Big Shoe programs. As previously mentioned, both these programs encourage students to behave
socially in appropriate ways with their peers within the class. Stacey believes both these programs have helped students to learn to cooperate, share, and compliment with their peers in class.

I also asked Stacey what specific teaching behaviors she perceived as caring within her classroom. Stacey’s reply was similar to what I had observed over the course of four months during my five observations. Stacey comments on care included:

I would definitely say positive feedback, both individual and group. I do a lot of both, I hope, I think. I also encourage students to give peer feedback. Helping one another. Students have to shake hands at the end of the game. Most the time I have to remind them but sometimes hey do this on their own. Encouraging them to work as a team. Sometimes working as a team means helping each other even though your team may not be necessarily moving to get open [referring to pillow polo tactics].

Talking to them, listening to them, smiling at them. Positive feedback, asking them about their day. One of the boys, Steve wanting to tell me how many curl-ups he did and his new goal. If I would of walked away from him that would probably not made him feel good and he would of said Mrs. Swanson really does not care about what I am telling her. (SS, I2, 11-08-07)

The way in which Stacey represents care for her students goes beyond how she defines it or the behavior that I have witnessed from her, such as the Class Act program that she has developed in her class to promote kindness. Care is embedded within the structure of her lessons. For example, Stacey wants to make sure all of her students are safe, physically and emotionally. Physical safety in physical education is also a concern for Stacey. During one of her lessons Stacey reviews the rules of pillow polo (i.e., a modified version of floor hockey). She asks students questions regarding rules and the lesson objectives (checking for student understanding). Stacey reviewed the safety of pillow polo by mentioning:

- No high sticking
• No physical contact
• Two hands on stick
• No stealing the ball when under control
• Goggles must be worn the entire game

During my third field observation Stacey also reviewed the consequence for breaking the rules (e.g., sitting out in the penalty box). By taking the time to review the rules of pillow polo Stacey is demonstrating the importance of keeping all of her students physically safe.

In regards to emotional safety, Stacey takes the time to speak with students during class and at the end of class during her closure with her students. Asking students how they feel or how they are doing in her class is one way Stacey can identify emotional safety of her students. After a class activity called muscle hustle (i.e., fitness stations) Stacey had all the students sitting in the center of the gymnasium in a circle. She asked one of her students Sarah, “Are you ok?” Sarah was sitting down with her head down. Sarah lifted her head up and appeared to have a sad or disappointed face. Sarah replied, “Ya.” Stacey said, “You can talk to me about it if want.” Sarah says, “I am fine but thanks.” (MTE, FN3, 11-03-07) Stacey believes that listening to students and showing empathy towards them is an essential component linked to student emotional safety:

I really tried to listen to my students today. For example, one asked to do a game instead of stations next week (I suggested a really good clean up and listening job from the class for me to consider). Also, another students suggested that I never get to help her with jump rope because I am so busy checking others off. I addressed this two fold, by offering to help her during stations, which she did not choose and then to the whole group offering to spend time working with them at lunch. (SS, JE1, 12-11-07)
I feel that I am always trying to show empathy to my students by understanding their difficulties and feelings. In my conversations with students today, I know one student’s knee was really hurting and she wanted to go to the nurse, so I let her. I also checked back in with her when she came back with ice on how it was feeling. Additionally, the first example of the girl in question 1, I really tried to listen to her concern because she is someone that frequently has social issues with other students often to the point of her not wanting to participate. Today, I tried to really listen and focus, then take care of the problem, all well tying in the concept of team problem solving for the improvement of the green team. (SS, JE2, 10-30-07)

Setting and enforcing rules regarding student disagreements is another example of how Stacey tries to create emotional safety for students. One of these rules is no arguing with other classmates. Stacey wants students to resolve their own conflicts by talking about disagreements with one another instead of always having her resolve the conflict. Settling their own disagreements is what Stacey wants and envisions her students being able to accomplish; however, during each of my five observations there was at least one or more occurrences in which student disagreements could not be resolved on their own and Stacey had to diffuse an argument between two or more students.

Stacey is conscious about spending time towards her planning; a type of represented care towards students that does not require direct inter-personal contact. When asked whether she believed there were times when she was directing her care but not interacting with students she replied:

Yes, oh definitely! Lesson planning. Last year we did the Peaceful Playgrounds. I spent hours (e.g., ~ 75; maybe more because I also teach playground units at recess as well) painting and organizing this program. All of this time outside of school hours. Peaceful Playgrounds is a program you buy. There are blacktop activities for times when there are over 300 students out at recess. I had to plan activities for a small space with many students. I had to figure out which activities were the best for the age groups out there. How
many I could put in the limited space. Then there are certain activities that are not allowed, such as putting students up against walls. Going to training and workshops (e.g., the questing training which is a modified orienteering unit). (SS, 11, 10-31-07)

In this example, Stacey talks about a program the school adopted called Peaceful Playgrounds. This program was implemented to allow students to be physically and emotionally safe while on a playground that is rather small for the number of students (i.e., over 300 students) who attend the school. Stacey volunteered to organize the activities that are conducted at recess to ensure the safety of the students.

Stacey indicated that care for a student is not just about what occurs inside the classroom. Other ways that Stacey demonstrates care for her students away from the classroom include working with other professionals and parents. The work Stacey conducts from outside the classroom does represent the idea of supporting students:

I think care can occur behind the doors. I talked about planning lessons. Inviting parents in to class to help. Professional conversation with other teachers. Professional conversations with Pete my principal. Thinking about the schedule for next year. It comes back to help the kids and what is best for them. Sometimes I have to fight to get the PE time I want with them, but [my students] do not know that. (SS, I3, 11-13-07)

A caring teacher helps support student learning in and out of the classroom. Stacey acknowledges the importance behind working with parents and other professionals to create better learning opportunities for students. This passage from Stacey also illustrates her passion for accruing as many minutes for student physical education as possible. Stacey believes in the importance of regular physical activity so much that she sometimes finds herself arguing with her principal, trying to defend her program and benefits stemming from students being able to experience physical education (SS, I5, 11-20-07).
As previously suggested, students who perceive having a close relationship with their teacher are likely to have higher engagement and achievement within the classroom (Pianta, Stuhlman, & Hamre, 2002). This is to suggest that teachers who are able to create a classroom ecology that is perceived by the student as supportive will receive higher effort and participation from their students. In addition to Stacey and her students perceiving a close teacher-student relationship (e.g., teacher providing encouragement, feedback, and showing concern for the students well-being), Stacey believes that care is central to supporting the needs of students toward their learning in physical education. Here, supporting the needs of students becomes a way in which Stacey represents care for students within physical education. Care is perceived and demonstrated by Stacey in numerous ways (e.g., establishing physical and emotional safety for students, helping students with learning objectives, allowing students to recognize that their teacher is there for them). In addition to these examples of care, Stacey supports the needs of her students through: (a) encouraging students and providing feedback, (b) modeling appropriate behavior for students, and (c) listening and understanding students.

Encouraging students and providing feedback. In order for Stacey to promote care and support the needs of her students she uses “praise and feedback” (SS, I2, 11-08-07). She also believes that teachers need to be able to display “enthusiasm” when helping students in order to be considered an “effective” teacher (SS, I7, 12-11-07). The use of praise, feedback, and enthusiasm with students throughout the entire lesson was observed in each of my field visits (MTE, FN1, 10-23-07; MTE, FN2, 10-30-07; MTE, FN3, 11-03-07; MTE, FN4, 11-13-07; MTE, FN5, 11-20-07). Whether the
lesson activity was team handball (MTE, FN1, 10-23-07), pillow polo (MTE, FN2, 10-30-07), the PACER run (MTE, FN1, 10-23-07), or even the muscle-hustle fitness stations (MTE, FN4, 11-13-07), Stacey would provide high-energy praise and feedback such as, “Chris nice shot, make sure it bounces next time (MTE, FN1, 10-23-07) and “you guys are good”, “nice job”, or “good work” (MTE, FN1, 10-23-07). Specifically, when I saw Stacey facilitating the PACER run (i.e., a cardiorespiratory and muscular endurance running test) she would count each lap the students completed, while at the same time call out feedback such as, “excellent running”, or “your looking good” (MTE, FN1, 10-23-07).

Stacey is very aware that she provides students with praise and feedback. Stacey indicated on all ten-journal entries from October 10th, 2007 to December 11th, 2007 that she believed she provided students with ample, distributed feedback regarding their effort and overall performance in physical education. Two examples of Stacey being aware of providing feedback to students can be found in the October 30th and November 1st journal entries:

I used a lot of positive feedback some specific some just “good job or I like the way”. I really feel that positive feedback and encouragement keeps students on task and focused specifically during our station warm-up today. Some feedback I gave today; “Blue team great job and pace on the step-ups”, “Nice job holding your push-up position and passing the bean bag” and when I was challenged by Evan on the vertical jump I replied with “I love a challenge and when announced the winner I shook hands with him and thanked him for the challenge.” (SS, JE3, 10-30-07)

I used lots of positive specific feedback today in my second grade class to improve and praise their underhand throw or toss skill. We have progressed from a one handed roll to a one handed toss with the main difference being the release in air for the toss. I complimented each student on something about their throw (specific to Critical elements) then if needed gave positive specific and corrective feedback. (SS, JE3, 11-01-07)
Stacey perceives feedback and praise as two verbal communication strategies in promoting student motivation to stay engaged in the activities and also to help students be successful in her class.

Stacey’s ability to provide consistent feedback and praise is also acknowledged by her students. During interviews with Stacey’s 5th grade students they were able to provide examples of the ways in which their teacher (Mrs. Swanson) praises them and provides them with feedback to improve in class. The following excerpts are from the interviews I conducted with Stacey’s students. In each of these examples students speak about their teacher’s ability to provide praise and feedback to them.

R: What does Mrs. Swanson do that makes you feel happy?

Student 4: She tells us good job. She tells us what we need to work on but by using constructive criticism not like your doing this wrong, try doing it this way but in a positive way.

Student 2: If you’re having trouble with something she will come over and comfort you and tells you it is ok, just work on this and you will be able to do it. Then it works.

Student 5: I remember in first or second grade I sucked in doing cartwheels. I could not even do one. At one point she put this station down because almost everyone was pretty bad at cartwheels. She would have these mats and she would say hand, hand, foot, foot. You would have to put your hands on these things and land correctly. (Students, 11, 12-04-07)

From these examples there is good reason to believe that both Stacey and her students value praise and feedback in the classroom. Furthermore, the interview answers from the students indicate that when they receive this feedback and praise they are happier students, which leads them to believe that their level of engagement increases in class.
Listening and understanding students. To be a good listener an individual not only understands what is being verbally communicated but also displays interest in what another person is communicating. Stacey believes that “listening to students” is a part of being a caring and supportive teacher (SS, I1, 10-31-07). Stacey believes listening to students is an important teacher attribute:

I think my students feedback, even just letting them say what it is, it is really important because it lets them know I am listening to them. I may or may not make a change but Mrs. Swanson is listening to what I am saying. For some of them that is how they learn. (SS, I2, 11-08-07)

When Stacey is able to listen to her students she feels as though she is modeling appropriate behavior that demonstrates a level of concern and respect. Stacey wants her students to feel as though she is a good listener because she wants her students to be able to be good listeners in return when she is talking.

On October 30, 2007 I observed Stacey teaching a pillow polo lesson. During several occasions (e.g., student scoring a goal, student argument, or a student with a question) I was able to witness Stacey listening to her students with what I would call deep interest. During these instances Stacey was looking in the direction of the student who was speaking to her and she always verbally responded back to the student. For example, a student approached Stacey and said, “Mrs. Swanson did you see that? Did you see me score that goal” (MTE, FN2, 10-30-07)? In this situation the student was behaving in a manner that Stacey viewed as appropriate and her response was made with high enthusiasm (e.g., “Yes, Johnny I saw your goal that was a wonderful shot!”). Where as on another occasion there was a student who approached Stacey and complained that his team was not passing to him. Stacey listened and then replied to
the student, “Templeton, I understand you are tired but you need to move to the open
space before your team can pass to you” (MTE, FN2, 10-30-07). In this situation the
student was just standing stationary on the courts or not moving and his behavior was
not appropriate for the objective of the lesson (i.e., move to the open space); thus,
Stacey’s verbal response had a neutral or negative tone.

I asked Stacey to write in a journal and describe for me how well she listened to
her students and whether she took time in trying to understand what they were
communicating to her. From eight journal entries (SS, JE1, 10-30-07; SS, JE1, 11-01-
07; SS, JE1, 11-13-07; SS, JE1, 11-18-07; SS, JE1, 11-20-07; SS, JE1, 12-04-07; SS,
JE1, 12-07-07; SS, JE1, 12-11-07) the following conclusion were made:

- Stacey indicated that it was important for her to listen to her students because
  this allowed students to voice their own opinion or concerns regarding the
  activity or lesson for the day.

- Stacey believed that listening to students was a way for her to discover what
  was wrong in trying to encourage unmotivated students in class.

- Listening to students allowed for Stacey to facilitate and mediate problem-
  solving solutions for students to help them get back on task and engaged in the
  lesson.

- Student feedback was useful to Stacey because it allowed her to re-think the
  activity for improvement with future instruction.

- Listening was referred to as a way to show students that their teacher is
  interested in them and their learning (representation of care).
One specific journal entry really captured the importance of Stacey listening to her students:

I felt I did a good job of actively listening and understanding my students. Two specific examples were: when a girl on the green team came to me about how another person on her team was treating her (specifically, with physical contact in game play). I listened to her and then the boy she pointed out and then as an entire team we problem solved and she was happy the rest of class. The second example was closure of the lesson when I asked the students to tell me about the game. The class gave great feedback: change the boundaries because it is too hard, stealing the ball was too easy, three passes too difficult, keeping low to control the ball with the stick too hard. To end I asked the class to think about rule changes we could make to make the game better. We will revisit this next class. (SS, JE1, 10-30-07)

This journal entry is a strong example of how much Stacey benefits from listening to her students. From this one lesson she is able to resolve conflict, help re-direct student behavior, and receive important student feedback to help her improve the lesson.

Stacey also believes that listening to students is a strategy she can use to determine whether students comprehend the information presented to them. Listening is a means to check for student understanding as mentioned in this statement form Stacey, “The feedback tells me whether they understand what I am teaching” (SS, I3, 11-13-07). After providing students with direct instruction and prior to them moving to independent or guided practice, Stacey will ask students questions to determine whether they comprehend the key points of her instruction. For example, during my observation on November 3, 2007, I witnessed Stacey asking students questions regarding the rules of pillow polo. To my amazement students were calling them out with no problem (e.g., no high sticking, no physical contact, two hands on the stick at all times, must wear protective goggles).
Stacey’s ability to listen to students also extends to her being flexible with student suggestions. As illustrated in this vignette, Stacey is able to listen to student feedback regarding an activity, ask students their opinion, and modify instruction based upon student input:

Yesterday I decided to do a game day. So we played castle ball. I have third grade at the end of the day. I was making them roll the ball. I thought rolling the ball was a safer choice than throwing it because they are using a foam ball. This boy came up and goes Mrs. Swanson have you seen anybody kick the ball? I said no. Have you seen anybody get hit by the ball? No. Mrs. Swanson can we throw the ball this time? He goes, I know what you’re going to say, don’t say it, you’re afraid someone is going to get hit. We get the picture we understand you are concerned about our safety. I was cracking up. He goes, can you ask the class if they would like to throw the ball? So I said sure. We sat down as a class and I asked how many people would like to try this game with throwing the ball. Every-single student raised their hand. This boy was laughing the entire time. It was a wonder I was not crying because he was laughing. I said, you are aware that not intentionally, because we are throwing at the castles, you may get hit by the ball. Yes Mrs. Swanson we know that. At the end of the game when we were voting this boy raises his hand and goes, Mrs. Swanson you get a five today because you let us throw the ball. He was also asking the questions I usually ask during our end of the lesson conversations. It was an amazing feeling because all those things I usually ask he is asking me and understanding why I do it. (SS, 15, 11-20-07)

**Muscle Hustle: The Value of Lifelong Physical Activity**

Another aspect of Stacey’s mission as a physical education teacher is her vision to help students make connections between the physical activities they do in class and how these activities can transfer to their lives outside of the classroom. When I asked Stacey what her primary goal to accomplish with her students was she replied, “Basic activity skills that students can take and apply to a lifetime activity or sport that can lead to a healthier lifestyle (SS, 11, 10-31-07). She wants students to be able to learn motor skills that they can take with them to other activities outside of school. Stacey wants her students to see the value in sports and exercise so that they will continue to
be physically active throughout their lifetime. When I asked Stacey to explain her mission as a physical education teacher she replied:

To communicate to kids and teaching kids about healthy, active lifestyles. Also to teach the skills to be able to participate in healthy, active lifestyles and the importance of exercise and about being healthy. Also, about how exercise and health effects [the student] as a whole person. (SS, 11, 10-31-07)

For Stacey, a part of leading a healthy lifestyle is being physically fit or in shape. Stacey incorporates this vision each day in what she calls *muscle hustle* or fitness stations. Stacey’s students perform six-minutes of fitness related activities as part of an initial activity during the start of each lesson (MTE, FN2, 10-30-07). There are six stations within the *muscle hustle* that focus on the five components of fitness (i.e., muscular strength, muscular endurance, cardio respiratory endurance, flexibility, and body composition). The stations include: wall-jump, push-ups, curl-ups, step-ups, flex arm hang, and a rest station (e.g., drink of water at the fountain). Station cards are posted at each station, on the wall, to re-emphasize what students need to accomplish while at the station. Stacey uses these stations so often that the six-minute timed activity is a routine that is followed with few if any disruptions or confusion on the part of the 5th grade students.

Stacey also tries to relate leading a healthy and physically active lifestyle to everyday living tasks (e.g., carrying groceries, walking the dog, and other daily tasks that require motor movement). For example, when I asked Stacey to describe how exercise affects the whole person she mentioned:

Students will be happier and more comfortable doing day-to-day living tasks such as lifting things at home or getting into bed if they have to climb. I try to tie into daily living things that they might have to do and how exercise/health
factor into helping students. I am not always great at doing this in class but I try to incorporate this when I can. (SS, 11, 10-31-07)

Although Stacey admits to the importance of incorporating this type of dialogue with students, she realizes the difficulty in doing so on a consistent basis.

*Reflection and Planning*

Within teaching the term *reflection* is still hard to define and can be difficult for some educators to practice on a consistent basis; however, the process of reflection can help teachers increase their awareness of their teaching and the possible changes that they can make in order to help students. Reflection on instruction provides teachers with opportunity to change, modify, or refine their practice in an effort to grow as professionals. The important aspect of reflection is thinking critically about one’s teaching so that improvement can occur in terms of helping students be successful in reaching desired classroom objectives.

Planning enables teachers to have a specific direction in terms of how they go about their instructional duties. Teachers need to take the time each day to plan for instructional objectives, student organization, content to be taught and sequenced, and the assessments that will be created and used within the lesson or unit. Teachers who plan are more likely to have a clearer vision on the expected outcomes that will occur in the classroom with students.

Stacey acknowledges that planning for instruction is an important part of her teaching repertoire.

S: I don’t ever or very rarely use the same lesson plan year-to-year. I am constantly changing the lesson plan and trying something new by putting different activities in the lesson or thinking about the lesson in a different way. (SS, 11, 10-31-07)
Stacey takes handwritten notes on her lesson plans so that she can refer back to them and reflect on various managerial and instructional items of the lesson. This allows her to modify or change the items within the lesson that she believes can be improved on for the betterment of her students. From year-to-year Stacey can read old lesson plans, reflect on the notes she took, and then plan a new lesson based upon this reflective process. As indicated by Stacey:

The reflection piece is really important, especially after doing national board certification. I try to look at the hard copy and see what changes I made after teaching it multiple times. (SS, 11, 10-31-07)

This type of reflective planning strategy (i.e., take notes on a lesson plan used for instruction, read notes, and plan a future lesson) helps Stacey to come up with new ideas as a physical education teacher. Reflective planning can be seen as a personal professional development tool that helps Stacey improve her instruction.

During my third interview with Stacey, on November 13, 2007, she indicated that her planning and reflection on teaching was a form of care that was not visible to her students. In this interview Stacey acknowledged that her students do not realize how much time she devotes to them without them realizing. For example, in our first interview Stacey talked about how she spent over 75 hours working on lesson plans for the Peaceful Playground project (i.e., a program used by schools to promote safe and enjoyable physical activities at recess). Stacey indicated to me during this first interview that she wants to help students anyway she can and by planning she is better able to put herself in position to help. Stacey also indicated that she probably could get by without planning but realizes that this would be a disservice to her students.
Stacey also connects her planning and reflection to her lived emotional experience. When asked, “What does having positive emotional experience do for you?” Stacey replied, “Personally it makes me reflect that I am helping the kids that need the help” (SS, I6, 12-04-07). The positive emotional experience is a marker or indicator to Stacey that she is doing quality work with her students. This type of experience also acts as a motivating agent for future planning as indicated by Stacey, “If I had a great lesson with the kids then I’d go into planning the next lesson thinking that last lesson was great, how can I add to it and make it better for the kids” (SS, I6, 12-04-07). Thus, Stacey’s positive emotional experience is linked together with her reflection and planning for students.

Stacey also indicates that she is uses reflection while she teaches, as expressed with this statement:

I think when I see a situation. Let’s say I see a student struggling or getting frustrated or a student getting angry or even a student being successful, it can be either way. I think I probably step back and evaluate the situation. I think about my knowledge of the student. Am I ok to touch them or am I ok to say give me a high five or celebrate with them. In the reverse of that if they are struggling how is the best way for me to talk to that student. Is it through demonstration is it through verbal both. If they are struggling I might have more of an emotional reaction. Thinking how I will deal with this situation. (SS, I7, 12-11-07)

Stacey’s reflection in action on her teaching is an active process that requires her to consistently evaluate classroom situations. As Stacey evaluates the situation she determines whether the behavior from the student is appropriate. If the behavior is not appropriate then Stacey decides what to do in order to promote an appropriate student response.
An example of this type of reflection in action was seen in my observation on October 23, 2007. During this observation I saw Stacey instructing a cooperative activity called Turnstile. The objective in this activity is for all students to run underneath a large jump rope that is being turned in a large circle by two other individuals. There are many variations or progressions that can be used with this type activity, however Stacey was asking her students to line up and one at a time try to run under the moving jump rope without the rope touching them as they passed through. After half the class attempted the Turnstile cooperative activity Stacey realized that her students were having difficulty being successful. So, Stacey decided to stop the activity and re-explain the rules and give students a correct demonstration. After a few students demonstrate, the activity starts once again. In this example, Stacey was able to evaluate the situation (reflect in action) and determine that modification was necessary in order to help students be successful with meeting the objective of the activity.

The fact that Stacey was able to complete ten in-depth journal entries is further evidence of her willingness to reflect on her teaching for the betterment of her instruction. Stacey mentioned using reflection twelve times within her journal entries (SS, JE5, 11-18-07; SS, JE5, 11-20-07; SS, JE7, 11-13-07; SS, SS, JE8, 10-30-07; SS JE8, 11-01-07; SS, JE8, 11-06-07; SS, JE8, 11-10-07; JE8, 11-13-07; SS, JE8, 11-18-07; SS, JE8, 12-04-07; SS, JE8, 12-07-07; SS, JE8, 12-11-07). Four main points were addressed in Stacey’s use of reflection. Stacey indicated that she was able to reflect:

- Back on what made the lesson successful.
- During the lesson on issues of inappropriate student behavior and how to change the lesson to prevent this type of behavior from occurring.
• On how to improve an existing lesson that was not conducted to her satisfaction.
• On how best to proceed with future lessons within the unit of instruction.

Reflection for Stacey is used as a tool to help her continue to develop as a physical educator. In addition, in each of these journal entries Stacey’s use for reflection is connected to her desire to want to do her best in supporting the needs of her students. Lastly, in nine of the twelve journal entries Stacey believed that having a positive emotion was connected to her desire to be more reflective with her instruction. For example, one of the journal entries prompted Stacey to answer the question, “How did experiencing a positive emotion affect your thinking in class?” Stacey replied,

It [having positive emotions] caused me to reflect more on whether the lesson was valuable and whether we need to do more or less of anything in the lesson and what about the students comments and whether their needs are not being met or answered (SS, JE8, 11-06-07).

By experiencing positive emotions, Stacey is able to focus her attention on issues within her lesson that she wants to improve. Stacey believes that reflection is an important tool in improving her instruction and represents a large part of her identity as a caring teacher.

Teacher and Student Center-Circle Discussions

Stacey recognizes the importance of reflective thought by valuing another type of reflection strategy called debriefing. To debrief is examine or probe deeper into a question or problem. Stacey’s debriefing with her students occurs at the end of each class period and is a way for her to check for student understanding, receive student feedback, and to provide students with a lesson closure. At the end of class Stacey will
call her students into what she calls the “center circle” (SS, JE1, 11-10-07). In the middle of the gymnasium is a large black circle approximately fifteen feet in diameter. During four of my five observations (MTE, FN1, 10-23-07; MTE, FN2, 10-30-07; MTE, FN3, 11-03-07; MTE, FN4, 11-13-07) Stacey used the center circle for debriefing sessions with her students at the end of the period. For example, Stacey used the center circle debriefing during:

- Observation 1 to ask the students what the goal or purpose was in completing the Turnstile activity.
- Observation 2 to determine her students’ perception of their cooperation during the pillow polo games for the period and also what worked well during the lesson.
- Observation 3 to determine how student felt about the activities and what they would change to make the activity better.
- Observation 4 to ask her students if they know what she is looking to see from each of the students in this lesson. Students respond, one at a time, by saying, “getting open”, “passing”, “defense”, “shooting” (MTE, FN4, 11-13-07). Stacey responds by saying how impressed she is to hear them repeat the skills that they have been working on for this unit.
- Observation 4 to identify what students believed they improved on most during the lesson. Students commented that they were able to perform “cool plays” with teammates, “cooperate” with teammates by passing the ball to them, and “did not argue” when playing (MTE, FN4, 11-13-07).
During her center circle debriefing session Stacey also finds the time to check in with students to see how they are feeling. During my third observation on November 3, 2007, I saw Stacey approach students during the end of the lesson and ask them how they were doing and whether they enjoyed the activity. Stacey makes every effort to ensure all of her students are safe, physically and emotionally. Stacey asking students how they feel or how they are doing in her class is one way she represents care through her empathy.

While conducting my second interview with Stacey I asked her how she handled student misbehavior in class. In her response she identified the use of the center circle debrief as a method she uses to mediate classroom behavior problems and as a way to make students aware of their own behavior and how their behavior may affect others in class.

The other day the class was having lots of problems. It was third grade, they were playing pillow polo. [The students] were having a lot of arguments. Every rule they were arguing. So we stopped and sat on the center circle and I said why do you think this is happening. Well, people are making up their own rules. Well, why do we have a teacher in this class? They looked at me. I said isn’t it my job to teach you how to play this game? If Mrs. Swanson gives you rules why do you think I am giving them to you? The students answered by saying to keep you safe, to show you how to play, they went through the things I wanted them to say. I said well then, why are people making up rules. They said, well because it is more fun that way. I said there are reasons why Mrs. Swanson does not allow playing this way because it may be unsafe. The students finally understood why rules exist. So I said to my students at this point, I think I am going to change the teams for next time. The students liked that idea. But one of my special needs kids yelled, I don’t want William on my team! First of all William’s muscles are degenerating, it’s amazing he is not in a wheelchair this year. I think it’s because they have done so much PT with him. But immediately you could see William start to cry. I said, Devon, that is not acceptable, what do you need to say to William and the rest of the class for saying that? Devon said, I am sorry. Devon said, I need to take a break. I said, ok, go sit on the stage. So we [the students and myself] talked about how it makes people feel when someone says something like what Devon said. One
student said this is probably why you don’t let us pick teams. I said, exactly. Devon later apologized to me with teacher guidance. When someone says something like that [pause] my heart just, it is no wonder I did not start crying because [pause]. William is doing the best he can anyway with a lot of modifications but if people do not address William’s disability then it is non-issue. (SS, I2, 11-08-07)

This example highlights how Stacey is able to use the center circle in addressing student social issues. The center circle debrief allows Stacey to listen to her students and make adjustments in her own teacher as indicated in this journal entry:

I really tried to listen and understand my students today. Some specific examples were when the games were not going well we met on the center circle and listened to all students’ feedback about concerns, problems and even ways to make improvements. (SS, JE1, 11-10-07)

In sum, the center circle provides opportunity for Stacey to discuss lesson objectives, safety concerns, rules for the activity, performance criteria, and overall student behavior in class. Stacey uses the student feedback during the center circle discussions to inform further lessons, check student understanding, and determine how students felt about the lesson. One of Stacey’s journal entries highlights how the center circle is used as a way to start instruction and as a means to end instruction. [In the center circle] “we started class talking about the “big ideas” of the game and ended with group discussion on what we had improved upon during the lesson” (SS, JE1, 11-13-07). The center circle is a method for Stacey and her students to reflect back on what occurred during the lesson and use this information to inform and improve on future lessons.

*Student Assessment and Individualizing Instruction*

One of the primary foci for Stacey is to determine whether her students are making gains in terms of selected learning outcomes. Stacey is extremely proactive in
assessing student progress within each unit she conducts. From four of my field observations (MTE, FN1, 10-23-07; MTE, FN2, 10-30-07; MTE, FN3, 11-03-07; MTE, FN4, 11-13-07) I was able to obtain the following forms of assessments that Stacey was currently using with students:

- **Team handball skills assessment (see Appendix N)** – This assessment included the following skills: (a) passing, (b) moving to get open, and (c) defense.

- **Pillow polo skills assessment (see Appendix N)** – This assessment included the following skills: (a) passing, (b) controls the ball, (c) defense, and (d) moving to get open.

- **Floor hockey skills assessment (see Appendix N)** – This assessment included the following skills: (a) passing, (b) controls the puck, (c) defense, and (d) moving to get open.

- **Personal behavior assessment (see Appendix N)** – This assessment included the following behaviors: (a) wears proper footwear, (b) follows directions, (c) safety, and (d) makes good choices.

- **Social behavior assessment (see Appendix N)** – This assessment included the following behaviors: (a) cooperates with others, (b) fair play, and (c) sports-person-ship.

- **Cooperative activities assessment (see Appendix N)** – This assessment included the following behaviors: (a) communicates, (b) cooperates, and (c) problem solves.

- **Cognitive assessment that included eight questions covering three main targets**: (a) fitness (b) team handball, and (c) social skills (see Appendix O).
• Jump rope assessment (see Appendix P for the jump rope assessment) – This assessment evaluated the students’ ability to perform a variety of jump rope related skills. There were 24 total jump rope skills. The students in 5th grade needed to show competency in 15 out of the 24 skills in order for Stacey to mark them with an AC (i.e., achieving).

• Pedometer log assessment (see Appendix Q) – This assessment included the following sub-themes: (a) # of steps, (b) goal # of steps, (c) question of the day, (d) personal behavior, and (e) social behavior.

• Climbing unit assessment (see Appendix R) – This assessment included the following skills: (a) climbing rope, (b) speed stack cups, (c) climbing wall, (d) long jump rope, (e) cargo net, (f) overhand throw, (g) volleyball forearm pass, (h) flexed arm hang, and (i) pull-ups.

One of the questions I wanted to know was, “How does Stacey tracking student progress using assessment represent care or a caring relationship with her students?” Within Stacey’s definition to care, “Letting others know that I am there for them and we will help them learn or help them try it a different way” (SS, 11, 10-31-07), is the idea of helping students learn. Helping students learn is one powerful way Stacey represents her care for students. One of the best ways for Stacey to know whether students are learning is through assessment. Thus, the fact that Stacey devotes a tremendous amount of time to creating, conducting, and analyzing student assessments is evidence of her care towards helping her students learn certain outcomes within physical education.
Stacey also recognizes the need for individualized instruction. In my second and third interview with Stacey on November 8, 2007 and November 13, 2007, she indicated the following ways she believes that individualized instruction is being implemented in her classes:

- Providing specific-positive feedback to students.
- Pulling selected students out during part of the lunch period to work one-on-one.
- Using a variety of equipment, modifying size of the equipment, changing the distance and speed in which a skill is performed.
- Extending certain skills to challenge certain students, while trying to modify certain skills to help those students who may be struggling.
- Allowing students to choose selected activities of interest when participating in sports or fitness activities.
- Demonstrating to students different ways to complete certain skill assessments (e.g., different ways to perform jump rope skills, push-ups, sit-ups, and flexed arm hang).

Stacey believes that by trying her best to individualize her instruction she is able to create more student interest and increase student success, which she believes leads to more positive emotional responses for her and her students.

For Stacey, identifying an individual’s strengths through formal and informal assessment provides her with feedback that she can use in her instruction and the feedback she gives back to students:
In education it has been stressed that you are not just teaching 25 kids. You have to look at each [student] as an individual, especially with grade cards or progress reports. I do think that each individual is unique and bring different things to the game or table. Sometimes in looking at their strengths I can help them be successful. (SS, I3, 11-13-07)

Stacey acknowledges that, “When I plan I think of each student’s level and the social skills” in order to meet student needs regarding learning the lesson objectives (SS, I2, 11-08-07). During my field observations and interviews I could tell that Stacey thought about individual students in an assortment of her planning, from forming teams to the type of equipment should would use, to how much time she would give certain classes to meet achieving marks on their assessments.

Theme 3: Student Behavior

Stacey’s students are influenced by the caring culture that Stacey has created with her lived emotional experience, mission as a teacher, and the pedagogy she uses on a daily basis. In addition to the first two themes (i.e., Theme 1: Lived emotional experience, and Theme 2: Pedagogy and mission as a teacher) Stacey recognizes how student behavior impacts and is impacted by the caring classroom ecology. Three sub-themes represent the student behavior that Stacey connects to the caring classroom ecology:

• Student motivation
• Student achievement
• Student respect and responsibility

These three sub-themes were the most salient within the scope of this particular study and should be considered the most prominent but not all encompassing in reference to student behavior within Stacey’s 5th grade physical education class.
Student Motivation

Students who are motivated to be in class are those who consistently demonstrate high amounts of engagement on a variety of instructional tasks over a sustained period of time. Those students who are able to stay engaged in the appropriate lesson objectives are more likely to acquire competency involving a given instructional task than those students who are not engaged or who are engaged in an inappropriate task. For Stacey, she believes that the classroom ecology must be inviting for students to want to be engaged:

If your in an environment where someone is willing to help you and cares about you and knows you, then you are more likely to do what is asked of you and to want to learn. They may not like pillow polo but students are more likely to try it if they know that I care. (SS, I3, 11-13-07)

Stacey acknowledges that her care for students is an element in creating student motivation. When asked specifically how Stacey directs her care to motivate students she replied:

I try to communicate care by what I am saying or saying if you have a question let me help you. Or if your not understanding this get me and I will come and help you. In a one on one conversation I might place my hand on their shoulder and say hey I understand what your saying let’s try it this way. The student who challenged me to perform the vertical jump. He is someone who is a high five kind of student. He got into the activity and loves it because I was willing to challenge him. If I were to say oh Steven not right now, I’m walking around, he would have been disappointed and may have not put forth the effort. (SS, I1, 10-31-07)

In this vignette, Stacey is talking about a student who was motivated because she took the time to compete against him at one the fitness stations (i.e., vertical leap). She explains that this particular student really got into the activity because of the time
and attention she gave him. I asked Stacey a very similar question in regards to care and motivation a couple weeks later and received a similar response.

R: Do students need to feel cared for before they can learn?

S: Yes. Because if they feel that the teacher cares from them then they will want to apply themselves. I think if someone cares then students are more likely to perform to show the teacher what they want to see or learn. (SS, I2, 11-08-07)

Motivation is a phenomenon that Stacey values for students as well as for herself. When asked how being interested in an instructional activity impacted students Stacey responded:

I think it is good if the kids are interested. I think it is better if the teacher is interested also. Because what the teacher does in turn affects the kids. So if I stay interested I am going to be a better teacher for those students. (SS, I6, 12-04-07)

In this vignette, Stacey recognizes that her own level of interest or motivation influences student behavior. If Stacey demonstrates interest in the activity or instructional task then she believes her students will likely be interested in the activity as well. In this description Stacey becomes a role model with her behavior, believing that her level of interest will be seen and experienced by her students and in turn become motivated.

Stacey also uses forms of verbal feedback to motivate students. Stacey mentioned to me, “If [students] are getting positive feedback, such as saying, wow Kyle that was a great pass! They might feel more a part of that team and increase their game play” (SS, I6, 12-04-07). Another example of Stacey’s belief in using feedback to motivate students can be seen in the following journal entry:
I used a lot of positive feedback some specific some just “good job or I like the way.” I really feel that positive feedback and encouragement keeps students on task and focused specifically during our warm-ups. For example, some feedback I gave today; “Blue team great job and pace on the step-ups”, “Nice job holding your push-up position and passing the bean bag. (SS, JE3, 10-30-07)

In each of my five field observations (MTE, FN1, 10-23-07; MTE, FN2, 10-30-07; MTE, FN3, 11-03-07; MTE, FN4, 11-13-07; MTE, FN5, 11-20-07), Stacey was able to provide students with positive and specific forms of feedback in relationship to their performance of the intended focus of the lesson. This type of communication with students is a motivating element that impacts student effort and willingness to stay engaged in the instructional task. Stacey considers feedback to be a way she represents or directs care towards her students. Furthermore, Stacey credits care, such as providing feedback, as something that creates positive emotional experiences for students which she indicated leads to the perception of higher student success.

R: How do you see care and positive emotions, such as happiness, connected in the classroom?

S: I definitely think they are connected! I think I try and show care and give care because it is going to ultimately affect the students learning experience. I think both are totally intertwined. The kids have to care about each other. The teacher has to care about the kids. The positive emotions come from when they are cared about. Whether it is a nice comment from a friend or a nice comment or feedback from the teacher. Students will perform better or have a good experience in PE when they have positive emotions and feel cared for. (SS, I6, 12-04-07)

A beneficial interaction is created between Stacey and her students when she experiences a positive emotional experience. A great example of this interaction was seen when Stacey turned on music for the muscle hustle fitness stations during my second field observation on October 30, 2007. Students were energized and completely
engaged as Stacey turned the music on and went around the room providing feedback, smiling, and interacting with students at each of the fitness stations. I witnessed Stacey’s **energy** and involvement with her students as a motivating element within her physical education class.

Selection of content is also motivating for Stacey’s 5th grade students. On November 13, 2007, as Stacey’s student entered the gymnasium they hear Stacey announce that they need to go over to select a jump rope and begin jumping rope. Upon hearing this announcement the 5th graders become overwhelmed with happiness! They all rush over (e.g., jogging, running, and some sprinting) to the jump rope equipment rack to receive a jump rope. One student could be heard saying, “Oh ya, jump rope!” while other students are eager to obtain a jump rope and begin. Another similar example occurred on November 3, 2007. When Stacey announced that students needed to obtain their equipment and start their pillow polo games the energy level and noise dramatically increases. Students are smiling, laughing, and talking to one another or out loud – indicating their interest in the activity. Some examples of student comments include:

- Wow!
- Goggles, Goggles, Goggles!
- I can’t see!
- Here is a stick, thanks.
- Randy hurry up!

There are times when students in Stacey’s 5th grade class decide to modify the instructional task and loose focus in appropriately following all of Stacey’s directions.
However, based upon my field observations, when students are motivated in Stacey’s class they: (a) receive large amounts of physical activity, (b) appear to be enjoying their movement experience, and (c) rarely become off-task.

Student Achievement

Stacey values positive emotional experiences and perceives them to be beneficial to student success. She believes that her warm fuzzy leads to benefits for her students (both emotional and academic), as seen in this statement by Stacey:

I think positive emotions definitely affect student performance. So, if my goal is to take a student who is a PR (approaching competency) and get them to an AC (achieving) my positive interactions and feedback to them and the positive emotions or warm fuzzies I am having are going to correlate to them being more successful and them having a positive emotional experience because they are being successful and I am improving their skill. (SS, I6, 12-04-07)

Positive feedback given to students is a way for Stacey to create positive emotional experiences for students that she believes will lead to more involvement in the instructional task and potentially higher student success.

During interview six with Stacey on December 4, 2007, she explained to me that students who receive positive feedback or praise feel more connected to class and to her. Stacey believes this connection or close relationship with her students leads to them wanting to stay engaged or try harder, which she believes helps them to be successful in class. During this same interview Stacey also recognized that this type of positive emotional feeling was beneficial to an individual’s self-esteem and ability to perform physical activity skills. This is important for Stacey because she wants students to feel good about their movement skills so that they will be encouraged to continue to move once they leave her classroom.
I was able to recognize student achievement in a variety of ways during each of my field observations (MTE, FN1, 10-23-07; MTE, FN2, 10-30-07; MTE, FN3, 11-03-07; MTE, FN4, 11-13-07; MTE, FN5, 11-20-07). I was able to witness the following student successes:

- High amounts of opportunities to pass and catch the ball in team handball (MTE, FN1, 10-23-07).
- Students being able to self-referee their own team handball games with only a few arguments (MTE, FN1, 10-23-07).
- Students successfully attempting each of the fitness stations (i.e., wall-jump, push-ups, curl-ups, step-ups, flex arm hang) during the *muscle hustle* (MTE, FN2, 10-30-07; MTE, FN4, 11-13-07).
- Every student was able to be successful when performing jump rope with many students jump roping the entire time allotted for jump rope practice (MTE, FN3, 11-03-07; MTE, FN4, 11-13-07).
- Extremely high amounts of opportunities to perform the underhand roll and cardio respiratory activity during the lesson (MTE, FN5, 11-20-07).

Although there were students who were successful with the objectives of the team sport activities (e.g., team handball, pillow polo, and floor hockey) this was not the case for all students. The highest level of success occurred during the team handball lesson while I saw more students who did not receive as many chances to be successful during the pillow polo and floor hockey lessons.

One of the primary objectives for Stacey during my fifth field observation was to provide students with numerous opportunities to practice their underhand roll with a
nerf ball. During this lesson it was my belief that every student was able to meet this objective and receive many attempts to perform the underhand throw because of the nature and set-up of the activity (i.e., castle ball). Castle ball (see Appendix S for the rules) is a game where students must roll a nerf ball at the half court line and knock down the opposing teams castle, which is constructed with hula-hoops. The activity requires one ball per student, so there is ample amount of equipment for students to continuously attempt the underhand roll skill.

In Stacey’s journal entries she also commented on student achievement and successful lessons. During lessons conducted on 10-30-07; 11-01-07; 11-06-07; 11-13-07; 11-20-07; and 12-04-07, Stacey claimed the following student achievement led to her having a positive emotional experience, which she claims leads to a successful lesson:

- High amounts of correct skill being performed (e.g., students moving to the open space, correct passing and catching, ball control, and shooting).
- Teamwork (e.g., students passing to each other and communicating with one another).
- High physical exertion (e.g., students sweating, students breathing hard, and students telling Stacey that they are tired).
- Students providing Stacey with feedback during center circle discussions that indicate their understanding of her lesson objectives.

Stacey acknowledges that in order for her to have a successful lesson she needs to see her students reaching the lesson objectives. When students do not reach these objectives, either through informal teacher observation or more formalized assessment
then Stacey reflects back over the lesson to determine what needs to be changed or modified in order for her students to be successful. Stacey meets the needs of her students by observing their achievement, which arguably triggers a positive emotional response that provides her with additional motivation to help students in and outside of class.

Student Respect and Responsibility

To be respectful a person must be polite, well mannered, or courteous towards other individuals who they encounter. A student who is respectful is able to help other students, does not use put-downs or negative remarks towards other students, and is able to work cooperatively with other peers. A person who is responsible is able to carry out certain roles or obligations. Responsible students are those who follow directions and help the teacher when asked. Students who are held to a high level of accountability exhibit respectful and responsible behavior and tend to be engaged with the given instructional task. There is good reason to believe that in order to have a caring classroom there would need to some level of respect and responsibility from the members of the classroom community.

Within Stacey’s caring classroom ecology respect is a dichotomous phenomenon; there are students who show respect consistently and then there are those students who exhibit disrespectful behavior. There is evidence to suggest that Stacey values respectful behavior but does not necessarily receive it from her students all the time. Although it does not occur frequently, there are students in Stacey’s 5th grade class who misbehave or become argumentative with other peers. For example, during a pillow polo lesson on October 30, 2007, Stacey notices that many of her students are
not following her safety guidelines during their small-sided games. Stacey calls out freeze to her students. Stacey then asks all of her students to come and sit in the center circle. I could tell that Stacey was not pleased with the behavior from her students and her facial expressions indicated frustration. After all the students were sitting quietly on the center circle Stacey explains that she has called all of them in because she was seeing a lot of unsafe display of behavior. Stacey tells her students that she needs to review the safety rules again so that everyone understands the type of behavior that needs to be displayed during game play. Stacey explains to her students that for safety reasons there should be, “no high sticking, two hands on the stick, no physical contact, and no stealing of the ball when under control by an opposing team member” (MTE, FN2, 10-30-07). After Stacey reviews the safety rules for pillow polo she allows the students to go back to their games. As students start to get their games started again I notice that some students are abiding by all the safety rules while other students are still breaking some of the rules. Although respect and responsibility regarding safety is emphasized by Stacey and reinforced with feedback there are still those students who do not display appropriate behaviors during game play.

In terms of Stacey’s students showing respect and responsible behavior there were examples of this in and outside of the classroom. For example, Stacey selects students who she believes are responsible to come into the gymnasium before school starts to set up all the equipment. For each of my field observations I arrived at Mountain Top Elementary School early in the morning before school started to talk to Stacey and to prepare my notes. As I walked into the gymnasium each morning there were always three to five students setting up equipment for Stacey. For example, on
my second day of field observations (i.e., 10-30-07) these students were placing tumbling mats on the floor to create boundaries for three separate fields/courts, setting up goals on each of the fields/courts, and placing the balls, pennies, push poles, and jump ropes in one central location near the stage in the gymnasium. One of the three students said, “Guys we have to hurry” (MTE, FN2, 10-30-07). Even though the students were nearly finished setting up there was a sense of urgency to complete the set-up before Stacey came to see them. These students had five minutes before they needed to finish; yet they were hustling with the few remaining jump ropes that needed to be placed in their proper location. Stacey was not in the gym, which made the student comment and overall behavior quite impressive. These students were exhibiting responsibility (i.e., care) by the way they were helping Stacey set-up the gymnasium for her first lesson of the day.

One example of student respect that was reoccurring during each of my field observations was the way in which Stacey’s students retrieved their equipment. Stacey’s 5th graders would wait their turn in picking up the equipment from a bin on the floor or from an equipment rack. On November 3, 2007, I noticed students gently placing jump ropes on the equipment rack, doing so in a neat and orderly fashion. No ropes were on the ground and there were no tangles or knots in the ropes. Some of the students were picking up an extra jump rope to hand to a friend or another classmate. I even witnessed one student hand another student a jump rope from the equipment rack and the recipient of the jump rope responded by saying, “Thanks.” (MTE, FN3, 11-03-07). This exact situation occurred again on November 20, 2007, with students helping each other by bringing them a jump rope and replying with thanks or a thank you. On
November 13, 2007, when students were placing the jump ropes back on the equipment rack I noticed that a few jump ropes had fallen to the floor. One of Stacey’s 5th graders saw these ropes on the floor, bent down and took the time to place them neatly on the equipment rack.

There were also examples of respect by students during game play in Stacey’s 5th grade class. For example, on October 23, 2007, during one of the team handball lessons the students were using good communication skills with each other by calling out:

• Strategies (e.g., pass me the ball, I am open, move to the left, and pass back to the goalie).

• Each other’s name (e.g., Sue, Billy, Jeff, Sarah, and Tony).

• The rules (e.g., can’t go in the goal box and can only hold ball for 5 seconds).

Each of these examples indicates that Stacey’s students were displaying some level of respect for their classmates and being responsible for following their teacher’s safety rules.

Within Stacey’s journal entries there are many examples of her students demonstrating both appropriate and inappropriate behaviors as they related to being respectful and responsible students. There were nine statements written by Stacey that indicated inappropriate behavior being demonstrated by students. For example, Stacey wrote:

In this class, I was really trying to focus on anything positive because there was a lot of negative behavior (lack of effort, arguing, safety issues, not all team members included in play, etc.). (SS, JE3, 11-10-07)
Stacey is also consciously aware of the respectful and responsible behavior occurring in the classroom. As Stacey indicated in both these journal entries:

I feel the rules and routines I have established lead to good relationships with students and they know that self/partner/team problem solving is something we use often. I had a class with an odd number [of students] and one student did not have a partner, the class recognized it and about 4 teams invited her to join without me saying a word. (SS, JE10, 10-30-07)

For example, when I saw the yellow team including everyone and doing good passing I used cross-court feedback to the entire class with the freeze replay. (SS, JE3, 11-10-07)

In the second written statement, Stacey not only recognizes the appropriate behavior but she takes the time to recognize this behavior in front of the entire class by using a strategy called freeze replay. Using freeze replay allows Stacey to stop game play (i.e., freeze), have all her students focus their attention to a particular team or court, and then have the students repeat a certain behavior (i.e., replay). In this case the repeated behavior that was replayed was the yellow team including all of their teammates in the pillow polo game (i.e., passing the ball around to each team member).

When inappropriate behavior does occur Stacey becomes a mediator in trying to find a solution to help student behave in the appropriate fashion. For example, during a team handball game on October 23, 2007, Stacey noticed two students arguing. She approached both students and asked them to explain the problem. One of the students commented that she was not receiving the ball. The other student exclaimed, “because she does not move” (MTE, FN1, 10-23-07). Stacey asked the first student whether she was moving to get open so that her teammates could pass to her. This student was silent momentarily, and then answered, “well I can try better” (MTE, FN1, 10-23-07). Stacey then turned the boy who was complaining that the first student
was not getting open. Stacey asked this student whether he was being encouraging to his teammates. The student did not answer so Stacey asked him whether he would try harder to help encourage his team to get open rather than complaining to them when they did not. During this entire situation Stacey is trying to get students to think about their behavior and ways that they can be proactive in helping their classmates improve rather than focusing on the classmates limitations. During this same day I noticed two separate instances on two different courts where an argument did stop game play. On one court the students were able to resolve the issue and re-start the game. On the other court Stacey had to come over and mediate a solution and help the students get back into game play.

When I first met Stacey in the summer of 2007, she explained to me that she had recently attended an adventure education workshop in order for her to learn activities that could be used to help students become more responsible for their personal and social behaviors in physical education. As previously indicated, Stacey views social skills as a viable and important component to the physical education experience and tries very hard not only to model appropriate behavior but to promote it within the class. Stacey promotes respectful behavior through the creation of behavior programs (e.g., Class Act and Give Me Five or Big Shoe) designed to help motivate students to display respectful behavior while in class. In addition, Stacey talks to students, both as a group during center circle discussions and through one-on-one discussions, about her expectations towards displaying respectful behavior. Outside of class Stacey attends meetings with other teachers to discuss individual students and how best to help these students stay focused and on task while in class.
In summary, in terms of respect and responsibility, there are many examples within Stacey’s 5th grade physical education class that represent both appropriate and inappropriate behavior being displayed by students. Stacey does try to include cooperative activities to shape behavior and help students learn how to treat one another in class; however the extent to which these activities influences students behavior was not a focus of this study. Stacey also tries to be a mediator in resolving conflicts that occur in the classroom. This mediating process occurs immediately following the conflict. In addition, Stacey takes the time to discuss behavior with students at the end of class during the center circle discussions.

_Theme 4: Student Voice_

All caring relationships must be reciprocal in nature (Noddings, 1992). Thus, both the teacher and the students, within any given classroom, must perceive the environment as caring before a claim can be made for the possibility that caring exists. Thus, in order to capture true caring classroom ecology I needed to obtain the voices of Stacey’s students. This theme includes all the student interviews I conducted with Stacey’s 5th grade physical education students. Within this particular theme I included those voices of students that were expressed as the following sub-themes of: Happiness, Student Motivation, and The Reciprocal Nature of Care. Providing student voice adds another dimension in describing Stacey’s caring classroom ecology.

_Happiness_

Stacey’s 5th grade physical education students have similar views to Stacey on experiencing positive emotions within class. Where Stacey calls having a positive emotional experience a *warm fuzzy* her students refer to it as a state of being “happy”
and “having fun” (MTE, SRC, 11-03-07). Stacey’s students indicated that she is able to create an environment where they are happy. When asked what Mrs. Swanson does in physical education to promote happiness the students replied:

Student 3: Encourages us.

Student 1: Compliments us.

Student 4: Gives us high fives.

Student 3: Tells us if we are doing something wrong and tells us how change it.

Student 4: Makes the class fun. (Students, I2, 12-04-07)

Student 1: She helps me when I do not understand something.

Student 4: When she gives compliments to people when they are trying hard.

Student 5: When you are doing something she encourages you by saying good job. (Students, I3, 12-11-07)

Student 2: She is always happy all the time. She is like lets do this fun thing! Lets try this, she always doing things we like.

Student 3: She is always encouraging us for everything. She tells us good job, keep going.

Student 5: When she picks good unit and she really is never in a bad mood. (Students, I4, 12-11-07)

These examples represent ways in which Stacey connects with her students, through encouragement or feedback, assisting students with a class task, by creating a fun atmosphere, and by comforting students.

The students in each of the interviews acknowledged that they have fun and enjoy their experience in physical education. Stacey’s students were asked to write down their description of how they felt in physical education most of the time. 21 out of 22 students wrote an answer indicating that physical education was an inviting or
caring place for them. Specifically, from these written statements “happy” was written by 13 students, “safe” was written three times, “cared for” two times, “good” two times, and one student wrote “I feel like I can accomplish a lot of things” indicating that they feel self-confident (MTE, SRC, 11-03-07). Of the 22 students, one student indicated that they felt “sad because [they are] not good at things but Mrs. Swanson makes [them] feel better” (MTE, SRC, 11-03-07). This student’s response indicates that they may not feel as though physical education is enjoyable but that Stacey is seen as someone who does care for them and their well being in class and will help them feel better.

Students in Stacey’s class believe class is fun and enjoyable because of two primary reasons: (a) Stacey’s positive attitude and (b) the nature of the activities within physical education. Stacey students perceive her as someone who is positive and helpful to them.

Student 1: She always has a smile on her face.

Student 2: She always has a positive attitude and is willing to help us. (Students, I2, 12-04-07)

Student 1: I have never seen a kid complain or say Mrs. Swanson you are boring. Nobody has ever come close to saying that. (Individual Student, I3, 12-18-07)

Student 5: She is always positive. The only time I ever heard her be negative is if people are being rude and disrespectful to her. She says that is really mean guys and you shouldn’t be doing that. That isn’t really negative but that’s the closet thing she has said to it. (Students, I1, 12-04-07)

Student 2: She usually always makes us all happy. Yeah [big smile form the student].

All Students: Yeah. (Students, I4, 12-11-07)
Stacey is also able to provide students with physical activities that students find engaging and fun.

Student 1: I like the activities and challenges that she gives us.

Student 3: Yeah!

Student 5: It is because we get to move where in other subjects you have to sit down.

Student 4: You get to interact with others and be active.

Student 1: It would be harder if you could not work with others and move with friends because sometimes you can see when other people do it so it gives you an idea of how to do it. (Students, I4, 12-11-07)

Student 1: I enjoy when Mrs. Swanson allows us to play activities. (Individual Student, I3, 12-18-07)

Student 3: She just designs cool activities.

Student 2: Last year was Peter Pan and also one year was Finding Nemo, once the Grinch and Tarzan. (Students, I1, 12-04-07)

Student 1: I mostly like the games and how they are physical and fun.

Student 4: I like the games and when we use to do the ropes.

Student 2: I like when we do games like hockey and team handball. I like those types of games when like you have to work harder than other games.

Student 5: I like games that use a ball and running. (Students, I2, 12-04-07)

Student 2: When we get to do activities that we all like. Fun games.

Student 3: Pretty much all the time.

Student 4: Yeah.

Student 5: Castle Ball.

Student 3: That’s why almost everybody in the entire school likes gym. She makes it fun. (Students, I4, 12-11-07)
Stacey’s 5th grade students find her to be a positive teacher who has created a physical education environment that is fun and enjoyable. Nearly every student of Stacey’s wants to come to physical education and take part in the physical activities she has planned for them.

*Student Motivation*

As previously indicated, almost everyone in Stacey’s 5th grade class finds physical education to be a positive and enjoyable experience. Furthermore, these students believe that experiencing happiness in class will help them to learn. When asked whether they thought being happy led to learning the students replied:

All Students: Yeah [with head nodding up and down].

Student 2: Yes, because if you are not happy you will not pay attention. It is like in regular class if your not happy why should you pay attention. (Students, I1, 12-04-07)

Student 2: Yes, because you will have a positive attitude about learning.

Student 1: If you’re frustrated you really do not pay attention and you don’t listen to what she is saying and don’t know what is going on. (Students, I2, 12-04-07)

Student 3: When you are happy then you will actually be a little more into it instead of not wanting to do it.

Student 5: Yeah because if you do not like something than most of the time you put it in your head that I can’t do it I can’t do it. And really it is that you don’t want to do it. (Students, I3, 12-11-07)

Student 3: Probably, because if you are sad or mad it makes you not want to do anything.

Student 1: It makes you do whatever you are doing better. When you are sad or unhappy you do not try as hard so it makes it harder to learn a new skill.

Student 4: Usually when you mess up on something she says do it again or try harder.
Student 2: Yeah. (Students, I4, 12-11-07)

Student 1: Yes because it makes me want to keep going and working.
(Individual Student, I2, 12-18-07)

These students attribute happiness to motivation, while linking sadness or being unhappy with little to no effort or interest in pursuing work or participation in class.

In addition, these same students thought that their teacher’s happiness would affect their own learning in class. When asked, “Do you think if Mrs. Swanson was not happy you could still learn in her class?” the students replied:

All students: No.

Student 1: Probably not as much.

Student 2: No we wouldn’t.

Student 5: No I don’t think so. (Students, I4, 12-11-07)

Student 2: If she is mad then we are all mad or if she is upset then we are upset or sad. She usually makes us all happy. Yeah [big smile form the student].
(Students, I4, 12-11-07)

The 5th grade students value having a level of happiness and relate this state of being to their motivation within class. As one student indicated, “being happy and having fun makes you want to do stuff” (Students, I3, 12-11-07). In addition, Stacey’s students believe that their teachers overall mood impacts their own mood and that if their teacher (i.e., Mrs. Swanson) is sad or mad then it would be more difficult for them to learn.

The Reciprocal Nature of Care

To show concern or support for another person can be identified as a caring act. Stacey is a teacher who can be identified as providing care for her student through
concern and support. However, for Stacey’s classroom to be considered a caring ecology her students would also need to have a similar perception. There are four areas organized within this category that are told through the voices of Stacey’s students:

What is care, How do people show care, How does Stacey demonstrate care, and How do the 5th grade physical education students show care for Stacey.

In order for me to understand whether Stacey’s students believed their classroom was a caring environment I first needed to determine their understanding of the construct of care. I asked the students, “If a person is caring what does that mean?” Based upon this question I received the following responses:

Student 1: They are nice and making sure you are having fun.

Student 3: They respect you. (Students, I1, 12-04-07)

Student 1: They give you compliments and they help you when you are feeling down.

Student 4: They help you be happier.

Student 2: When everybody is happy and being nice to each other.

Student 5: A person is caring when they help you out.

Student 3: When they are being nice to you. (Students, I2, 12-04-07)

Student 5: They care about what you are doing.

Student 2: They are trying to help you if you are struggling.

Student 1: They are concerned and want to make sure everything you do is right and help you get to your full potential. (Students, I3, 12-11-07)

Student 2: They care about you. They are responsible for you. All the teachers have to be responsible for you. They try to do their best to make you happy.

Student 3: I think when they care they are forgiving you for accidents and make sure everything is ok and they help you.
Student 1: If you get hurt they will tell you to go to the nurse. They won’t just let you stay. (Students, I4, 12-11-07)

In terms of the students perception of what care meant to them I received a range of answers. Some students believed a caring person was anyone who was nice to them and made them happy. Other students indicated that a caring person was someone who helped them in a time of need. Above all, the students recognized that in order to care someone had to give of them self for the benefit of another person.

I continued to probe a little deeper into the students perception of care and asked them to describe to me, “How do you know when someone is caring for you?” Upon receiving this question in each of the interviews I only had two students respond in a manner that was not directed at their physical education teacher (i.e., Stacey).

Student 2: When they are talking nice to you and are not shouting across the gym. They are coming up to you and saying they like this and you can work on this a little more. But overall you are doing great. (Students, I1, 12-04-07)

Student 1: My parents care for me because they put food on the table for me every night. They care because they say get up, get dressed, and go to school. They let me play soccer. (Students, I4, 12-11-07)

Student 1: When someone supports you or cheers you on in class. (Students, I3, 12-11-07)

Most of the students responded to this generic question by directing their examples to their physical education experience and what Stacey demonstrates. These students commented by giving examples of how Stacey cares for them, inferring that Stacey is a caring individual.

Student 5: Well in first grade I kept having a hard time jumping rope. I kept hitting my ankles and everything. Mrs. Swanson let me take home one of the jump ropes to practice on.
Student 2: Sometimes Mrs. Swanson gives awards.

Student 5: If you get the slightest bit hurt Mrs. Swanson will talk to you and see if you need to go to the nurse.

Student 3: She tries to make class interesting. (Students, I3, 12-11-07)

Student 2: Mrs. Swanson cares because of how she talks to us and helps us in a kind of the same way.

Student 3: When we do activities Mrs. Swanson sometimes lets us take a vote or gives us a chance to decide what to do. It shows us that she wants to think about our opinions. (Students, I4, 12-11-07)

Based upon all the student interviews there was clear evidence that Stacey’s students view the environment and teacher-student relationships in physical education as caring. Some of the evidence to suggest that Stacey’s students view her as caring individual involves her ability to help students.

Student 2: She helps you with things that you are not too good at. She makes sure everyone is having fun and that everybody is safe. (Students, I1, 12-04-07)

Student: Because she is always happy and makes us feel happy. If we do not feel happy she knows and she talks with us and asks us what is wrong. (Individual Student, I1, 12-18-07)

Student 1: She puts out special clubs for us like running club for girls. She comes here everyday. She enjoys her work.

Student 5: She helps you out in class when you don’t understand. (Students, I2, 12-04-07)

Student 1: She pulls you over and talks to us to help. I have seen this a lot with kids.
R: What does she usually say?
Student 1: She is either complimenting them or she asks them to help someone else who needs help or they are in trouble. (Students, I2, 12-04-07)

Student 1: If we do not feel happy she knows and she talks with us and asks us what is wrong. (Individual Student, I1, 12-18-07)
Student 4: I like it when she explains the teams and makes them fair because there could be some kids that are the best athletes and some who do not like to do sports so when she evens the teams out it is better. (Students, I1, 12-04-07)

Student 2: She listens to us so we listen to her. (Students, I4, 12-11-07)

Stacey is also perceived by her students as caring by the words she uses as she communicates and interacts with them. I asked the 5th grade students to tell me what Mrs. Swanson says to them that makes them feel she cares. Some of there responses included:

Student 2: Good job.

Student 5: Keep trying. You are doing great.

Student 3: She makes you feel you are working hard when you are and tries to encourage you when you aren’t trying.

Student 4: She does not try to make you do something if you are not feeling comfortable doing it. She will say I want you to try but you do not have to just. (Students, I3, 12-11-07)

Student 4: She says good job or keep going. If you do something spectacular she pulls you in front of the class to show that she really appreciates you.

Student 2: Yeah and sometimes if you are feeling sad she will come over and ask you what’s the matter. She always knows if you are happy, sad, or upset. (Students, I4, 12-11-07)

Student 2: We are doing a good job.

Student 4: She usually gives us a four if we do good and sometimes we get a five. This is called the high five program.

Student 2: She has a rating system that says how well we have done and if we have not done too well we have to do better. (Students, I2, 12-04-07)

Stacey also seeks student’s opinions, which is a way for her to determine their point of view in regards to how class is being run and whether they feel they are benefiting from how she has designed and implemented the lesson. Stacey valuing her
student’s opinions is one example of the reciprocal nature of care within this classroom ecology.

R: When your teacher has you come in at the very end of class and talks to you and you are able to discuss class with her. Do you think this is important?

All Students: Yes. In all interviews

R: Why is that important?

Student 4: It shows that the teacher cares for you then you care for other students and you are respectful to the teacher. (Students, I1, 12-04-07)

Student 5: Everyone may look happy but some people may struggle with things in class. So it is good to talk at the end of class. Because if she does not know something is wrong she will keep doing it. If we tell her she can change it. (Students, I2, 12-04-07)

Student 1: She says if you do not feel good about something she lets you tell her so that she knows what is wrong and she can fix it.

Student 2: If you do not like a game then she can try to change it. (Students, I3, 12-11-07)

Student 4: I think she is learning what kids are more into because if it is just her opinion not other people then other people might not like it. (Students, I4, 12-11-07)

In addition to student perception of how Stacey demonstrates care, I wanted to know her students thoughts regarding how they cared for Stacey. I specifically asked them, “How do you show Mrs. Swanson that you care for her?” Her students responded:

Student 2: You listen to her.

Student 1: You follow her rules on the playground.

Student 4: Cooperating with each other and being nice with each other.

Student 3: You play games respectfully.
R: Do you think everyone in your PE class is respectful?

Student 2: Yes, some kids.

Student 3: Kind of, some kids get caught up in the game and become too aggressive.

Student 5: But it is not like people are saying to each other you suck I don’t want you on my team your terrible. They just want to do their best and get caught up in competition. (Students, I1, 12-04-07)

Student 3: Follow the rules.

Student 1: Have a smile on your face.

Student 5: Listen.

Student 1: Mostly learn. If you learn she feels pretty good because she feels she is doing her job well.

Student 2: By doing what she asks us to do. (Students, I2, 12-04-07)

Student 2: If you are having a fight with someone and you are their partner on their team like you just try and not fight with them.

Student 3: I usually, when she is trying to tell us something and other people are not listening, I try to get other people to listen so it will be easier for her to talk. (Students, I3, 12-11-07)

Student 1: We show respect.

R: How do you show respect?

Student 3: Respect is like being nice to a friend or helping somebody out. Or playing with someone who might not have many friends. That is respect. Respect is when you put all your attention to that person.

Student 4: We always try to participate in class and answer her questions and be honest. We always thank her at the end of class. (Students, I4, 12-11-07)

In addition to Stacey’s students telling me in the interviews how they care for their physical education teacher, I was able to see a letter that was written to Stacey that represented student care. In the letter (see Appendix T) the students write, “Dear
Mrs. Swanson, We were very proud to get the BIG shoe in our classroom. We worked very hard to earn the big shoe. We will keep earning lots of points in P.E. class. Sincerely, Room 130” (MTE, Doc, 11-20-07). The letter is just one of many examples of the care that students extend back towards Stacey within physical education.

Case II: Paul Allen’s Caring Classroom Ecology

Table 4.2 provides a listing of each provenience that is linked to specific data collected from my study with Paul and his 5th grade physical education students. This table should be used as a guide in order to help the reader identify what type of data is being cited and where that data came from within the data corpus.

Many schools across the United States (US) have a large portion of students that perceive their teachers and the school community as caring and are motivated to learn (Azzam, 2007). Each classroom, group of students, and teacher within these caring ecologies hold distinct meaning and special nuances that make them unique learning environments.

This section of chapter 4 will provide data from Case II of my study that coincides with what can be considered an unrepeatable caring classroom ecology because of the specific context and participants. I was able to represent the essence of care within Paul’s physical education classroom through his voice and lived experience. In addition, I was able to represent Paul’s students’ essence of care. Due to the nature of care and lived-positive emotionality the reader will notice the unique differences and overarching similarities between Case I and Case II (i.e., Stacey, Paul, and their students) in regards to each teacher’s caring classroom ecology.
<table>
<thead>
<tr>
<th>PA</th>
<th>Paul Allen</th>
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<tbody>
<tr>
<td>I1, I2, I3, I4, I5, I6</td>
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Table 4.2 Provenience of the Data

The phenomenon of care within the physical education classroom at Joanna Salk Elementary School is being represented by three primary themes:

- Theme 1 – Lived Emotional Experience
- Theme 2 – Pedagogy and Mission
- Theme 3 – Student Voice
Within each of these three themes are sub-themes that represent a further compilation of the caring phenomenon (refer to figure 4.2) that is created within the ecology of Paul’s classroom. Theme 1: Lived Emotional Experience is comprised of data that focuses on Paul and is represented by the following five sub-themes:

- Having the Time of My Life: Brotherly Love, Family Ties and a Mentor
- Feeling Good through Physical Activity
- I am a Role Model: Personal Integrity, Pride, and Empathy
- Bounce Back: Positive Emotional Feeling
- Their Energy Feeds back into Me: Forming Emotional Bonds with Students

Each of these sub-themes has shaped Paul’s lived emotional experience, which influence the ecology that he has created for his physical education students. Theme 2: Pedagogy and Mission is in relationship to Paul the teacher. The four sub-themes encompass some of the most salient features of Paul’s pedagogy and mission as a physical education teacher:

- Constructing a Community of Care for Students
- Respect for Self and Others
- The Importance of Lifelong Physical Activity
- Student Choice and New Experiences

Theme 3: Student Voice is a blend of three emerging categories that represent how Paul’s students view a caring classroom ecology. Within the two sub-themes are the students’ voice regarding:

- Happiness, and
- Care
As a complete case, all three themes and 10 sub-themes provide a narrative illustration of Paul’s caring classroom ecology and the emotional bonds that form between him and his 5th grade students. Case II provides the reader with a glimpse of a more holistic representation of the intra relationship of Paul and the inter-personal relationships that exist within the caring classroom ecology.

**Theme 1: Lived Emotional Experience**

Paul’s conceptualization of lived emotional experience encompasses data that focuses on the following five sub-themes:

- Having the Time of My Life: Brotherly Love, Family Ties and a Mentor
- Feeling Good through Physical Activity
- I am a Role Model: Personal Integrity, Pride, and Respect
- Bounce Back: Positive Emotional Feeling
- Their Energy Feeds back into Me: Forming Emotional Bonds with Students

The richness of Paul’s emotional state of being and each subsequent emotional experience is directly connected to his own personal history (i.e., sub-theme 1), his drive and intrinsic thirst to be physical active (i.e., sub-theme 2), his personal philosophical view on modeling certain behavior (i.e., sub-theme 3), his heightened emotional feeling that he creates and receives from others (i.e., sub-theme 4), and finally, the inter-personal relationships he has formed with his physical education students (i.e., sub-theme 5). The body of evidence collected from Paul and his students, on the topic of lived emotionality are represented by these five sub-themes.
Paul’s Caring Classroom Ecology

Theme 1: Lived Emotional Experience
- I am a Role Model: Personal Integrity, Pride, and Respect
- Feeling Good through Physical Activity
- Having the Time of My Life: Brotherly Love, Family Ties, and a Mentor
- Bounce Back: Positive Emotional Feeling
- Their Energy Feeds back into Me: Forming Emotional Bonds with Students

Theme 2: Pedagogy and Mission
- Constructing a Community of Care for Students
- Respect for Self and Others
- The Importance of Lifelong Physical Activity
- Student Choice and New Experiences

Theme 3: Student Voice
- Happiness and Care

Figure 4.2
**Having the Time of My Life: Brotherly Love, Family Ties, and a Mentor**

For Paul, his brothers, parents, and elementary physical education teacher are the individuals who most influenced his childhood emotional history.

Paul (P): My parents are really special to me. My brothers are probably the most important other than my wife. My mentor for this job was my elementary physical education teacher. Dr. Walsh was influential in my life and still is today. He was a second father figure to me. (PA, I3, 11-14-07)

There is clear evidence to suggest that Paul was and is to this day very close to his two brothers. I asked Paul if he recalled who cared for him growing up as a child.

P: I had two brothers. There were a ton of different examples of how we took care of each other. Your brother helps you out if someone messes with you. (PA, I3, 11-14-07)

P: My brothers and I were really close. We are all really close in age. My brother Adam is nine months younger than I am. My brother Mathew is maybe twenty months younger, so we went to school and looked out for each other. We were best friends. (PA, Pilot I1, 01-18-07)

Researcher (R): What did your brothers help you with?

P: Just about everything from a school yard fight that they would step right up and be right by your shoulder. Or if someone was teasing you on the bus they would tell that person to quit it. Those types of things. (PA, I3, 11-14-07)

Paul’s close relationship with his brothers led to opportunities for them to play and be physically active together. When asked what Paul remembered most about growing up as a child he replied:

Having the time of my life! We were always up first thing in the morning, playing and did not come home until after dark. My brothers were my best friends.

R: What were some of the activities that you played after school?

P: Everything from backyard sports to spending the summer on the family farm in Iowa. The three of us would go out and ride the pigs in the mud to building tree house forts and fishing in the creeks and ponds and all that kind of stuff.
We were a big outdoor family, we were always outdoors doing stuff. Even in the worst conditions. It was more fun to play in the snow than to play inside. (PA, I3, 11-14-07)

Paul and his brothers developed a deep bond with each other and a love for play and playful activities while vacationing in the summer time on their grandparent’s farm. I asked Paul what were the happiest moments that he could remember growing up.

P: Every summer as soon as school got out we would go to the family farm in Iowa. My grandpa was a professor at the University of Illinois in agriculture. Basically, they gave him a big plot of land in Iowa to do research. So it was a working farm. Although we did not work on it there were people who were working there. Every summer, he would go out there to do research and we would get in the car and follow. My parents would stay for a couple of weeks and then we would spend the good part of the summer out there, playing. Those were the best times. It was a sense of freedom because there did not seem like there was any rules… we went out to fish, hunt and all that kind of stuff and it was just the three of us. (PA, I3, 11-14-07)

Paul’s physical activity was built into the framework of his family upbringing and has molded Paul into the person he is today.

P: We would drive out with my mom and dad and they would spend a week but we would spend the rest of the summer with grandma and grandpa out there and then come back at the end of summer. It was that time to get know that side of the family but also time for my brothers to go outside and play all the time and hung out. When you’re out there your taking care of each other. We didn’t watch a lot of television growing up just a lot of play and I remember being outside. People would always say, do you remember those television shows, no not really because we just enjoyed being outside. As soon as the sun came up until the sun came down we were outside playing. (PA, Pilot 11, 01-18-07)

Paul’s childhood playing on the farm was a precursor of things to come in his professional life. His time spent with his family on the farm as a child created lived emotional connection to being physically active that still exists today. Paul told me during our fifth interview on November 28, 2007, that even though he lives away from
his brother he still finds the time to run marathons with them. Paul’s goal is to run a 
marathon in every state in the US.

Paul remembers his parents playing a big role in his childhood and in helping 
him acquire certain personal behavior tendencies. I asked Paul “What were some of the 
instances he remembered growing up that were caring?”

P: I had very caring parents; they were always there for me. My mom was a 
stay at home mom, so she was always involved at school and at home. She 
always made herself available for me. She was a good listener. She was an 
excellent role model in terms of showing us caring behavior. She was always 
the first person there if someone had a bump or a bruise. (PA, I3, 11-14-07)

P: Yeah, I felt absolutely cared for. I mean I had a great family structure. Both 
my parents and brothers. You know. My brothers were my best friends so we 
cared for each other and looked after each other. Not only that, the family 
around us, the neighborhood was caring, everybody looked after each other. 
Friends looked after each other. Never felt like I was never loved or wasn’t 
cared for. Someone was always looking over your shoulder. My first memory 
of someone caring for me. Uh, you just remember all the little hugs mom gave 
you growing up. You know, whenever you stubbed your toe or had a splinter 
she was the first one to jump on that and take care of it. Made you realize that 
those things happen and that she was there for you. (PA, Pilot I1, 01-18-07)

R: Were you encouraged to care for others growing up? If so, how?

P: They led by example. My parents were caring with each other. You never 
saw them bicker or fight and always took care of each other. I remember one 
example of caring, my mother was in the hospital with bad asthma and my dad 
taking all the time out of work to be with mom. I always say that family is first 
and that was an example. My dad was always highly motivated career wise, but 
when it came to my mom’s asthma or anything else, he was willing to put 
everything aside and focus on family first. (PA, I3, 11-14-07)

P: Yeah absolutely! We were encouraged to care for each other. The point is if 
people care for you then you care for them. So it’s a cycle that everybody is 
taking care of each other. My parents really honed in on respect and treat others 
how you want to be treated. (PA, Pilot I1, 01-18-07)

For Paul, his mother displayed care and was there for him all the time growing 
up as a child. Paul’s mother provided for him emotionally and modeled for him how to
take care of others. I asked Paul, “How did your family represent or show emotion in your household?”

P: It was mostly mom. She was the one who hugged you and kissed you. Dad was not outwardly emotional, but you always knew he cared because he showed up to every cross-country race, he showed up to every track and field race. He did the things that displayed caring without being overly emotional. It was never a bad environment as far as if we did something wrong that we needed to be correct on. My parents always took that as a learning opportunity. I remember one time when we were playing with a book of matches. Instead of getting mad at us mom made us write a report on the dangers of fire. So it was taking something that was not appropriate and turning it into an educational opportunity. (PA, I3, 11-14-07)

P: Mom was the biggest caregiver. Mom was a homemaker and was around all the time. She took care of all of the scraps and the bumps and the bruises and we were fed and we were loved and we were cared for. We had ever opportunity growing up and…. She was a great mom and still is a great mom! We got the point that we were her most important thing in her life and she was going to do whatever she could to take care of us. She never got mad. (PA, Pilot I1, 01-18-07)

Paul truly felt cared for and loved as a child. “Everyone just looked after each other, Um you always felt cared for because there was always people around and they always took interest in what you were doing” (PA, I3, 11-14-07). Paul grew up in a very stable and supportive environment as a child. He was aware that his family and friends were loving. Paul wants to create a physical education community in which his students feel supported and encouraged by him as their teacher.

Paul’s emotional history is also deeply connected to his role model (i.e., Dr. Walsh) growing up as a child. When I asked Paul what significant emotional memories stood out growing up as a child he responded by saying:

My time spent in physical education class.

R: In what way does this stand out?
P: Well, my physical education teacher at Coldstream Drive Elementary, where I went to school, he ended up being a life mentor, along with my dad. In fact, I student taught for him when he transferred over here to Joanna Salk Elementary. He was the reason for getting into physical education. We run a camp together and he has become over the years a real mentor to me. (PA, I3, 11-14-07)

Dr. Walsh was a positive role model and mentor for Paul. As a child, Paul looked up to Dr. Walsh during his physical education experience. During my third interview with Paul on November 14, 2007 he told me that Dr. Walsh had been the most influential person in his life. “He is the person I most admired in the school setting. [Dr. Walsh] is why I wanted to become a physical education teacher” (PA, Pilot I1, 01-18-07).

P: I found my purpose in learning from my mentor.

R: Finding your niche and what you wanted to do for the rest of your life?

P: Right. That’s what it was. The activities that he did in elementary physical education turned me onto running and was my first experience with finding my niche as a runner. (PA, I3, 11-14-07)

I asked Paul, “What made Dr. Walsh’s physical education class so special you?”

P: He created a caring environment where everyone who came in had an equal opportunity to enjoy physical activity. He always seemed bigger than life in terms of leadership. I really admire him. (PA, I3, 11-14-07)

R: Bigger than life in what way?

P: Just the way he handled the kids and his creativity and ingenuity. I looked up to him and the way he interacted with people. (PA, I3, 11-14-07)

There have been many individuals in Paul’s life that have shown him care and support. Paul’s brothers, parents, and mentor have been the most influential to Paul’s emotional history. During my interview with Paul I asked him, “What made these
certain people special? What types of behavior did they exhibit that represented care towards you or others?”

P: There was always a sense that you can make mistakes and that was ok. No one ever got mad at anybody. Everybody from my family used making mistakes or not doing something appropriate as an educational opportunity, to learn from the experience. My family was always so positive and supportive of me and the decisions I made. (PA, I3, 11-14-07)

I wanted to know whether Paul’s family support had made an impact on his teaching.

R: How does [your family support] influence you now as a teacher?

P: If I am trying something new I do not want to keep doing it if it does not work with the kids. So, what can I do to make it better? Always trying to learn from lessons that do not go well in order to improve. (PA, I3, 11-14-07)

The care, support, and love he received growing up as a child is represented in Paul’s pedagogy and desire to help his students receive quality physical education. Paul wants to do what is best for his students because this was modeled and exhibited by the close individuals who were in his life growing up.

*Feeling Good through Physical Activity*

Paul’s emotional history is linked to great experiences with physical activity. Growing up as a child, Paul had great experiences with movement and exercise in school (i.e., Dr. Walsh’s physical education program) and also outside of school (i.e., growing up with two brothers and being involved outdoors). Middle and high school athletics was also a way for Paul to be involved in physical activity. On November 14, 2007 I asked Paul what was the most significant event for him in middle and high school. He responded by saying, “Finding a niche in sports and finding out that I was really good in track and field.” During this third interview with Paul he expressed a great sense of accomplishment by being able to compete and be successful at the mid
and long distance running events associated with cross-country and track & field. His running accomplishments made a large impact on who he has become as a person and why he loves physical activity so much.

P: [Being athletic and good at running was] probably the reason I became a physical education teacher. I’d really enjoyed my physical education class. I always had success. Back in the day when they gave away ribbons I was always the one who would come away with seven to eight ribbons for my speed or what ever we did for the track unit.

P: Yeah, I really had a great middle and high school experience and I attribute a lot to my self-confidence with my athletic abilities. I always felt that people looked at me as a track star, cross-country star. You build a lot of self-worth when you were successful and your winning all the time.

P: In my twenties [pause] Well [pause] Let’s see. The athletic accomplishments. Qualifying for the state meet for the first time was huge.

R: Can you elaborate on qualifying for the state meet in terms of how you felt?

P: Well, I ran track and cross-country and the ultimate goal was to get to the state meet. A lot of emphasis was put on it and it wasn’t the joy of being at the state meet as much as the accomplishment of getting to the state meet, which was probably the bigger joy. Running that regional heat the first time, I was in a relay and the relay was cool because it was my sophomore year and one of my brothers was on my team with me and you know it was part family the reason why you felt so much joy that we did something together as a group. A lot of hard work led to that. A lot of time off the track running around with [my brothers]. Athletics was a big focus for us in high school.

P: I love to run and I still love to run because it adds to that sense of freedom that I talked about earlier. [My brothers and I] just ran! You know. And I still get that enjoyment. It’s never an issue when I go for a run now to whether I want to do it or not. I look forward to getting out there and the sense of my body moving through space. When I run today it takes me back. I don’t like to run with people, I like to run by myself, maybe run with my brothers. It takes me back to you know a sense where we did not have to worry about insurance, you didn’t have to worry about the baby that is coming or you know those things. You know when they say you can go into a zone and you can really release stress. I attribute that to feeling that early as a kid and the success I had in high school. (PA, Pilot II, 01-18-07)
Paul’s joy for moving occurred as a young child and continued through high school. His current interest in running is attributed by the joy and the “feeling of success” that he receives from physical movement (PA, I3, 11-14-07). Paul wants to impart this type of movement experience to his own physical education students in a similar fashion to how he was exposed and came to love physical activity.

Paul wants to establish a physically active community for his students in physical education; where his students can feel good about their own movement and exercise successes.

P: From all the wonderful experiences that I have had I want to provide the same experiences and opportunities for my students. I have an interest in physical activity itself, not only because of wonderful physical education experiences but athletic experiences that were positive in my life. My passion for lifelong involvement in sport and I think it is something that needs to be portrayed to the kids. (PA, I5, 11-28-07)

Like his mentor Dr. Walsh, Paul also considers himself a role model to his students. Paul likes to explain to his students the ways in which he stays physically active. During my fifth interview with Paul he explained to me how his marathon running is a good example for his students to see how their teacher is still physically active.

P: It makes me feel I am practicing what I preach. I think it would be awfully hard for me to teach if I was somebody who sat down all the time and was not engaged with the kids. Someone who got slow, old, and heavy and overweight but still showed up and did the job. The kids know about my marathoning. They know that I practice it. They see examples of my involvement outside of the classroom. We may not cover marathoning in class but you get stories from kids because they have taken interest in what your doing and now they can relate it to some type of activity they are doing, something that their parents are doing, or a story they heard on the radio or television. (PA, I5, 11-28-07)
Paul enjoys physical activity. “I am happiest when I am physically active” (PA, I5, 11-28-07). He wants his students to be physically active and more importantly he wants his students to reap the same type of experience while engaging in physical activity as he has entire life. Paul told me, “For my purpose I want them to be happy about activity in class so that they do it outside of class as well” (PA, I5, 11-28-07).

Paul also feels good when his students are successful with their own physical activity accomplishments. Paul indicated that he designs physical education to be a community experience in which, “…you go through a series of struggles and accomplishments together and you feel what the kids are feeling” (PA, I4, 11-19-07). Paul feels good when he can see students who are not only physically active but who are also successful at movement.

P: If the students do not know something and you present them with the information and they finally get it then that’s pretty cool. Because of that sense of community and that you are all in it together you feel pride from them. Yes I do get emotion out of it but it is not so much me feeling good about it, it’s me feeling better for them. (PA, I4, 11-19-07)

I asked Paul if he could elaborate on this sensation of feeling good about seeing student success and how this feeling affects his teaching.

P: It is hard to define. I feel their accomplishment, I feel their pride. I don’t know whether it will make or break my day when the kids leave. Certainly it’s a drive when the kids are here. A drive to create lessons that will help them accomplish the goals that we have in class. Once the community [Paul’s students] leaves there is a sense that I will not see that group until the next time they come in here. So you’re preparing yourself to help them as much as possible when they are here. (PA, I4, 11-19-07)

In summary, Paul is an individual who loves to be physically active. As a child he loved physical education with his role model Dr. Walsh and competing in various track & field and cross-country events. Paul loved to be outdoors with his brothers and
to this day still runs with them in races when he can. Paul’s love for running is one of the primary reasons why he became a physical education teacher. He wants to transmit this to his own students so they can feel good about being physically active. Paul also receives a state of *feeling good* vicariously through his students’ success while in physical education. This feeling drives him to intrinsically want to do what he can to help his students enjoy physical activity.

*I am a Role Model: Personal Integrity, Pride, and Respect*

Paul believes that he is a role model for his students. I asked Paul, “Is being a role model your responsibility as a teacher?”

P: Yes. Absolutely, I am a role model. I make sure the kids see plenty examples of the importance of physical activity. Through my participation in class or the kids understanding that I have a lifelong goal of running a marathon in every state. I have a running log that I post on the board that indicates how much time I’ve been running since the start of the school year. (PA, I1, 10-31-07)

Being a role model for others is part of Paul’s perspective on how he lives his life. When asked, “What primary belief guides your personal life?”

P: Trust, honesty. Things with kids, if your honest with them they are going to be honest with you, I think. Respect is a big one. If you respect others they are going to respect you. And doing your best. Don’t do something half-ass. (PA, Pilot I2, 01-22-07)

P: Family first, that is always the biggest one for me. You got to take care of your family. The belief, again, you got to treat others the way you want them to treat you. We are in the spot light within the community because we interact with so many people so you got to be a good role model whether they look at you as a role model or not they are observing your behavior. Work hard. (PA, I4, 11-19-07)

Trust and honesty are two behaviors linked to Paul’s personal integrity and the idea that he wants to “treat others the way [he] wants to be treated” (PA, Pilot I2, 01-22-07).
Paul’s primary belief on life coincided with the question I asked him concerning his philosophy.

R: What is your philosophy on life?

P: To have the right morals and values that I think are acceptable that I would like to see portrayed in other people. Being a good role model for others. Do unto others how you would like to be treated.

P: Be true to your word. If you are going to commit to something. If you say your not going to do something then stick to your word. Use self-discipline. Show others respect. Teachers do not need to be much different than they are in the real world. You do not want to come in with a front. I live in the community. So they will see me as who I am in and outside of the classroom. Who I am as a person is who I am as a teacher. (PA, 11, 10-31-07)

Paul the person is equivalent to Paul the teacher. As his role model did before him (i.e., Dr. Walsh), Paul wishes to exhibit certain moral principles (i.e., commitment, self-discipline, respect, trust, honesty) towards his students in physical education and to the world outside of school (i.e., Paul’s community).

Paul recognizes that he has committed himself to behave in certain way because of his role as a teacher. He believes that a level of responsibility exists as a professional teacher. I asked him how he represents his responsibility as a teacher.

P: First of all you need to model what you preach in school. I live in the district so the kids see me out and about, at the grocery store or something like that. So what you say in class needs to go with you out in life. Everything from opening the door for an elderly person or making a mistake in the store and spilling something that you’re the one to clean it up. You’re willing to lend a hand. (PA, 12, 11-07-07)

Paul attributes his acceptance as a role model for his students because of the respect he was given growing up.

P: The way that I am a role model is due because over my life I have been given a lot of respect. I think it comes back full circle. The more people you help out the more that those people will help others. It is just a chain reaction.
Even the little things. You have a sense that I am doing the right thing. (PA, I4, 11-19-07)

Paul believes that by showing other people respect and helping them with their needs that someday they will become the new role models and helpers within society. A concept that he calls, “full circle” or “a chain reaction” (PA, I4, 11-19-07).

One of the most salient features of Paul’s classroom is his belief and conviction of giving and receiving respect. When speaking with Paul during my pilot study in early 2007 and during my dissertation (late 2007) he frequently spoke about respect. During my fourth interview with Paul on November 19, 2007 he mentioned that showing respect for students and receiving respect back from his students was the best way for him to describe a caring classroom. In terms of how Paul would like individuals to interact with each other in physical education class he responded:

Respectful. You are not shouting. You are displaying appropriate behavior. You greet people, you make good eye contact, and you are respectful to what others are saying. Whether you agree with them or not at least your taking it all in and trying to respect their point of view. (PA, I2, 11-07-07)

In addition to being a role model and teacher who respects other individuals, Paul perceives himself as someone who is very prideful when it comes to working with his students and helping them achieve.

R: Can you provide more detail about how you feel pride through your students’ accomplishments in class?

P: We were at camp and you see personal struggles. The physical, climbing up this tire wall while everyone else is spotting. Some kids have an easier time going up and over and some have harder time, whether they have a fear of heights or some physical limitations. But when you see someone work at something really hard. We had a couple of students who really, really wanted to get up the wall and they pushed themselves beyond their comfort zone. Although they did not go over they did go up farther than they wanted to and a lot of that was gut determination. A lot of it was from listening to feedback
from myself and other students. When they go a little farther than what they think they can… because when you do an activity there is a momentary pause where they are deciding whether or not they’re done or whether they will push themselves, challenge themselves just to go a little farther. And when they do that little farther you feel pretty good for the kid. You feel a sense of pride. You feel that determination and accomplishment with them. (PA, I4, 11-19-07)

This sense of pride is one type of lived-positive emotional experience that Paul thrives on and wants his students to experience with their own accomplishments in class. He wants students to push themselves beyond their comfort zones towards higher levels of accomplishment. For Paul, “When you get to any goal you continue to push yourself. I do not think there is an end all” (PA, I4, 11-19-07).

Paul also receives deep satisfaction (i.e., a sense of pride) from other professionals within the field of physical education. During my fourth interview with Paul on November 19, 2007 he commented that one of the biggest compliments he received was being voted into a two-year elementary representative position for the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) at the state level. Regarding this appointment, Paul said,

[Being voted by my peers] made me feel that I was getting the respect from my colleagues. That I was somebody that they valued to represent them. That was pretty cool. (PA, I4, 11-19-07)

Paul is a teacher who considers himself to be a role model for his students, professional colleagues, and for his surrounding neighbors in his community. Paul is an individual who believes in respect and who has taken a personal motto to do unto others, as you would like them to treat you. He attributes the facilitation of a caring classroom community to the respect he provides his students and the respect he receives from them in return. This reciprocal phenomenon of respect in Paul’s physical
education ecology has led to many prideful moments for him as a teacher and influential figure in the lives of the children he sees on a weekly basis.

**Bounce Back: Positive Emotional Feeling**

The experiences that provide the most joy (i.e., positive emotional experience) for Paul are those in which he is able to see students excited to come to physical education.

P: I think the single most rewarding experiencing of teaching is when you’ve got kids who are excited to come and see you. Kids come up and say is it a physical education day and I say yes if they are coming that day and you see their faces just light up. I think that’s pretty cool. (PA, Pilot 12, 01-22-07)

I asked Paul, “How would define or explain having a positive emotional experience with students?”

P: If I see them achieving something that they have been struggling with I feel, well it makes me feel I am doing my job. It makes me feel rewarded. Makes me feel proud in them. There is a bounce back of emotion. When you see something going on you take it all in but then you feel for them. This might be empathy. (PA, I5, 11-28-07)

Paul is describing his lived emotional experience as something he shares with his students. He believes that this bounce back of emotional experience comes from his students’ success (PA, I5, 11-28-07). The bounce back phenomenon provides Paul with a sense or feeling of tremendous joy, which he believes is a motivator for his teaching.

P: When you see a kid struggle,… When you have an interaction with somebody and you get an emotion or reaction or whatever and it comes toward you and you absorb it. Then you bounce back with another feeling or emotion to help reinforce what they are doing or maybe to solidify what they are doing. Or maybe as a way to show empathy for a situation they went through. I think it is like a chain reaction. When I see someone who has been struggling and then they do well I feel good so I am going to give them some reinforcement which makes them feel good, which makes them continue to do what they are doing, which bounces back to me, like I am doing my job. This bounce back of
feedback can be verbal or non-verbal. Like a smile or a wink of the eye. (PA, I5, 11-28-07)

Paul admits that all teachers should be able to read their students emotions and know how their students are feeling in order to meet their needs. “[Experiencing bounce back] really does make you feel like your doing the right thing. That you are going in the right direction and that you are meeting the needs of the kids” (PA, I5, 11-28-07). Being able to visually see student success and the emotions that come from their achievement is a form of feedback that Paul wants to acknowledge and give back to his students. Paul wants to continue the bounce back chain reaction in order to keep himself and his students motivated in physical education.

P: I think it drives the teacher to be able to provide [bounce back] and it drives the students. It is a give and take. If your not feeling anything or getting anything in return then it is hard to motivate yourself to continue to strive to be a good teacher. You need to be able to recognize this [emotional bounce back feedback] all the time because you have a classroom of 20-28, in this school. You need to be able to provide students with acknowledgment of their success and you need to be able to do it quickly so that everyone is getting a little bit of it at the same time. (PA, I5, 11-28-07)

P: When something is positive and makes you feel good you continue to be positive with the kids and it carries you through the lesson as far as this positive stuff really has something to be said about it and kids are having a great time. Then you’re looking for someone else to give a prompt to… a chain reaction. One person is excited then it excites me and I want others to become excited about the activity as well. It’s a lot of little moments of joy that you catch. One child’s enthusiasm feeds off to another child’s enthusiasm so they see someone getting excited about getting close to hitting the target. They will also be excited about getting close, let alone hitting the target or something like that. This makes you feel like hey this is pretty cool. It kind of makes you feel that what you came up with for the lesson is creative enough to keep the kids interested throughout the duration of the entire lesson. (PA, Pilot I4, 01-31-07)

Paul repeatedly has said that positive emotions (i.e., joy) carry him through the lesson and provides him with motivation in continually seeking ways to help students and
thus, create an ethic of care with them. Paul perceives positive emotions as a motivating phenomenon for himself to produce certain caring behaviors within the classroom.

I asked Paul if he could explain how his positive emotions and the *bounce back* phenomenon shaped his teaching. To what extent did Paul view his positive emotions with his students as something that was functional within teaching? When I asked Paul about this question he responded with a big sigh and a very deep breath. He waited for a few seconds with a look of concentration on his face. He then responded:

Well you got to leave your own [emotional] baggage at home. So you come in here with a fresh start and do not let outside things distract you and your focus in the classroom. When you teach you get caught up with what is going on in class and that motivates you to keep teaching and keep pumping the kids up. It is a cycle thing... the more you output the more you receive and it goes back and forth. It is a flow. (PA, I6, 12-03-07)

Paul was able to further describe the bounce back phenomenon as “getting caught up,” “a cycle thing,” and a as “flow” (PA, I6, 12-03-07). All of which was perceived as something that led to further motivation for himself and his students.

The power of the *bounce back* phenomenon has led Paul to find a silver lining as much as possible within his profession as a teacher. I asked Paul:

If you came to school in a bad mood, would you try to mask this and be positive or do you explain to students how you are feeling? Do you change your mood or try to be honest to your students about your mood?

P: I would change my mood. I want the students to have a consistent expectation with the level of enthusiasm or safety or seriousness. I do not want my mood to be a distracter for the students. So we can get things accomplished. I can understand the argument in telling the kids that your having a bad day please bare with me, but I think that sets a down tone. You are one person but there are twenty other people. If you sit here and tell the kids that your down or having a bad day then there are twenty people who may be feeling empathy or
feeling something for you that you necessarily did not want them to feel but now they are. (PA, I6, 12-03-07)

Paul has come to an understanding that his mood impacts what students will be able to accomplish in his class. He is willing to modify or manipulate his intra-personal state in order to help his students accomplish the lesson objective.

Not all days are blissful and productive for Paul and his students. Paul recognizes that there are times when he experiences frustration and receives little cooperation from his students.

P: If you say don’t and you say stop it or quit that or whatever negative term you are going to use then you as the teacher are going to feel bad about it because now your in an angry mood; just by saying those things. Whether you came in with that feeling, just by saying those things your going to get frustrated and negative. (PA, Pilot I3, 01-29-07)

In addition to Paul being frustrated or unhappy I asked him, “Can you explain why students may leave your class feeling unhappy?”

P: Of course, as a teacher you are going to experience [unhappy feelings] with students do to frustration or not being able to get something done on the first time. In the world of physical education you are able to visually see student progress. Where in the academic setting everything is done on paper and pencil. Sometimes when you see something that everyone is not getting then you can get a little more frustrated than you would in an academic setting. Even though our school is a respectful community you still have things that happen within little pockets of the classroom that you cannot control. Conflict does happen. (PA, I5, 11-28-07)

Paul strongly believes that all students can be successful and that all students can feel good about being physically active within his physical education classroom. I wanted to know how Paul was able to create an environment in which all students felt emotionally safe and secure; especially, when competition in some physical education classes can influence some students to have a negative experience. What did Paul
infuse into his curriculum that promoted positive emotional equity? I asked him
whether he could elaborate on how he helps students experience positive emotions in
his class.

P: We came in here and talked about the climbing wall and about how to
make the environment safe for the kids to do the best they can without a feeling
or anxiety that they have to make it to the top of the wall. But whether they
pushed them self as far as they can and go beyond their previous mark. Setting
up that is the success instead of reaching the top, which is the visual success. It
is not about trying to beat someone but instead improve on personal
performance. (PA, I6, 12-03-07)

Paul believes that all students should have equitable access to the joy that can
come from being physically active. As he indicated in this statement:

I think you need to be able to teach the kids to understand that joy can come
from a variety of ways within the activity. And it is not all based on outcome or
points. I think outsiders would come in and say the kids are just playing a game.
However things are set up to provide students with opportunity for success in a
variety of ways. (PA, Pilot I6, 02-12-07)

I asked Paul where he thought this type of teaching philosophy came from. Where did
he learn about equity pedagogy?

P: The biggest reason is that my dad’s brother, my uncle Sean, was mentally
handicap and had a big interest and really involved with the Special Olympics.
He was in every possible sport that the Special Olympics had to offer. I would
go to the meets and help out. You saw a wide range of people who had a desire,
that may have not been the best, but who had that desire to play and be active.
This experience really sunk in me. You do not have to be the best you just have
to appreciate being able to do what you can. I think that has always kept me
grounded. (PA, I3, 11-14-07)

Paul believes lived-positive emotional experiences are beneficial to himself and
his students. This type of phenomenon is considered to be both intra and inter-personal.
Paul describes his positive emotional experiences as a bounce back or chain reaction in
which he and his students feed off of each other’s positive experiences and action
tendencies. Paul recognizes that he can and does modify his mood in order to help students accomplish instructional tasks. Paul readily admits that not everyday is going to be successful and he does experience negative emotions such as frustration when his students have conflict or do not behave in the manner he would of liked to have seen. Finally, Paul believes he can and does create equitable positive emotional experiences for his students through creating a mastery climate rather than a competitive environment. Students are set up to challenge themselves and not others in reaching personal goals rather than trying to compare themselves to other peers.

_Their Energy Feeds back into Me: Forming Emotional Bonds with Students_

The pride Paul receives from working as a physical education teacher is arguably derived from the inter-personal relationships that he has developed with his students. Paul is the only physical education teacher at Joanna Salk Elementary School. Thus, he works with every student at the school. Each year that the student goes to Joanna Salk Elementary School they have Paul for their physical education teacher; thus, he has some students for six years in a row. Having students view you as their teacher for multiple years enables Paul to build strong rapport and trust with the students he works with in physical education. Within this sub-theme I discovered, the types of relationships Paul wants to create with his students, why he wants to create these types of connections, and how he is able to develop an emotional bond with his students.

Paul wants to have “an emotional connection” with his students by “giving them high fives, laughing with them, [and] smiling with them (PA, Pilot I6, 02-12-07). He believes this type of connection will lead to future student success.
P: When you make an impact with a kid, when you make a connection with a kid, whether it was success or not but they were enjoying it or getting something out of it. It makes you feel I’m doing something right. This is why I got up this morning. To make an impact with these kids and that’s something powerful it really is. I do not know if you caught this but the teacher came down this morning with the kids and said, “I just heard from one of our former students and she told me all the things you did for her with basketball and now she is having success in middle school.” That is pretty powerful when students move on and they take something they learned from you and are applying it later on in their life. Gives me a sense of self-worth. That what I am doing is important. You feel like that kids are enriching their lives and adding to it. Other than just here is the ball and just go do it. The students are taking something with them as they move on. (PA, Pilot I4, 01-31-07)

Paul contends the inter-personal relationships that are formed within his classroom are a powerful type of relationship. He believes these relationships provide high amounts of energy and an environment where student enthusiasm becomes contagious.

P: I had a student who came into class who was very excited. He flew right up the climbing wall. The next time he went up he put on a blindfold and he worked twice a long as before trying to get up to the top. It seemed like the class just stopped to watch him and that he was pulling the energy from the class as he kept moving and searching for the hand holds. This was very powerful to experience and very positive stuff. He made it to the top and everyone cheered and made a lot of noise. Then you have the opposite where a student is struggling and whatever the case may be. Then helping them realize that there is still accomplishment even if you do not make it to the top of the wall. The rapport with the belay team or the encouragement by other students are examples of inter-personal relationships in the class that are important learning events. [Silent pause for a few seconds] If I have enthusiasm hopefully it will be passed to the kids and they will become excited and want to be engaged. The same thing is true for me. There are things I do not like to do. I do not like basketball. I don’t enjoy playing it and I don’t enjoy teaching it but I know the kids like it. So their energy and enthusiasm for basketball feeds back into me and I get pumped up and excited to teach it because it is something the kids want. So it is a two-way street. There are some things I really enjoy doing and it feeds back to them and there are things students like and it feeds back into me and makes me motivated and makes a situation positive for the whole class. They make basketball tolerable for me because of their excitement. (PA, I6, 12-03-07)
The energy and enthusiasm from Paul’s students feeds back into him in such a way that creates further motivation for him to teach. Paul takes notice of the benefits that come from the type of inter-personal relationships that have formed within his classes and tries to promote teamwork and other leadership behavior with his students. Paul’s example of the climber pulling the energy from the class is one representation of how he is able to empower students to discover the value of working and cheering each other on.

I asked Paul if he could explain why he thought building strong relationships with students was important.

P: Well it is important because I am taking an interest in what they are doing in and outside of school. I want them to feel a sense of care that I am interested in their safety and their lives. That I am taking an invested interest in them. I think that sets up the whole respect thing. If I am respecting them, talking to them, checking their safety, trying to understand them, then they are going to be more likely to respect me and the safety rules in return. (PA, I6, 12-03-07)

I could tell from Paul that he values making connections with his students. Paul recognizes a strengthened intra-personal connection working with and helping his students.

P: I feel that I am receiving or getting back from my students. The little kids might give you a hug or they give you such great attention. With the older kids it is those kids that come back. There was a talent show couple weeks ago and there were older brothers and sisters who I had not seen in a couple of years and they came over and acknowledged me, asked me what we were doing in physical education right now, which indicates they still have an interest in me and what is going on in physical education because of the experience they had when they were in my class. We had this staff meeting the other day. They were talking about how some kids that will come back and do not acknowledge some of their former teachers but I feel kids still acknowledge me. I feel I get some of it back from them. (PA, Pilot I4, 01-31-07)
Paul is very intentional on how he goes about establishing student relationships within physical education. “I make it a habit to talk with students, about their life, as much as possible (PA, I6, 12-03-07). When I asked Paul how he specifically makes getting to know his students a purposeful objective while teaching he explained:

Little small conversation with students become so important. For example, when I put the harnesses on the students during the first day of the climbing unit I was asking each kid about their day. When they come in to class next time I might ask them how they plan to challenge themselves or provide them with some extensions or some challenges. What are you finding difficult. So you use those small moments as opportunities to see if student needs are being met. (PA, I6, 12-03-07)

Paul is also very aware of making connections with all students regardless of how energetic or assertive each student appears to be in class. Regardless of the type of student Paul wants to make a connection. I asked Paul:

How do you establish close relationships with all your students?

P: Little moments when I can talk to them or interactions on the playground or hall way. Just a simple little question, how are you doing, what is going on? This is one way I connect. The trick is that there are a lot of kids that exhibit a whole bunch of positive and excited emotions and they are really into it. But you got to look at beyond the exuberant ones to the students who are quiet. Are these students getting what you want them to get out of the lesson? Are they getting as much excitement as the students who are loud and visually excited? They say that there are certain kids who go through the educational system unnoticed and trying to reach those students and seeing if it is meeting their needs. It is easy to tell with the students who are loud as compared with the quiet students. (PA, I6, 12-03-07)

For Paul there is a limit to which he perceives he can establish an emotional bond with students. In this following statement Paul is hesitate to readily admit having an emotional bond with students, yet understands that a bond does exist with his students.
P: I think you have to be reserved with your emotions. They are not family even though you spend a lot time with them. But you do feel a sense of pride when students accomplish something. You feel a sense of excitement when the students are doing something that they want to continue to do. I get excited when the kids come in and see something and they want to keep doing it over and over and over. So I think you get a bond with how they feel in that way. (PA, I6, 12-03-07)

In terms of love as being part of emotional bonds with students, Paul separates love from the profession of teaching. Paul the teacher believes that care is absolutely necessary but showing love is not a phenomenon that can be represented in the classroom. He elaborates on the notion of love indicating that being a male teacher it makes it difficult to represent love in the classroom.

R: How do you represent love to your students in physical education?

P: That is a tough word (e.g., love) for a male physical education teacher. There is a very fine line between having an interest in students and having compassion and stepping over to awkwardness. There are no hugs in my class unless the little kids come up and grab my leg. I have to show love in a different way. Love is a complicated word. (PA, I1, 10-31-07)

R: How do you conceptualize love and does it have multiple meanings?

P: I separate love. There is caring, compassion, and respect. Love is that next tier up and I think you can show love for things (e.g., physical activities) but love for a person is another thing up and should be kept separate from the classroom. (PA, I1, 10-31-07)

I also discovered four distinct ways that Paul establishes emotional bonds with students within physical education that emerged from his journal entries. Paul’s active listening, concern for student’s personal life, classroom encouragement, and ability to show students empathy represents another dimension of the types of emotional connections he forms with students. Paul was able to respond four separate times (i.e., 11/08/07, 11/18/07, 11/29/07, 12/7/07) to questions that sought to determine his perception of his
ability to demonstrate active listening, concern for student’s personal life, classroom
couragement, and empathy for his students (JE1, JE2, JE3, JE4). In terms of active
listening Paul wrote:

Students telling me about their soccer games last night. Another student gave
me a note indicating that she was not able to participate because of a cold she
had. (PA, JE1, 11/08/07)

I was an active listener when we reflected after each teambuilding activity. We
discussed what aspects of teamwork our group does well and discussed items that
we could improve on. (PA, JE2, 11/18/07)

I was actively listening to my students when they asked suggestions on how to
climb the wall. I listened to them as they used our climbing belay commands. (PA,
JE3, 11/29/07)

I was able to listen to the kids as they told me their favorite climbing activities as
they were getting into line to leave PE. (PA, JE4, 12/7/07)

Within these four journal entries Paul recognizes the importance of his students: (a) life
outside the classroom, (b) well-being and physical safety inside the classroom, (c) learning
in regards to improving motor skills, and (d) enjoyment of the classroom activities for the
day.

Paul was able to write the following regarding concern for his student’s personal
lives:

I show great concern about students’ lives. I was talking to Sara about her
hobby making jewelry and ask if she could make me some jewelry that I could
give my daughter. (PA, JE1, 11/08/07)

As I was putting the climbing harnesses on each student I asked each of them what
they did for Thanksgiving. (PA, JE3, 11/29/07)

I talked to each student about how their day was going as I was giving my second
graders rides on the Zip Line. (PA, JE4, 12/7/07)
During each of these days Paul was able to reflect back on the ways he made an effort to learn more about his students. Whether it was in regards to a student’s hobby, what his students did for Thanksgiving, or in general, how they were feeling that particular day.

When it comes to providing students with encouragement Paul wrote:

I believe I do a great job of giving feedback, both general and specific in regards to skill and behavior. For example, I said to a student, “I like the way that Nicole found an open person to pass the ball too.” (PA, JE1, 11/08/07)

I gave plenty of positive feedback to all my good "spotters" when we spotted our climbers over the tire wall. I gave specific feedback when students were swinging on the ropes in the "swinging all aboard" activity. (PA, JE2, 11/18/07)

I gave lots of feedback to my students about how well they were belaying their friends up the climbing wall. I also gave specific feedback to individual climbers as they were going up the wall. (PA, JE3, 11/29/07)

I was verbally rewarding students for following the safety rules today. “Sally I liked how you climbed down the climbing rope.” (PA, JE4, 12/7/07)

Paul’s encourages his students by providing positive-specific feedback. This type of verbal communication was directed towards students’ performance in class but the manner in which these statements are made can also contribute to the student’s perception that Paul cares for them and wants them to be successful in and outside of class.

Paul also provided several examples of providing empathy towards students. Paul wrote:

When a student was not able to climb the tire wall I was empathetic to them. We processed together that each person has different abilities and that the true accomplishment was that it was not to climb over the wall, but to push themselves as far as they could. (PA, JE2, 11/18/07)
I addressed a sad student that had a hard time climbing the wall and discussed that the objective was not to get to the top of the wall, but to push themselves to the best of their own ability. (PA, JE3, 11/29/07)

A student was sad that she could not reach the monster rings, she expressed this to me and I listened and then I made modifications so that she could reach the rings. (PA, JE4, 12/7/07)

Each of these examples of empathy demonstrate Paul’s philosophy that success in his class is not determined by a set criteria (e.g., climbing over the wall) but on how well a student can improve and push themselves to perform better than their previous attempt.

The combination of active listening, showing concern for students lives outside the classroom, providing encouragement, and communicating empathy helps Paul build emotional relationships with students that promotes close inter-personal classroom dynamics among the members of the physical education class.

The data that represents this particular sub-theme indicates that Paul wants to create inter-personal relationships with his students because he wants his students to perceive him as caring and respectful. He also believes his relationships with his students lead to high amounts of energy and an environment where student enthusiasm helps them stay engaged in activity. He wants to reach every child and is aware that with so many students he must make an effort to make a connection with as many of them as he can because is only gets to see them once a week. Paul’s utilization of active listening, showing concern for students lives, encouraging and demonstrating empathy for students is another representation of how he constructs positive emotional bonds with his students.
Theme 2: Pedagogy and Mission

Paul’s pedagogy and mission as a physical education teacher is based upon data that is highlighted by four sub-themes:

- Building a Community of Care for Students
- Respect for Self and Others
- The Importance of Lifelong Physical Activity
- Student Choice and New Experiences

Paul’s pedagogy is built on an extensive background in outdoor or adventure education. His mission as a teacher is an extension of the values and social support he received growing up with his family and the relationship he established with his mentor and close friend Dr. Walsh. Both Paul’s pedagogy and mission as a teacher are represented in his classroom community (i.e., sub-theme 1). Paul ultimately believes that care is represented through mutual respect and tries to help students to understand the importance of having due regard for those they work with in all class activities (i.e., sub-theme 2). Paul also has a strong desire to be physical active and transmit this desire to his students (i.e., sub-theme 3) in the way he sets up his lessons and the relationships he develops with them. Finally, Paul’s personal philosophical view on teaching includes careful detail in providing students with many choices while they are active within a lesson (i.e., sub-theme 4). The body of evidence collected from Paul and his students, on Paul’s pedagogy and mission as a teacher are constructed within these four sub-themes.
Constructing a Community of Care for Students

This sub-theme will cover Paul’s mission as a teacher, his perception of care and what constitutes a caring classroom, why Paul’s enactment of care is important, and the ways in which care materializes within his 5th grade physical education classroom.

Paul’s mission as a physical education teacher is to provide his students with a (a) safe environment, (b) set of fundamental movement activities, and (c) caring environment where students have emotional experiences that potentially help them to acquire lifelong physically active behavior.

P: [I want to] provide students with a variety of physical activities and choices to be able to be physically active. Provide a safe and caring environment so that every student feels they can participate without people making them feel inadequate. Giving them a background to pursue lifelong involvement in physical activity. Learning does not only occur while they are here for 45-minutes but can apply what they learn in the classroom to their everyday life. Make sure that what they get here they feel good about it so they continue to be physically active. (PA, 11, 10-31-07)

For Paul’s mission to take fruition he must understand that not all students may come to class with a passion for physical activity the way he did when he was in elementary school. Paul realizes that each student brings with them different abilities and backgrounds that have shaped their physical activity experience and they may differ in how much they value being physically active.

P: Students bring in a variety of backgrounds into the classroom. Maybe there are some kids who have parents who do not necessarily provide many opportunities to be physically active or who do not model this behavior for their children. So students may have a perception that they may not need physical activity. I have a student who was home schooled for five years and now in 6th grade has a hard time understanding the purpose of physical education because they have never had this type of instruction. The longer I have the kids the more
they realize and understand the importance of physical education. (PA, I1, 10-31-07)

Within Paul’s mission is his conviction for creating a caring classroom ecology.

Realizing that care for students can hold various forms of meaning I asked Paul, “What is your definition of caring?”

P: Care is having family, friends, colleagues, and any individual who supports you, trusts you, is honest with you, recognizes your values, beliefs, and attributes, who respects you as an individual, who creates educational opportunities for you, who uses positive connotations when talking to you, who provides for you, and who can listen to you in a time of need. Looking out for ones best interest. Making sure their environment is safe. (PA, Pilot 13, 01-29-07)

P: A caring person is someone who is perceived as someone who shows empathy and shows an interest in what is going on with students outside the classroom. Whether this interest is in outside activities or events or family members. (PA, I1, 10-31-07)

I also wanted to know how he defined a caring teacher.

P: You provide a safe environment for kids. You express an interest in the kids and stuff like that. That may mean attend after-school activities you know. My wife and I make a point to attend athletic events for the students after school. Getting to know your students. Asking them questions. I think I am pretty good at you know, asking how is your older brother and sister doing? How is your family doing? You know, asking questions that go beyond the classroom, while you are teaching. So the rapport you have with them leads to a caring environment.

R: Safe environment in what way?

P: Safe as far as physical safety and emotional safety. Both go hand and hand. You eliminate negative words you want to eliminate the bullying thing. You want to make sure the equipment is safe and that kids are not going to get hurt. As far as emotional safety let’s say you have a situation where you have a winner or loser, maybe in an activity. You are going to talk to your students about the feelings of the person who was successful but also the feelings of the person who was not successful. So you are caring for the individual who is feeling bad about the outcome of the activity. Making this person realize that it’s the process of performance and not so much the outcome that I the teacher was looking for. (PA, Pilot 13, 01-29-07)
I observed Paul directing his behavior in a manner that created emotional safety for students during my eight field observations (JSE, PFN1, 01-08-07; JSE, PFN2, 01-31-07; JSE, PFN3, 02-05-07; JSE, PFN4, 02-12-07; JSE, PFN5, 03-05-07; JSE, FN1, 10-31-07; JSE, FN2, 11-19-07; JSE, FN3, 11-19-07). Specifically, during each of my field observations Paul was using all positive comments, he never once provided negative feedback or showed visual signs of frustration or anger with any of his students. He always stresses the positive in student behavior and uses positive connotations when verbally communicating with students. Paul uses positive comments for preventative management of student behavior. Instead of using put-downs or negative connotations such as, *stop, don’t,* and *you cannot* he asks students politely whether he can see the correct behavior.

P: I always praise the positive. I think kids are always going to seek attention, whether negative or positive. So why not give the kids the positive attention so they can act positively. For example, if I see a kid running I am going to praise the kid that is walking next to them and not address the negative behavior. I think that leads to caring.

P: It makes the person who is exhibiting the correct behavior feel good about themselves and makes me feel good about myself. It turns my job and something that potentially makes me feel negative to something that seems to be a bright spot. Hey these are some great kids in here. Often times it is only one or two individuals who are off task, yet so many more kids that are behaving correctly. So let’s praise. It is self-rewarding to the kids, and myself when they are behaving correctly. Then other kids see this and they act positively and the class climate changes to one where each student is behaving appropriately.

R: It goes back to the idea of chain reaction.

P: YEAH! And it can work the opposite too. If you say don’t and you say stop it or quit that or whatever negative term you are going to use then you as the teacher are going to feel bad about it because now your in an angry mood; just
by saying those things. Whether you came in with that feeling, just by saying those things your going to get frustrated and negative. (PA, Pilot I3, 01-29-07)

This type of classroom managing is due to the respect that his students show him, such as listening to him and following his directions the first time asked.

Students’ behaving in a caring fashion is also something that Paul indicated is a school-wide practice.

P: [At Joanna Salk Elementary School] we’ve got this marvelous mail thing that if kids catch other kids doing something positive they write them a letter and we have six graders who deliver this mail to everyone in the school. This feeds on the positive and not the negative. Another example, on the announcements in the morning our principal will come on and say somebody received a marvelous mail today because they did this…. In addressing something that was wonderful in offsetting something that was bad, such as kids running around on the ice outside. But we will have a letter that comes in. Emily Walker did a wonderful job walking around the ice and was respectful and left things alone. So kids want to get caught doing something that is good because they know they might get this letter of recognition. It’s been working out great. Especially for the younger kids who see this each year for many years. (PA, Pilot I3, 01-29-07)

I observed Paul and his students eight times since January of 2007 and I did not once visually see or verbally hear him become frustrated or upset with any one of his students. This type of behavior is a testament to Paul’s demeanor, which is very calm, cool, and collective while teaching and interacting with students. He appears to know how to respond to student behavior in such a way that brings the desired behavior out of his students with little effort. His students know his rules and routines and follow them respectfully.

With such good student behavior and plenty of praise and encouragement from Paul I wanted to know, “Did Paul’s students ever perceive him as uncaring?”

P: I think sometimes when you ask a question because your taking interest and oh my the question brings up a topic students are struggling with, for example,
there is a girl whose parents are getting a divorce. Not knowing this I asked her how everything was going at home. The student can misinterpret this and perceive it as uncaring. (PA, I1, 10-31-07)

Paul also mentioned that there are times in class where students must be given consequences for not following his directions. Paul calls reprimanding his students a form of “tough love” and believes this can lead to the students perceiving him as uncaring (PA, I1, 10-31-07).

P: Oh sure. No class is perfect. There are some times where I have to fulfill certain consequences for student behavior and the student may perceive this as not caring. Anytime you discipline students they may not realize it is for the betterment of them and they may not see this as caring.

R: Do you try to explain why you are disciplining them?

P: Well, yes. If students have to sit in a time out because of their behavior they must come and talk to me after the time out. We talk about the misbehavior, we debrief this and I explain why certain behaviors need to be followed and how not behaving in this manner may affect the student or other students in terms of safety or wanting a certain learning environment. (PA, I1, 10-31-07)

In addition to discovering Paul’s meaning of a caring teacher I wanted to know his personal reasoning, “Why did he care for students the way he did in class?”

R: Why create a caring atmosphere? What is your rationale for doing this for your students?

P: It is the right thing to do, to be caring. It is a trait that should be out there in class so that they can see it modeled so that they can be caring individuals. It just makes class run smoother. If you exhibit caring behavior back in kindergarten they are going to be caring people all the way through 6th grade because there is a mutual respect.

R: Smoother class in what way? How does this align with what you want to achieve with your students in class? How does a smoother class fit into meeting these student objectives?

P: Because your not having the interruptions. You do not have to stop class for uncaring behavior. You can move on. You don’t have to waste class time to talk about respect. You are going to get more out of your goals if class runs
smoother and you able to provide more feedback and opportunities for activity. (PA, I2, 11-07-07)

Paul believes that care is important because it leads to improved pedagogy and higher amounts of achievement for his students.

I also asked Paul, “Do students need you to care for them in order for them to learn in physical education?”

P: Yes, because if they know it is a caring environment they can make mistakes and they do not have to feel they have to be perfect all the time. They can end up seeing the benefit from something like losing a game or making a mistake in something. They need that comfort. They can take safe risks knowing there is support.

R: What is an example of this?

P: A lot of kids will see going to the top of the climbing wall as successful. But I want them to feel as though they can keep trying even if they cannot make it. (PA, I2, 11-07-07)

Paul believes that care is something that will help students take risks in class knowing that if they do not succeed at first that is perfectly fine. Paul’s rationale behind this type of teaching perspective leads him to believe that the more students take risks and try activities the more likely they will challenge themselves to grow beyond their current ability level, hence developing more self-confidence which is a form of intra-personal growth.

Paul displays his form of care in many ways in the physical education classroom.

I asked Paul, “What type of caring behaviors do you exhibit in your classroom?”

P: I use some touch, you know I think that sometimes that can be really powerful and shows you are caring if you touch a shoulder or ruffle hair, you know thing as that are appropriate. I think those things can be powerful ways to exhibit caring for students. (PA, Pilot I3, 01-29-07)
However, for Paul there were two particular caring behaviors that were more salient.

Listening to and taking an interest in students were caring behaviors that Paul spoke about several times over the course of my study.

R: How do you direct your caring?

P: In displaying an interest in and listening to students. Care helps keeping students on task. I would like to think my students see caring when I smile and in how I interact with them. (PA, I1, 10-31-07)

P: I have a student with a disability in this next class who is in a wheelchair. When I was thinking about my lesson for today I took an interest in how I could modify my lesson for her to be able to use her walker. Would she be interested in doing this team building activity? Is there something she will be able to do? Asking questions like that when planning for the activities. Which I think displays some caring. So that each student has opportunity in the lesson. (PA, I1, 10-31-07)

R: How do you meet your students’ needs?

P: You take an interest in what they are kind of into. You tie different sport units into different times of the year. Soccer in the fall. Tie units into season sports outside of school. Things come in trends. Just the other day there was a little girl who said, “Mr. Allen are we going to learn how to double-dutch jump rope this year?” I said, “You know I can give it some thought, why, does it interest you?” “Oh me and a couple other girls took a double-dutch class at the recreation center.” So, that was her way of coming to me and saying they had fun with this and would like to continue doing it with you. So meeting their needs is picking this up some time along the way in physical education class. It was a cry of hey we had a good time I want more. So that’s a way to meet student needs. (PA, I2, 11-07-07)

P: I listen to the students. I get feedback from the students. We talk about the activity at the end of class. I get the feedback and see if it worked. I explain to them that we may do things that they do not like but we discover that they do not like it and then we modify it or we get rid of it and find another way to accomplish the objective. Meeting the needs of the kids by asking them. All this is meeting the needs of the kids. (PA, I5, 11-28-07)

R: How do you model care to students?
P: When they talk to you, you *listen*. You give them good eye contact, you take the information they give you and put it to good use. Whether they have suggestions for the activity or about something that is going on in class. It gives them that feeling of some ownership. (PA, I2, 11-07-07)

For Paul there is concern for listening to his students and understanding how they feel in relationship to what is happening in class. These interview examples illustrate the importance for Paul to recognize and acknowledge students and take their feedback into consideration when teaching.

In addition to listening to and taking interest in students, Paul demonstrated a variety of caring behaviors during my field observations. On October 31, 2007 I witnessed Paul demonstrate care in a variety of ways. His lesson objective for his students on this day was team building or cooperation. He used two different adventure education activities (i.e., cooperative activities) that focused on helping his students discover the value of working together as a team. The two activities were called *Rushing River* and *Team Tag*. For *Rushing River* Paul randomly placed students into three groups of eight or nine students. Each group was given five polystats. The goal of the activity was for the entire group of students to cross a large area of the gymnasium (e.g., the rushing river) without anyone touching the ground. The students needed to work together in using their polystats. If a team member touched the river (i.e., the ground) and did not step directly on the polystat, they must go back to the start and try again. At the beginning of the lesson, Paul stresses teamwork and tells his students that there are piranhas in the river! Just prior to letting his students begin Paul says, “In order to solve this problem your group must work together. You must start thinking about we instead of me.” (JSE, FN1, 10-31-07). Paul allowed his students to
take a few minutes to discuss the activity with their group members prior to attempting to cross the river. The students begin immediately talking about possible solutions. Some groups start to throw down their polyps spots quickly, while other teams take a few minutes to decide on their plan. Approximately five minutes into the activity students are beginning to toss their polyps spots on the ground and attempting to cross the river. After the final group makes it across the river Paul asks his class whether there would be a faster, more efficient way to cross the river. Paul has his students think about a possible solution for about 30-seconds and then asks for their suggestions. One student says, “We can place all 15 polyps spots together” (JSE, FN1, 10-31-07). Paul says, “Give it a try” (JSE, FN1, 10-31-07). The students are able to work as a class, instead of three separate teams, and cross the river in one-third the time.

The second team building activity was a team tag game. I have seen this game in other physical education settings called *Peanut Butter and Jelly*. Students line up shoulder-to-shoulder in two lines facing each other, approximately two feet apart. Paul indicated that one line is green and the other is yellow. Paul showed the class a hockey puck with one side painted green and the other side yellow. Paul explained that when he tosses the puck it would land on either the green or yellow side. If the puck lands on the green side facing up then the green line must chase the yellow line. If the yellow side of the puck is facing up then the yellow line must chase the green line. The line that runs away must run straight back towards the gymnasium wall. If a student gets tagged prior to reaching the wall then they become a member of the other team. The game ends when all students end up on one team.
During each of these two adventure education activities Paul was able to direct his care for his students in the following ways:

- Discussing safety with students regarding the activity.
- Checking for student understanding of the activity.
- Asking students if they had any further questions.
- Assisting a student in a wheel chair up to her walker and then helping her cross the various obstacles in the activity.
- Providing encouragement to students.
- Asking students at the end of the lesson how they felt about the activity.
- Using a cooperative activity to emphasis one of his lesson objectives: learning how to work together as a team.

During this lesson Paul was able to meet two primary objectives. He was able to help students focus on cooperation and teamwork and implement activities that allowed students to work on fundamental motor skills (e.g., running, jumping, hopping, landing, dodging).

Paul’s pedagogy and the way in which he designs and implements his lessons is another way Paul delivers care within physical education. On January 31, 2007 I witnessed multiple teaching behavior’s that represented an ethic to care towards his students, such as the way he sets up his class prior to the school day, how he demonstrates motor skills and activities, his pedagogical skills, and his use of extrinsic motivators to create higher levels of interest and engagement for his students.

*The Set-up.* Prior to the start of school Paul had set up all the equipment for the archery lesson. For this unit Paul had bought a large 60’x100’ piece of canvas that had
been air painted with pictures representing a *Robin Hood* or *Medieval Times* theme. The pictures are of horses, knights, a prince and a princess, a castle up on a large hill, trees, and houses that symbolize a small village. On the canvas (i.e., large net) are twelve targets made of cardboard. Each target has a painted symbol, such as a lemon, boot, diamond, or heart. One target has written *the million-dollar prize* with arrows pointing to a small circle on the cardboard. Approximately ten feet in front of the Medieval Times canvas are 12 medium sized cones set up about two to three feet apart. Inside each of these cones are approximately 5 arrows. Placed beside each cone is a small bow. Paul also had a large bucket filled with arrows (must be more than 200 arrows). This bucket is used when students deplete all of their arrows, then they may come and pick up a new supply of them.

There is no school policy or written rule within Paul’s contract that states he *must* have his equipment set up prior to the start of the first class or that he even needs to have an air painted backdrop as part of the classroom ambiance. In fact, there are some physical education teachers within this geographic region of the US who do not set up equipment before the start of school, waiting instead to do so when students arrive. Even more prevalent are some teachers who would conduct this lesson with too few bows and arrows, and without specific targets. So why does Paul take the time to design the creative backdrop and all the eye-catching targets? He wants to create student interest and novelty so students will enjoy the activity and learning experience. Why does he set up equipment prior to start of class? His rationale for having equipment set up and ready to go is to, “… save as much time as possible” (JSE, PFN2, 01-31-07). He does this so he can use the time he saves for instructional purposes with
his students. Paul believes that effective instruction starts with being prepared and
organized. In addition, he wants to present to his students a product (i.e., physical
education instruction) that will hook them into the idea that movement and physical
activity is a life long habit, interesting, and maybe most important, fun.

*The Demonstration.* When students entered the classroom on this 31*st* day of
January, Paul had them all sit down in a closely formed semi-circle and asked each
student to position themselves to be able to see the demonstration of shooting a bow
and arrow. Paul stated, “Please place yourself in a position where you can clearly see
me” (JSE, PFN2, 01-31-07). Viewing a good demonstration can help visual learners to
understand how to perform the skill prior to being given the opportunity to practice the
skill. By making this statement, Paul is aware that students will benefit if they view his
demonstration. After Paul demonstrated shooting the bow and arrow he asked all of his
students specific questions about his performance, such as, “What angle did I have the
bow at?” Paul then asked his students to find a partner and sit down behind one of the
12 cones. The students quickly followed his instructions and in a matter of 10-15
seconds were all sitting with a partner behind one of the cones.

*The Activity.* Once the activity had begun, Paul moved around to each station.
As Paul approached a station he provided positive and corrective feedback to students,
such as “Billy I like the way you’re holding the bow at that angle” and “Susan try to
pull the string back further in order to produce more power” (JSE, PFN2, 01-31-07).
Paul also used feedback as a way to help other students recognize appropriate behavior.
For example, Paul would make comments such as, “I like the way Tony is waiting for
his partner before he begins to practice” or “I like the way Henry is helping John by
going to get more arrows for him” (JSE, PFN2, 01-31-07). Paul also helped students pull back their bow, physically assisting some students in terms of lining up the bow to the intended target. At this point in the lesson nearly every student I saw had a smile on his or her face. Paul maintained his positive demeanor and patiently continued to assist students the entire period.

*The Pedagogical Skills.* Throughout this archery lesson Paul had demonstrated: (a) the ability to organize equipment prior to start of school, (b) an effective demonstration, (c) a calm demeanor and patience with instructions and interaction with individual students, (d) the ability to call on a variety of students to help answer questions and demonstrate skills, (e) calling students’ by their name, making sure all students are listening before speaking, (f) checking for understanding of the directions through Q&A and leading questions, (g) presenting directions that are clear and concise as evident that no students were confused during the lesson, and (h) that he provided multiple incentives for staying on task and engaged in the lesson. These behaviors are evidence that Paul wanted to present what he feels is an ethic to care within his classroom. Paul takes pride in the work he does as an educator and believes that he can and does make a difference in the lives of the students he sees come into his classroom.

*Extrinsic Motivation: The Pot of Gold.* Paul used extrinsic motivation to stimulate interest and enthusiasm within his students. As students enter into the gymnasium for the first day of the archery unit they are asked by Paul to sit in a semi-circle around him for the demonstration on how to shoot a bow and arrow. After the demonstration Paul introduced the *Pot of Gold.* Students have an opportunity to hit a
target with an arrow and receive a prize from the *Pot of Gold*. Inside the *Pot of Gold* was filled with candy, healthy nutrition bars, erasers, pencils, and pens. When Paul announced that students who hit the target are able to earn a prize the class became excited and the students turned toward one another and whispered to their neighbor. Paul wants to empower students to take responsibility of their own honesty; thus, he told students that when they hit their target they could proceed to the *Pot of Gold* without having to ask him to look at their target. He explained that if you hit any part of the target you will receive one prize and if you hit the bull’s eye you will receive two prizes. Paul told his students, “I trust your ability to judge your own performance and know each of you will be honest in doing so” (JSE, PFN2, 01-31-07). Allowing students to determine whether they have met the criterion of hitting the target provided Paul with more time to provide feedback and guided instruction to those students whom needed additional help with shooting the bow and arrow. Once the practice session began students started to call out, “Yes” and “I did it” in regards to their personal performance (JSE, PFN2, 01-31-07). One girl raised both hands high in the air and shouted, “Yes, oh my gosh I did it” and started to giggle to her partner who was watching (JSE, PFN2, 01-31-07). One boy hit the target and jogged over to the *Pot of Gold*, where he wasted little time selecting a pencil and then hurried back to his station to try again. Suddenly, I hear, “I did it, I hit the potato” shouted four times in a row (JSE, PFN2, 01-31-07)! The student is jumping up and down and others students take a moment to look over at this young boy’s accomplishment of hitting the target. Occasionally I hear an “Oh no” as students miss their target; however, the climate in the classroom is one of joy and interest in the activities (JSE, PFN2, 01-31-07). The
students are committed to keep practicing over and over again. For many students the Pot of Gold is an extrinsic motivator keeping them engaged and on task.

*Extrinsic Motivation: The Trip to Dairy Queen.* After 15-minutes of practice time Paul called out, “Freeze” (JSE, PFN2, 01-31-07). Upon hearing the stop signal, all the students stopped and immediately sat on the floor. Paul then explained that there was a new objective. He explained that if students hit the bull’s eye now, they would receive the ultimate prize. Upon hearing Paul mention the ultimate prize the students start to become excited once more and whispered to one another. Paul remained calm but politely asked for the attention of all of his students. Upon quieting down, Paul explained that when a bull’s eye is hit that both the shooter and his or her partner will be accompany him and the art teacher to Dairy Queen for ice cream. Less than two seconds later the class erupts in pandemonium! I was quite shocked to hear the enthusiasm coming from this group of students. Paul then asked students to begin practicing once again; however, something catches my attention. During this practice session each student’s partner became much more active in providing assistance and feedback. Because the Dairy Queen trip was not only for the student who hit the bull’s eye but also his or her partner the interaction between partners was increased substantially. Students started calling out to their partner, “Hold the bow up higher,” “Pull the string back farther,” “Go and get more arrows,” and “Oh, Ian good try we almost had it” (JSE, PFN2, 01-31-07). The students who were not shooting became much more active peer collaborators due to the Dairy Queen incentive posed by Paul.

*Extrinsic Motivation: The Tootsie Roll.* At the closure of class Paul had the students line up near the door ready to go back to their classroom. Paul reviewed the
classroom objectives that were met for the day and also mentioned several individuals who did an excellent job with the archery lesson. Then Paul took out a bag of tootsie rolls and explained that each student needed to balance the tootsie roll on the top of his or her head without it falling for the entire trip back to their classroom. Once again the students became excited and comments of anticipation could be heard. One-by-one Paul placed a tootsie roll on the top of each student’s head as they walked outside of the gymnasium. After each student received his or her tootsie roll they instantly became quiet and had to carefully walk without moving their head in fear that the candy would fall off onto the ground.

Paul carefully plans and organizes extrinsic motivators within his lessons to elicit certain student behaviors. In the archery lesson he was able to use the Pot of Gold, the dairy queen trip, and the tootsie roll candy to motivate students to behave in a certain fashion. Paul hopes that the extrinsic motivators can be used to hook students into the task or activity and that through successful attempts within the task students will develop intrinsic value and motivation to continue to pursue physical activity.

Paul’s commitment to students outside the formal allotted time for physical education (i.e., before and after school and during lunch) is another way he represents care for his students at Joanna Salk Elementary School. Paul meets with his students four times a week before school, at lunch, and after-school for the intra-mural athletic program that he runs. The primary purpose of the intra-mural program is to keep students physically active as much as possible. This program allows any 4th, 5th, or 6th grade student with the opportunity to participate in physical activities that extend from what is occurring in physical education class. The current intra-mural season is floor
hockey and Paul utilizes the Sport Education Model (Siedentop, 2004) to help organize and facilitate the program. The components Paul uses are the Seasons (2 months), round robin tournaments, co-education participation, teams selected by Paul based on equity and fairness of overall ability. Other intra-mural programs that Paul has implemented in this program include, flag football, climbing unit, lacrosse, and running club. In addition to the running club intra-mural season students are also encouraged to join the *Marathon Kids* program. This program invites any student, parent, community member, or school staff member to try and accumulate 26.2 miles (i.e., a marathon) over the course of the entire school year. Students walk, jog, or sprint around a quarter mile miniature track. This program is done specifically after-school when intra-murals are not being conducted. This program was such a big success that the community newspaper wrote an article about Paul in November of 2002, stating that this program provided students with a viable way to keep physically active after the school day had ended.

Paul’s commitment to his students extends beyond the allotted time for physical education. His care for his students to enjoy and be physically active is evident with the implementation of the intramural clubs that he offers before and after-school and at lunch. When some teachers may pack up and leave because their required work schedule is over, Paul is able to do what is right for students and help provide them with safe opportunities to participate in exercise, while demonstrating a role model mentality with his words and actions.

This sub-theme covered Paul’s mission as a teacher, his perception of care and what constitutes a caring classroom, why Paul’s enactment of care is important, and the
ways in which care materializes within his 5th grade physical education classroom. I was able to discover that Paul’s perception and enactment of care occurs in many ways. Each example of care was determined to be reciprocal by the way Paul’s 5th grade students reacted as witnessed by me and the way they responded during my group and individual interviews with them.

*Respect for Self and Others*

This sub-theme will cover the various ways that respect is represented within Joanna Salk Elementary School and how Paul views respect within his own classroom.

On November 19, 2007 there was a school wide assembly at Joanna Salk Elementary School on the topic of respect. All teachers and their students from first to six-grade were required to attend. The assembly started with the Joanna Salk Elementary School counselor stating, “Respect is an important concept. I respect you and you respect me is an important social guideline” (JSE, FN3, 11-19-07). The counselor continued by asking students to repeat after her the seven steps to showing respect at Joanna Salk Elementary School. These steps include:

- Get ready for providing respect
- Eyes Watching
- Ears Listening
- Mouth Quiet
- Hands Raising
- Body Still
- Sitting Upright
After the school counselor had recited each of the steps the students repeated after her the same steps. Then the counselor introduced a man by the name of Steve. The counselor indicated to the students that Steve is a magician.

Steve’s purpose at the assembly was to conduct the school-wide assembly on the topic of respect using magic tricks. Steve started the assembly by stating that, “compatibility” is an important concept connected to respect (JSE, FN1, 11-19-07). Steve continued by stating that being compatible implies that individuals are able to get along with one another, work with others, and treat others how they want to be treated. Steve asked the students in the audience for examples of what respect means. The students responded by stating that respect is: (a) following rules, (b) not judging others, (c) helping others, and (d) trying to make new friends.

Steve goes on to mention that self-respect is important for students to demonstrate on a daily basis. Steve went further and suggested to the students: (a) believe in yourself, (b) it is ok to be different if you’re doing your best, (c) you do not need others to tell you who you need to be, and (d) each individual is unique and special. Steve told the students that they must live respect. He stated, “Always be thinking about how to use respect in your daily lives” (JSE, FN1, 11-19-07).

Steve provided other examples of respect during the assembly that included: (a) respecting personal space of others, (b) keeping hands to yourself and off of other individual property, and (c) showing concern for other individual’s feelings. Steve was able to conduct several magic tricks (e.g., sawing a box in half with a person inside, making scarves disappear and re-appear sewn together) that he was able to tie back into the theme of respect. Steve’s ability to use the magic tricks successfully was seen in
the way students were laughing and focused in on him while he spoke. The message of respect was clearly embedded in each of the tricks he demonstrated for the students. I also was able to witness that each teacher was drawn to the magic show and eagerly watched in what I believed to be great interest.

There are two programs at Joanna Salk Elementary School that help students learn how to develop respect for themselves and others. One of the programs is called *marvelous mail*. This program encourages students to write small letters of appreciation to individuals (e.g., teachers, staff, or other students) who have done something that deserves to be recognized (e.g., a good deed or an act of kindness). The second program is called *sticks and stones*. This program is an anti-bullying program designed to teach students how to combat bullying. Steve was able to mention three tips to escape bullying: (a) stay calm, (b) get away from the person or situation, and (c) share your situation with a teacher or trusted adult (i.e., find a helping hand).

At the end of the assembly a former high school student helper came up to Paul to say hello. This person wanted to say hi to Paul and let him know what he had been doing well since graduating from high school. This person was wearing a navy military uniform and told Paul he was leaving for Japan the following week. When I asked Paul about the person he said that when this individual was in high school he was in real trouble with drugs and that a program called *the high school helper* was designed to help students like him get back on track with finding a vocation other than going to college. Paul commented, “Looks like he got on track,” implying that this person appears to have beaten the drug problem and now has found direction with his life in joining the military (JSE, FN3, 11-19-07).
Respect is a social skill theme that is embraced by the entire community at Joanna Salk Elementary School. Paul’s view on respect is no different. He wants to demonstrate respect for his students and wants to receive respect back from them. I asked Paul to explain to me the definition of respect.

P: Respect is being able to treat others as though you would like to be treated. That could encompass everything from caring to compassion. It all roles into respect. (PA, 14, 11-19-07)

Prior to the assembly on respect Paul took his students out to the tennis courts to engage in an activity called capture the flag. The activity of capture the flag allows students to use a variety of movements (e.g., walking, running, side-stepping, and dodging) while trying to meet the objective of the game (i.e., obtain the opposing team’s flag without being tagged). Before starting the lesson Paul asked his students whether they could provide him with examples of how they could demonstrate respect while being engaged in capture the flag. Paul ties this into the assembly topic of respect by asking students to provide examples. His students responded by stating: (a) don’t tackle, (b) don’t push, (c) help others out of jail if they are tagged, and (d) don’t hide the flag from the other team under the cone. Paul responded to his students by stating that these are excellent examples of how to demonstrate respect.

On February 21, 2007 I was able to hear a very interesting conversation piece that Paul had with his students at the end of the lesson. He told his class that he was happy to see them: (a) settling their own disputes by using the rock, paper, scissor method, (b) using teamwork, and (c) being able to communicate strategy to their teammates during the lesson. Paul recognized that these types of behaviors exhibited by his students are objectives that extend beyond the curriculum; meaning that, besides
the benefit of high amounts of physical activity his students receive from this lesson, they also receive opportunities to help other classmates through each of the previously mentioned examples.

In addition to talking about the social skill of respect, Paul embeds this theme into his curricula and pedagogy.

R: Does your curriculum represent how you care for students?

P: Sure. We are going to do a team building activity because it is going to bring people together. This activity will help students create a good environment and a caring environment. This activity will allow students to help each other. Whether they know it or not we are doing this to as a lead-up to activities that require further responsibility such as the climbing wall. We stay away from the projectile games where students throw the ball at each other. (PA, 11, 10-31-07)

Paul links care with the idea of respect. Respect for self, others, the teacher, and for the equipment. There are times when students do not give respect back to Paul in return (i.e., student misbehavior). I asked Paul if he could describe what plan of action does he take when students do not demonstrate respect within his physical education classroom.

R: How do you handle instances in class when students do not respect you or other students?

P: Well what happens is a three-tier system here. One, they are given a warning and you direct them into why that was not an appropriate behavior. So you give them a heads up. Second time an inappropriate behavior occurs, I don’t like to call it a time-out, it is more like a reflection period to think about what they are doing wrong. They are removed from the activity and asked to come back and talk to me about why they thought they were excluded from the activity and what they plan to do in the future. Now they are generating what is going on. They are making themselves think deeper about what is going on instead of me just telling them what they are doing wrong. The third tier is whatever they deem. It could be Mr. Allen I was not listening to you that was a rude behavior and if I do it a third time this should be my consequence. (PA, I2, 11-07-07)

R: So the student comes up with the consequence?
P: Yes the student comes up with it on the third time. It is something that is appropriate for what the problem is. Having them mop the floor after physical education class is not appropriate if they are talking out in class. (PA, I2, 11-07-07)

In order for Paul to be a caring teacher he believes he must demonstrate respect for his students. Paul is respectful towards his students in the way speaks (i.e., only talks to students using positive connotations while rarely showing any signs of frustration towards students), listens (i.e., wanting to know how students feel and determining whether he can meet his students needs), and how he plans his lessons (i.e., teambuilding and adventure based activities and highly physically active and engaging activities).

*The Importance of Lifelong Physical Activity*

Paul’s primary purpose as a physical education teacher is to help students long for physical activity. He wants students to become self-motivated and pursue physical activity in and outside of the classroom. I asked Paul, “What is your primary goal to accomplish in physical education?”

P: Provide an interest for kids in physical activity. I believe kids want to be physically active if it is of interest to them. So when they leave my class they want to continue to be physically active. Providing students with outside opportunities to be physically active, not only in class but also before school, at lunch, after school activities and also providing information about programs or sports. They can approach me and ask questions that pertain to further opportunities regarding physical activity. (PA, I1, 10-31-07)

P: I want them to get a variety of experiences so they can have lifelong involvement in sport and activity. And know coming here that it is a safe environment to learn, to make mistakes, to excel, and to enjoy. (PA, I2, 11-07-07)
One of the ways Paul is able to help all students stay engaged and physically active in his class is to de-emphasize a win-at-all-cost mentality with the way he explains and conducts his activities. Paul makes it a point with students to focus on the process of movement more than the end product (i.e., winning).

P: We don’t keep score, so that is the first thing. So you eliminate the winner and at the end of the game the winner is not emphasized. There are some kids who will keep score in their head but they usually do not shout it out. We talk about the outcome in games but it is about whether or not you performed up to your own and my expectations. Did you do the following, did you do your best, did you create opportunities for other people, and did you put forth your maximum participation? And I said those are the outcomes we are looking for. Today you might of won and if not maybe you will be a future winner. (PA, I2, 11-07-07)

Paul witnesses his students desire to want to be moving and physically active. Because Paul sees students wanting to physically active he volunteers to supervise several programs. Paul believes his commitment to teaching physical education is helping students stay physically active beyond the gymnasium walls. Paul remembers how much he enjoyed exercise and physical activity when he was in elementary school and wants his students to have similar experiences within and outside of physical education class.

P: I would say that I teach beyond the context of the school day. I run intra-murals before school and I run intra-murals at lunchtime and after school. So I am extending the students involvement in physical activity. (PA, I5, 11-28-07)

R: Why is this important to you?

P: Because there is a need for the kids who want it. You can see that they crave it because they say, this is so much fun can we do this. You feel that if they want it so bad why not do it for them. It is a little more time out of my day, big deal. (PA, I5, 11-28-07)

R: What is the importance behind the students wanting the physical activity?
P: Because it meant so much to me and if they could get just a little bit of how much joy I get out of being physically active then I am willing to go the extra mile. I believe this is where you see my commitment. (PA, I5, 11-28-07)

Paul’s desire to keep his students moving and physically active in class was also apparent during my pilot study with him. He commented that because of the scheduling of classes (i.e., students have physical education every fourth school day) he must do everything he can to keep students moving and engaged in motor performances.

P: I feel that, I am a realist and I only see these kids every four days and I see them 44 times a school. I know I cannot get them physically fit enough because of how infrequent I see them and I probably do not have enough time to make them as physically efficient as they can be in an activity. But I can give them a lasting impression that it is enjoyable and its something that I want to do outside the classroom. That’s where I think I make the most positive impact. Where they feel good enough to want to participate. I think that… unfortunately that is what are job is. Do you know what I am saying? Lifelong involvement is of higher importance when time is limiting. Makes me feel I am doing my part in helping these kids get something important out of their day. (JSE, Pilot I3, 1-29-07)

This vision to keep students physically active is similar to Paul’s mentor who when Paul was going to school turned him on to the love of lifelong activity. This individual helped him establish this life goal of becoming a teacher. The driving force that influenced Paul to become a physical education teacher.

During my pilot study in January 2007, I asked Paul if there was anything that he recognized his students wanted after they had missed three days of school because of a horrible winter storm.

P: When we came back to school after those three days off a lot of kids mentioned if they were going to make-up the hockey games that we missed. These students [wanted to know if they were] going to have a make-up day. So there was interest from the kids in making up the time that they felt they had missed. So that was big concern to the kids. The kids wanted to be assured that
the games that they missed due to the snow days would be made up at a later time. (JSE, Pilot I5, 2-12-07)

I wanted to know from Paul how he thought missing some of the hockey games would impact his students knowing they were asking him about these missed games.

P: I think they really enjoy [the hockey games] and they do not want to miss out on it. They have a real passion for playing. Anytime there is enjoyment for physical activity and kids are asking for more, it is great to see. It is one thing to enjoy physical activity while you’re playing, but to seek it out, I think that is pretty cool.

R: What do you mean seeking out?

P: They are seeking it out. They want physical activity. They are looking for it. I believe this will lead to something down the road where they seek it out for themselves and do not have to rely on me as a teacher to provide it. They will do physical activity on their own outside of school. Lifetime involvement in physical activity. And that is the key to this program. (JSE, Pilot I5, 2-12-07)

Paul believes that students showing interest by wanting to continue with the hockey activities that they had missed is an indication that these students will demonstrate autonomy in becoming and staying physically active over the course of their lifetime.

Paul is an individual who had many positive experiences with physical activity growing up as a child (e.g., running outside and playing with his brothers, having a physical education teacher who set up physical activities that were fun and engaging, and being drawn to and participating in track & field in middle and high school). He wants his students to yearn for similar experiences from what he knows and grew up with as a child. He wants students to benefit from being physically active. He wants to create an enjoyable physical education classroom ecology where all students want to and demonstrate being engaged in physical activity.
**Student Choice and New Experiences**

Paul is the type of teacher who is looking to keep all students highly active in exercise with a variety of activities. Paul believes that choice within activities is important in order to differentiate the lesson and provide opportunities for different ability students. Paul told me that he wants to “Provide students with a variety of physical activities and choices to be able to be physically active” (PA, I1, 10-31-07).

Paul also believes that having new personal experiences in life is also important for himself and his students.

P: To experience as many different things as you can. To take something away from those experiences. I am big on trying new things out. I love to travel to see new things. Just like your research, you came last year and the beginning of this year. Your study sounded like something fun to do and learn about. I have never done anything like this before. So why not try it. I think that’s what the meaning of life is, to experience a whole bunch of things. (JSE, Pilot I2, 01-22-07)

Paul is a life-long learning who is motivated by trying new experiences and tries to take away lived experience from each event or situation that he is involved with. I asked Paul whether he believed this was something he tried to portray with his students in physical education.

P: I try to provide a lot of variety in my classes. If something new comes up why not give it a shot! Don’t be afraid to try things out. Give them a lot of experiences so they can make choices down the line in terms of what they want to do. Choice is huge. In terms of equipment. A lot of problem solving activities where students could think outside of the box and can choose how they want to accomplish certain goals. Choice if they want to do intramurals or after school programs.

R: Does choice provide students with a sense of joy?

P: I think it gives kids ownership in the program where they feel they are contributing to the program and where they can take an active approach to what is going on in here. (JSE, Pilot I2, 01-22-07).
For Paul, student choice is building physically active lived experience for students. Allowing students to take on leadership roles and choose varying levels of challenge for themselves in order to enjoy physical activity and also improve on their own personal abilities.

During one of my observations at Joanna Salk Elementary School on February 12, 2007 I was able to witness a capture the flag lesson conducted by Paul using the *Pirates of the Caribbean* theme. *Capture the flag* is an activity that allows students to run across a pre-determined line into the opponent’s territory in order to take or capture a flag or other pieces of equipment, depending on the rules of activity. In this lesson Paul was able to group his students in triads. Then he asked each student to choose to be a 1, 2, or 3. The number 2 became the coast guard and this individual needed to wear a penny to distinguish themselves from the other students. The 1’s and the 3’s became the pirates. The activity was conducted on a full size basketball court inside the gymnasium at Joanna Salk Elementary School. The objective of the activity was to have the pirates cross over half court in the gym (marked by medium sized cones) and try to capture multiple pieces of treasure (i.e., gold, rubies, and sapphires). The treasure was pieces of equipment made from foam in the shape of a circle. This treasure was placed on the ground in the half of the gym where the coast guards were located. If a pirate was attempting to take a piece of the treasure the coast guard could tag them and then the pirate had to go to jail (i.e., a designated area off to the side of the gymnasium). The pirates could only take one piece of gold at a time and could have free passage from jail if a fellow pirate was able to come and rescue them from the jail.
Paul ensured that all students had a chance to be a pirate for two rounds and a coast guard for one round.

Paul was able to have all the equipment set up prior to the start of class to reduce managerial time. He also kept his instructions and demonstration of the activity extremely brief (i.e., 5 minutes) to maximize activity time. The use of the *Pirates of the Caribbean* theme provided the students with a novel way to think about the activity in the context of being a pirate or the coast guard. The students prior to the start of the activity appeared eager to start. They were whispering and having a hard time staying still, while listening to Paul go over the directions. Throughout the activity I witnessed each student, at some point, with a smile on his or her face. Some students were laughing with sheer excitement.

At the conclusion of the activity I interviewed Paul. I asked him:

Why do you think this particular activity brings so much joy and interest to your students?

P: Everyone is involved; everyone sets their own pace, kids can make their own choices and decisions. They can choose to go after far treasure or close treasure depending on their choice. Lots of options lots of variety. I am a big proponent of choice because that will lead to success for everybody. It is a nice activity because success can be measured in a lot of different ways. Whether it’s stealing gold, saving friends who are captured, being the leader that steps up and comes up with a plan, whether you’re a pirate and you’re tagging people or guarding gold. So all kids were able to find success in one-way or another. (JSE, Pilot I6, 02-12-07)

In the *Pirate of the Caribbean* activity Paul emphasizes the importance of allowing students to choose their level of involvement while noting that he saw all of his students engaged in various aspects of performance. For Paul, choice is a part of equity pedagogy (i.e., providing opportunity for all students regardless of their level of
performance). Paul was able to provide students with opportunity to make choices in multiple lessons (e.g., the archery lesson on January, 31, 2007; the team building activities on October 31 and November 19, 2007; the capture the flag activity on February 12, 2007 or the adventure activities such a rock climbing and giant swinging from a gigantic tree house on December 14 and 20, 2007).

Theme 3: Student Voice

Being able to hear from Paul’s students in terms of their perception of their teacher provided another lens in which to look at Paul’s caring classroom ecology. The student voices encompass data that focuses on the following two sub-themes:

- Happiness, and
- Care

I asked the 5th grade students a variety of questions in terms of their perception of Paul as it related to the two sub-themes. I wanted to determine whether the students had similar or different views than Paul regarding their lived experience within physical education.

Happiness

I wanted to know whether students felt that physical education was enjoyable, how their teacher Paul made physical education fun, and whether this type of experience (i.e., joy) helped them with their learning. The three primary questions that I asked the students were:

- When are you happy in PE?
- What does Mr. Allen do to make you feel happy?
• Do you think having fun and being happy in PE makes a difference in terms of what you learn in class?

Regarding the first question (i.e., when are you happy in PE?) the students responded:

Student 1: All the time because it is fun.
Student 2: All the time because you get to be really active.
Student 3: I think it is all fun because of the activities that Mr. Allen chooses.
Student 4: I think it is also fun because of the games. (Students, I, 12-14-07)

Student 1: When we do the climbing wall.
Student 2: The climbing unit is my favorite. I also like all the fun games.
Student 3: Probably most everything we do. I especially like the climbing unit.
Student 4: I like all the activities. (Students, I, 12-14-07)

Elizabeth: I am happy when we do the climbing unit or when we get to choose the activity. (Individual Student, I, 12-20-07)

Matt: Usually when we play games because he incorporates things for everyone and he has something everyone can do. He gives you a chance to do different things and to challenge yourself to learn different things. He gives you choice. He helps you get over your fears. He motivates you really well. (Individual Student, I, 12-20-07)

Julie: I really like it when we do games in gym. He has a variety of things we can do during each lesson.

R: Why is that important?

Julie: If we just did one activity then some kids who did not like it would get bored and they would not like gym. (Individual Student, I, 12-20-07)

Paul’s students appear to really enjoy the games and activities he implements in class, especially the climbing unit. In addition to the games and activities, the students acknowledge and enjoy having a choice embedded within the physical education
lesson. Paul believes that by giving students a choice on how they would like to stay physically active within a required physical education lesson he will help students become more involved in their physical activity. Student choice refers to giving students the freedom to elect an established activity or movement option from a variety of choices within a required physical education lesson (e.g., self selecting a certain piece of equipment, moving at a self determine pace or level, and being able to decide how to accomplish certain problem solving activities). Ideally, the concept of giving students this *opportunity to choose* will help students’ find value with their physical education experience, which would lead to higher amounts of engagement.

Regarding the second question (i.e., what does Mr. Allen do to make you feel happy?) the students responded:

Student 1: He treats us with respect and he understands us.

Student 2: He explains how to do the activities really well. He let’s us know how to perform the activities.

Student 3: He let’s us try it first to see how it works and if he needs to he changes the activity to help us learn it better. (Students, I1, 12-14-07)

Student 4: He incorporates everyone in every activity. So no one is left out or does not get to try the activity.

Student 3: He modifies things so that everyone can do it but also as a challenge.

Student 2: When we were doing the basketball unit he had different basketball hoop heights so that you could choose which one you felt comfortable shooting at. (Students, I2, 12-14-07)

Elizabeth: He let’s us do many activities. He never pushes you or forces you to do things that you are uncomfortable doing. He encourages but does not pressure you. (Individual Student, I1, 12-20-07)
Matt: He motivates you and when you are able to do something good he yells it out so that the whole class can hear and everyone knows that you’ve done something good.

R: How does this make you feel?

Matt: Makes you feel good because then you know you have accomplished what you want and that everyone saw you reach your goal. (Individual Student, 12, 12-20-07)

Julie: He pays attention to everyone and does not exclude people.

R: Does he do a good job listening to students?

Julie: Yes. Absolutely. (Individual Student, I3, 12-20-07)

Paul’s students believe he makes them happy by providing them with respect, understanding them, explaining the activities, modifying activities to help students, including all students in every activity, providing choice within activities, encouraging and motivating students, paying attention to them, and listening to students.

Regarding the third question (i.e., do you think having fun and being happy in PE makes a difference in terms of what you learn in class?) the students responded:

Student 3: I think it makes a big difference. If you are not having fun then you will not try it or do your very best.

Student 1: I think it makes a big difference because if you are not having fun and you are really bored then you are not going to be as active in the class activities. (Students, I1, 12-14-07)

Student 1: Yes, because if you are having fun you learn something.

Student 4: Because usually when you are having fun you continue to want to practice.

Student 1: If you were sad or bored you would not pay attention or you would not get involved in the activity.

Student 2: If Mr. Allen sees someone sitting down he will talk to them or change it to let them have fun. He does something about it.

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Student 1: He does it with humor so that people are paying attention. (Students, I2, 12-14-07)

Elizabeth: Yes, because if you do not like what you doing then you will probably not give it your all and you will not want to try it as much. (Individual Student, I1, 12-20-07)

Matt: He makes it in a fun way so you can learn. (Individual Student, I2, 12-20-07)

Julie. I think it does because when you are learning in class if you do not have time to play and have fun then you would be miserable and you would not do your work. Gym class helps you to have fun and helps you do better. If you do not enjoy it then you would not want to do it in the first place. (Individual Student, I3, 12-20-07)

Paul’s students believe having fun and being happy are a motivational factor in helping them learn in physical education. Some of the students indicated that if they are bored then they are likely not going to pay attention or be involved in the activity.

**Care**

There were three primary questions I asked Paul’s 5th grade students to determine their representation of care within physical education. The three primary questions that I asked the students were:

- If a person is caring what does that mean?
- What does Mr. Allen do or say that makes you feel he cares for you?
- What do you do that shows Mr. Allen that you care for him?

Care is a reciprocal phenomenon so I wanted to be sure that students were able to define a caring person and then provide me with examples regarding Paul’s care towards them and their care back towards Paul.
Regarding the first question (i.e., if a person is caring what does that mean?) the students responded:

Student 2: It means that they will go up and help you and they are nice and respectful.

Student 3: They will treat you how you want to be treated.

Student 4: If you want to be treated nicely then you must treat others nice too. (Students, I1, 12-14-07)

Student 3: It means they do not leave anyone out. They make sure everyone is involved and having fun. Not just a couple of people who can do the stuff.

Student 5: They provide you with help on difficult problems.

Student 1: If they motivate you to help you do something.

Student 2: If people are new they let them go first if they have never done that. (Students, I2, 12-14-07)

Elizabeth: If a person is caring like if you are hurt in anyway a person will help you or ask what they can do for you. (Individual Student, I1, 12-20-07)

Matt: If someone does something good then you congratulate him or her and maybe give motivation if the person is scared to do something that is challenging. (Individual Student, I2, 12-20-07)

Julie: If someone is hurt then you will help them or encourage people to try new things but don’t push them too hard. To treat others the way you want to be treated. (Individual Student, I3, 12-20-07)

Paul’s students view care as the ability to help individuals and treat others the way they want to be treated. Two students spoke about the idea of supporting another student by motivating them when they are scared to try something challenging or helping them on a difficult problem. These students view care as providing for or giving back to other individuals who need their help.
Regarding the second question (i.e., what does Mr. Allen do or say that makes you feel he cares for you?) the students responded:

Student 4: He tells us when we are doing someone wrong so that we do not get hurt or so we learn how to do it.

Student 3: He encourages us to do the right thing.

Student 2: If we are bad at something or scared to climb he encourages us but he does not make you have to do it.

Student 1: He wants us to try new things in class and encourages us. (Students, I1, 12-14-07)

Student 3: You can do it. Keep trying. Reach the next level. Stuff like that.

Student 4: He helps you.

Student 1: He says keep it up. He motivates you really well.

Student 3: It helps that he adds fun in the activities. I don’t really like lacrosse but when he added games in, it made it interesting and fun. (Students, I2, 12-14-07)

Elizabeth: Mr. Allen is always supporting us so if we were in the hamster wheel and we were scared of going upside down he would roll us a little and then say do you want to go upside down and they would say yes or no and then roll you back or forward. (Individual Student, I1, 12-20-07)

Matt: Yes, definitely. He approaches us and asks us how we are doing and is always there to help us if we need it. He is always giving motivation and he is always talking about the good things that happen in class. He never talks about the negative things that you are doing. (Individual Student, I2, 12-20-07)

R: Have you ever seen Mr. Allen be negative in class?

Matt: I don’t think I have recently enough that I can remember. He is usually great about being positive in class. (Individual Student, I2, 12-20-07)

R: What does Mr. Allen do to show care?

Julie: He makes sure we are all safe in class. He encourages us to do well. He does a lot of little things. He helps out every second in class. He never does not help someone in class. He understands how we are feeling and can tell because
of body language and he never makes us do things he just encourages us to do it and we do. He is very supportive. (Individual Student, I3, 12-20-07)

Paul’s students perceive him as a positive influence in their physical education experience. The students recognize that Paul provides them with feedback, encouragement, motivation, fun activities, and a positive attitude when teaching them about the content within their class.

Regarding the third question (i.e., what do you do that shows Mr. Allen that you care for him?) the students responded:

Student 4: Take care of the equipment and help him clean up.

Student 3: Take care of his equipment and try your best. It makes him feel like he is doing good things for us. (Students, I2, 12-14-07)

Student 4: Following directions.

Student 2: Helping him with equipment or picking things up for him when we are done with the lesson.

Student 5: You try to do the activities he wants you to do. (Students, I1, 12-14-07)

Student 3: Listening intently and following all directions.

Student 1: Watching Mr. Allen when he is speaking.

Student 5: You’re not talking. (Students, I1, 12-14-07)

Elizabeth: Listening to him and following directions. (Individual Student, I1, 12-20-07)

Julie: Well, right now we are writing a letter to him to thank him for allowing us to have extended gym time and we always thank him at the end of class. I think we all appreciate going to gym and doing a lot of the fun activities. (Individual Student, I3, 12-20-07)

Paul’s students acknowledge care for their teacher by not abusing the physical education equipment, following directions, participating in all the activities, using
active listening skills (i.e., looking at the person speaking, not talking, and trying to understand what the speaker is saying), and even writing him a thank you letter.

The answers to these six interview questions surrounding the sub-themes of happiness and care become a representation of Paul’s caring classroom ecology as heard through the voices of Paul’s 5th grade students. The student answers provide evidence that suggest both Paul and his students perceive their physical education environment as enjoyable and fun. Both Paul and his students believe that in order to continue to pursue physical activity there must be a presumption that the activity will be fun or produce a sense of happiness for them. Paul’s students see him as a caring teacher who uses an assortment of caring pedagogy (e.g., feedback, encouragement, motivation, fun activities, and a positive attitude) to help them have a positive lived experience in physical education. Furthermore, Paul’s students indicate that they try to give back and care for their teacher as well; which denotes once again that care is a reciprocal phenomenon. Paul’s ripsnorting attitude regarding the enjoyable benefits stemming from his physical education classroom ecology are also heard through the answers his students provided regarding their physical education lived experience.
CHAPTER 5

DISCUSSION

Exemplary teachers are embodied with positive emotions that can help them create a caring classroom ecology (Hargreaves, 1998; Noddings, 1994; Winograd, 2003). Emotionality is a dimension of teaching that needs further research. “Good teachers are not just well-oiled machines” (Hargreaves, 1998, p. 1). Teachers, experience and use positive emotions to direct their craft as educators and to build passionate and synergistic relationships with students. Teachers who foster positive emotions for themselves and their students create connection and engagement for students that can lead to optimizing opportunities to participate in instructional tasks within the classroom (Cornu & Collins, 2004). Lived-positive emotional experience is an impetus for creating a desired learning environment for students.

There is some evidence in the physical education literature that identifies the importance of teacher emotional knowledge leading towards improved learning conditions for students (Carson, 2006; Hargreaves, 1998; McCaughrty, 2004). In working with one middle school physical education teacher, McCaughtry (2004) discovered that this teacher’s understanding of her student’s emotions and how
student’s felt about certain physical education curriculum influenced her selection and sequencing of the content that was taught. McCaughtry also identified that this middle school teacher would make lesson modifications based upon the emotional feedback she would receive from her students. Understanding student emotions helped this teacher to plan for and sequence their curriculum. For example, if students were bored or unmotivated the teacher would try to remedy the situation by modifying the instructional task in order to re-enthuse students.

McCaughtry (2004) found that teachers include certain pedagogy or content within their teaching when they know it makes them or their students feel better about their experience in class. In adding to what currently exists in the physical education literature I wanted to further explore the phenomena of lived-positive emotional experience and in doing so determine the extent to which positive emotional experience becomes functional toward the creation of a caring classroom ecology (i.e., how positive emotions enhanced the teacher’s and students’ perception of care within physical education). Specifically, this study examined two physical education teachers and their 5th grade student’s representation of two phenomena (i.e., lived-positive emotionality and care). This study explored the teachers and students embodied care and positive emotions and whether the teachers’ positive emotions served as a functional feature towards a caring classroom ecology. Representing the teacher’s positive emotions can provide a more robust description of these unique contexts and the nature of the relationships that were being constructed.

In this chapter I discuss: (a) a summary of the findings connected to the research questions as they pertain to Stacey, Paul, their 5th grade physical education
students, and a cross case analysis of both caring classroom ecologies; (b) recommended strengths of the study that helped me capture the two phenomena (i.e., care and lived-positive emotionality), the limitations relative to the methods used, and my reflexivity on the process of completing the study; (c) conceptual considerations regarding emotional theory; (d) implications of the findings in relation to inservice P-12 physical education teachers and their students; (e) future research needed to answer further questions related to care and lived-positive emotionality; and (f) my concluding remarks.

Summary of the Findings – Essence of Care

“Teachers teach because they care. Teaching young people is what they do best. It requires long hours, patience, and care” (Horace Mann).

According to Noblit, Rogers, and McCadden (1995) there are two primary assumptions associated with caring teachers. Assumption 1 - Caring teachers are committed to their students and accept the responsibility of how well their students perform (i.e., do not blame students for failure and seek alternative paths to help all students succeed regardless of ability level). Assumption 2 - The capstone of a caring teacher is their ability to develop a strong and connected relationship with their students, one that can motivate the student to value their school experience. Research questions 1, 2, and 3 coincide with Noblit et al.’s (1995) first assumption associated with care, while their second assumption embraces research question 4. I will follow this linkage (i.e., Noblit et al.’s assumptions on care with my research questions) as a foundation for establishing care in discussing the summary of my findings.
Caring for students is value laden, based upon the beliefs, perception, and past history of the teacher (Noblit et al., 1995; Larson & Silverman, 2005). Because teachers hold different values the way in which they direct their care for students can also vary (Noddings, 1994). How teachers value their caring for students influences how they transmit their care, in terms of commitment to their students and developing inter-personal connections with students (Noblit et al., 1995). Thus, care and learning to care for others is a situated phenomenon.

The first three research questions will cover the reciprocal nature of care by summarizing the most salient findings from each of the two teachers and then their 5th grade students as it relates specifically to the conceptualization of the caring classroom ecology. For each research question I will discuss both teachers and their respective students individually as separate cases and then collectively as a cross case comparison.

*Research Question 1: How do elementary physical education teachers represent their caring classroom ecology?*

Goldstein and Lake (2000) call for increased awareness of care in the process of teaching. In their study with pre-service teachers Goldstein and Lake argued that teachers need to purposively and critically “unpack and explore the ways caring” occur within their classroom in such a way that does not oversimplify the act of care (p. 870). Teachers need to examine and re-examine their care for students.

*Stacey Swanson*

Stacey’s commitment to care for her students (Noblit et al.’s first assumption of care) emerged from two of the four themes (i.e., Theme 2: Mission and Pedagogy and
Theme 3: Student Behavior). Specifically, Stacey’s commitment to care for her students in regard to Theme 2 was salient in all five sub-themes:

- Supporting the Needs of Students
  - Encouraging students and providing feedback
  - Listening and understanding students
- Muscle Hustle: The Value of Lifelong Physical Activity
- Student Assessment and Individualizing Instruction
- Reflection and Planning
- Teacher and Student Center-Circle Discussions

In regards to Theme 3 Stacey’s commitment towards her students was most salient in two out of the three sub-themes:

- Student Motivation
- Student Achievement

Supporting the Needs of Students

Supporting her students is unconditional, an inner desire to be able to ensure that her students receive a quality education that impacts their academic and personal growth. Stacey believes that she demonstrates this caring relationship with students by using praise and feedback consistently in her lessons. She also acknowledges that she needs to display enthusiasm for what she does in order to help support students. Support also comes from Stacey’s acknowledgement that she needs be a good listener and understand her students in order to meet their needs. Stacey’s ability to listen to her students: (a) allowed students to voice their own opinions, (b) was a way for her to discover what was going wrong in the lesson in order to try and modify the issue, (c)
allowed for problem-solving to be facilitated when student disagreements occurred, and (d) was a way for her to demonstrate to students that she does care for them.

Muscle Hustle: The Value of Lifelong Physical Activity

Stacey values lifelong physical activity. She wants her students to be able to learn new skills in order for them to be successful with physical activity outside of the classroom. Stacey uses a fitness component within her lessons each day called muscle hustle. These fitness stations allow students the opportunity to work on physical fitness throughout the entire year, not just during a selected few weeks. For Stacey, the idea is to show students that fitness should be incorporated throughout a lifetime.

Student Assessment and Individualizing Instruction

Student assessment is something Stacey takes very seriously. Stacey is proactive and deliberate with assessing students in order to provide evidence of student growth. For each unit of instruction Stacey uses assessment to track student achievement. Stacey also recognizes the importance of individualizing her pedagogy. In individualizing instruction she is able to:

- Provide specific types of feedback to students.
- Pull certain students out of independent practice and work with them one-on-one.
- Work with students at lunch, use a variety of equipment to meet student needs, demonstrate skills in different ways.
- Extend certain instructional tasks to challenge some students while refining other tasks to help those students who are struggling.
• Allow students opportunity to choose selected activities when participating in physical education.

Reflection and Planning

Stacey readily admits that planning for and reflecting on her instruction is an important part of her teaching obligation. Stacey acknowledged that her planning and reflection was a form of care that her students probably did not realize took her a tremendous amount of time and energy to pursue on a daily basis. Planning and reflecting on her instruction was a form of professional development for Stacey. She admitted that she could get by without planning or reflecting on her instruction but indicated that this would be a disservice for her students.

Teacher and Student Center-Circle Discussions

Stacey uses center-circle discussion or lesson closure as a means to check for student understanding, receive student feedback, and to provide students with a lesson closure. In addition, Stacey also uses these center-circle discussions as a way to reflect on the lesson and her teaching. Stacey can also check on student’s feelings and address social issues or conflict that may exist between and among students in making sure there is emotional safety. Stacey wants to make sure students are respecting each other and following her classroom directions.

Student Motivation

Stacey’s commitment for her students is also seen in the level of motivation and achievement the 5th grade student’s display in physical education. In terms of student motivation, Stacey believes that her caring classroom ecology must be inviting for students in order for them to be motivated to stay engaged in the instructional
activities. Stacey directs her care towards her student in order to motivate them. She uses positive praise and feedback, careful selection of content that interest students, and activity modification in order to increase motivation. Student motivation helps Stacey’s students to receive large amounts of physical activity, enjoy their movement experience, and rarely become off-task. Stacey is also convinced that when she demonstrates her own motivation in front of her students that they will in turn be more motivated themselves.

*Student Achievement*

Stacey’s students are successful in their physical education class. On numerous occasions I witnessed high opportunities to respond successfully to a variety of instructional tasks. Stacey recognizes that in order for her to consider a lesson to be a success she needs to see her students meeting the lesson objectives. She acknowledges that effective teaching is primarily based upon student achievement in the classroom.

*Paul Allen*

Paul’s commitment to care for his students (Noblit et al.’s first assumption of care) emerged from one of the three themes (i.e., Theme 2: Mission and Pedagogy). Specifically, Paul’s commitment to care for his students in regard to Theme 2 was illustrated within all four sub-themes:

- Constructing a Community of Care for Students
- The Importance of Lifelong Physical Activity
- Respect for Self and Others
- Student Choice and New Experiences
Constructing a Community of Care for Students

Paul understands the importance of creating a caring classroom community for his physical education students. He builds his caring classroom ecology by creating a physically and emotionally safe environment for his students, creating multiple opportunities to perform fundamental movement activities, and establishing enjoyable experiences that potentially help students acquire lifelong physically active behavior. Paul stresses the idea of creating a fun physical education environment. He only has students once every four days and believes this is a reason to make sure students are moving and having fun if there is any chance for them to continue this behavior once they leave his classroom.

Paul is able to implement his caring pedagogy through the use of positive praise and encouragement for his students without relying on any form of negativity or frustration towards them. Paul also believes in using extrinsic motivators as a way to entice students to participate and meet certain lesson objectives such as, working together in the lesson, multiple opportunities to respond on a given instructional task, and displaying appropriate social skills.

Paul wants students to feel they can make mistakes in front of others without being judged. Due to the nature of physical education some students may fear taking risks due to having their lower physical ability displayed in front of other students. Paul wants his students to feel emotionally safe in challenging themselves in the face of failure and being able to shake off mistakes and try again when they are not successful.

Paul values listening and trying to understand his students. He wants student feedback because this may help him to modify the lesson or activity for student
improvement in their skill development or overall enjoyment of the activity. Paul wants his students to cooperate and use teamwork and believes this type of care is ultimately a sign of respect for him and others in the classroom.

*The Importance of Lifelong Physical Activity*

Ever since Paul was a small child he has enjoyed being physically active. Paul’s primary purpose as a physical education teacher is to promote and assist his students to become lifelong physically active individuals. He wants his students to enjoy their movement activities and experiences in a similar fashion as he did growing up as a child. Paul is able to help all students in class see the value of being physically active with his philosophy of de-emphasizing a win-at-all-cost mentality when planning and implementing his instructional activities and games. In addition, Paul demonstrates a love and passion for physical activity by staying physically active himself, by running in marathons and discussing this with his students. Paul also devotes large amounts of his free time in creating and supervising intra-mural sport programs at lunch and after-school for those students who are interested in continuing their physical activity beyond the physical education classroom.

*Respect for Self and Others*

Respect is an important concept for Paul and the entire school community in which he works (i.e., Joanna Salk Elementary School). He believes that showing respect is a large part of a caring classroom. At Joanna Salk Elementary School the teachers, administrators, and students focus on helping students develop respect for self and for others. They hold assemblies and programs that help students to think about how to make appropriate decisions as they relate to social behavior. Paul’s students
understand the importance of respect and were able to express to me that they want to try their best to treat others the way they want to be treated (e.g., demonstrate respect). Paul’s students acknowledge that respect goes beyond behaving appropriately. The students believe they can show respect by proactively helping other students in class. Paul is able to work on practicing a variety of pro-social behavior by using Adventure Based Learning (Cosgriff, 2000) activities that help students understand and practice skills such as communication, cooperation, problem solving, and trust.

*Student Choice and New Experiences*

Paul wants to be able to provide students with a variety of choices within his lessons. Paul believes that novel and enjoyable activities will help motivate his students to continue seeking out new physical activity experiences. He also understands that students vary in their ability and interest and wants students to be able to challenge themselves within their own level of comfort as they participate in physical education.

*Cross Case Analysis*

According to Collier (2005) most teachers understand they must purposively direct their care towards their students in order for students to acknowledge that their teacher is “personally interested and emotionally invested in [them]” (p. 355). When students believe their teacher truly and unconditionally cares for them they become more connected to the class environment and more engaged in the instructional tasks (Noblit et al., 1995). Both Stacey and Paul believe they intentionally have created care for their students.

Paul and Stacey understand that the more students enjoy being in their classes the more effort and cooperation they will receive from them. Thus, both teachers
believe that by establishing a caring environment for their students they are essentially building students desire to stay physically active and engaged. This type of belief aligns with much of the evidence on positive emotions, which suggests that those individuals who experience joy from a particular experience are more likely to stay focused within any given task presented to them (Isen, 1992, 2001, 2003, 2005; Fredrickson, 1998, 2001, 2004; Tugade & Fredrickson, 2004).

Noblit et al. (1995) discovered that two elementary teachers were perceived by their students as good when those students recognized their teacher was able to (a) help and respectfully support their learning and (b) create an open dialogue that demonstrated the teacher listening and trying to understand students. Both Stacey and Paul are active in their ability to listen to and try to understand their students. In addition, their students acknowledged that both Paul and Stacey did give them opportunities to talk to their teacher. Stacey and Paul were also seen as teachers who supported and helped their students with learning through the use of praise, feedback, assisting with activities, checking for student understanding, and planning thoughtful and fun activities.

Using situated learning as a lens in conducting my study, care is contextual and situated depending upon one’s past history, current environment, and the social influences that impact their value and dispositions of what care is and how care is being learned and enacted (Lave & Wenger, 1991; Larson & Silverman, 2005). Paul and Stacey do exhibit commonalities in relationship to how they represent care; however, they also differ as caring professionals. Both Stacey and Paul ultimately believe and incorporate high amounts of physical activity within their curriculum.
Stacey uses authentic assessments and tracks student progress in every class, while Paul devotes more time to keeping students physically active. Paul’s background and philosophy in Adventure Based Learning is seen in how he selects team building activities, speaks and holds discussions, provides choice, empowers students to cooperate and demonstrate respect, and the affective objectives he wants students to take away from the lesson. Stacey does create a fun and enjoyable atmosphere for her students; however, unlike Paul her curriculum focuses on fundamental motor skills, fitness, and sports (i.e., a more traditional form of physical education curriculum).

Noblit et al. (1995) indicates that genuine caring is the ability of the teacher to help students reach their full potential. Stacey and Paul are purposeful in directing and representing their care in order to help students grow as whole human beings (i.e., physically, mentally, and socially integrated). Although both teachers use a different curriculum and have their own unique vision of physical education they still acknowledge, perceive, and demonstrate a caring classroom ecology for their students.

*Research Question 2: How do 5th grade physical education students represent their caring classroom ecology?*

Noddings (1992) suggests that care is foundational in helping teachers build an ideal learning community in what she called “centers of care” (p. xiii). A teacher is only half of the picture when describing a true caring classroom ecology. Students contribute the other half of the picture when it comes to representing true care in the classroom. Students must not only view their classroom as caring, but also contribute towards the creation of care by working collectively with their teacher and peers. The student’s interpretation of care within their classroom was heard in their voices during
my interviews with them and seen in their interactions with their teacher and other classmates as I observed them in their physical education classroom.

**Stacey’s 5th Grade Students**

The 5th grade student’s perception of Stacey (Noblit et al.’s first assumption of care) emerged from one of the four themes (i.e., Theme 4: Student Voice). Stacey’s student’s views on their classroom environment focused on the sub-themes of happiness, motivation, and the reciprocal nature of care.

Stacey’s students reciprocated her commitment as a caring teacher. In my interviews with Stacey’s students they expressed a very positive view of her teaching. Stacey’s students acknowledged that she used encouragement, compliments, feedback, suggestions, a positive attitude, and empathy in directing her care for students in class. All of Stacey’s students admitted that physical education was extremely enjoyable because of Stacey’s upbeat and positive demeanor and because the nature of the activities were fun. These students commented that Stacey showed care for them by the way she gives awards, tries to make class interesting, listens to students and allows them to make certain decisions in class (i.e., providing student voice and autonomy). Several students indicated that Stacey goes out of her way to help students learn the motor skills in class. Finally, Stacey’s students demonstrate their care back towards her by listening to her instructions, cooperating with fellow classmates, trying to behave respectfully, and participate in class.

**Paul’s 5th Grade Students**

The 5th grade student’s perception of Paul (Noblit et al.’s first assumption of care) emerged from one of the three themes (i.e., Theme 3: Student Voice). Paul’s
student’s views on their classroom environment focused on the sub-themes of happiness and care.

Paul’s students really enjoy their physical education experience. They enjoy the Adventure Based Learning activities, especially the climbing unit. The students acknowledge liking choices embedded in the activities, which allows them to have autonomy over how they will be physically active within the lesson. The students believe Paul demonstrates care in the way he respects them, tries to understand them, how he explains and modifies the activities, how he helps them, his encouragement, his positive attitude, and his ability to listen to what the students have to say. Paul’s students understand that he wants them to try new experiences in class and wants each student to be successful in their own way. These students believe they give care back towards Paul by listening to his instructions, participating in the activities, and helping other students.

Cross Case Analysis

The students interviewed in this study feel strongly that their physical education class is enjoyable and their teacher does contribute to their sense of happiness when participating in the instructional activities. According to Fredrickson’s (1998) broaden-and-build theory those individuals who experience positive emotions over a period of time are more likely to increase action tendencies associated with cognitive attention and focus over those who do not report the same amount of positive feeling over that same period of time. Fredrickson’s (1998) theory aligns with the comments from both Paul’s and Stacey’s students. These students acknowledged that if they were happy and having fun in class they would also be more likely to stay motivated and engaged in the
instructional activity. The students also linked their level of enjoyment with their learning. These students believed that their learning was correlated to the amount of enjoyment they had in class. When the students were extremely happy and having fun they perceived themselves to be more involved in the lesson and that being focused was needed for them to learn.

Their students believe both Stacey and Paul are caring teachers, which is essential in establishing human connections (Eaker-Rich & Van Galen, 1996), that can lead towards higher appropriate student engagement (Pianta, Stuhlman, & Hamre, 2002; Stinson, 1993), which is ultimately a proxy measure for student achievement (Jones, 1992; Metzler, 1989). Both groups of students acknowledge that their teachers exhibit helping behavior towards them in class on a consistent basis. The students recognize that Paul and Stacey encourage them, listen to them, bring a positive attitude and demeanor into the class, create fun and interesting activities, and are able to connect with students on a personal level.

Overall, the students in Paul’s class recognized their teacher’s purposeful implementation of choice within the physical education lessons. The use of choice in Paul’s lessons can be attributed to his background and experience in Adventure Based Learning. In Stacey’s class the students acknowledged their teachers use of empathetic connection more than Paul’s students expressed. Stacey’s students indicated that their teacher wants to know how they are feeling, recognizes when students are sad, and knows when students are not feeling happy. One plausible reason for this student view may come from Stacey’s inner life history were at times growing up with her father there were times she experienced a negative relationship when participating in
athletics. To this day Stacey remembers this feeling and wants to make sure she always stresses the positive in class through comments and feedback to her students. However, more interesting is Paul’s relationship with students. He rarely if at all uses any type of negative comments or becomes frustrated with students. Yet, Paul strictly believes that there is a fine line in developing emotional bonds with students, indicating that there is no room for the concept of love within his classroom.

Research Question 3: How does the elementary physical education teacher’s vision of care align with the perception of their 5th grade students?

To care for someone is a reciprocal process (Noddings, 1992). In this process there is someone who transmits their caring and someone who receives and accepts the care as genuine. If the recipient of the care does not perceive the senders discourse as care then care does not exist within that environment. One of the foci of this study was to determine the specific meaning, range, and contextual representation of care by the two individual teachers and how this aligned with their 5th grade students.

Stacey Swanson and her 5th Grade Students

Both Stacey and her 5th grade students’ perception of the caring classroom ecology (Noblit et al.’s first assumption of care) emerged from the total body of research findings (i.e., Themes 1 - 4).

Stacey and her students recognize the importance of supporting student needs (i.e., academic and emotional). Stacey and her students believe there is consistent encouragement and positive praise in the classroom. The students and Stacey also indicate that activity selection is important for students to stay motivated and engaged in the lesson objectives. Stacey’s students also admit that their teacher’s positive
attitude and enthusiasm entices them to work harder for their teacher. Although Stacey’s use of assessment is represented care her students did not comment on being assessed in physical education, which may be something they do not recognize as being helpful to their learning. Both Stacey and her students also believe there is good communication during class with Stacey doing a good job listening and trying to understand student needs.

*Paul Allen and his 5th Grade Students*

Both Paul and his 5th grade students’ perception of the caring classroom ecology (Noblit et al.’s first assumption of care) emerged from the total body of research findings (i.e., Themes 1-3).

Paul and his students acknowledge that he uses a lot of positive praise and encouragement and does not rely on any form of negativity during his interactions with them. Both the students and Paul also understand the importance of choice within the lessons as a way to increase student motivation and success. Paul’s students truly believe that their classroom is a safe place where it is perfectly alright to make mistakes or fail on an instructional task without fear of being criticized by their teacher or other students (i.e., both Paul and the students recognize their class as emotionally safe). Both Paul and his students want to be able to demonstrate respect for each other and by listening to one another are able to demonstrate this form of respect. Respect is also shown in how Paul’s students follow directions and in the way Paul follows through with what he tells his students (i.e., high level of integrity) in terms of what he promises them and how he handles behavior management issues or student consequences. Paul and his students also believe that he does a great job assisting them
in becoming successful with the various classroom activities that occur each day they are in physical education.

Cross Case Analysis

In its basic representation, care is simply a human connection between two or more individuals within a social community (Noddings, 1992). In order for care to exist both Stacey and Paul’s perception of care needed to align with the view of their students. The students at both schools were unanimous with their conviction regarding their perception of both Paul and Stacey being caring in nature.

The caring teacher is an individual who exhibits behaviors such as: (a) listening to students, (b) showing empathy towards students, (c) encouraging and praising students, (d) supporting the needs of students, (e) helping students succeed, and (f) showing concern for the personal lives of students (Larson & Silverman, 2005). A caring classroom ecology is when both the teacher and their students perceive these teacher attributes to be exhibited within the classroom. Paul, Stacey, and their students did view and demonstrate each of six behaviors indicated by Larson & Silverman (2005).

Each of the participant’s representation of care was as a result of their past history, the social interactions and nature of relationships that were formed and transformed within the physical education classroom. Thus, care is relational to the environment in which the participants find themselves working together (Noddings, 1992). Any caring relationship has a past, present, and future. In describing caring relationships Noblit et al. (1995) said, “[Relationships] come from somewhere and go somewhere” (p. 683). Care was and continues to be, constructed by these two teachers
and their students and is continually growing and transforming with each passing day. A great example of how care evolves is seen with Stacey’s commitment in helping students in need. Stacey spends time with other teachers (e.g., art and music teacher and the librarian) at her school in devising ways to help those students who exhibit high amounts of misbehavior across several classes at the school. Stacey has monthly meetings with these teachers in order to plan proactive measures to help these students stay on task within each class.

Noddings (1992) indicated that schools should build care into the curriculum. Interestingly, both the teachers and their students view their physical education environment as a caring classroom ecology, yet when both teachers were asked what the purpose of physical education was neither of them mentioned establishing care for students as a primary feature or focus. Both teachers view motor objectives, such as fitness or opportunities to perform and stay physically active as the primary goal for their physical education programs. Paul includes affective objectives as the primary focus in some of the lessons he conducts but still contends that keeping students physically active and moving is the ultimate objective of his physical education program. Stacey does have affective objectives listed in her newsletter that she hands out to parents at the start of the year, which include statements such as, establishing a positive and safe learning environment, promoting honesty, integrity, and good sportspersonship. However, for Stacey providing students with multiple opportunities to work on specific motor objectives and tracking student growth through the use of assessment is her primary objective of her physical education program. Thus, although care is perceived by the teachers to exist in their classroom ecologies it does so on a tertiary level.
According to Pianta, Stuhlman, and Hamre (2002) and Stinson (1993) those students who recognize their teacher’s care increase their engagement within class. In my study both teachers and their students believed that the teachers’ attitude and level of enthusiasm was a motivating element within the classroom ecology. When the teachers were highly enthusiastic and eager to help students this translated in the students perception that they were working harder and had a better chance of learning the desired instructional task their teacher wanted them to complete.

Summary of the Findings – Essence of Lived-Positive Emotionality

The emotional frontier is truly the next frontier to conquer in human understanding. The opportunity we face now, even before that frontier is fully explored and settled, is to develop our emotional potential and accelerate rather dramatically into a new state of being. (Doc Childre and Howard Martin, The HeartMath Solution)

As indicated by Collier (1995), building strong personal connections with students is an element needed to exist in order to establish care within the classroom between the teacher and their students. For Noblit et al. (1995) a caring teacher exhibits a strong and personal relationship with their students. Denzin (1984) contends that lived emotionality is the foundation of social experience. Our lived emotionality is based upon the situated social environments we place ourselves in on a daily basis (Denzin, 1984). Thus, an argument can be made that there is some connection or overlap between the personal, social relationships that teachers and students’ construct and their lived emotional experience within the classroom. Research question 4 focuses on both teacher’s lived-positive emotionality and how these positive emotional experiences intertwine with the inter-personal relationships that are established within the physical education classroom.
Research Question 4: How is lived-positive emotionality embodied by the elementary physical education teachers and how does lived-positive emotional experience impact their teaching?

Stacey Swanson

Stacey’s strong connection with students (Noblit et al.’s second assumption of care) emerged from one of the four themes (i.e., Theme 1: Lived Emotional Experience). Specifically, Stacey’s strong connection with her students in regard to Theme 1 was salient within all five sub-themes:

- Family Support and Influence
- Committed: Finding Personal Best
- The Warm Fuzzy
- From all Smiles to Frustration: Positive and Negative Emotional Experience
- The Fine Line: Forming Emotional Bonds with Students

Family Support and Influence

Stacey’s past history has shaped her lived emotional existence. Her family was a large part of helping her establish an emotional identity. Specifically, Stacey recognizes her father as having the greatest influence on her emotional and professional life. She acknowledges that her father cared for her the most growing up as a child and because of him she developed the intra-personal skills necessary to become a physical education teacher (i.e., supporting the needs of others, use of positive praise and encouragement, and the ability the get down to the child’s level when communicating with them). Stacey also learned the value of making activities interesting from her father when he coached a youth swim team. She uses her experiences growing up with
her family and directs this towards the current caring relationships she develops with her own students.

**Commitment: Finding Personal Best**

Stacey carries with her a deep intrinsic desire to do her best. She attributes this type of emotional passion from being raised by her father who taught Stacey to always do her best no matter what task needs her attention. Stacey’s high work ethic and commitment to her teaching came from her father helping her gain the intra-personal confidence and efficacy as an athlete and student. The more Stacey became confident in her ability to produce quality work the more inner drive she had to continue to work hard. As a teacher Stacey continues to challenge herself and knows that if she does not work hard then her students will not be receiving the type of education that they need in order to learn new motor skills and continue pursuing physical activity on their own. Stacey’s commitment towards her students is seen in the way she prepares her lessons, set-ups class prior to the start of school, how she takes time to listen to students, in the time she devotes towards her assessment procedures, and in pursuing continual professional development beyond what is required by her school or principal. Above all, Stacey’s commitment is represented as love. Love for her career and the love she experiences when working with her students.

**The Warm Fuzzy**

When Stacey experiences success as a teacher she claims there is a physiological feeling of joy that see describes as her warm fuzzy. Stacey’s warm fuzzy provides her with personal satisfaction, which further motivates her to continue working hard for her students. Thus, Stacey recognizes that she needs to feel her warm
fuzzy in order to continue feeling a sense of purpose as a teacher, which ultimately she perceives as motivating her to work harder for her students. Stacey also believes that she can help students experience their own warm fuzzy and this positive connection with students will lead to helping them feel cared for within physical education. As noted by Stinson (1993), the more students feel connected to their teacher and school environment the more likely they will want to stay engaged and focused on what the teacher is asking them to do. Student engagement is a great start in helping them learn and be successful in class.

*From all Smiles to Frustration: Positive and Negative Emotional Experience*

Stacey has a positive demeanor and attitude working with students, administrators, and fellow colleagues at Mountain Top Elementary School. She is cheerful when communicating with others and believes that all teachers need to experience positive emotions in order to be successful with students. Stacey indicated that teachers would have a hard time building strong connections with students if they did not experience positive emotional experiences in class. When Stacey experiences positive emotions in class she believes it impacts the amount of encouragement and feedback she gives out to her students (i.e., positive emotions provide inner humanistic fuel for her to provide beneficial comments and interactions with her students). Stacey acknowledges that when students receive and vicariously witness their teacher being enthusiastic and providing positive praise they become more connected to their environment, which she believes increases student engagement in the instructional activity. Stacey also indicated that frustration could have the opposite effect on students and cause them to become disengaged and not want to put forth maximum
effort in the lesson. Overall Stacey believes that her positive emotional experience as a teacher affect student: effort, enjoyment, cooperation, understanding of the directions, and overall success. In addition, Stacey’s positive emotional experience provides her with a feeling of accomplishment, pride, and acknowledgement that she is being successful with her students, which leads to further praise and encouragement for her students.

The Fine Line: Forming Emotional Bonds with Students

When Stacey experiences a warm fuzzy she increases her intrinsic desire to provide for her students (i.e., higher desire to provide praise and feedback). She believes that her increased attention and focus in providing for her students leads to further motivation for them within the activity that they are attending to within class. Stacey recognizes that there is a fine line between helping students and developing social relations with them in terms of what she says to them, using personal touch or proximity, and being aware what each student is comfortable with when interacting with them in class. Stacey believes that developing an emotional bond with students comes from mutual respect and understanding between her and the students. Stacey also stressed cooperation, teamwork, and acceptance of others within the classroom community as being an important impetus towards student learning. Stacey explicitly demonstrates empathy towards her students in the way she speaks to them, listens, and tries to help them feel better regarding their experience in class. Stacey uses her center-circle discussions with her students in order to better understand what they believe is working well in class. Stacey is able to compare her perceptions of a class lesson with that of her students and believes being empathetic towards the needs of her students is
crucial in forming emotional bonds with them. Finally, Stacey uses proactive behavior management strategies (e.g., Class Act and Give Me Five programs) to help students develop and use social skills within the classroom.

Paul Allen

Paul’s strong connection with students (Noblit et al.’s second assumption of care) emerged from one of the three themes (i.e., Theme 1: Lived Emotional Experience). Specifically, Paul’s strong connection with his students in regard to Theme 1 was salient within all five sub-themes:

- Having the Time of My Life: Brotherly Love, Family Ties, and a Mentor
- Feeling Good through Physical Activity
- I am a Role Model: Personal Integrity, Pride, and Respect
- Bounce Back: Positive Emotional Feeling
- Their Energy Feeds back into Me: Forming Emotional Bonds with Students

Having the Time of My Life: Brotherly Love, Family Ties, and a Mentor

During Paul’s childhood he was able to develop a deep and long lasting bond with his family, especially his two brothers. Paul was happiest when he was able to go off with his brothers and be physically active on their grandparent’s farm in the summer. Paul remembers the joy that came with being with his brothers outdoors and playing on their family farm. Paul felt very cared for as a child. His mother was perceived to be the primary care giver to him growing up as a child. However, Paul also acknowledged that he has a deep emotional bond with his physical education mentor, Dr. Walsh. Paul attributes Dr. Walsh for helping him discover the joys of physical activity and one of the primary reasons why he became a physical education
teacher. Dr. Walsh used Adventure Based Learning within Paul’s elementary physical education class. Because Paul was exposed to Adventure Based Learning and valued his teacher and mentor Dr Walsh, he patterned his teaching after this philosophy.

The way Paul enacts his lived-positive emotionality and how he develops emotional connections with his students is largely based on how he has constructed his emotional identity. Paul’s lived-positive emotionality developed and was shaped through his social interaction with his family, brothers, and mentor Dr. Walsh.

Feeling Good through Physical Activity

Paul has had extremely great opportunities with being physically active, which has led to experiences that have shaped him into the physical education teacher he is today. Paul believes in the value of lifelong physical activity enough to want his students to be tuned on to the joy that he has and still experiences today with movement. Paul continued to stay physically active in middle and high school because he felt successful. Thus, he is purposeful in designing lessons to include all students in such a way that each student receives as much practice and opportunity as possible because he wants students to benefit and enjoy physical activity as much as he does.

I am a Role Model: Integrity, Pride, and Respect

Paul models his enthusiasm, enjoyment, and passion for physical activity for his students. He reproduces respect in the way he was taught and raised and believes that showing respect is ultimately what creates care in his classroom. Trust, honesty, and personal integrity are also behaviors Paul wants to demonstrate to his students through his actions as a teacher. Paul mentioned that by giving respect, being honest, and exhibiting integrity he is actually providing students with a moral compass in which
someday thy will demonstrate for others. Paul calls this “full circle” or “a chain reaction” (PA, I4, 11-19-07). Paul believes that modeling certain values and morals will ultimately be passed on to others by his students in a social pay it forward phenomenon. Paul demonstrates his respect to his students through use of stressing the positive in class (i.e., Paul rarely if at all uses negative connotations, put-downs, or sarcasm in class).

Paul also receives a tremendous amount job satisfaction in working with his students. Every time he witnesses student success or is able to help a student accomplish an instructional task he feels a sense of pride. Paul also receives pride from fellow colleagues within the profession when he is acknowledged for the work he does as a teacher. Paul believes this feeling of pride further motivates him to continue helping and supporting the needs of his students in class.

*Bounce Back: Positive Emotional Feeling*

Paul is provided with the greatest amount of joy when he is able to see his students become exited about coming to physical education. When Paul sees the joy and success of his students he believes this phenomenon bounces back into his lived emotional experience and makes him excited about teaching and working with students. Paul calls this bounce back of positive emotions a form of feedback and he admits that all teachers need to be able to read student emotions in this way in order to stay motivated and interested in their chosen profession. Positive emotions carry Paul through his lessons (i.e., emotional energy) towards producing further caring behavior (e.g., positive student acknowledgment and praise, heightened rapport with students, the ability to help students feel good about their physical activity experience). Paul
believes that the more he can provide students with positive emotions the more he will receive back from them. Thus, if Paul comes to school in a bad mood he must modify or manipulate his emotional state and become more positive so that his emotional experience does not impact his students in a negative way. Paul believes that all students should have equitable access to the joy that can come from being physically active and tries to help students find the joy in a variety of non-competitive, mastery motivational movement activities. Finally, Paul does admit that not everyday is going to be a success and he does experience negative emotions such as frustration when his students have conflict or do not behave in the manner he would of liked to have seen.

*Their Energy Feeds back into Me: Forming Emotional Bonds with Students*

Paul wants to create strong, positive inter-personal relationships with students in such a way that students levitate to physical education seeking to be physically active. He believes that the relationship he develops with his students contributes to the class community’s level of energy and enthusiasm. The more Paul and his students experience inter-personal connection with each other the more Paul becomes enthusiastic with his teaching. The way in which Paul interacts with his students in a positive and supportive manner is a representation of how he constructs positive emotional bonds with his students. Paul also wants his students to demonstrate emotional safety for each other through teamwork and cooperation. Paul is very intentional in how he designs and facilitates lessons to help students practice building community with each other in their classroom. The amalgam of Paul’s active listening, showing concern for students, providing praise, and communicating empathy helps Paul build emotional relationships with students that promotes close inter-personal
relationships from himself towards his students. In terms of establishing a love for his student and teaching Paul believes that there is a hierarchical continuum. There is care, compassion, and respect but love for Paul exists on a higher level and is reserved only for family.

Cross Case Analysis

Emotions are not things they are experiential states of being (Barrett, 2006, p. 35). According to Barrett (2006) emotions are “situated conceptualizations” that are not static and hence change over time in how they are experienced and expressed by individuals (p. 33). Stacey constructed much of her emotional reality from her childhood and parental influences, especially her father. Stacey’s father was very influential in way she views social interactions and thus had a large impact in shaping the way she currently interacts and develops positive relationships with her students in physical education. Paul also constructed his views on emotions through being raised in his family. Having two brothers to roam outdoors with was a tremendous emotional experience for Paul that helped him to discover the joy of being physically active. For Paul his mentor Dr. Walsh was monumental in shaping his philosophical views regarding physical education and how to design a physical education classroom.

There is a cyclical pattern to Stacey’s passion in working hard and striving for her personal best. She believes that working hard comes from the joy of teaching, interacting with students, and seeing students be successful with lesson objectives. The phenomenon of joy motivates Stacey and Paul to continue to want to learn and work hard so that they can continue to improve as teachers. Fredrickson (1998) contends that experiencing positive emotions consistently over time increases action tendencies
associated with human flourishing (e.g., higher cognitive functioning, higher resiliency to stress, better problem solving capacity). Both Paul and Stacey value having positive lived emotional experiences within their classrooms. Each teacher recognizes the heightened level of focus toward helping students when they experience positive emotions. For Stacey she contends this feeling is her *warm fuzzy*, while Paul claims his lived-positive emotions are connected to a sense of pride and job satisfaction and occurs on a loop in which Paul receives and gives back this phenomenon to and from his students (i.e., *full circle* or a *chain reaction*). For both teachers their personal lived-positive emotions are seen as functional and necessary in creating a class climate that benefits their student’s academic as well as social development.

Paul and Stacey exhibit an inner passion in wanting to help students and both demonstrate empathy when communicating with students. In addition both teachers have upbeat and positive demeanors. The concern for students shown by Stacey and Paul coupled with their approving personality might be one salient reason why students feel happy, enjoy coming to class, and acknowledge a sincere connection with their teachers. Winograd (2003) uses the term “deep acting” to describe a strategy used by teachers when confronted by emotional laborious work (p. 1667). Paul talked about this concept of deep acting when he discussed how sometimes he needs to modify or manipulate his attitude when he comes to school in order to display a positive front or demeanor for the benefit of his students. Both Paul and Stacey believe that their emotional state influences the emotional experiences of their students. Both teachers commented that their energy, enthusiasm, and over-all upbeat attitude in class could have a beneficial affect on student engagement in the lesson.
Strengths, Limitations, and Researcher Reflexivity

In this section I discuss the methods employed that proved to be beneficial in capturing the essence of lived-positive emotionality and care. I will also outline the limitations with the methods. Finally, I will provide the reader with my reflexivity in terms of how subjective self-consciousness influenced the interpretation of the phenomena (i.e., lived-positive emotionality and care) studied.

Strengths

A strength of this study came from conducting two pilot studies prior to the dissertation. Conducting these two studies enabled me to create and refine the various ways I collected data (interviews, inner life story, field notes, and journals) and provided me with multiple opportunities to learn how to conduct interviews. I would recommend conducting pilot studies in order to help refine research questions, data collection procedures, and to better understand the conceptualization of the phenomenon being studied.

Conducting this study over a period of one year gave me an opportunity to develop a strong rapport with Paul and Stacey. By gaining Stacey’s and Paul’s trust and acceptance I was better able to interpret their voice as it pertained to the phenomena being studied. I was able to conduct seven interviews with Stacey and six interviews with Paul. Being able to conduct this many interviews provided me with what I found to be sufficient depth in terms of the data corpus that was collected and analyzed. I believe building rapport with participants promotes more open and truthful dialogue and discussion when conducting interviews. In addition, I would recommend
a minimum of six 30-minute interviews in order to capture representation of care and lived-positive emotionality.

Incorporating an inner-life history allowed for further exploration into how and why both teachers created care within their classrooms. The teacher’s prior history growing up within their family structure and the emotional connections that they developed (e.g., Stacy and her father; Paul and Dr. Walsh) transformed them into the type of teacher they are today. Absence of an inner-life history would have limited any attempt to connect each teacher’s past history with current practice.

Limitations

Caution must be taken with regard to the findings of this study due to the purposeful sample of the participants involved (i.e., both teachers were identified as highly effective physical education professionals) and the nature of the study (i.e., teachers’ and students’ perceptions of positive emotionality and not whether these emotions explain behavior that is observed). Other teachers or students in different contexts and communities with different personal backgrounds may have, and be exposed to perceptions of positive emotionality and care that differ from the participants in this study. Each teacher’s caring classroom ecology is unique to the features of the community, school culture, the teacher and the cohort of students in each class.

This study focused on 5th grade students in two suburban schools, both located in affluent communities (i.e., median school area household income for both schools was over $53,000). The study only focused on this age group of physical education students. The findings from this study are not generalizeable to a larger population yet
can be considered transferable or applied to other similar individuals, experiences, and contexts.

Although not initially recognized as a potential limitation, capturing the 5th grade students’ perceptions of their teacher and their physical education environment was restricted by their limited verbal repertoire. In addition, limited time building rapport with students may have accounted for the narrow scope of data that the students were able to provide during my interviews with them. Phenomenological studies involving elementary students should take into consider both limiting vocabulary and the amount of time needed to build rapport with students. Future studies should include additional ways to capture student voice regarding lived-positive emotionality and care. For example, taking digital pictures of students, showing the pictures to them, and allowing them to provide personal narrative regarding their experience with the phenomenon. Another potential way to collect student voice could involve student journaling. Having each student write about their experience in terms of positive emotions and care within the classroom.

The phenomena of lived-positive emotionality and care as seen through the lens of situated learning theory (Lave & Wegner, 1991) is context specific and varies from one community to the next. Having two teachers and two 5th grade classrooms provided a narrow, albeit in-depth, depiction of the two phenomena. My study was limited to two teachers. Although I am making no claim for generalization the ability to have collected further data from more teachers could have strengthened the transferability of my findings and teacher implications. Future studies should take into consideration the possibility of including more cases (i.e., additional teachers and
students). Emotions are lived experiences and as such are limited to the extent to which the participants disclosed these personal and revealing feelings within the three-month period in which I conducted the interviews.

My field notes are limited to only what I saw and wrote down as being relevant to the study. The extent to which I captured both phenomena is limited to the participants, their unique context, the data collection tools employed, and the extent to which I was able to interpret the data corpus through analysis.

Teacher personality impacted the amount of time and commitment each teacher devoted to the journal entries I asked them to complete on a weekly basis. For example, Stacey provided rich detail with her 10 journal entries, while Paul provided limited detail in only 4 journal entries. Stacey is a national board certified teacher who seeks out opportunity to expand her professional development. During the study Stacey spoke about going to professional development class on orienteering and being involved in district wide curriculum/standards development. While Paul did indicate in his interviews that he seeks out new experience, his dedication to his journaling was severely limited.

Research still has yet to conclusively determine the extent to which positive emotions impacts individuals over the course of their lifetime or even over the course of a few years. The literature in positive psychology does suggest emotions can have long lasting positive benefits for individuals (Isen, 2001, 2003, 2005); however, these studies have been conducted in controlled laboratory settings. More empirical evidence collected from real-world settings is needed to determine whether these findings occur in various settings, such as the classroom or home environment.
Researcher Reflexivity

Through the entire process of this study I wrestled with my biases in order to make subjective claims regarding the interpretations and ultimate representation of the participants lived-positive emotionality and caring classroom ecologies. Who I am as a person, teacher, and researcher did impact what is written as text within this study. Using member checking and peer debriefing provided some accountability into the claims made throughout my study. Ultimately this study is my view of the participants’ voice and reality. As I changed as a person, teacher, and researcher, so did the process and product of this study. The rigor used in forming and refining the research questions, collecting and analyzing the data, and writing up the findings has produced a better understanding of the exploration into the lived-positive emotional reality and caring classroom ecologies of the two teachers who participated in the study.

As I analyzed the data corpus I formulated various ways of organizing the emerging themes and sub-themes (see Appendix U). As I compared and organized each piece of coded data my themes and sub-themes changed. As a result of my changing themes and sub-themes the way I displayed my overall findings transformed and eventually emerged (see Appendix V for the various ways my findings with Stacey transformed).

Conceptual Contemplation: Pondering Emotional Theory

I would like to premise my discussion of the prominent theory (e.g., broaden-and-build theory) used within this study by discussing one of my predispositions regarding the need to study the phenomena of lived-positive emotionality and care. My study has been related to the need for teachers to heighten their awareness in
establishing caring classroom ecologies for their students. This need to create caring classroom ecologies comes form two salient circumstances in our education system: (a) students who feel more connected to school and their teachers have a higher chance of learning (Pianta, Stuhlman, & Hamre, 2002; Stinson, 1993; Stipek, 2006) and (b) an apparent need to help students feel and be safe in their school environment (Centers for Disease Control & Prevention, 2006).

I hold the assumption that in order for students to feel connected to their school and teachers they need to feel and be safe at school. For some students in the United States this is not the case. According to a 2005 national survey conducted by the Centers for Disease Control and Prevention (2006), there is arguably some concern among high school students’ grades 9-12 regarding their emotional and physical safety. Some of the alarming statistics involving high school violence, according to a 2005 nationally representative sample (Centers for Disease Control & Prevention, 2006) include:

- 13.6% of all students reported being in a physical fight on school property.
- 29.8% of all students reported having property stolen or damaged at school.
- 6.0% of all students reported not going to school because of feeling unsafe.
- 7.9% of all students reported being threatened or injured with a weapon at school.

In addition to school violence reported by the Centers for Disease Control & Prevention (2006), there were an estimated 30% of 6th through 10th grade students in the United States who reported in 2001 as either being a bully, a target of bullying, or both (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2006).
The need to help students feel and be safe at school helps me to justify and segue into my use of the broaden-and-build theory (Fredrickson, 2001) as a valid way to view and promote the caring classroom ecology. The broaden-and-build theory (Fredrickson, 2001) provides a theoretical frame for studying specific positive emotions (i.e., joy, interest, contentment, and love) that potentially can increase human functioning in life pursuits. Within the broaden-and-build theory Fredrickson (2001) suggests that joy, interest, contentment, and love can: (a) undo lingering negative emotions, (b) fuel psychological resiliency, and (c) fuel psychological well-being. In addition, broaden-and-build theory highlights that cognitive skills, emotional coping strategies, and social relationships are enhanced through the experience of positive emotions. Broaden-and-build theory suggests that positive emotions, such as joy, interest, contentment, and love are durable factors that over-time produce healthy outcomes (Fredrickson, 2004). Positive emotions transform individuals, making them healthier, socially integrated, knowledgeable, effective, and resilient. The theory contends that positive emotions experienced over time promote certain action tendencies that are associated with human flourishing (Fredrickson, 2001). People who are able to experience positive emotions have enhanced thought-action repertoires and thus, are able to cultivate physical, intellectual, and social resources (Fredrickson, 1998).

Using Fredrickson’s (2001) broaden-and-build theory I wanted to determine whether lived-positive emotions could provide teachers with fuller and more robust experiences working with their students and whether their students reciprocated these experiences. The assumption being, that positive emotions experienced within the
classroom could lead to stronger student inter-personal relationships with their teacher and more connection to the physical education classroom environment. Initially I decided to use the broaden-and-build theory to study the four specific positive emotions of joy, interest, contentment, and love. After collecting my some of my initial data and conducting some preliminary analysis I realized that both participants were combining several emotions in describing their lived-positive emotionality. Using only the four positive emotions within the broaden-and-build theory (joy, interest, contentment, and love) became too limiting in trying to represent both teachers lived-positive emotionality. My findings from this study support the claim that all positive emotions, as represented by both teachers, could be perceived as highly functional in producing action tendencies associated with helping students build their own inter-personal connections, help students meet desired outcomes, and promote their own intra-personal benefits. Such positive emotions could lead to benefits associated with increased motivation and heightened awareness to help students, and promote care for them. Thus, my findings do support the use of the broaden-and-build theory as one way to interpret the value of experiencing positive emotions within the classroom.

The Cost of Emotionality

Teachers who create high standards through rigorous accountability have students who perceive them as supporters of learning (Stipek, 2006). Students’ work harder in the classroom when they perceive their teacher cares for them and their learning (Pianta, Stuhlman, & Hamre, 2002). However, what is the emotional cost to teachers who deeply care and who expend high amounts of emotional energy through helping their students achieve?
Caring behavior from teachers has the potential to “influence positively the well-being of students because consistent interaction can foster self-esteem, self-confidence and trust through emotional bonds formed” (Larson & Silverman, 2005, p. 176). However, teachers who care deeply and work tirelessly for their students can experience a phenomenon called emotional labor (Price, 2001). This phenomenon can lead to teachers feeling tired, overworked, and in some cases can lead to burnout (Price, 2001).

Based on my findings there did not appear to be any indication of burnout with the two teachers in my study. Their ability to direct their care for students and experience positive emotions was not indicated as being an underlying cause for feeling tired, overworked, or emotionally fatigued. This finding is consistent with Carson’s (2006) findings, which indicate that teachers who experience more incidents of happiness during their teaching also have a lower level of perceived burnout.

There appears to be some relationship between teachers who experience negative emotions (anxiety, uncertainty, confusion, fear, anger, despair, and humiliation) and these teachers sense of professionalism in terms of weakened commitment towards their teaching and students (Jeffrey & Woods, 1996). As indicated in my study, both teachers avoided situations (e.g., other teachers, parents, or administrators) that they perceived to be negative. It might be hypothesized that both teachers perceived no functional benefits from situations that produced negative emotions.

According to Isenbarger and Zembylas (2006), when teachers modify or manipulate their negative emotions in order to demonstrate positive emotional behavior
(e.g., smiling, positive comments, and pleasant student-teacher interactions) they engage in emotional labor. Isenbarger and Zembylas indicate that emotional labor can produce negative (e.g., stress, teacher burnout, anger, frustration, and emotional disorientation) or positive (e.g., increasing ones ability to care for students) effects within the classroom. From my study only Paul readily admitted to purposively modifying his negative emotional attitude in order to demonstrate positive emotional behavior towards his students. In doing so there was no indication from Paul that this modification of emotions (i.e., emotional labor) produced any negative emotional labor effects, such as stress or teacher burnout. In fact, Paul perceived his modification of negative emotions as a characteristic in helping make his classroom more caring, which he believed made him more effective as a teacher and helped him to have an enjoyable teaching experience with his students. This finding is similar to the teacher in Isenbarger and Zembylas’ (2006) study who experienced a good feeling from transforming her emotional labor in caring for her students into a positive feeling. Doing what is believed to be the best for students by modifying his emotional state provided Paul with a sense of satisfaction and purpose, which led to feeling good about his chosen profession, which motivates him to care for students.

**Implications for Inservice P-12 Teachers and their Students**

Teaching is an emotional occupation (Hargreaves, 1998). Teachers face great emotional peaks and valleys as they navigate their craft with students in the classroom. The findings from this study illustrate the following salient points for P-12 physical education teachers to consider in terms of recognizing their positive emotions as a viable tool in creating care within the classroom ecology:
• Positive Emotional Functionality
• Positive Emotional Modification
• Teacher Empathy: Viewing the World through someone else’s Eyes and Heart
• Center-Circle Discussions
• Embedded Student Choice
• Embodied Care from Inter-personal and Intra-personal Awareness
• Student Autonomy
• Contextual Caring Classrooms

*Positive Emotional Functionality*

Teachers need to become reflective in recognizing the functional impact their emotions can have on the teaching environment and the work they accomplish for their students. The possible benefits for educators who recognize and act upon the lived experience of positive emotions include:

• Modifying or manipulating current intra-personal state towards higher positive action tendencies with students and lower perception of burnout.
• Increasing awareness in the ways that they are creating caring climates in regards to student learning and stronger interpersonal relationships.
• Widening cognitive focus when dealing with class instruction and student interactions.
• Recognizing that positive emotions may serve as a feature to motivation for their teaching and for their students engagement in the lesson.
• Cultivating purpose of a sense of accomplishment for the physical education teacher, which can help emotionally carry the teacher through the day, week, or even the school year.

Positive Emotional Modification

Positive affect can increase intrinsic motivation, enjoyment, and overall performance, and at no cost to the level of responsible work behavior. (Isen, 2005). Positive affect can broaden cognition and enhance interpersonal relationships (Isen, 1992, 2001, 2003, 2005; Fredrickson, 1998, 2001, 2004; Tugade & Fredrickson, 2004). For both teachers in this study positive emotions were seen as functional in helping their teaching and relationships with students. Paul felt so strongly about the benefits of having positive emotions that he claimed manipulation of his lived emotional experience in order to have his students perceive his demeanor as upbeat and cheerful. There is a possibility for those teachers who are able to manipulate their lived emotional experience to receive functional benefits similar to those experienced by Paul. I am recommending that teachers consider the ways in which their emotional disposition affects their teaching and student relationships. In becoming aware and more in tuned with their emotional experiences teachers should determine strategies that work best for them in terms of fostering positive inter-personal relationships and other caring behaviors within the classroom ecology (i.e., Paul’s strategy was to modify his negative emotions to a positive disposition, while Stacey’s strategy was to be upfront and honest with students about her negative emotional feeling in order to receive student empathy and support).
Teacher Empathy: Viewing the World through someone else’s Eyes and Heart

Students want to feel as though their teachers care for them (Stinson, 1993). Those students who feel more connected to their teachers are more willing to work harder in the classroom (Pianta, Stuhlman, & Hamre, 2002). I am recommending teachers focus on becoming empathetic when communicating with students in order to demonstrate their unconditional care. First, teachers should take it upon themselves to be active listeners with their students. Active listening is the process of being aware of one’s own behavior with complete presence, focus, and attention directed towards the other individual who is talking. This type of listening involves actively reflecting on the information that is being spoken by the other party who is communicating. My experience working with students has led me to believe that there are several behavioral components that make up effective active listening, such as: (a) eyes focused on the individual who is talking, (b) showing non-verbal signs that you are not only listening but that you understand what is being spoken (e.g., nodding of head, slight lean forward towards speaker, open body position towards speaker, and if seated an upright body position), (c) demonstrating verbal signs that you are listening (e.g., paraphrasing what has been spoken, asking follow-up questions, and acknowledging agreement with the verbal statement), (d) not talking while another person is speaking, and (e) reflecting on or thinking about what the speaker is presenting in such a way that further comprehension is being made by the active listener (e.g., asking yourself whether you agree or disagree, comparing the statement(s) with previously stated information, analyzing the statement(s) against prior knowledge on the same topic or discussion issue). Second, when responding to students’, teachers must do so in a
respectful manner, using positive connotations (e.g., please, thank you, polite tone of voice), acknowledging the student’s question, comment, or concern and the extent to which they can help the student (i.e., an answer to the question or indicating the value of the comment, or addressing and problem solving the concern). Knowing how and what students are feeling can help teacher’s foster emotional safety leading to student perception of care and connection to the classroom.

Center-Circle Discussions

David Kolb’s (1984) experiential learning cycle is a strategy that teachers can implement in order to help students develop and refine inter-personal and intra-personal skills. The act of reflection within the experiential learning cycle is of key importance. A debrief is a planned and organized teacher-student reflective conversation that promotes what happened in the lesson, why the experience was important, and how can the experience be applied to the lives of everyone in the group. I am suggesting that teachers build into each lesson a pre-determined amount of time to debrief, conclude, or reflect on the experience of the lesson. Stacy was able to hold center circle discussions with students as a way to provide students with an opportunity to voice their opinions about the lesson. This type of debriefing session served two primary purposes. First, it was a way for Stacey to show her students that she valued their input. Second, the student comments were used by Stacey as a form of feedback that she reflected on to determine the success of the lesson or other ways to modify the lesson for the benefit of the students. This reflective period of time at the end of a lesson is one way for teachers to cultivate their caring classroom ecology.
Embedded Student Choice

Students who do not find relevance and value in their physical education experience tend to be turned off or disengage in their physical education class (Cothran & Ennis, 1999). Cothran and Ennis suggest that those students who perceive the activities in school to be valuable and relevant are more likely to take an active role in their education. Paul was able to demonstrate to his students a range of options or choices within many of the lessons he used. Paul’s students were aware of the variety of choices and decisions they could make while performing in their physical education class. This type of embedded choice provides students with some autonomy and sense of responsibility. Helping students find an activity or a level of challenge within an activity that they perceive to be interesting may be a key factor in encouraging students to start to value physical education (Chen, 1996). When a physical education choice-based program was implemented at an Ohio middle school Condon and Collier (2002) discovered signs of student enjoyment, excitement, and motivation. In addition, students were much more likely to give full effort when given the opportunity to choose their physical education activity. One student said, “choice makes students want to go to class” (Condon & Collier, 2002, p. 29). Strand and Scantling (1994) discovered that by allowing students the opportunity to make decisions the students in return had a more positive attitude toward physical education. Choice makes a difference. It makes perfect sense to allow students the opportunity to become drawn into a physical activity of their own accord by giving them the freedom to do so within school. Choice embedded into physical education lessons may be an excellent way for
students to start to increase their engagement and find relevance in their physical education program.

*Embody Care from Inter-personal and Intra-personal Awareness*

Both teachers were able to cultivate care in this study from their inter-personal and intra-personal lived emotional experience. From an intra-personal awareness, both teachers believed that their positive emotions affected their teaching (e.g., increased motivation, feedback for students and a heightened feeling of purpose). From an inter-personal awareness these two teachers recognized their positive emotions were a salient feature in building stronger student relationships that benefited their students (e.g., increase student motivation and strengthened emotional support for students). As indicated by Fredrickson (2006), positive emotions widen personal resources such as social connections (i.e., inter-personal relationships), coping strategies (i.e., intra-personal relationships), and knowledge (i.e., intra-personal relationships). My recommendation under this implication is two-fold: (a) all teachers should reflect on their lived emotional experiences and *wrestle* with the potential that these experiences might have on strengthening their care within the classroom and (b) all teachers need to discover personal strategies to increase their lived-positive emotional experiences for themselves and their students in order to reap the array of possible psychological and physiological benefits.

*Student Autonomy*

Each teacher in this study demonstrated reason to believe that selected student autonomy regarding components of the classroom ecology can help students take more responsibility for their learning. For Stacey, the method she used to facilitate student
conflict allowed her to empower students to make decisions and resolve their own conflict. Stacey provided her students with direction in resolving arguments during game play by suggesting options for students and allowing them to choose how they would (re) solve their dispute. Paul infuses adventure-based learning as a strategy to foster student autonomy. He wants his students to be able to make decisions and take responsibility in not only helping themselves but other classmates through the team building activities he uses throughout the year. I am recommending that teachers should find ways to give students more autonomy over the decisions they make in class in helping them learn to take responsibility for their learning (i.e., academic and social-emotional).

Contextual Caring Classrooms

In this study both teachers had similar years of teaching experience, taught elementary students from similar socio-economic neighborhoods, with similar expectations for their students. As heard through the voices of both teachers, care and positive emotions are foundational to their teaching and overall student achievement. However, the way in which both teachers created their caring classrooms was unique. There is no one correct way to build a caring classroom ecology. There is no ideal blueprint that can simply be used to replicate care. Thus, I am recommending that teachers identify the ways in which they believe they represent their care and using this list determine the extent to which these teaching behaviors align with and impact: (a) their vision and mission as a physical education teacher, (b) the views and perceptions of their students, (c) the school, district, and national standards, and (d) the evidence that is produced indicating student growth (i.e., motor, cognitive, social-emotional)
because of the way the classroom ecology has been purposively designed (i.e., student assessments that demonstrate motor, cognitive, and social-emotional achievement).

Potential Implications for Physical Education Teacher Education

The following conclusions involving Physical Education Teacher Education (PETE), regarding care and lived-positive emotionality are implications from this study. PETE programs should think carefully about:

- A programmatic culture of care that includes positive emotionality.
- Helping teacher candidates become aware of care and positive emotionality and learn how best to cultivate and direct these phenomena when teaching P-12 students.

*Programmatic Culture of Care and Positive Emotionality*

PETE professionals should consider how they are representing an ethic to care for their teacher candidates, which includes positive emotionality. Due to the contextual nature of an ethic to care and positive emotionality, instead of providing specific suggestions I would like to provide a few questions that PETE professionals can ask involving their program as it pertains to constructing both of these phenomena:

- What type of caring culture has been created by our department/program?
- As a faculty cohort, does each member recognize and value the caring culture that has been created?
- Does faculty perception of this caring culture align with the perception and views of the teacher candidates?
- How does the PETE program provide teacher candidates with a voice concerning their perception of a caring culture within the department/program?
• In what way does the faculty contribute to an ethic to care for teacher candidates?
• What types of discussions do faculty members hold with teacher candidates within their courses that pertain to the caring culture of the department/program?
• How do faculty members recognize and value their positive emotionality?
• How do faculty members recognize and value their teacher candidates’ positive emotionality?

PETE professionals may find benefit in seeking answers to these questions surrounding the investigated phenomenon of this study. In doing so, PETE professionals may discover alternative means of cultivating an ethic to care and positive emotionality for teacher candidates that can enhance their program and the lives of the individuals within the program. PETE professionals may also want to include these types of phenomena within their department/program mission, as part of the dispositions they want to witness and hear from the teacher candidates, and as a contributing part of course syllabi and the program curriculum.

I am recommending that PETE professionals identify the ways in which they believe they represent their care and positive emotionality and using the above listed questions determine the extent to which the faculty’s representation of these phenomena align with and impact: (a) department/program vision and mission, (b) the views and perceptions of their teacher candidates, (c) and the assessments used to track teacher candidates’ progress in the department/program.
Teacher Candidates Learning to Direct Care and Positive Emotionality

PETE programs should consider how best to provide teacher candidates with the skills needed to create an ethic of care involving themselves and their P-12 students. These skills should also include how to help teacher candidates realize the potential benefits of positive emotionality. Possible ways to help teacher candidates learn more about these phenomena include having PETE professionals:

- Become aware of issues pertaining to care and positive emotionality.
- Illustrate examples of how a caring classroom ecology can be created within physical education.
- Discuss with teacher candidates the possible benefits that can come from positive emotionality.
- Provide teacher candidates with strategies in helping them learn how to establish appropriate inter-personal relationships with P-12 students.
- Embed conversation surrounding these phenomena across all methods courses within the department/program.
- Create a course (e.g., adventure based learning) that emphasizes ways in which teacher candidates can start to think about and apply an ethic to care for students that involves discussing positive emotionality.
- Implement the use of reflection as a tool to help teacher candidates better understand their own emotionality.
- Provide teacher candidates with resources (e.g., Frank, 2004; Panicucci, et al., 2002) that outline specific strategies for creating caring classroom ecologies.
and that provide ways to build community, cooperation, trust, and problem solving.

More empirical research is necessary on the topic of care and positive emotionality at the university level within PETE programs. Until more research is conducted PETE programs can undertake their own internal examination of their department/program to determine the extent to which both these phenomena are represented and related to their teacher candidates’ professional growth.

Future Research

The exploration of positive emotions and care within the physical education classroom ecology needs to be extended in the following areas:

- Different context, teacher and student populations should be studied in order to examine the similarities and differences of represented care and positive emotions from other diverse settings (e.g., comparing elementary physical education specialists to their secondary counterparts or comparing socio-economic influence on the way teachers and students direct and represent care and positive emotions).

- Experimental and quasi-experimental studies that include intervention strategies aimed to induce teachers and students with positive affect should be designed to determine the effect of these emotional experiences on behavior and learning outcomes within physical education.

- Determining the extent to which downward counterfactuals (i.e., focusing on modifying or manipulating self-thought to produce a more positive view of
personal reality) impact physical education teacher’s ability to create a caring classroom ecology.

- There is need to examine the benefits that can come from teachers conducting debrief sessions with students, in terms of student academic and social performance within physical education.

- Studies looking at negative emotions, emotional labor, or what Winograd (2003) describes as the “dark emotions” of teaching (p. 1668). How are negative emotions represented in the physical education classroom and what function do they serve?

- There is a need to determine the extent to which student choice impacts student perception of care and their overall achievement in physical education. On a micro level, student choice can be embedded within the lesson. From a macro perspective, student choice can be the way in which the entire physical education program designs a variety of courses that students self-select into.

- A longitudinal examination of student lived-positive emotions is needed, using multiple data sources to determine how these experiences are related to intra-personal dimensions such as, motivation, self-perception, self-confidence, and a myriad of other intra-personal attributes associated with learning.

- Finally, a study that examines the strategies that teachers implement in order to manage or manipulate their emotions could prove beneficial in helping teachers reduce stress and possible teacher burnout. According to Ben-Ze’ev (2000) a person who has the ability to regulate her emotions or those of others, is considered to have high emotional intelligence. Studies that explore physical
education teachers’ emotional intelligence and capacities to regulate their emotions for the betterment of intra and inter-personal relationships could prove to be of great value.

Conclusion

“Emotions are, and should be, central to human life” (Ben-Ze’ev, 2000, p. 533). The functionality of emotions is to help individuals recognize and evaluate positive and negative experiences in order to choose the action tendencies that will help meet their needs (Ben-Ze’ev, 2000). The purpose of this study was to examine the meaning of lived-positive emotionality and care involving two physical education teachers and their 5th grade students. This study specifically explored how two elementary physical education teachers represented their lived-positive emotional experiences and the extent to which these emotions aligned with the teachers’ and students’ perception of their caring classroom ecology.

In order to capture the phenomena of lived-positive emotionality and care I wanted to ascertain:

1. How do elementary physical education teachers represent their caring classroom ecology?
2. How do 5th grade physical education students represent their caring classroom ecology?
3. How does the elementary physical education teacher’s vision care align with the perception of their 5th grade students?
4. How is lived-positive emotionality embodied by elementary physical education teachers and how does lived-positive emotional experience impact their teaching?
Findings from answering these questions indicate that physical education teachers do find their lived-positive emotional experience as being functional for effective teaching, fostering caring and supportive relationships with students, and helping students to achieve desired learning objectives within class. This study demonstrates the need to continue exploring the essence of lived-positive emotionality in order to better understand caring classroom ecologies. As indicated by Fredrickson (2006), “Knowing that positive emotions play this pivotal role within human flourishing, it behooves researchers… … to unpack these pleasant states further and to examine them from all angles” (p. 1). In using Fredrickson’s recommendations and modifying them through the lens of teaching physical education, researchers could benefit from further inquiry into the following questions:

- What type of physical education teachers experience lived-positive emotionality the most?
- How can researchers help physical education teachers augment their lived-positive emotionality?
- What role does lived-positive emotionality play in coping with the student social system?
- What role does understanding self, others, and relationships play in fostering positive emotions?

These and other questions need to be explored in order to unpack a more complete picture of this phenomenon within caring classroom ecologies.

Positive emotions are vital in establishing human flourishing (Fredrickson, 2006). Research regarding lived-positive emotionality provides another dimension to
the complexities of teaching and offers the potential to create new insight and strategies for the benefit of teaching and student learning. Emotionally stressful and negative school environments are counterproductive to student learning (Sylwester, 1994). Thus, continuing to understand and help teachers comprehend the functionality of their lived-positive emotionality may prove to be quite beneficial for the teaching profession.
REFERENCES


Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 327-353). Washington, DC: AERA.


APPENDIX A

SEMI-STRUCTURED INTERVIEW QUESTIONS
Semi-Structured Interview Questions

CARING INTERVIEW 1

1. What is your mission or purpose as a physical education teacher?
2. What is your mission or purpose as a person?
3. What is your philosophy on teaching?
4. What is your philosophy on life?
5. What is your primary goal as a physical education teacher?
6. What is your definition of caring?
7. What is the goal of caring?
8. Can you imagine a context when you would view the goal of caring differently than how you view caring in PE?
9. How do you direct your caring as a physical education teacher?
10. What is your definition of a caring teacher?
11. How do you support the growth and well-being of your students?
12. How do you represent love to your students in physical education?
CARING INTERVIEW 2

1. What are you trying to help students achieve in your physical education class?
2. How do you meet your students’ needs in physical education?
3. What types of behaviors do you perceive as caring within the physical education environment?
4. How do you handle instances in class when students do not represent care towards you or other students?
5. What is your rationale for wanting to create a caring environment for students?
6. How do you model caring outside of the school environment?
7. How do you model caring to your students?
8. What are there different ways to care for physical education students?
9. Do students need you to care for them in order for them to learn?
Positive Emotionality Interview 1

Questions pertaining to the physical education teacher’s perceptions regarding the impact that lived-positive emotionality (i.e., the meaning, quality, and functionality of joy, interest, contentment, and love) has on their teaching within physical education?

1. How would you define or explain having positive emotional experiences with students?

1. Do teachers need to have positive emotional experiences with students in class? Why?

2. How would you define or explain experiencing joy in reference to teaching?

3. How would you define or explain experiencing interest in reference to teaching?

4. How would you define or explain experiencing commitment in reference to teaching?

5. How would you define or explain experiencing love in reference to teaching?

6. How do you see care and positive emotions such as happiness connected in the classroom?

7. Are there times when caring for student’s leaves them emotionally hurt? When does this occur and how often?

8. What are some ways you value having positive emotional responses within class? And how would you describe these emotional responses?

9. Can you provide me with a detailed account of the last positive emotional experience you had in class?
Positive emotionality interview 2

1. Do you perceive the experience of positive emotions as important in continuing to want to pursue effective teaching? And could you describe how positive emotions may affect your teaching?

2. Do you believe there is space in teaching for teachers to form emotional bonds with students?

3. Do you form emotional bonds with students and if so how?

4. How do your emotions shape the teaching experience within the physical education environment?

5. Could you describe events in class which you experienced emotions within teaching? 6. How did this change you teaching or interaction with your students?

7. As a physical education teacher is it important for you do establish close relationships with your students and why?

8. Is it important for your students to develop good relationships with their peers and Why?
APPENDIX B

GROUNDED SURVEY
Grounded Survey

Please rank each question as either strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5).

Questions – Each of these questions is based upon or are direct data from the interviews that were conducted with Paul Allen over the course of 10-weeks in the winter of 2007.

1. __4__ Teachers who consciously recognize their emotions and their students emotions are more likely to build better teacher-student interpersonal relationships.

2. __5__ A students’ ability to increase skill performance within physical education provides you with a sense of joy that most likely will lead to additional motivation to continue to create a caring learning environment for your students.

3. __4__ A pleasurable emotional response of job satisfaction will occur when you witness student accomplishment within class.

4. __4__ By experiencing joy, interest, commitment, and love over the course of the school year you are in essence fulfilling a large aspect of your purpose in life.

5. __4__ In order to be an effective physical education teacher all students in class must experience some aspect of joy when participating in the lesson. Thus, in physical education, experiencing joy will lead to higher amounts of interest for students.

6. __5__ I always praise the positive. I think kids are always going to seek attention, whether negative or positive. So why not give the kids the positive attention so they can act positively. For example, if I see a kid running I am going to praise the kid that is walking next to them and not address the negative behavior. I think that leads to caring.

7. __4__ As a teacher you want to make sure there is emotional safety. So let’s say you have a situation where you have a winner or loser in an activity. You are going to talk to your students about the feelings of the person who was successful but also the feelings of the person you was not successful. So you are caring for the individual who is feeling bad about the outcome of the activity. Making this person realize that it’s the process of performance and not so much the outcome that I the teacher was looking for. You know I say that you are going to have winners and losers in every contest if it’s an activity that is point driven but, that’s an outcome whether or not you’re a winner or loser or not, its about how you participated in the activity. Did you participate to the fullest to your ability. Did you get other people involved. I think my students take this to heart. Like, I know this is a team thing and I can still come out feeling as a winner. And I think this leads to caring because then they are looking deeper than just the exterior point value worth in the class.
9. ___5__ When you make an impact with a kid, when you make a connection with a kid, whether it was success or not but they were enjoying it or getting something out of it. It makes you feel I’m doing something right. This is why I got up this morning. To make an impact with these kids and that’s something powerful it really is.

10. ___5__ I have concern for and listen to my students and want to understand how they feel in relationship to what is happening in class. This makes me a more effective teacher because I am able to reflect on their needs and adjust my teaching.

11. ___4___ I believe students are experiencing joy and interest in the lesson when everyone is involved, everyone sets there own pace, kids can make their own choices and decisions. They can choose lots of options and have a variety of decisions to make. I am a big proponent of choice because that will lead to success for everybody. It is a nice activity when success can be measured in a lot of different ways.

12. ___4__ Joy leads to motivational engagement

13. ___5__ Care is creating an environment where all students have a variety of ways to be successful and where process and equitable participation are far more important than winning.

14. ___5__ Care is having family, friends, colleagues, and any individual who supports you, trusts you, is honest with you, recognizes your values, beliefs, and attributes, who respects you as an individual, who creates educational opportunities for you, who uses positive connotations when talking to you, who provides for you, and who can listen to you in a time of need. Above all, feeling cared for is feeling that others have an invested interest in you and in turn reciprocating this interest back towards that person within a perceived safe environment.

15. ___5__ Lifelong learning and reflection is crucial in effective practice as a teacher.

Reflexive Analysis of grounded survey

During the completion of the grounded survey Paul Allen (i.e., the participant) was able to disclose some interesting information on his perception of joy and excitement when teaching physical education. The conversation started and continued throughout Paul Allen completing the grounded survey, which I discovered is an excellent method to use for further inquiries. While Paul Allen was filling out the
grounded survey it occurred to both of us that our definition for joy did not align. I define joy as, happiness and connect it with other positive emotion subsets, such as amusement, exhilaration, elation, and gladness. Joy has been linked to play action tendencies associated with a sense of heightened creativity and urges to play (Fredrickson, 1998). Joy is connected to a care-free readiness to engage in whatever interaction presents itself (Fredrickson, 1998). According to Paul Allen, joy was more associated with long-term excitement. Thus, what I consider to be more or less a “care-free” feeling of enjoyment he considers to be an intense excitement. We both later came to a mutual understanding that excitement was a short-term phenomenon, while joy was long-term and could be experienced for minutes or even hours at a time. Paul Allen then described a series of emotional constructs that were essential for students to experience in order for them to become life-long physical activity participants. He claimed that initial excitement later becomes long-term joy. Joy coupled with motivation and interest leads to further engagement. Paul Allen went on to claim that increasing amounts of joy for students while maintaining a level of challenge, in which students feel they can be successful, will ultimately lead to passion for the activity and continual pursuit of the activity in other situations later when future opportunities arise.

Paul Allen also made a comment that was quite interesting. He suggested that, “joy sustains my passion for my profession.” A powerful message regarding the value of joy in terms of what Paul Allen perceives this positive emotion to contribute to his life. After leaving the school site I started to have ideas on how I could represent my theoretical framework in light of the discussion I had with Paul Allen. I started with the notion that excitement leads to joy when there is commitment or sustained time
involved in a task or activity. This made me think of the other components of the broaden-and-build theory. With excitement and increased interest it dawned on me that motivation would be present. Furthermore, if interest and commitment are present then sustained engagement in the task or activity would be present. As I kept thinking I decided to construct a Venn diagram to help me visualize this connection between the theoretical variables within my dissertation framework.

I became excited myself! As I drafted the first of what became four version of the Venn diagram I located excitement, interest, and commitment as the primary variables that would ultimately lead to love. Love for the profession, the students, and the day-to-day teaching duties. As I thought further I realized that in essence I was describing Paul Allen’s concept of lived-positive emotionality and that this Venn diagram could be one way to represent some of my initial findings that came from the grounded survey.

To recap my thinking of all the variables:

**Excitement** is an emotional variable. It is an intense feeling that draws the learning into an activity or task.

**Commitment** is a time variable. The more time spent in an activity the greater the commitment.

**Interest** is a behavioral variable. It is actual engagement. Students are deeply engaged are interested in the activity.

Excitement (emotion) and Commitment (time) = Joy

Excitement (emotion) and Interest (behavior) = Motivation

Commitment (time) and Interest (behavior) = Sustained Engagement
All variables combined equates to the construct of love. Love for students, the profession, and for learning.

As I looked over all the connecting variables and the three circles of the Venn diagram it occurred to me that this was Paul Allen’s representation of a caring environment. I will take this diagram back to Paul Allen and determine if this is an accurate interpretation of the 10-weeks we have spent together working on constructing his interpretation of lived-positive emotionality.
APPENDIX C

VENN DIAGRAM
Excitement (Emotion)

Motivation

Interest (Behavior)

Love

Joy

Sustained Engagement

Commitment (Time)

Caring Environment
APPENDIX D

RESEARCH LOG
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Time</th>
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| 1-8-07   | Observation #1 at Research Site (Morning Street Elementary)  
           Open observation – collection of field notes                                                                                           | 2 hours (two physical  
           education classes observed)                        |
| 1-9-07   | Type field notes and reflexive analysis of observation #1                                                                                                                                          | 1 hour                    |
| 1-15-07  | Prepare/Review Inner (Caring/Emotionality) Life Story Interview questions - using questions pre-approved by the IRB  
           Prep/check equipment                                                                                                                   | 1 hour                    |
| 1-18-07  | Caring/Emotionality Life Story Interview and travel time – Session 1                                                                                                                                  | 1.5 hours                 |
| 1-22-07  | Caring/Emotionality Life Story Interview and travel time – Session 2                                                                                                                                   | 1.5 hours                 |
| 1-22-07  | Transcribe Interview Life story session #1 and #2                                                                                                                                                    | 4.5 hours!                |
| 1-29-07  | Interview #3 – On the construct of caring  
           Transcribe interview #3                                                                                                                   | 1 hour interview/travel  
           1 hour transcription                                       |
| 1-31-07  | Observation #2 at Research Site (Morning Street Elementary)  
           Theoretical based observation – collection of field notes                                                                             | 1.50 hours observation    |
| 1-31-07  | Stimulate Recall and interview #4 of events captured in observation #2                                                                             | 0.5 hour                  |
| 2-1-07   | Type field notes and reflexive analysis of observation #1  
           Transcribe interview #4                                                                                                                   | 2.5 hours                 |
| 2-5-07   | Observation #3 – Theoretical Observation:  
           Student-to-student interactions  
           Traveled to school site and found out school was closed due to extreme cold ☀️ Typed reflection                                             | 1.5 hour                  |
| 2-12-07  | Pre-observation interview #5                                                                                                                   | 2.0 hours prep/interview/travel                           |
| 2-12-07  | Observation – theoretical #4                                                                                                                  | 1 hour class observation                                         |
| 2-12-07  | Post-observation interview #6                                                                                                                  | 1.0 hour post-obser. interview                               |
| 2-13-07  | Type field notes and reflexive analysis of observation #4                                                                                      | 1.5 hours                 |
| 2-17-07  | Transcribe interview #5 & #6                                                                                                                  | 2.5 hours                 |
| 2-24-07  | Start data analysis  
           Create grounded survey                                                                                                                      | 2 hours                   |
<p>| 2-26-07  | Issue grounded survey as a means of member checking                                                                                         | 1 hour                    |
| 2-26-07  | Write-up reflective analysis of grounded survey                                                                                              | 2 hours                   |
| 2-26-07  | CreatedEmotionality Venn Diagram                                                                                                         | 2 hours                   |
| 3-5-07   | Observation #5                                                                                                                               | 1 hour                    |
| 3-5-07   | Post-interview #7 of observation #5 &amp; Member check using emerging themes as a guide                                                        | 1 hour                    |
| 3-5-07   | Type field notes and interview                                                                                                                | 1 hour                    |
| <strong>Total time currently invested in this Pilot Study</strong> |                                                                                                                                           | <strong>37.5 hours</strong>             |</p>
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<td>Stimulated Recall interview</td>
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<td>1-31-07</td>
<td>Collected newspaper clipping for document analysis – asked participant for lesson plan to be issued to the researcher next week</td>
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<td>Observation #3</td>
<td>2 pages of field notes</td>
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<tr>
<td>2-12-07</td>
<td>Interview #6 – post observation</td>
<td>30-minute digital audio taped interview</td>
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<td>2-12-07</td>
<td>Document Analysis</td>
<td>Asked Paul Allen to fill out grounded survey and asked for lesson plans to be used for document analysis</td>
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<td>Grounded Survey</td>
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<tr>
<td>2-17-07</td>
<td>Received two lesson plans – conducted document analysis</td>
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<td>2-26-07</td>
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<td>2-26-07</td>
<td>Grounded Survey</td>
<td>Two-page survey collected</td>
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<tr>
<td>2-26-07</td>
<td>Reflexive Analysis of Survey</td>
<td>2.5 pages</td>
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<tr>
<td>2-26-07</td>
<td>Creation of Venn diagram</td>
<td>Theoretical Thinking regarding the emerging data from Paul Allen</td>
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<td><strong>21 pages of field notes and document analysis</strong>  <strong>28 pages of interviews and reflective analysis</strong>  <strong>Total of 49 pages of text</strong></td>
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APPENDIX E

PILOT STUDY II FINDINGS
Pilot Study II Findings

Findings (Data from interviews only)

**Joy** - Joy is often stated as happiness and is connected with other positive emotion subsets, such as amusement, exhilaration, elation, and gladness. Joy is connected to a care-free readiness to engage in whatever interaction presents itself (Fredrickson, 1998). In relation to physical education, joy would be associated with students’ willingness to stay engaged in physical activity.

Paul Allen believes that there are several variables that factor into helping students become interested in physical activity. One of these variables is experiencing joy or enjoyment in the activity. Paul Allen stated that, “In physical education, experiencing joy will lead to higher amounts of interest for my students.” Thus, Paul Allen purposefully plans each physical education lesson to promote joy, which he perceives as an important emotion for students experience.

Paul Allen also believes that experiencing joy helps him stay committed to helping all of his students in class. He commented that, “when something is positive and makes you feel good you continue to be positive with the kids and it carries you through the lesson. One person is excited then it excites me and I want others to become excited about the activity as well. It’s a lot of little moments of joy that you catch.”

Personally, he receives a feeling of joy when students’ are able to increase skill performance within physical education or when he sees students excited about class. Paul Allen stated, “I think the single most rewarding experiencing of teaching is when you’ve got kids who are excited to come and see you. Kids come up and say is it a
physical education day and I say yes if they are coming that day and you see their faces just light up. I think that’s pretty cool.” He also believes that this feeling of joy is an important attribute in leading to additional motivation for him to create a caring learning environment for his students. He remarked, “I felt joy every time I saw someone who was struggling become successful with one of their attempts in shooting the arrow. Or when a student calls out, hey Mr. Allen I got this or I did this, it puts a smile on my face. It’s a brief moment of joy but it carries you through the lesson.” “You associate happiness with something so you are more apt to do some things when you are joyful. Joy will lead to motivation and engagement.”

Interest - Interest is associated with curiosity, intrigue, excitement, and wonder. Interest creates the urge to explore the unknown, to attend to some matter until a resolution or goal is met. Action tendencies associated with interest are increased engagement with tasks or activities, a feeling of wanting to seek new information, explore new situations, or meet new people (Fredrickson, 1998).

Paul Allen also has a deep interest in wanting to know how his students feel about their education and opportunities in his classroom. Paul Allen stated, “I have concern for and listen to my students and want to understand how they feel in relationship to what is happening in class. This makes me a more effective teacher because I am able to reflect on their needs and adjust my teaching.” After coming back from a snow day off Paul Allen was amazed to see the interest from his students wanting to make-up what they missed due to the day off. He said, “when we came back to school after those three days off and a lot of kids mentioned are we going to make-up the hockey games that we missed are we going to have make-up day – so there was

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interest from the kids in making up the time that they felt they had missed. This example illustrates the importance and interest from the students regarding these hockey games and Paul Allen’s ability to recognize this interest as and take it into consideration in his planning.

**Love** - Love is most often associated with romantic or passionate love, caregiver love, companion love, and other close relationships. According to Fredrickson (1998), love is made up of several positive emotions, such as joy, interest, and contentment. Love is experienced within contexts of safe, close relationships. Love allows one to be playful, explore, and enjoy the people who make up the close interpersonal relationships. There are many ways that Paul Allen perceives representation of “Love” for and from his students: By recognizing his emotions and his students emotions Paul Allen believes he is more likely to build better teacher-student interpersonal relationships. Paul Allen emphasizes the emotional safety of each individual when he stated, “as a teacher you want to make sure there is emotional safety. So let’s say you have a situation where you have a winner or loser in an activity. You are going to talk to your students about the feelings of the person who was successful but also the feelings of the person who was not successful. So you are caring for the individual who is feeling bad about the outcome of the activity. Making this person realize that it’s the process of performance and not so much the outcome that I the teacher was looking for. You know I say that you are going to have winners and losers in every contest if it’s an activity that is point driven but, the outcome is not whether you’re a winner or loser, its about how you participated in the activity. Did you participate to the fullest to your ability? Did you get other people involved? I think
my students take this to heart. Like, I know this is a team thing and I can still come out feeling as a winner. And I think this leads to caring because then they are looking deeper than just the exterior point value worth in the class.”

Caring – In terms of caring Paul Allen believes that, “Care is having family, friends, colleagues, and any individual who supports you, trusts you, is honest with you, recognizes your values, beliefs, and attributes, who respects you as an individual, who creates educational opportunities for you, who uses positive connotations when talking to you, who provides for you, and who can listen to you in a time of need. Above all, feeling cared for is feeling that others have an invested interest in you and in turn reciprocating this interest back towards that person within a perceived safe environment.” Paul Allen went on to state, “I always praise the positive. I think kids are always going to seek attention, whether negative or positive. So why not give the kids the positive attention so they can act positively. For example, if I see a kid running I am going to praise the kid that is walking next to them and not address the negative behavior. I think that leads to caring.” “You feel cared for when other people are taking interest in what you are interested in. Not just my parents but my brothers did that and the people I connected with did that as well. When people are taking interest you know that they care.”

Paul Allen’s definition of caring for his students was represented in words as well as actions in the classroom. When asked, “What types of behaviors do you perceive as caring within physical education?” Paul Allen stated, “Getting to know your students. Asking them questions. I think I am pretty good at you know, asking how is your older brother and sister doing how is your family doing, you know asking
questions that extend beyond the classroom. So the rapport you have with them leads to a caring environment.”

**Purpose in Life** - By experiencing joy, interest, contentment, and love over the course of the school year Paul Allen is in essence fulfilling a large aspect of his purpose in life. He went on to say, “when you make an impact with a kid, when you make a connection with a kid, whether it was success or not but they were enjoying it or getting something out of it. It makes you feel I’m doing something right. This is why I got up this morning. To make an impact with these kids and that’s something powerful it really is.”

Paul Allen’s commitment to his students and school has led to him discovery a purpose in his own life. He stated, “I got some recognition from the local paper one time for starting an after school what we call our marathon club where kids where kids stayed around and tried to accomplish getting the marathon distance by small chunks every week. That was a big PR thing for the school and me. Newspaper came out and saw a hundred some kids that stayed after school that did the running club. I think it made an impact as far as when you come in you feel your doing something worthwhile. Feel a sense of I’m doing something good and that kind of hits home.” The profession has shaped Paul Allen’s perspective of himself as a physical education teacher into more than just a job but a chance to become a teacher who is truly an agent of change. He said, “I think it is my nature to do whatever I can every time I come out. Brings an awareness that what I am doing is important.”

**Choice** – Paul Allen believes that care is creating an environment where all students have a variety of ways to be successful and where process and equitable
participation are far more important than winning. Paul Allen stated, “I believe students are experiencing joy and interest in the lesson when everyone is involved, everyone sets their own pace, kids can make their own choices and decisions. They can choose lots of options and have a variety of decisions to make. I am a big proponent of choice because that will lead to success for everybody. It is a nice activity when success can be measured in a lot of different ways.”

Paul Allen believes he is a life-long learning who is motivated by trying new experiences as he can and to take away lived experience from each event or situation. When asked “Do you portray that with your student?” Paul Allen replied, “A lot of variety in my classes. If something new comes up why not give it a shot! Don’t be afraid to try things out. Give them a lot of experiences so they can make choices down the line in terms of what they want to do. Choice is huge. In terms of equipment. A lot of problem solving activities were students can think outside of the box and can choose how they want to accomplish certain goals. Choice if they want to do intramurals or after school programs.” When asked, “Does choice provide students with a sense of joy?” Paul Allen replied, “I think it gives kids ownership in the program where feel they are contributing to the program and where they can take an active approach to what is going on in here.” For Paul Allen student choice creates opportunity for physical activity to become a positive lived experience for all students.

Discussion and Implications

As a result of this inquiry Paul Allen was able to provide meaning and value behind the positive emotions he experiences on a regular basis in his classroom. Paul Allen believes that experiencing positive emotions does impact his teaching of physical
education. Paul Allen perceives joy as an additional motivator in helping students become successful. In addition, Paul Allen believes that students who experience joy are more willing to stay engaged in physical activity. In terms of interest Paul Allen believes that knowing his students and knowing what they care about better informs him in providing effective instruction. Paul Allen believes that having a love for his profession and for helping students allows him to build better teacher-student interpersonal relationships and that this relationship will help students stay engaged in physical activity. Caring for Paul Allen is having individuals who support and show interest in you and he believes this to be an important behavior to demonstrate to his students in class. Paul Allen also believes that by giving students choices within planned class activities he is able to demonstrate care towards his students and that students appreciate being able to select from a variety of options. Paul Allen also believes that experiencing positive emotions allows him to consciously acknowledge his purpose in life.

Possible benefits stemming from helping educators become more conscious of the role of emotions within the classroom may include:

1. Higher motivational climates for students and
2. Widening cognitive focus when dealing with class instruction

As Sutton and Wheatley (2003) have pointed out, emotions shape teacher and student cognition. Thus, the emotional ecology of the classroom becomes an integral part of the learning environment and should be explored further in terms of how emotions are: (a) defined, (b) valued, and (c) perceived as functional components of teaching.
APPENDIX F

IRB APPROVAL LETTER
Dear Dr. Ward,

The Behavioral IRB APPROVED BY EXPEDITED REVIEW the above referenced protocol. The Board was able to provide expedited approval under 45 CFR 46.110(b)(1) because the research presents minimal risk to subjects and qualifies under the expedited review category (s) listed below.

Protocol Number: 2006B0319
Protocol Title: EXPLORING THE EMOTIONALITY OF CARING TEACHERS WITHIN PHYSICAL EDUCATION, Philip C. Ward, Paul T. Sturh, PAES.
Type of Review: Continuing Review—Expedited
IRB Staff Contact: Kelli Cyrus
Phone: 614-292-6526
Email: cyrus.17@ohio-state.edu

Date of IRB Approval: August 20, 2007
Date of IRB Approval Expiration: August 09, 2008
Expedited Review Category: ?

In addition, the protocol was approved for the inclusion of children (permission of one parent sufficient).

NOTE: Please forward the additional letter(s) of support upon receipt, prior to beginning research at those sites.

If applicable, informed consent (and HIPAA research authorization) must be obtained from subjects or their legally authorized representatives and documented prior to research involvement. The IRB-approved consent form and process must be used. Changes in the research (e.g., recruitment procedures, advertisements, enrollment numbers, etc.) or informed consent process must be approved by the IRB before they are implemented (except where necessary to eliminate apparent immediate hazards to subjects).

This approval is valid for one year from the date of IRB review when approval is granted or modifications are required. The approval will no longer be in effect on the date listed above as the IRB expiration date. A Continuing Review application must be approved within this interval to avoid expiration of IRB approval and cessation of all research activities. A final report must be provided to the IRB and all records relating to the research (including signed consent forms) must be retained and available for audit for at least 3 years after the research has ended.

It is the responsibility of the investigator to promptly report to the IRB any serious, unexpected and related adverse events or potential unanticipated problems involving risks to subjects or others.

This approval is issued under The Ohio State University's OHRP Federalwide Assurance #0006378. All forms and procedures can be found on the OHRP website – www.crrp.ohio.edu. Please feel free to contact the IRB staff contact listed above with any questions or concerns.

Sari R. Speer, PhD, Chair
Behavioral and Social Sciences Institutional Review Board
APPENDIX G

TEACHER CONSENT FORM
The Ohio State University Consent to Participate in Research

Study Title: Exploring the Emotionality of Caring Teachers within Physical Education

Researcher: Phillip Ward: ward.116@osu.edu - 614-688-8435
Paul T. Stuhr: stuhr.4@osu.edu - 614-596-3933

Sponsor: A. The Ohio State University

This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

This inquiry seeks to better understand and provide meaning to the emotionality of the caring teacher within an urban physical education classroom and determine the commonalities and differences between the teachers’ perception of their emotionality and caring behavior to that of their students within the same community (i.e., the physical education classroom).

Procedures/Tasks:

This inquiry will require you to take part in: (a) two 30-minute interviews pertaining to your life history regarding social events and emotions experienced in your lifetime and (b) six 30-minute interviews pertaining to the lesson or lessons taught during your physical education class. During these six interviews you will be asked questions pertaining to your perception of emotionality and caring behaviors that exist within your physical education class. Each interview will last 30 minutes. In addition, you will be asked to write in a journal twice per week reflecting on questions provided by the researcher. Your total time commitment over the course of 20-weeks will equal no longer than 12 hours.

Duration:

The interviews will require a total of six hours of your time. The journal writing will require approximately five hours of your time.

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You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

**Risks and Benefits:**

No known risk will be present during this study.

**II. Confidentiality:**

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

**Incentives:**

No incentives will be offered

**III. Participant Rights:**

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

**IV. Contacts and Questions:**

For questions, concerns, or complaints about the study you may contact:
Phillip Ward (Primary Investigator) at ward.116@osu.edu or 614-688-8435
Paul T. Stuhr at stuhr.4@osu.edu or 614-596-3933

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.
If you are injured as a result of participating in this study or for questions about a study-related injury, you may contact: Paul T. Stuhr at 614-596-3933

V. Signing the consent form

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

<table>
<thead>
<tr>
<th>Printed name of subject</th>
<th>Signature of subject</th>
<th>AM/PM</th>
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<tbody>
<tr>
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<tr>
<td>Date and time</td>
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</table>

<table>
<thead>
<tr>
<th>Printed name of person authorized to consent for subject (when applicable)</th>
<th>Signature of person authorized to consent for subject (when applicable)</th>
<th>AM/PM</th>
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<tr>
<td>Relationship to the subject</td>
<td>Date and time</td>
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</table>

**Investigator/Research Staff**

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

<table>
<thead>
<tr>
<th>Printed name of person obtaining consent</th>
<th>Signature of person obtaining consent</th>
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<td>Date and time</td>
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</tbody>
</table>

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APPENDIX H

PARENT CONSENT FORM
The Ohio State University Parental Permission
For Child’s Participation in Research

Study Title: Exploring the Emotionality of Caring Teachers within Physical Education

Researcher: Phillip Ward: ward.116@osu.edu - 614-688-8435
Paul T. Stuhr: stuhr.4@osu.edu - 614-596-3933

Sponsor: A. The Ohio State University

This is a parental permission form for research participation. It contains important information about this study and what to expect if you permit your child to participate.

Your child’s participation is voluntary.

Please consider the information carefully. Feel free to discuss the study with your friends and family and to ask questions before making your decision whether or not to permit your child to participate. If you permit your child to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

This inquiry seeks to better understand and provide meaning to the emotionality of the caring teacher within a physical education classroom and determine the commonalities and differences between the teachers’ perception of their emotionality and caring behavior to that of their students within the same community (i.e., the physical education classroom).

Procedures/Tasks:

This inquiry will require your child to take part in one 15-minute group interview with 3-4 of their classmates during their physical education class. In addition, one 15-minute individual interview. The students in these interviews will be asked questions pertaining to their perception of their physical education teacher in terms of how they view the teachers caring behavior in class.

Duration:

This will require a total of 30-minutes of your child’s time within physical education class.
Your child may leave the study at any time. If you or your child decides to stop participation in the study, there will be no penalty and neither you nor your child will lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

Risks and Benefits:

No known risk will be present to your child.

VI. Confidentiality:

Efforts will be made to keep your child’s study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your child’s participation in this study may be disclosed if required by state law. Also, your child’s records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

Incentives: No incentives will be offered.

VII. Participant Rights:

You or your child may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you or your child is a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you and your child choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights your child may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

VIII. Contacts and Questions:

For questions, concerns, or complaints about the study you may contact: Phillip Ward (Primary Investigator) at ward.116@osu.edu or 614-688-8435
Paul T. Stuhr at stuhr.4@osu.edu or 614-596-3933

For questions about your child’s rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

If your child is injured as a result of participating in this study or for questions about a study-related injury, you may contact: Paul T. Stuhr at 614-596-3933

IX. Signing the parental permission form
I have read (or someone has read to me) this form and I am aware that I am being asked to provide permission for my child to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to permit my child to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

<table>
<thead>
<tr>
<th>Printed name of subject</th>
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</thead>
<tbody>
<tr>
<td>Printed name of person authorized to provide permission for subject</td>
<td>Signature of person authorized to provide permission for subject</td>
</tr>
<tr>
<td>Relationship to the subject</td>
<td>Date and time</td>
</tr>
<tr>
<td>AM/PM</td>
<td></td>
</tr>
</tbody>
</table>

Investigator/Research Staff
I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

<table>
<thead>
<tr>
<th>Printed name of person obtaining consent</th>
<th>Signature of person obtaining consent</th>
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<tbody>
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<td>AM/PM</td>
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<td>Date and time</td>
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</tbody>
</table>
APPENDIX I

CHILD ASSENT FORM
The Ohio State University Assent to Participate in Research

Study Title: Exploring the Emotionality of Caring Teachers within Physical Education

Researcher: Phillip Ward: ward.116@osu.edu - 614-688-8435
           Paul T. Stuhr: stuhr.4@osu.edu - 614-596-3933

Sponsor:   A. The Ohio State University

• You are being asked to be in a research study. Studies are done to find better ways to treat people or to understand things better.
• This form will tell you about the study to help you decide whether or not you want to participate.
• You should ask any questions you have before making up your mind. You can think about it and discuss it with your family or friends before you decide.
• It is okay to say “No” if you don’t want to be in the study. If you say “Yes” you can change your mind and quit being in the study at any time without getting in trouble.
• If you decide you want to be in the study, an adult (usually a parent) will also need to give permission for you to be in the study.

1. What is this study about?
The types of caring behaviors that your physical education teacher displays in class.

2. What will I need to do if I am in this study?
Take part in one 15-minute interview with 3-4 of your classmates and one 15-minute individual interview on the topic of your perception of how your physical education teacher behaves in class.

3. How long will I be in the study?
30-minutes.

4. Can I stop being in the study?
You may stop being in the study at any time.

5. What bad things might happen to me if I am in the study?
You may be asked to describe certain events that have taken place in your physical education class; however, you may decline to answer any of the questions that are asked of you at any point of the interviews.
6. **What good things might happen to me if I am in the study?**
You will be given an opportunity to talk about your experiences related to physical education.

7. **Will I be given anything for being in this study?**
N/A - None

XI. 8. **Who can I talk to about the study?**
For questions about the study you may contact:

Phillip Ward (Primary Investigator) at ward.116@osu.edu or 614-688-8435
Paul T. Stuhr at stuhr.4@osu.edu or 614-596-3933

To discuss other study-related questions with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

XII.

XIII. **Signing the assent form**

I have read (or someone has read to me) this form. I have had a chance to ask questions before making up my mind. I want to be in this research study.

<table>
<thead>
<tr>
<th>Signature or printed name of subject</th>
<th>Date and time</th>
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</table>

**Investigator/Research Staff**

I have explained the research to the participant before requesting the signature above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

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<thead>
<tr>
<th>Printed name of person obtaining assent</th>
<th>Signature of person obtaining assent</th>
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<td>Date and time</td>
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This form must be accompanied by an IRB approved parental permission form signed by a parent/guardian.
APPENDIX J

RESEARCH TIMELINE
Research Timeline

Data were collected using:

- Semi-structured interviews (7 for Stacey; 6 for Paul; 1 per small student group, plus 3 individual interviews per 5th grade class)
- A modified life story interview of the teachers (2 per teacher)
- Open-ended and theoretically-focused field notes from direct observations (5 for Stacey and 3 for Paul)
- Written participant journaling (10 for Stacey; 4 for Paul)
- Document analysis from physical artifacts (collected from Stacey only)

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Data Collected</th>
<th>Data Collected Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Visit Mountain Top</td>
<td>Throwing Assessment</td>
<td>a. 2 hours</td>
</tr>
<tr>
<td>10/15/07</td>
<td>Receive Teacher Consent</td>
<td></td>
<td>b. 1 hour</td>
</tr>
<tr>
<td></td>
<td>Schedule Data Collection Dates</td>
<td></td>
<td>c. 1 hour</td>
</tr>
<tr>
<td></td>
<td>Collect first documents</td>
<td></td>
<td>d. 1 hour</td>
</tr>
<tr>
<td>Week 1</td>
<td>Visit Joanna Salk</td>
<td></td>
<td>a. 1 hour</td>
</tr>
<tr>
<td></td>
<td>Receive Teacher Consent</td>
<td></td>
<td>b. 20 min</td>
</tr>
<tr>
<td></td>
<td>Schedule Data Collection Dates</td>
<td></td>
<td>c. 40 min</td>
</tr>
<tr>
<td>Week 2</td>
<td>Visit Mountain Top</td>
<td>Team handball assessment</td>
<td>a. 2.5 hours</td>
</tr>
<tr>
<td>10/22/07</td>
<td>Observation 1</td>
<td>3-pages of field notes</td>
<td>b. 1.5 hours</td>
</tr>
<tr>
<td></td>
<td>Drop off Parent and Child Consent Forms for Interviews</td>
<td></td>
<td>c. 1 hour</td>
</tr>
<tr>
<td>Week 2</td>
<td>Visit Joanna Salk</td>
<td></td>
<td>a. 1 hour</td>
</tr>
<tr>
<td></td>
<td>No Observation</td>
<td></td>
<td>b. 20 min</td>
</tr>
<tr>
<td></td>
<td>Drop off Parent and Child Consent Forms for Interviews</td>
<td></td>
<td>c. 40 min</td>
</tr>
<tr>
<td>Week 3</td>
<td>Visit Mountain Top</td>
<td>3-pages written field notes</td>
<td>a. 5.5 hours</td>
</tr>
<tr>
<td>10/29/07</td>
<td>Observation 2</td>
<td>30-minutes of digital recording</td>
<td>b. 2.5 hours</td>
</tr>
<tr>
<td></td>
<td>Teacher Interview 1 (Care)</td>
<td>Collected journal 1</td>
<td>c. 2.0 hours</td>
</tr>
<tr>
<td></td>
<td>Type field notes</td>
<td>Mountain Top curriculum/philosophy statement (document)</td>
<td>d. 1 hour</td>
</tr>
<tr>
<td></td>
<td>Transcribe interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct Reflexive Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Visit Joanna Salk</td>
<td>2-pages of field notes</td>
<td>a. 3.75 hours</td>
</tr>
<tr>
<td></td>
<td>Observation 1</td>
<td>30-minutes of digital</td>
<td>b. 1.25 hours</td>
</tr>
<tr>
<td>Date</td>
<td>Activity Details</td>
<td>Notes</td>
<td>Duration</td>
</tr>
<tr>
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</tr>
<tr>
<td>11/05/07</td>
<td>Teacher Interview 1 (Care) Collect Reflective Journals Type field notes Transcribe interviews Collect Reflective Journals Conduct Reflexive Analysis</td>
<td>recording</td>
<td>c. 2.0 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e. 40 min</td>
</tr>
<tr>
<td></td>
<td>Week 4 Visit Mountain Top Observation 3 Teacher Interview 2 (Care) Type field notes Transcribe interviews Collect Reflective Journals Conduct Reflexive Analysis</td>
<td>3-pages of field notes</td>
<td>a. 4.75 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-minutes of digital recording</td>
<td>b. 2.5 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collected journal 3 and 4</td>
<td>c. 1.25 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e. 1 hour</td>
</tr>
<tr>
<td>11/05/07</td>
<td>Week 4 Visit Joanna Salk NO observation possible Teacher Interview 2 (Care) Transcribe interviews Collect Reflective Journals Conduct Reflexive Analysis</td>
<td>2-pages of field notes</td>
<td>a. 4.0 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-minutes of digital recording</td>
<td>b. 2.0 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collected journal 1</td>
<td>c. 1.25 hours</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>e. 40 min</td>
</tr>
<tr>
<td>11/12/07</td>
<td>Week 5 Visit Mountain Top Observation 4 Teacher Interview 3 (Life Story) Type field notes Transcribe interviews Collect Reflective Journals Conduct Reflexive Analysis Conduct Member Check 1 (Stacey interview member check)</td>
<td>3-pages of field notes</td>
<td>a. 6.75 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20-minutes of digital recording</td>
<td>b. 1.5 hours</td>
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<tr>
<td></td>
<td></td>
<td>19-minutes of digital recording</td>
<td>c. 3.25 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collected journal 5 and 6</td>
<td>e. 2 hour</td>
</tr>
<tr>
<td>11/12/07</td>
<td>Week 5 Visit Joanna Salk No Observation – Paul Allen Sick Teacher Interview 3 (Life Story) Transcribe interviews Collect Reflective Journals Conduct Peer Debrief 1</td>
<td>20-minutes of digital recording</td>
<td>a. 3.5 hours</td>
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<tr>
<td></td>
<td></td>
<td>Collected journal 2</td>
<td>b. 45 min</td>
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<td></td>
<td></td>
<td></td>
<td>c. 2 hours</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>e. 40 min</td>
</tr>
<tr>
<td>11/19/07</td>
<td>Week 6 Visit Mountain Top Teacher Interview 4 (Life Story) Observation 5 Type field notes Transcribe interviews Collect Reflective Journals Conduct Reflexive Analysis</td>
<td>Collected revised block plan for Nov and Dec Collected a Big Shoe program example 16-minutes digital recording 2-pages field notes Castle ball rules sheet</td>
<td>a. 5.5 hours</td>
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<td></td>
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<td></td>
<td>b. 3 hours</td>
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<tr>
<td></td>
<td></td>
<td>Observe assembly on the topic of “Respect”</td>
<td>c. 1.5 hours</td>
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<td></td>
<td></td>
<td></td>
<td>e. 1 hour</td>
</tr>
<tr>
<td>11/19/07</td>
<td>Week 6 Visit Joanna Salk Teacher Interview 4 (Life Story) Observation 2 and 3 Assembly Observation Type field notes Transcribe interviews Conduct Peer Debrief 2</td>
<td>15-minutes of digital recording</td>
<td>a. 5.75 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-pages of field notes</td>
<td>b. 3 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observed assembly on the topic of “Respect”</td>
<td>c. 2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e. 40 min</td>
</tr>
<tr>
<td></td>
<td>Week 6 Visit Joanna Salk Teacher Interview 4 (Life Story) Observation 2 and 3 Assembly Observation Type field notes Transcribe interviews Conduct Peer Debrief 2</td>
<td>15-minutes of digital recording</td>
<td>a. 5.75 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-pages of field notes</td>
<td>b. 3 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observed assembly on the topic of “Respect”</td>
<td>c. 2 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>e. 40 min</td>
</tr>
</tbody>
</table>
| Week 7 | Visit Mountain Top  
11/26/07 | Visit Mountain Top  
No possible interview/observation  
Participant was out sick | Collected journal 3  
15-minutes digital recording  
3-pages of field notes | a. 4.75 hours  
b. 2 hours  
c. 2 hours  
e. 45 min |
|---|---|---|---|---|
| Week 7 | Visit Joanna Salk  
Observation 4  
Teacher Interview 5 (Emotion)  
Type field notes  
Transcribe interviews  
Collect Reflective Journals | Collected student journal entries  
35-minutes of digital recording | a. 8.5 hours  
b. 3 hours  
c. 4.5 hours  
e. 1 hour |
| Week 8  
12/03/07 | Visit Mountain Top  
Teacher Interview 5 (Emotion)  
Student Sm Group Interviews  
Transcribe interviews  
Collect Reflective Journals  
Conduct Reflexive Analysis | Collected journal 8 and 9  
11-minute digital recording | a. 5.5 hours  
b. 3 hours  
c. 1.5 hours  
e. 1 hour |
| Week 8 | Visit Joanna Salk  
No observation possible  
Teacher Interview 6 (Emotion)  
Transcribe interviews | 16-minutes digital recording | a. 3.75 hours  
b. 1 hour  
c. 2 hours  
e. 45 min |
| Week 9  
12/10/07 | Visit Mountain Top  
Teacher Interview 6 (Emotion)  
Student Individual Interviews  
Collect Reflective Journals | Collected journal 4  
18-minutes digital recording | a. 4.75 hours  
b. 2 hours  
c. 2 hours  
e. 45 min |
| Week 9 | Visit Joanna Salk  
Sm group interviews  
Collect Reflective Journals | | |
| Week 10  
12/17/07 | Visit Mountain Top  
Teacher Interview 7 | 23-minutes digital recording | a. 3.75 hours  
b. 1 hour  
c. 2 hours  
e. 45 min |
| Week 10 | Visit Joanna Salk  
Student Individual interviews | 16-minutes digital recording | a. 4.75 hours  
b. 2 hours  
c. 2 hours  
e. 45 min |
APPENDIX K

INNER LIFE HISTORY QUESTIONS
Inner Life History Questions

Interview 1

1. How were you cared for as a child?

2. How were you encouraged to care for others growing up?

3. What do you remember most about growing up with, or without, brothers and sisters?

4. What was the happiest time for you growing up?

5. What would you say was the most significant event in your life up to age 12?

6. Can you describe a memory from elementary school that brings back joy and happiness when you reflect on this event or instance?

7. Can you describe a memory from middle or high school that brings back joy and happiness when you reflect on this event or instance?

8. How did your family show their emotions?

9. Can you describe the most significant event in your life as a teenager?

10. What special people have you known in your life? And what made these people special?

11. What shaped or influenced your life the most?
Interview 2

1. Who are your heroes or helpers in your life? Why?

2. Who cared for you the most growing up?

3. What does a sense of community mean to you?

4. What role does spirituality play in your life?

5. What primary beliefs guide your life?

6. What was the last positive emotional response you can remember? Can you tell me the story behind the response?

7. How do your values and beliefs affect your life?

8. What values would you not want to compromise?

9. What do you see as the highest ideal we can strive for in life?

10. What has been the most positive event in your teaching career? Can you tell me the story behind why this has left a lasting impact on you?
APPENDIX L

CODEBOOK
Codes for Stacey Swanson Version 1

Bigger Themes

Love

Care

Wanting to what is best for students

High Work Ethic

Broaden-and-Build Theory
1- Joy
23 – A Warm Fuzzy
2a- Taking interest in helping students
2b- Students taking interest in physical education
3- Contentment
4- Love
4a. Positive emotional feeling
4b. Perceived teacher behavior from positive emotional experience
4c. Negative emotional experience
4d. Interest in teaching
4e. Teacher positive interactions with students
4f. Expressing emotions to students
4g. Forming emotional bonds with students through mutual respect

Teacher and Student behavior and opportunity in PE
5- Student choice and differentiating instruction
6- Student motivation
6b. Encouraging students/providing feedback
7- Student Achievement

Teacher and Humanistic Qualities and Influences in Life
8- Care
9- Purpose in Life
9a. Direction in teaching
10- Job satisfaction
11- Family
11a Fatherly Support and Influence
11b Family structure and guidance growing up
11c Conversations with parents growing up

360
Pedagogy used by the teacher
16 – Reflection/Planning = Preparation
21 – Seeking improvement in teaching methods used with students
27 – Modeling behavior for students
25 – Listening to students
25a. Understanding and knowing your students
29 – Teacher and student circle discussions

Teacher Vision/Mission in physical education
17 – Intrinsically wanting to do what is best for students/high work ethic
17a – Striving for personal best
18 – Teaching about and demonstrating lifelong physical activity
18a – Teaching about and demonstrating lifelong social skills
19 – Healthy active lifestyles lead to increased learning performance
20 – Physical activity benefits students with day-to-day living tasks
22 – Showing concern of students lives and well-being
26 – Helping Student LEARN
26b. – Successful student performance
26a – Using assessment to track learning
27. – Teacher perception of effective teaching
27a. – Teacher perception of less effective teaching
24. Applying PE to life/transfer skills to different activities

Ecology of the classroom
12- Physical layout
14- Adventure
15- Positive atmosphere
APPENDIX M

RECIPROCITY INTERVIEW QUESTIONS
Reciprocity Member Check

Interview Questions

After taking part in this 10-week study

1. What value was this experience (answering these interview questions on emotions)?

2. What have you gained from this experience?

3. Do you view this research on positive emotions as an experience in which the time devoted to this inquiry was worthwhile?

4. Why do you believe positive emotions are important within teaching?

5. How will you use any of our discussions to better yourself, your teaching, or your students opportunities to learn?

6. This study has highlighted the impact of positive emotions in regards to the life of Paul Allen – Would you feel more connected to this study if I used your real name instead of a psydonuem or do you feel more comfortable with the alias?
APPENDIX N

TEAM HANDBALL, PILLOW POLO, FLOOR HOCKEY, PERSONAL BEHAVIOR, SOCIAL BEHAVIOR, AND COOPERATIVE ACTIVITIES SKILLS ASSESSMENTS
### First Trimester - Grade 4,5 skill sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Teacher</th>
<th>Grade</th>
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<table>
<thead>
<tr>
<th><strong>Team Handball</strong></th>
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<tbody>
<tr>
<td>Passing</td>
<td></td>
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<tr>
<td>Moving to get open</td>
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<tr>
<td>Defense</td>
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<tr>
<th><strong>Pillo Polo</strong></th>
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<tbody>
<tr>
<td>Passing</td>
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<tr>
<td>Controls the ball</td>
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<tr>
<td>Defense</td>
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<tr>
<td>Moving to get open</td>
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<thead>
<tr>
<th><strong>Hockey</strong></th>
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<tbody>
<tr>
<td>Passing</td>
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<tr>
<td>Controls the puck</td>
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<tr>
<td>Defense</td>
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<tr>
<td>Moving to get open</td>
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<thead>
<tr>
<th><strong>Hopscotch</strong></th>
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<th><strong>General space</strong></th>
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<tr>
<th><strong>Self space</strong></th>
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<table>
<thead>
<tr>
<th><strong>Actively participates in class</strong></th>
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</thead>
</table>

| **Personal Behaviors**            |         |       |
|                                   |---------|-------|
| Wears proper footwear             |         |       |
| Follows directions                |         |       |
| Safety                            |         |       |
| Makes good choices                |         |       |

| **Social Behaviors**              |         |       |
|                                   |---------|-------|
| Cooperates w/ others              |         |       |
| Fair play                         |         |       |
| Sportspersonship                  |         |       |

| **Cooperative Activities**        |         |       |
|                                   |---------|-------|
| Communicates                      |         |       |
| Cooperates                        |         |       |
| Problem Solves                    |         |       |
APPENDIX O

COGNITIVE ASSESSMENT
### Fitness, Cooperative and Team Handball Targets

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can consistently use a two handed ________ or ________ in team handball.</td>
<td></td>
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<tr>
<td>I can consistently move to get open to receive a pass in team handball.</td>
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<tr>
<td>I know the difference between offense and defense in team handball.</td>
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<tr>
<td>I'm on ________ when my team does not have the ball</td>
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<td></td>
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<tr>
<td>I'm on ________ when my team has the ball</td>
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<tr>
<td>I know what aerobic capacity is and how to improve it.</td>
<td></td>
<td></td>
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<tr>
<td>Name one test for aerobic capacity.</td>
<td></td>
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<tr>
<td>What two things should I keep my body between when guarding my player with the ball?</td>
<td></td>
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</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>I can listen attentively and follow class procedures without any reminders from Mrs. Griscom.</td>
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<tr>
<td>I can work cooperatively with other classmates when participating in a group activity.</td>
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</table>
APPENDIX P

JUMP ROPE ASSESSMENT
### Jump Rope Skill Sheet 2007-2008

**Name**

**Teacher**

**Grade 5**

**Individual Jump Rope Skills**

**Directions:** After you can do each skill correctly and the number of times listed please have a partner sign their name in the box for each skill. After you have completed 4 skills (1 row), please see Mrs. Grissom to check you before moving to the next 4 skills.

Remember you must go in the order of the skills listed, unless I give you other instructions. Grade 5 must complete 15 skills to be an AC.

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<table>
<thead>
<tr>
<th>Row 2</th>
<th>5. Single side swing and jump 12x</th>
<th>6. Double side swing and jump 12x</th>
<th>7. Side straddle 12x</th>
<th>8. Backwards 10x</th>
</tr>
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<table>
<thead>
<tr>
<th>Row 4</th>
<th>13. Double toe touch 6x</th>
<th>14. Straddle cross 6x</th>
<th>15. Front Cross 3x</th>
<th>16. Full turn 3x</th>
</tr>
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<table>
<thead>
<tr>
<th>Row 5 Challenge</th>
<th>Continuous front cross</th>
<th>Grape vine</th>
<th>Leg over</th>
<th>Rump Jump</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Row 6 Challenge</th>
<th>Double unders</th>
<th>Behind knees cross</th>
<th>Behind back cross</th>
<th>Push-up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

| Partner signature |                |                  |                    |        |

369
APPENDIX Q

PEDOMETER LOG ASSESSMENT
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Pedometer # of steps</th>
<th>Goal # of steps (Pink Paper on White Board)</th>
<th>Question of the Day</th>
<th>Personal Behavior (Safety, Respect, Honesty)</th>
<th>Social Behavior (Cooperation with your team and others)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>🎉 🙈</td>
<td>🎉 🙈</td>
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<tr>
<td>2</td>
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<td>🎉 🙈</td>
<td>🎉 🙈</td>
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<td>3</td>
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<td>6</td>
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</tr>
</tbody>
</table>
APPENDIX R

CLIMBING UNIT ASSESSMENT
<table>
<thead>
<tr>
<th>Activity</th>
<th>Lesson #1</th>
<th>Lesson #2</th>
<th>Lesson #3</th>
<th>Lesson #4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing rope</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Height color</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rat's tail time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pull self to stand</td>
<td></td>
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<tr>
<td>• Hang in a shape time</td>
<td></td>
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<tr>
<td>Speed stack - 3 stack time</td>
<td></td>
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<tr>
<td>Swinging rope</td>
<td>10 sec.</td>
<td></td>
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<tr>
<td>Climbing wall</td>
<td></td>
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<tr>
<td>• To what letter before a fall</td>
<td></td>
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<tr>
<td>Long jump rope</td>
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<tr>
<td>• Cold start</td>
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<tr>
<td>• Front door</td>
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<tr>
<td>Cargo net</td>
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<tr>
<td>• Height</td>
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<tr>
<td>Overhand throw (grade 1 and 2)</td>
<td></td>
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<tr>
<td>Volleyball forearm pass (grades 3,4,5)</td>
<td>From toss</td>
<td></td>
<td>With partner</td>
<td></td>
</tr>
<tr>
<td>Flexed arm hang (grades 3,4,5)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pull-ups (grades 3,4,5)</td>
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</tbody>
</table>
APPENDIX S

CASTLE BALL RULES
Fitness or Lifetime Sport Activity Form

Name: Kim Sinkhorn
Email contact info: sinkoki@alder.k12.oh.us

Indicate Level: Elementary or Middle

Name of Game/Activity: Castle Ball taken from Great Activities and adjusted

Equipment: 36 Hula Hoops
Nerf balls or Gator Skin balls

Objectives of game:
The objective is to knock down all three of the other team’s castles before they can rebuild them. This involves team strategy, throwing skills and goalie skills. Limitation can be used with the game to teach other skills.

Fitness concept or lifetime sport connection: Throwing, tracking skills, catching, teamwork, and cardiovascular workout.

Describe the game rules- How to play:
The game of Castle Ball is much like Bombardment except the targets are the castles. The objective of the game is to knock down all three castles of the opposing team. Players throw the nerf balls from their side of the playing area. Once a castle goes down, the players on the team with the fallen castle may rebuild the castle. If they can rebuild it before the other two fall, play continues. If all three castles are down or are under construction at the same time, the opposing team has won that round.
Game Strategy: Each player on the team usually assumes a role, either that of an attacker, a defender (who acts like a goalie guarding the castle) or a builder.

Castle Guards: The thrown balls may hit players, who guard the castle, so that is a risk they must assume. We always let the guards volunteer for this duty and describe it as a goalie-like position.

Penalties: There are three penalties in the game.
1) Crossing the center line to throw or retrieve a ball gives the offending player one minute in the penalty box.
2) Throwing at a castle under construction receives one minute in penalty box or I give the team that was offended a 10 second grace period if all their castles go down. I yell out that there is a penalty and when the time comes I count it out loud so all know that the 10 second rule is in effect.
3) Throwing at players on the opposing team. One minute penalty for the first offense. Second offense is longer or hold them out until the end of the game.

How to build a Castle: Each castle is made with 6 hoops of equal size. (1) Place the first hoop on the floor. (2) Place two hoops inside the first hoop to form a triangle, (they must be touching at the top) (3) Place two more hoops in the same fashion on the opposite sides to create 4 sides. (4) Finally, place one hoop on the top.
APPENDIX T

STUDENT LETTER OF CARE
11-19-07

Dear Mrs.  

We were very 
proud to get the 
BIG shoe in our 
classroom. We worked 
very hard to earn the 
big shoe. We will keep 
earning lots of points 
in P.E. class. 

Sincerely, 

Room 130 

Samantha 
Pooja 
Brandon 
Kate 
Sara 
Sara 
Harrison 
Tommy 
Matt 
Alex 
Katie 

Thomas 
Mertah 

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APPENDIX U

ORGANIZATION OF EMERGING THEMES
Codes for Stacey Swanson Version 1

Bigger Themes

Love

Care

Wanting to what is best for students

High Work Ethic

Broaden-and-Build Theory
1- Joy
23 – A Warm Fuzzy
2a- Taking interest in helping students
2b- Students taking interest in physical education
3- Contentment
4- Love
4a. Positive emotional feeling
4b. Perceived teacher behavior from positive emotional experience
4c. Negative emotional experience
4d. Interest in teaching
4e. Teacher positive interactions with students
4f. Expressing emotions to students
4g. Forming emotional bonds with students through mutual respect

Teacher and Student behavior and opportunity in PE
5- Student choice and differentiating instruction
6- Student motivation
6b. Encouraging students/providing feedback
7- Student Achievement

Teacher and Humanistic Qualities and Influences in Life
8- Care
9- Purpose in Life
9a. Direction in teaching
10- Job satisfaction
11- Family
11a Fatherly Support and Influence
11b Family structure and guidance growing up
11c Conversations with parents growing up

Pedagogy used by the teacher
Reflection/Planning = Preparation
21 – Seeking improvement in teaching methods used with students
27 – Modeling behavior for students
25 – Listening to students
25a. Understanding and knowing your students
29 – Teacher and student circle discussions

Teacher Vision/Mission in physical education
17 – Intrinsically wanting to do what is best for students/high work ethic
17a – Striving for personal best
18 – Teaching about and demonstrating lifelong physical activity
18a – Teaching about and demonstrating lifelong social skills
19 – Healthy active lifestyles lead to increased learning performance
20 – Physical activity benefits students with day-to-day living tasks
22 – Showing concern of students lives and well-being
26 – Helping Student LEARN
26b. – Successful student performance
26a – Using assessment to track learning
27. – Teacher perception of effective teaching
27a. – Teacher perception of less effective teaching
24. Applying PE to life/transfer skills to different activities

Ecology of the classroom
12- Physical layout
14- Adventure
15- Positive atmosphere
Codes for Stacey Swanson Version 2

Overarching Theme = Care within the Classroom Ecology

Theme 1 – Pedagogy and Mission as a Physical Education Teacher
1 – Supporting the Needs of Students
   Encouraging students and providing feedback
   Modeling appropriate behavior for students
   Listening and understanding students
2 – Helping Student LEARN
3 - Perception of effective teaching
4 - Teaching and applying lifelong physical activity and social skills

16 – Reflection, Planning, and Preparation
21 – Seeking improvement in teaching methods used with students
26a – Using assessment to track learning
29 – Teaching with center-circle discussions
5, 36 - Student choice and differentiating instruction

Theme 2 - Lived Emotional Experience (based on the Broaden-and-Build Theory)
9- Purpose in Life
11,11a,11b,11c Family Support and Influence
17a – Striving for personal best
10- Job satisfaction

1- Joy and 23 – Warm Fuzzy
2a- Taking interest in helping students
2b, 4d - Teacher and Student taking interest in physical education
4, 4a, 4b. Positive emotional feeling and love
4c. Negative emotional experience
4f. Expressing emotions to students
4e, 4g. Forming emotional bonds with students through positive interactions and mutual respect

Theme 3 - Student Behavior and Opportunity in PE
6- Student motivation
7- Student Achievement and 26b. – Successful student performance
30, 31, 32, 37. – Showing Concern, Responsibility, and Respect within class
33. – Helping Mrs. Swanson
34. Discussing feelings with Mrs. Swanson
35. Student perception of Mrs. Swanson as caring

382
Codes for Stacey Swanson Version 3

Overarching Theme = Care within the Classroom Ecology

Theme 1 - Lived Emotional Experience (based on the Broaden-and-Build Theory)
1 - Family support and influence
2 – Life and career fulfillment
3 - Striving for personal best
4 - Joy and the “Warm Fuzzy”
5 - Positive emotional feeling and love
6 - Negative emotional experience
7 - Forming emotional bonds with students

Theme 2 – Pedagogy and Mission as a Physical Education Teacher
1 - Supporting the Needs of Students
   Encouraging students and providing feedback
   Modeling appropriate behavior for students
   Listening and understanding students
2 - Teaching and applying lifelong physical activity and social skills
3 - Seeking improvement in Teaching through Reflection, Planning, and Preparation
4 - Using assessment to track learning
5 - Teaching with center-circle discussions
6 - Student choice and differentiating instruction

Theme 3 – Mrs. Swanson’s Students
1 - Student motivation
2 - Student achievement
3 – Student respect and responsibility
4 - Student perception of Mrs. Swanson as caring
Codes for Stacey Swanson Version 4

Overarching Theme = Care within the Classroom Ecology

Theme 1 - Lived Emotional Experience (based on the Broaden-and-Build Theory)
1 - Family support and influence
2 – Queenie: Stacey finding her personal best
3 - Joy and the “Warm Fuzzy”
4 - Positive emotional feeling and love
5 - Negative emotional experience
6 - Forming emotional bonds with students

Theme 2 – Pedagogy and Mission as a Physical Education Teacher
1 - Supporting the Needs of Students
   Encouraging students and providing feedback
   Modeling appropriate behavior for students
   Listening and understanding students
2 - Teaching and applying lifelong physical activity and social skills
3 - Seeking improvement in Teaching through Reflection, Planning, and Preparation
4 - Using assessment to track learning
5 - Teaching with center-circle discussions
6 - Student choice and differentiating instruction

Theme 3 – Mrs. Swanson’s Students
1 - Student motivation
2 - Student achievement
3 – Student respect and responsibility
4 - Student perception of Mrs. Swanson as caring
APPENDIX V

TRANSFORMATION OF FINDINGS
Stacey’s Caring Classroom Ecology

Version 1
Lived-Emotional Experience

Emotional Bond
Student Achievement
Teacher-Student Relationship

Pedagogy & Mission as a PE Teacher

Stacey’s Caring Classroom Ecology

Version 2
Theme 1: Lived-Emotional Experience

Stacey’s Caring Classroom Ecology

Theme 2: Pedagogy and Mission

Student Achievement
Student Respect and Responsibility
Student Motivation
Student Perception

Stacey’s Caring Classroom Ecology

Family Support and Influence
Supporting Student Needs

Queenie: Finding Personal Best
Muscle Hustle: The value of Lifelong Physical Activity
Reflection, Planning, and Preparation
Student Assessment and Choice

The Warm Fuzzy

From all Smiles to Frustration: Positive and Negative Emotions

The Fine Line: Forming Emotional Bonds with Students

Center-Circle Discussions

Version 3
Stacey’s Caring Classroom Ecology

Theme 1: Lived-Emotional Experience
- The Warm Fuzzy
- Committed: Finding Personal Best
- From all Smiles to Frustration: Positive and Negative Emotions
- The Fine Line: Forming Emotional Bonds with Students

Theme 3: Student Behavior
- Student Achievement
- Student Motivation
- Student Respect and Responsibility
- Supporting Student Needs
- Muscle Hustle: The value of Lifelong Physical Activity

Theme 2: Pedagogy and Mission
- Reflection, Planning, and Preparation
- Student Assessment and Choice
- Center-Circle Discussions

Theme 4: Student Voice
- Student Perception of the Caring Classroom Ecology: Happiness, Student Motivation, and the Reciprocal Nature of Care

Version 5