

DEVELOPMENT OF CONCERNS ABOUT STUDENT LEARNING IN PHYSICAL
EDUCATION TEACHER CANDIDATES DURING STUDENT TEACHING

by

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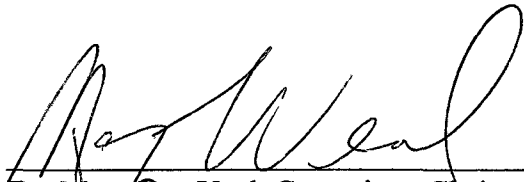
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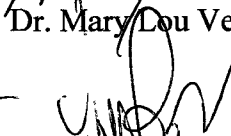
DEVELOPMENT OF CONCERNS ABOUT STUDENT LEARNING IN PHYSICAL
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ELIZABETH BOWLES SHARP

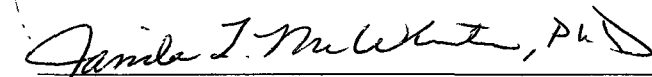
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DEDICATION

To my loving husband and family:

Thank you for your continued support and encouragement as I continue to
pursue my dreams

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ABSTRACT

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The discussion about teacher concerns, or what Teacher Candidates (TCs) focus on while teaching, has existed since the 1960's. Fuller first suggested a developmental conceptualization of concerns of teachers that led to a categorization of self, task, and impact concerns. The model was first introduced as stages that a teacher progressed through in their career but it has been suggested that it should be viewed as a contextual model. The purpose of this study was to describe the development of TC concerns during their student teaching internship and to investigate the influence of video technology on TCs impact concerns. Three physical education teacher candidates participated in the study during an entire semester of student teaching. Data collection included observations, journals, interviews, and the TCQ-PE. Findings indicated that TC concerns moved in a contextual model instead of hierarchally. Though the concern ratings varied throughout the study, impact concerns were always present. The emergence of a new category, conflict of belief, was also documented in this study. A case of one TC is included to illustrate the value of understanding how TC concerns develop and ways to address those concerns.

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CHAPTER I

INTRODUCTION

Teachers agree that the main purpose of teaching is to help pupils learn and master specific content standards or theoretical ideas. Teacher education programs strive to educate teacher candidates (TCs) to accomplish this task in a successful manner. However, many factors, such as the short amount of time available for professional preparation, the influence of previous school experiences (Lortie, 1975), and debates over the most important parts of teaching, cloud the vision for preparing TCs.

The discussion about teacher concerns, or what TCs focus on while teaching, has existed since the 1960's (Fuller, 1969). Fuller first suggested a developmental conceptualization of concerns of teachers that led to a categorization of self, task, and impact concerns (Fuller & Borich, 1974). The model was first introduced as stages that a teacher progressed through his or her career but it has been suggested that it should be viewed as a contextual model (Bowles & Kang, 2010; Watzke, 2007).

The theoretical framework for this study is based upon Fuller's research because it is a basic model and can be used to describe other models and theories. The model has been frequently used in the literature and allows for consideration of feelings, teaching behaviors, and the timeline in student teaching. The review of research on teacher concerns in Chapter 2 will begin to highlight the contextual aspects of the model and will synthesize the research that has been based upon the model. The proposed contextual concerns model can be seen in Figure 1 where the three types of concerns are equally

considered in the context of four main influences. The concerns overlap to illustrate that TCs can have concerns in more than one area at a time.

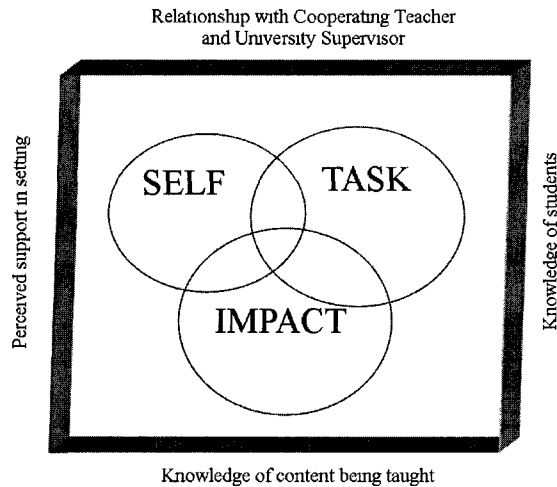


Figure 1. Proposed Model of Teaching Concerns for Teacher Candidates during Student Teaching.

Figure 2 illustrates an example of the fluidity of the model's movement as related to the context in which the TC is teaching. This figure shows that the concerns can move fluidly based on the context of the situation. For example, if a TC is teaching rugby (and no prior knowledge exists), the self and task concerns would be high whereas impact concerns might be smaller.

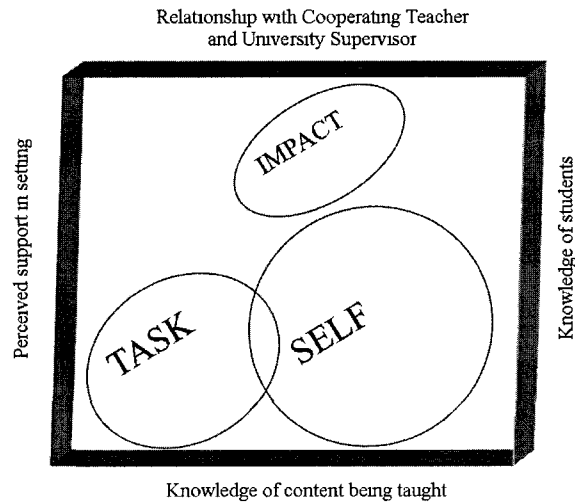


Figure 2. Rugby Example of Proposed Model of Teaching Concerns.

In the rugby example, the TC becomes more concerned with teaching as opposed to someone who is knowledgeable about rugby (self concern), creating activities for the pupils to participate in (task concern), controlling the class (self concern), and attempting to look like a teacher in front of the supervisor (self concern). As the model demonstrates in the described context, the self concerns would be the highest, and impact concerns very small.

Significance of the Study

The research on teacher concerns in teacher education is intriguing because of its potential to provide teacher educators with a rich description of how TCs develop. Although a few studies have been conducted in physical education, there is no evidence that the teaching experience alone will significantly change teacher concerns and create a greater concern for pupil learning on impact concerns. Video technology has been used as a means of improving reflection skills and helping TCs to focus on important aspects

of the lesson such as pupil learning. The connection between the use of video technology and the increase in impact teacher concerns is an important link in teacher development. The findings could influence the methods used in teacher education, specifically during the student teaching internship. As a researcher and teacher educator, this notion of improving teacher education through study while addressing the needs of TCs is appealing.

Statement of the Problem

Teaching concerns research reveals that TCs' concerns do not significantly change over the course of a semester of student teaching (Bogges, McBride, & Griffey, 1985; Rikard & Knight, 1997; Wendt, Bain, & Jackson, 1981); however, these studies only measured the concerns 2-3 times during the semester and without an intervention attempting to direct teacher concerns. Calls have been voiced for research on interventions during teaching placements that could address and change teacher concerns (Capel, 1997; Meek & Behets, 1999; McCormack, 1996). Expanding the research on TCs' concerns and investigating the relationship between teaching behaviors and concerns about teaching has been demonstrated in previous literature (Pigge & Marso, 1997). Recent changes in the national standards for beginning physical education teachers have moved in the direction of pupil learning (NASPE, 2009). This has created a greater emphasis on encouraging TCs to promote and demonstrate pupil learning in their lessons and teaching.

The purpose of this study was to describe the development of TCs' concerns during their student teaching internship and see if the use of learning communities and video

technology directed TCs toward impact concerns. This study was embedded within the normal student teaching internship required for teacher licensure. Teacher concerns were measured using a questionnaire and were charted contextually through daily reflections, interviews, and lesson discussions.

Researcher Orientation

My interest in teacher concerns began when educating TCs in my position as a visiting instructor in a Physical Education Teacher Education program. Through conversations and correspondence with the TCs, I began to see how their concerns about teaching changed as they taught in different contexts. During my doctoral studies, I started to dive into the research on teacher concerns. Research projects for each of my classes revolved around the idea of teacher concerns and various methods that might change a TC's concerns. As I studied the different developmental theories, I could sense that I was addressing self, task, and impact concerns as I taught new courses and developed myself as a teacher educator. When it was time to pick a dissertation topic, I knew that I wanted to investigate teacher concerns and develop a study for addressing concerns of TCs. My motivation for taking on this work is the desire to address concerns of TCs and help them develop into the best teachers possible. In my reading of the literature, I have found discrepancies in reference to TC concerns, and this study is my small attempt to find some of those missing pieces and create a more complete picture of how to educate TCs.

CHAPTER II

RULES OF THE GAME: HOW CONCERNS DEVELOP AMONG TEACHER CANDIDATES

The thoughts and concerns of in-service teachers and teacher candidates is a topic that has been discussed for the last 50 years in both general and physical education. What teachers are concerned about or focus their thinking on allows researchers to see what teachers deem as important. Many variables can affect those concerns such as prior experiences, the quality of the field experiences, cooperating teachers, and the input of the supervisors. Information on what teacher candidates (TCs) are concerned about is essential as teacher educators plan curriculum and facilitate field experiences. The more information teacher educators have about the development of concerns, the better equipped they are to address the concerns and facilitate more meaningful and successful experiences. It is critical to address key concerns during TC development and work with TCs to eliminate some concerns (Beeth & Adadan, 2006). It has been 18 years since a thorough review of the concerns research in physical education has been published (McBride, 1993); and recent concern studies have suggested viewing the concern theory as a contextual model instead of as the original hierarchal model (Watzke, 2007). The purpose of this paper is to reevaluate the previous research on teacher concerns, instruments for measuring concerns, and the research conducted in physical education settings through the lens of a contextual paradigm.

Theories on Stages of Development

Interest in the development of teachers has resulted in the emergence of stage theories as a way of explaining their growth and change over time. Development stages for in-service teachers typically rely upon experience and the length of teaching as described in both Katz's (1972) and Berliner's (1994) stage theories. In contrast, developmental stages for TCs rely more on occurring experiences, failures, successes; they allow for TCs to move back and forth within stages as opposed to moving in a linear fashion. This section will summarize three theories that target TC development. Fuller's (1969) model, focused on concerns, was the first. Caruso (1977) described phases of feelings that the TC experiences, and Sacks and Harrington (1982) discussed six stages of behaviors.

Using student logs and discussions with student teachers (STs), Caruso (1977) described phases of feelings that STs had about themselves and their experiences as they progressed through the internship experience. Basing some of his ideas on the work of Fuller and Bown (1975) and Katz (1972), Caruso found that TCs' feelings affected the development of their identities as teachers. He labeled the phases as: (I) anxiety/euphoria, (II) confusion/clarity, (III) competence/inadequacy, (IV) criticism/new awareness, (V) more confidence/greater inadequacy, and (VI) loss/relief. In Phase I, student teachers (STs) feel anxious about the unknown of the student teaching experience, but they are excited when they finally arrive in the classroom. Phase II comes about as STs are given classroom responsibilities and they realize that nothing goes by the book. Phase III occurs as STs work with the individual children and begin to experience small successes. Critiquing the cooperating teacher and accepting criticism of

their own lesson are characteristics of Phase IV. STs begin to feel more confident in Phase V as well as more inadequate as they compare themselves to the cooperating teacher. Finally in Phase VI the STs begin to separate themselves from the pupils they have been working with as they begin to prepare for the future as a full-fledged teacher. Caruso makes clear that the phases are not hierarchal, but there is much overlap and various phases may be repeated multiple times. The phases can be based upon the context in which the student is operating (personality, role as a teacher, self-identity, school context, relationship with cooperating teacher, etc.).

Sacks and Harrington (1982) labeled six similar stages to Caruso's stages that TCs move through during their student teaching internship, but they focus more on the actual tasks of the ST experience instead of just the feelings. They based their research on 10 years of data collected while working with liberal arts TCs. The stages include: (1) anticipation, (2) entry, (3) orientation, (4) trial and error, (5) integration/consolidation, and (6) mastery. The TC begins with eagerly anticipating the teaching experience, then doubting if he or she is up to the task and, in the orientation phase, the TC sees pupils as a whole class instead of as individuals. The trial and error phase allows the TC to find the "right" way to teach and then move into the integration/consolidation phase where the TC experiences more consistent success and can critically evaluate his or her own teaching. TCs usually experience the mastery phase for only brief moments consisting of pupil learning and evidence that supports the learning. The six stages take into account the timeline of the teaching experience, behaviors of the TC, and his or her feelings as a teacher and as a person. Sacks and Harrington postulate that if a teacher educator knows

what stage the ST is operating in, the teacher educator is better able to help with problems and deal with the behaviors and feelings that are associated with each stage. They also recommend various intervention strategies for each of the stages, which included supportive supervision, encouraging risk-taking, and promoting critical self-assessment.

One well used theory of development is Fuller's concerns model, which incorporates feelings of concern into stages of development. Fuller's research has been investigated in multiple studies of teacher development. A Google Scholar search showed the original theory being cited by over 800 articles and publications. It became evident in reviewing the literature, that there were misconceptions about the development of the concerns model. Fuller (1969) used three methods in one study to examine the developing concerns of prospective teachers. Counseling seminars with a psychologist were implemented with six STs and the transcripts were coded for concerns. Second, Fuller had 29 STs write what they were "most concerned about now" at two week intervals during the semester of student teaching. Lastly, Fuller compared the gathered information to the surveys of earlier concern studies. Fuller concluded that there were three phases of concern: a pre-teaching phase, an early teaching phase, and a late teaching phase. The pre-teaching phase consisted of time between first contact with pupils and experience on the job, and Fuller found that there were few concerns related to teaching. Most often, the ST did not know what to be concerned about in the classroom. The early teaching phase which occurs once teaching begins (student teaching) describes teachers as concerned with self and asking questions about how to handle certain situations, how

much support is available, and deciding how adequate they were in their ability to control the class. Finally, the late teaching phase was categorized by experienced teachers and the concerns seemed to focus on pupil gain and self evaluation as opposed to personal gain and evaluations by others. Fuller concluded the study with questions about the description of the phases and if specific tasks and competencies were involved in the different phases.

The concerns theory was further developed by Fuller and Case (1970). They surveyed more than 1500 TCs and in-service teachers with an open-ended questionnaire that simply asked “When you think about your teaching, what are you concerned about?” An original scoring system of two categories: concerns about self-benefit and concerns about pupil-benefit was first established. Through more surveys and interviews, the scoring system was further revised into a six category system (Fuller & Case, 1971). The six categories included: concerns about role orientation; concerns about self-adequacy as a teacher; concerns about whether the teacher is liked by his or her pupils and concerns about what the teacher’s pupils are like; concerns about whether pupils are learning what is being taught; concerns about whether the pupils’ individual learning needs are being met; and concerns about improvement of the educational system.

Teacher concerns were further summarized into three stages: survival concerns, teaching situation concerns, and pupil concerns (Fuller & Bown, 1975). To identify both in-service and TC concerns, Fuller and Borich (1974) developed a 46-item Teacher Concerns Checklist (TCC) which was later refined to become the 15-item Teacher Concerns Questionnaire (TCQ) (George, 1978). The terms “self, task, and impact” were

introduced by Fuller and Borich (1974) with the TCC and have been used as descriptors of the stages ever since. Fuller suggested that teachers begin in the self stage where they are concerned about surviving and coping in a new environment, being evaluated on their teaching, being accepted by pupils, and maintaining control and order in their classroom. As teachers progress, they move into the task stage where they become concerned with the routine, the daily tasks of teaching, class sizes, and adequate amount of time and materials. Finally, teachers move into the impact stage where they are concerned about the impact of their teaching on the learning of the pupils, diagnosing pupil learning problems, and motivating pupils.

For several decades, researchers have embraced Fuller's concerns theory and have operated as if all TCs move through these three hierarchical stages in lockstep order. However, before Fuller passed away in 1975, she questioned whether teachers moved through the concern stages in a linear fashion, or whether teachers experienced clusters of concerns at different parts of the teaching timeline. Decades later, Behets (1990) echoed this sentiment and suggested that TCs could rank high in both self and impact concerns at the same time. In her review of 40 studies of growth and development, Kagan (1992) suggested that among TCs the original idea in Fuller's model that the "self stage" is viewed as a weakness or inadequacy should be replaced with the idea that a "novice's schemata for pupils and self as teacher evolve together" (p. 161). This supports the idea that the concern's model may not occur in stages, but more in integrated phases that are contextual.

Methods for Measuring Concerns

The idea of teacher concerns has been researched using a variety of instruments based on Fuller's model. Most of these studies used the TCQ (George, 1978) or similar instruments before and after a field experience or student teaching internship, but a few studies utilized qualitative methods to explore teacher concerns. The various methods and studies are discussed below.

Questionnaires. The original and most widely used questionnaire developed to measure concerns is the Teacher Concerns Checklist (TCC). Developed by Fuller and Borich (1974), the TCC contains 46 items. There are 16 items for the categories of impact and task and 14 items for the self category. A five-point Likert scale (1= not concerned to 5 = extremely concerned) is used to rank the level of concern for each item. A shortened version of the TCC is the Teacher Concerns Questionnaire (George, 1978). The TCQ also uses a five-point Likert scale to measure concerns of the 15 items on the questionnaire. There are five items each for self, task, and impact and the items are randomized. An adaptation of the TCQ is the Teacher Concerns Questionnaire—Physical Education (TCQ-PE) which follows the same format as the original TCQ (McBride, 1993). The questions center on physical education instead of just general education. There are five items for each category and the items are randomized (see Appendix A). The validity of the TCQ-PE was addressed during the creation of the questionnaire when McBride received input from over 300 physical education teachers. McBride reported the individual scale reliability correlation coefficients as: self, 0.93; task, 0.94; and impact, 0.89. These coefficients were determined to be reliable enough

for use with physical education teachers. Meek and Behets (1999) also calculated reliability for the TCQ-PE and found the Cronbach's alpha coefficients were supportive.

Qualitative methods. Though questionnaires have been utilized in most research about teaching concerns, a variety of qualitative methods have also been used to collect information about TC concerns to supplement or replace concern questionnaires. For instance, Behets (1990) collected logbooks during a semester of student teaching and found that at the end of the experience, many STs still ranked their self concerns highest over task and impact concerns. Behets suggested: "when asked for their concerns immediately after the lesson, they (STs) seem to forget their idealistic concerns and think about themselves and how to survive" (p. 74). Conway and Clark (2003) interviewed STs about their teaching-related hopes and fears as a way of discerning their concerns. Focus group interviews were used in partnership with the TCQ in another study of STs (Rikard & Knight, 1997). Narrative format was used when TCs were asked to identify their concerns about teaching and the results were compared to the TCC (Bray, 1995). Autobiographical sketches and critical incidence reflections written immediately following teaching have also been used (Matanin & Collier, 2003), and McBride (1984) incorporated interviews that coded concern statements and relief statements that expressed confidence or reduced anxiety. All of these methods used different techniques for finding out what the TCs were concerned about and if those concerns categorized into self, task, or impact concerns. Despite the use of a wide variety of research methods, researchers still utilized the categories of self, task, and impact concerns.

Research on Teacher Concerns

Multiple studies have measured TCs' concerns. A review of the studies measuring teacher concerns is presented and organized by type of concern (self, task, & impact). The disparity shown in the progression and ranking of TC concerns is also discussed.

Concerns about self. Some research revealed self as the highest concern at the end of an internship. The "self" category includes concerns about surviving as a teacher, being evaluated, being accepted, and maintaining order and control in the classroom. In a study of elementary education students, Bray (1995) found that self concerns diminished over the semester and yet were still the highest concerns. Capel looked at early field experiences (1997) and the student teaching experience (2001) of physical education majors and found the self concerns to always be the highest concern. Among physical education majors in Australia, McCormack (1996) found a significant lowering of mean scores for all concerns, but again the self concern remained the highest both before and after the teaching experiences. All four studies suggested that self concerns remained high due to the anxiety caused by being observed, evaluated, and assessed by supervisors. The concern about class control (a self concern) also remained during the teaching experiences.

Self was found to increase during student teaching when concerns of physical education majors were measured three times during the internship (Behets, 1990). Behets found the concern item of "feeling adequate as a teacher" increased during the study. However, other studies found that self decreased during internships. Three physical

education studies (Rikard & Knight, 1997; Wendt, 1979; Wendt, Bain, & Jackson, 1981), two elementary education studies (Bray, 1995; Karge, Sandlin, & Young, 1993) and two general education studies (Pigge & Marso, 1987, 1997) showed a decrease in self concerns during the internship period. Pigge and Marso (1997) suggested that this occurred because the TCs experienced success in teaching and their self-confidence increased. Two physical education studies, however, showed no change in self concerns (Boggess, McBride, & Griffey, 1985; McCormack, 1996). Boggess et. al found that concerns about being supervised decreased during the experience but concerns about class control increased which resulted in the mean of self concerns remaining the same, even though the specific concerns changed. The conclusion about self concerns drawn from these studies supports the suggestion that TC concerns do not progress in stages but may be more contextual. Contextually-based concerns arise from the needs of the TC, his/her relationship with the pupils, the support the TC perceives from the cooperating teacher and university supervisor, and the familiarity with the content to be taught. All of these can change from lesson to lesson and from placement to placement.

Concerns about task. Fuller's model suggested that after a period of self concerns, the TC moves to concerns about task which includes things like class routines, class sizes, and adequate equipment. Pigge and Marso (1997) conducted a longitudinal study with 60 general education students, and found task concerns increased during the student teaching semester. However, task concerns remained the lowest of the three concerns. Pigge and Marso suggested that the TCs had experienced the complexity of the teaching-learning process and thus were thinking more about the tasks of teaching. Conversely,

Campbell and Thompson (2007) found that task concerns decreased during the student teaching semester of music education students. In two studies of physical education students, all three concerns decreased but not significantly (Rikard & Knight, 1997; Wendt et al., 1981). Task concerns appear to be the least important of the three concerns in the TC's mind, which could be due to their lack of experience with the many non-instructional tasks such as scheduling, buying equipment, and other assigned school duties.

Concerns about impact. Impact teaching concerns are of interest because they imply the TCs' awareness of pupil needs, the effectiveness of their teaching, and the actual learning that is taking place. Three physical education studies reported impact concerns increasing during internship (Behets, 1990; Boggess et. al, 1985; Wendt, 1979) and two reported a decrease (Rikard & Knight, 1997; Wendt, et. al, 1981). One explanation for these results was that many TCs answer the questionnaire in an idealistic fashion. Instead, to obtain a more accurate measure, concerns should be measured in the "moment" of teaching instead of on a self-reporting scale after the fact (Campbell & Thompson, 2007).

Some researchers found that impact was the highest concern after a teaching experience. Pigge and Marso (1987) found no significant change in impact scores of education TCs during their internship; however, impact was the highest score at both test administrations. In a comparison of in-service teachers and TCs, Reeves and Kazelskis (1985) found that impact was the highest rated concern for both groups. Reeves and Kazelskis also suggested that the TCs might have responded to the questionnaire items in

an idealistic manner. Wendt (1979) administered the TCQ before and after the internship to 80 physical education majors. Though impact concerns did not significantly change, impact concerns were the highest scores before and after the internship. Wendt also suggested that the TCs may be initially more idealistic when they first respond to the questionnaire. Impact concerns are important when teaching TCs about pupil learning; however, the measurement of impact concerns may not be accurate when answered in an idealistic fashion.

Conclusion

Most of the studies on teacher concerns reported a change in concerns after a teaching experience, but the direction of each concern, the magnitude of the changes, and the effect of other variables (length of teaching experience, major, and level the student is in the teacher education program) are not conclusive across all the studies. A Meta analysis of 14 studies was conducted to evaluate the effect of teaching experiences on TC's concerns (Bowles & Kang, 2010). An effect size was computed for each of the three concern categories (self, task, impact) reported in each of the studies. The analysis showed there was no significant difference from pre to post test for self, task, or impact concerns. Bowles and Kang suggested that future studies should implement specific interventions to see if the teacher concerns change when they are being guided toward one concern over others. A similar recommendation from Meek and Behets (1999) called for an investigation of how a developmental intervention during student teaching might provide a resolution of teacher concerns.

There have been a variety of methods used over the years in an attempt to promote teacher development. Each study took a different approach and researchers based their findings on different theoretical backgrounds. Fuller's (1969) theory of teacher concerns has been used widely in literature; however, very few specific interventions have been utilized to try to change teacher concerns. How TCs develop and become more aware of pupil learning is of great interest to teacher educators. The use of specific interventions could help in the attempt to change the focus of TCs to a more impact oriented way of thinking.

Further research is needed on the possible use of e-mail, online discussion boards, stimulated recall, and video technology. Many of these technologies have not been widely used until recently and there are many possibilities for research. It is possible that the development of learning communities is another way to direct TCs to becoming more concerned about pupil learning through the use of technology. Online learning communities allow TCs to collaborate about lessons, view video clips of teaching episodes, and receive advice about their concerns even when their assigned placements are hours apart. Sherin and van Es (2005) found TCs experienced a shift toward impact concerns when involved in a video-driven learning community. Adequately addressing TC concerns and using methods to encourage them toward impact concerns could be the next step towards creating quality teachers.

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CHAPTER III

PLAYING THE GAME: TEACHING CONCERNS DURING STUDENT TEACHING

The process of teacher development has long been studied with multiple stage theories emerging for teacher candidates (TCs). Teacher educators have sought to understand how TCs develop into teachers and have created stage theories to explain that development. Traditionally, development theories have been seen as hierarchical stages that the TCs move through depending on experiences, feelings, or time teaching. However, a more recent study has suggested that TCs do not move through stages linearly but instead experience them in a contextual structure dependent on the environment around them (Watzke, 2007). The purpose of this study was to observe the development of TC concerns and the impact of technology in a contextual model during the student teaching internship. The theoretical framework for this study is based on Fuller's (1969) stage theory of concerns. The development of Fuller's theory is described in the next section. In addition an overview of studies on teaching concerns is reviewed, and possible methods to direct concerns are presented.

Development of Concerns Theory

Developmental stages for in-service teachers typically rely upon experience and the length of time of teaching (Berliner, 1994; Katz, 1972). In contrast, developmental stages for TCs rely more on occurring experiences, failures, and successes. Caruso (1977)

described six phases of feelings that the TCs experience, and Sacks and Harrington (1982) discussed six stages of behaviors. Fuller's (1969) model is the oldest of the three and most used theory of teacher development. She first suggested a developmental conceptualization of concerns of teachers that led to a categorization of self, task, and impact concerns (Fuller & Borich, 1974). The model was first introduced as stages that a teacher progressed through linearly in his or her career. The first stage, self, includes concerns about surviving in a new environment, being evaluated on teaching, and having classroom control. The second stage, task, contains concerns about the routine of teaching, class sizes, and sufficient amounts of equipment. The final stage of impact concerns focuses the learning of pupils, pupil learning problems, and motivation.

Fuller later questioned whether teachers moved through the concern stages in linear fashion, or if it was possible for teachers to experience multiple concerns at the same time while teaching (Fuller & Bown, 1975). One scholar suggested that it was possible for TCs to rank high in both self and impact concerns at the same point in their teaching (Behets, 1990). Kagan (1992) included this idea in her review of studies on growth and development of teachers. She suggested that the self stage should not be viewed as a weakness and instead it should be considered that a "novice's schemata for pupils and self as teacher evolve together" (p. 161). This provides support for the idea that concerns do not develop in stages but are integrated phases in a contextual model. Fuller's model of concerns was used to analyze data in this study because it is the most used theory and encompasses many attributes of the teaching experience.

Teaching Concern Studies

Multiple researchers have looked at the development of concerns and have found no significant changes in teacher concerns after a student teaching internship (Bogges, McBride, & Griffey, 1985; Rikard & Knight, 1997; Wendt, Bain, & Jackson, 1981). However, these studies only measured the concerns 2-3 times during the semester using a Likert-scale questionnaire. Some researchers found that self concerns for TCs were the highest category of concerns following the teaching experience (Bray, 1995; Capel, 1997 & 2001; McCormack, 1996). Likewise, two physical education studies (Rikard & Knight, 1997; Wendt et al., 1981) found that self decreased during the internship. Researchers suggested that self concerns decreased because TCs experienced success in teaching and increased their self-confidence (Pigge & Marso, 1997).

Task concerns appear to be the least important of the three concerns in the TCs' mind which could be due to their lack of experience with the many non-instructional tasks such as scheduling, buying equipment, and other assigned school duties. Two physical education studies found that task concerns decreased, but not significantly (Rikard & Knight, 1997; Wendt et al., 1981). Three physical education studies reported impact concerns increased during the internship (Behets, 1990; Boggess et. al, 1985; Wendt, 1979) and two reported a decrease (Rikard & Knight, 1997; Wendt, et. al, 1981). One explanation for these results was that many TCs answered the questionnaire in an idealistic fashion instead of reporting on their actual concerns at that moment (Reeves & Kazelskis, 1985; Wendt, 1979).

Though multiple studies have reported changes in concerns after teaching experiences, the studies are not conclusive about the direction and magnitude of the changes. A meta analysis of 14 studies showed there was no significant difference from pre to post tests for self, task, or impact concerns (Bowles & Kang, 2010). The meta analysis only included studies that measured concerns using a Likert scale questionnaire. Daily logbooks (Behets, 1990), interviews about teaching-related hopes and fears (Conway & Clark, 2003), focus group interviews (Rikard & Knight, 1997), autobiographical sketches (Matanin & Collier, 2003), and interviews that coded concern statements (McBride, 1984) have also been used to collect information about TC concerns to supplement or replace concern questionnaires. These methods have attempted to measure concerns in the “moment of teaching” to create a more accurate assessment of concerns (Campbell & Thompson, 2007).

Methods to Direct Concerns

Most of the research about teacher concerns has included descriptive studies with concern measurements before and after teaching experiences. Some researchers have called for an investigation of how a developmental intervention might provide a resolution of teacher concerns (Bowles & Kang, 2010; Meek & Behets, 1999). Capel (1997) called for teacher educators to consider how to assist student teachers' (STs') development so that the change can occur in the STs' focus of concern. Some possible interventions might include reflections, video technology, and learning communities.

Reflections which are tied to the standards for beginning teachers (NASPE, 2009) could be used as an avenue to cause change in teacher concerns to occur. A few researchers have attempted to teach reflection methods to their TCs, and concluded that one must teach TCs how to reflect before they can reflect (Tsangaridou and O'Sullivan, 1994). However, Rovegno (1992) cautioned that teacher educators giving explicit instructions about reflection can crowd out the inner voice of the TC. Reflective practice can and should be taught to TCs in a helpful and caring environment (Rovegno, 1992), so they can grow as teachers (Berliner, 1994) and move towards concerns of pupil learning (Fuller & Bown, 1975). One way of encouraging this reflective practice might be through the use of video technology.

Video technology has become an important part of the reflection process since it allows the TCs to view elements of their classroom that they could not focus on while teaching. Stimulated recall is the process of the TC reflecting on his or her lesson while watching a video recording of the lesson (Lyle, 2003; Stough, 2001). TCs are asked to talk about their thoughts during the lesson or are asked to comment on what the pupils do during the lesson. With student teachers, Stough found that stimulated recall techniques can greatly increase the amount of reflective thought about a lesson; nevertheless, stimulated recall has not been directly linked to changing teacher concerns.

Studies have investigated what TCs learn from watching videos of their own teaching. In one study, five elementary TCs were asked to identify and interpret pupils' verbal and nonverbal behaviors from videotapes of their own teaching (Kagan & Tippins, 1991). The TCs found it difficult to focus on the pupils' cues and instead commented on

their lesson plan and instruction even when prompted to focus on pupil behavior. In a similar study, Sherin and van Es (2005) found that when TCs watched video from their own teaching they began to suggest instructional techniques they might want to use and cited evidence from the videos to support their opinion instead of making a quick assessment about whether the lesson went well or not. A third study found that TCs paid more attention to what the pupils were doing in their reflections after watching a video of their lessons than when compared to being asked to reflect using only their memory (Rosaen, Lundeberg, Cooper, Fritzen, & Terpstra, 2008). Wang and Hartley (2003) reviewed twenty studies that used video technologies in teacher education and concluded that video technology is useful in helping TCs understand their own teaching and distinguish between various pupil behaviors. Learning communities can utilize video technology to bring TCs together and share their experiences.

Many TCs experience learning communities as they progress through their methods classes and teaching experiences. Peer coaching is a technique that has been used to bring TCs together into a learning community, and it appears to have the potential to impact teachers' concerns. Peer coaching is the process of working in a group to critique each other's work with the goal of building new teaching skills and refining existing ones (Jenkins & Veal, 2002). In a study of 8 TCs participating in coaching activities, Jenkins and Veal found that TCs as peer coaches saw different elements of teaching when in the role of peer coach than when they were the teachers. The role of coaching allowed them to focus on student learning instead of the basic classroom management concerns that are usually addressed in the early stages. Fry and Koh (2006) took Jenkins and Veal's

research further and used wireless technology to allow the peer coaches to talk to the teachers during the lesson throughout the student teaching internship. The STs indicated their satisfaction with their roles in the community of peers. Sherin and van Es (2009) used the concept of learning communities with in-service teachers by creating video clubs. Teachers met monthly to watch short video clips of one of the classroom lessons and to discuss what happened in the clip. Over a period of 10 months, the teachers became more aware (but not every time consistently) of pupil's learning in the classroom and took time to understand their thinking instead of just moving forward with the lesson

Statement of Purpose

Though these studies show that video technology and learning communities have been used to change teacher's thinking, it has not directly been linked to changing teacher concerns. The present study chronicled the development of TC concerns over a semester in a contextual manner and used daily reflections and learning communities as tools in the development process. These methods were used in an attempt to guide TC concerns toward higher impact concerns.

Method

Settings and Participants

The participants included three non-traditional Caucasian TCs enrolled in a large university in the southern U.S. All three were completing the requirements for licensure in K-12 physical education. Eve, a post-baccalaureate student, was a 29 year old female

who wanted to teach Middle School and had a career goal of helping reduce childhood obesity. Eve did her first placement (8 weeks) at an elementary school and her second at a high school (8 weeks). Hannah was a 26 year old female who wanted to teach at the elementary level. She was most excited about being able to work hands-on with the pupils and see them progress over time. Hannah did her first placement (3 weeks) at an elementary school in the US, and her second placement was in an English-speaking European country at an elementary school (13 weeks) as part of an overseas teaching program. Daniel, a post-baccalaureate student, was a 33 year old male who wanted to teach and coach football. He completed his first placement at the high school (8 weeks) and his second at the elementary level (8 weeks).

Eight physical education TCs were approached before the start of their internship and asked to participate in the study, but only three agreed to participate. The five TCs who did not agree to participate were contacted several times via e-mail but they would not consent to the study. The non participants claimed they thought it would be too much additional work to be involved in the study. The participants were told the purpose of the study was to see what student teachers experienced and how the internship experience could be improved. They were also told the benefits of the study such as participating in learning communities, having access to the researcher for help, and receiving video clips of their teaching. I had worked with Hannah and Eve before during methods classes, but had not met Daniel before the study began.

The three participants were grouped together into one learning community with the researcher structuring the activities. The original goal of the study was to share and

discuss video clips via a closed website; however, the school districts did not grant permission for the clips to be shared because it went against their policies. An email forum was used for the TCs to communicate about issues at their schools and give advice to each other. Eve and Daniel were able to meet together at the midway point with me and discuss their first placements, but Hannah was out of the country at that point. The strongest part of the learning community was the relationship between the TC and the myself as the researcher, which is discussed in more detail below.

Data Collection

Data were collected throughout the entire semester (16 weeks) of the internship, using four data collection methods. First, the Teaching Concerns Questionnaire—Physical Education version (TCQ-PE) was administered at three points: before teaching occurred, midway between placements, and at the end of the experience. The TCQ-PE (see Appendix A) is a physical education version of the original TCQ (George, 1978) that consists of five items for each category (self, task, and impact) in a randomized order (McBride, 1993). The participant rates his or her concern for each item on a 5-point Likert scale (1= not concerned to 5 = extremely concerned). The individual scale reliability correlation coefficients (self, 0.93; task, 0.94; impact, 0.89) were reported as reliable for use with physical education teachers (McBride, 1993) and confirmed by a later study (Meek & Behets, 1999).

Secondly, semi-structured interviews were used following the administration of the TCQ-PE. During the interviews, participants were asked to explain their ratings of

specific items on the questionnaire. The initial interview also included questions about their choice of physical education as a profession (Matanin & Collier, 2003), their hopes and fears about the internship (Conway & Clark, 2003), and what concerns they had about the internship and their plan to address those concerns (Capel, 1997). The second and third interviews also addressed the TCQ-PE responses and asked participants to summarize their experiences at each placement and describe teaching events that went well and that were challenging (Beeth & Adadan, 2006). Finally, participants were also asked to describe any evidence they had of pupil learning (Rikard & Knight, 1997).

The third data collection method was lesson discussions. During the internship, I traveled to the schools and observed the TCs teach lessons. Eve and Daniel both were observed 5 times, but Hannah was only observed twice due to the majority of her placement being overseas. Daniel and Hannah were videotaped once and Eve was videotaped twice. The ability to videotape at all placements was limited by school district policies. While the TCs were teaching, field notes were written about the lesson and what the pupils were doing. After the lesson, we discussed the lesson, and I asked first for immediate thoughts about the lesson and then to describe the best and worst things about the lesson. Field notes and videotapes were used to remind them of specific points of the lesson. As a situation was described or viewed, they were asked to talk about what they were thinking during that situation (Lyle, 2003). Following the stimulated recall portion, we talked about tangible evidence of pupil learning in the lesson and then any topic that the TC wanted to discuss. This included issues with other lessons, supervisors,

cooperating teachers, and future jobs. These conversations were focused on student learning, lasted 30-45 minutes, were audio recorded, and then transcribed.

Finally, daily reflections were utilized and they made up the bulk of the data. TCs were asked to respond to three questions each day: (1) What worked and why? (2) What didn't work and why? (3) What am I most concerned about? At the end of each week, they summarized their experiences by responding to two additional questions: (1) What do I feel good about and why? (2) What am I most concerned about? The questions were required by the university's education department for all student teachers. Reflections were commonly collected electronically at the end of each week. Clarifying questions were asked about items in the reflections; however, reflections were not directed toward any type of concerns. Each TC submitted a reflection for each day that they taught but the reflections varied greatly in length and detail.

Role of Researcher

The role of the researcher is critical to understand when interpreting results from a qualitative study (Locke, 1989). I was a Ph.D. candidate and teaching assistant at the university where the TCs attended. I fulfilled multiple roles during the length of the study as researcher, teacher educator, and support system. All data were collected and transcribed by me using the methods described above and I conducted the data analysis. Throughout the study, I participated in and facilitated the learning community as well as communicated frequently with the TCs through emails, phone calls, and text messaging. Frequently TCs needed to be prompted to send their daily reflections since their

university supervisors did not require them to complete the assignment. I also served as an advisor during some of the TCs lesson planning when they did not feel comfortable talking to their cooperating teachers or supervisors. The TCs utilized my expertise as a physical educator, teacher educator, and (in Hannah's case) as a previous teacher in a foreign country. My goal throughout the study was to guide the TCs to talk more about student learning and impact concerns within the learning communities and lesson discussions. The frequent interaction between me, as the researcher, and the TCs created a strong learning community and a safe environment for sharing. The fact that I was not a supervisor and was approaching the TCs from a nonjudgmental position also contributed to the trusting atmosphere.

Data Analysis

Data analysis began as soon as data collection started. The constant comparison method (Creswell, 2007) was used which required reading over data multiple times each week. Once data were transcribed, transcriptions were sent to individual TCs to allow them to make changes. The transcriptions and daily reflections were broken up into discrete excerpts according to context of the statement. When the statement changed topic, it was regarded as a new excerpt. However, some excerpts contained multiple topics for clarity. Excerpts from each of the three qualitative methods (interviews, lesson discussions, and daily reflections) were used to illustrate each category. Field notes were used to interpret excerpts from lesson discussions. Excerpts were coded according to descriptions of the categories based on Fuller and Bown's (1975) research (see Appendix B). I was alert for any emergent concerns and the coding criteria were altered as new

situations occurred that were not previously in the descriptions. Following the data collection phase, all data were re-coded using the final coding criteria. It was possible for excerpts to be coded as more than one concern. Excerpts, codes, dates, and context notes were then organized for analysis using Excel spreadsheets. An example of the spreadsheet can be found in Appendix C. Pattern-matching was used as a case-study analysis technique (Yin, 1984). The excerpts were first read as a time series to see the development of data over the semester. Excerpts were also grouped by concern category and read for emergent patterns.

Strategies were utilized to strengthen the trustworthiness of the data collection and analysis phases (Creswell, 2007). A colleague, who was experienced in qualitative research and knew all three TCs, was consulted throughout the process (Lincoln & Guba, 1985). Developing findings were shared with her, and she supported or challenged the interpretations. Once data collection was completed, we discussed the coding criteria and independently coded 100 sample excerpts from the data (11.31% of total data set). This process was completed twice and we reached agreement on 89% of the sample; after discussion 100% agreement was reached. Member checks were used by allowing TCs to read their transcripts and clarify or elaborate on any of the information. Some information was changed or removed during this process. The third strategy included spending an extended amount of time with each of the TCs (both in the field and through other forms of communication) which allowed me to gain their trust as a supportive and nonjudgmental researcher (Fetterman, 1998).

Biases occur naturally in qualitative research studies such as this one; however steps were taken to minimize the impact. Once the initial coding was complete, all identifiers were removed from the data and recoded so that personal bias toward the participants was reduced. In processing the data and analyzing frequencies and percentages, only excerpts from daily reflections were used since they were the pure thoughts of the participants and not guided toward one type of concern. Only clarifying, not leading, questions were asked about the daily reflections. Though I acknowledge that a small amount of bias was present in this study due to my desire for the participants to have a successful experience, measures were taken to diminish the influence of my personal thoughts on the participants and the data.

Results and Discussion

The findings on the development of the three TCs' concerns are presented in five sections: (a) self concerns, (b) task concerns, (c) impact concerns, (d) conflict of belief concerns, and (e) impact of participation in the study. Each section will report results from the four data collection techniques: daily reflections, lesson discussions, interviews, and the TCQ-PE. The interviews are used to interpret TCQ-PE results and provide summative thoughts from the TCs about each placement. Percentages of daily reflections in each concern category are displayed for Eve (Figure 3), Hannah (Figure 4), and Daniel (Figure 5). Comparing the three figures shows dissimilarities between the three TCs. Eve's reflections showed up and down trends throughout the internship; whereas Hannah had steady increases or decreases. Daniel's concerns were either consistent throughout the internship (task) or experienced drastic changes (self).

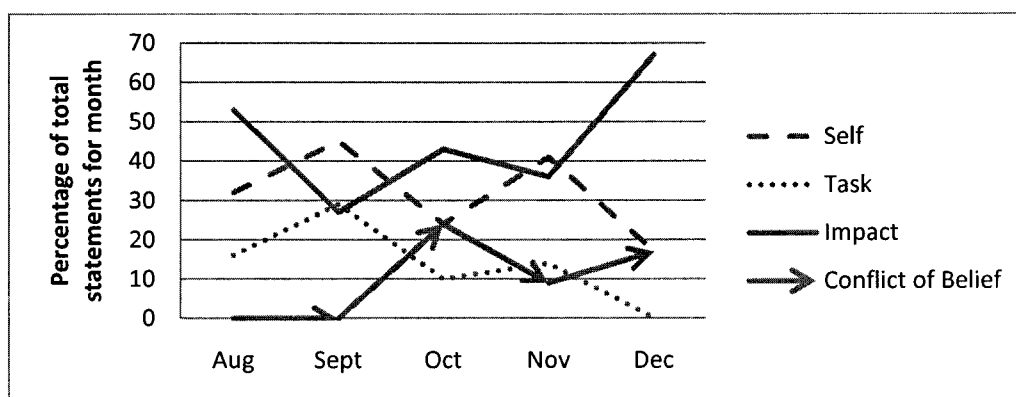


Figure 3 Eve's Daily Reflections Organized by Month

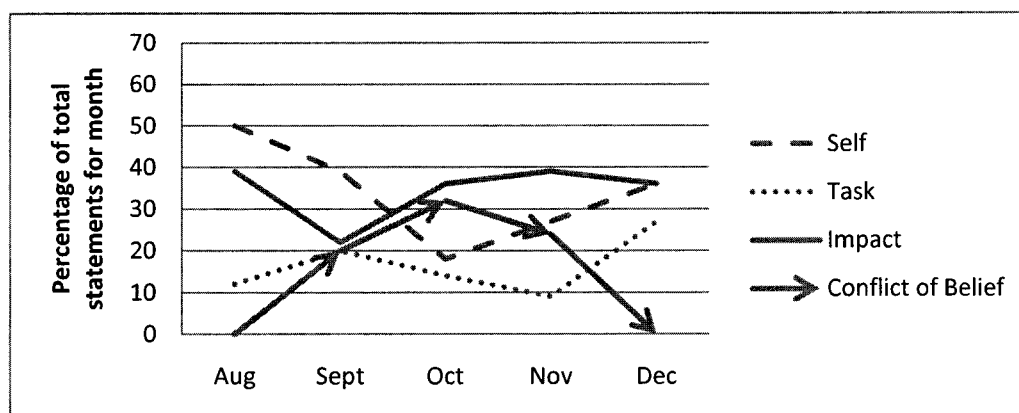


Figure 4. Hannah's Daily Reflections Organized by Month.

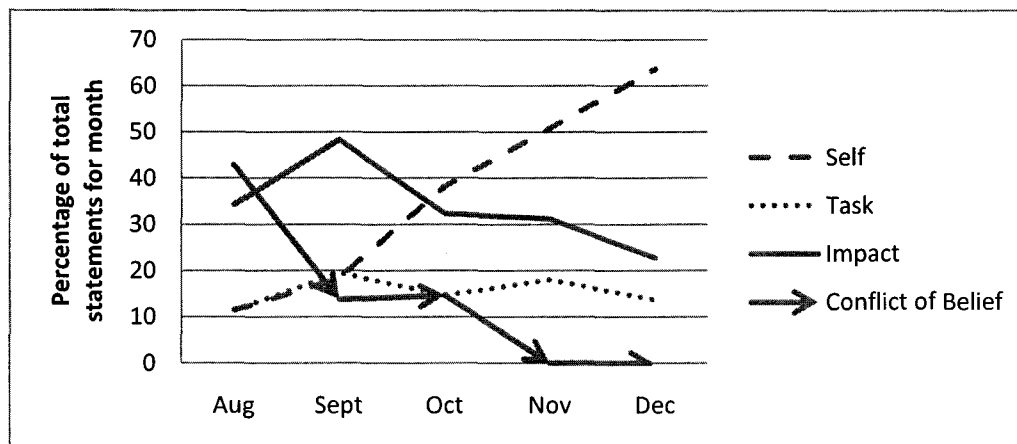


Figure 5. Daniel's Daily Reflections Organized by Month.

The TCQ-PE results for each TC are presented in Table 1. Though data from all three TCs are reported, it is important to understand that the TCs each interpreted the ratings differently on the TCQ-PE. Eve explained that a good teacher is very concerned about all aspects and thus assigned higher ratings to the items. Conversely, Hannah thought a lower rating and lower concern mean that she was a better teacher because she had the situation under control. Daniel did not express a differing opinion on the ratings but seemed to interpret them as originally intended. Concern categories and individual items will be discussed in the sections below.

Table 1.

The Teacher Concerns Questionnaire-Physical Education (TCQ-PE): Scores and Means by Item Number for Each Individual Administration.

Item #	<u>Eve</u>			<u>Hannah</u>			<u>Daniel</u>			Total
	Initial	Midway	Final	Initial	Midway	Final	Initial	Midway	Final	
Self										
3	5	5	5	4	2	2	4	1	2	3.33
7	5	5	5	2	1	1	3	2	1	2.77
9	5	5	4	3	2	2	2	2	2	3.00
13	5	5	5	4	2	2	3	2	2	3.33
15	5	5	5	5	2	2	3	1	2	3.33
Mean	5.00	5.00	4.80	3.60	1.80	1.80	3.00	1.60	1.80	3.15
Task										
1	3	4	5	1	2	1	3	3	2	2.66
2	3	5	5	2	1	2	2	2	2	2.66
5	4	4	4	1	1	1	3	3	2	2.55
10	5	3	4	3	2	2	1	2	2	2.66
14	5	2	4	1	3	2	4	2	4	3.00
Mean	4.00	3.60	4.40	1.20	1.80	1.60	3.00	2.40	2.40	2.71
Impact										
4	5	5	5	3	2	2	3	2	2	3.22
6	5	4	5	1	1	1	2	2	2	2.55
8	5	5	5	2	2	2	4	2	2	3.22
11	5	5	5	3	1	1	3	2	2	3.00
12	5	5	5	3	2	2	4	2	3	3.44
Mean	5.00	4.80	5.00	2.40	1.60	1.60	3.20	2.00	2.20	3.08
Total	4.67	4.47	4.73	2.40	1.73	1.67	3.07	2.00	2.13	2.99

Note. Item numbers refer to question number on TCQ-PE (Appendix A). Values on administrations: 1=Not Concerned, 2=A Little Concerned; 3=Moderately Concerned; 4=Very Concerned; 5=Extremely Concerned.

Self Concerns

Defining characteristics of self concerns are survival of the teaching experience and classroom management. Self concerns are focused on the TC as a person and involve things that consider the personal or professional life. In this study, the self concerns

category was the highest average rated category on the TCQ-PE (see Table 1); however the scores for the individual items differed. Self concerns also made up the highest average percentage of daily reflections overall (see Table 2), though impact concerns were very close. Eve and Hannah expressed a greater percentage of self concerns during their first placements, but Daniel had a higher percentage during his second placement. Daniel's high self concerns could be due to increased concern about job placement and personal issues that occurred in his family.

Table 2.

Teacher Candidate's Daily Reflections: Frequency and Percentages of Total Concerns.

Placement	Weeks	Self		Task		Impact		Conflict of Belief		Total	
		F	%	F	%	F	%	F	%	F	%
Eve											
Elementary	8	33	39.28	20	23.80	31	36.90	0	0.00	84	100.00
High School	8	13	32.50	4	10.00	15	37.50	8	20.00	40	100.00
Total	16	46	37.09	24	19.35	46	37.09	8	6.45	124	100.00
Hannah											
US Elementary	3	26	54.16	7	14.58	15	31.25	0	0.00	48	100.00
European Elem.	13	42	29.78	24	17.02	41	29.07	34	24.11	141	100.00
Total	16	68	35.97	31	16.40	56	29.62	34	17.98	189	100.00
Daniel											
High School	8	26	18.84	21	15.21	60	43.47	31	22.46	138	100.00
Elementary	8	52	50.48	21	20.38	29	28.15	1	0.97	103	100.00
Total	16	78	32.36	42	17.42	89	36.92	32	13.27	241	100.00
TOTAL		192	34.65	97	17.50	191	34.47	74	13.35	554	100.00

Maintaining class control was the most often mentioned self concern as seen in other studies (Bray, 1995; Capel, 1997 & 2001; McCormack, 1996). Hannah's highest TCQ-PE rating was on class control (see Table 1, item 15). Hannah seemed to have a good handle on class control at the US elementary; however, she seemed to struggle more at the European elementary while assisting other teachers:

I might actually have a permanent migraine headache until Christmas! This unruly class of 35 students is absolutely out of hand. The teacher realizes there is a problem, but still continues to just 'deal with it,' which doesn't work let me tell you! (October 19).

Once Hannah had her own classes to teach, she experienced more success in this area: "I have been able to implement my own set procedures in P.E., and now the students know what to consistently expect with me" (November 26). Daniel's concerns about class control were more focused on his inexperience with the younger grades at the elementary. "I am concerned that I will not be able to handle this class and it will look bad on my part, but on the other hand the other teachers cannot handle them either" (November 4). He also recorded that these concerns were lessening as he gained more experience with the pupils. Eve was concerned about not exhibiting the same authority as her elementary cooperating teacher:

As soon as she [cooperating teacher] opens her mouth, their mouths go quiet and they're not used to that with me yet. So it's kind of hard to communicate when they're all talking and they are all worried about who did what (September 24).

All three TCs commented on maintaining class control throughout their internship. It seemed that this was more prominent in situations that they were less familiar (i.e. Daniel with the younger grades) and the concerns gradually diminished as they became more familiar with their environment and the pupils.

Another self concern that surfaced in the data was being accepted as a professional or “fitting in” (see Table 1, item 9). Eve rated herself as “extremely concerned” initially on the TCQ-PE and this was the only self concern that decreased for her. Eve commented that she wanted to be seen as a teacher instead of as a college student. Hannah also wrote about “fitting in” with the school culture while at the European school: “I am most concerned about finding my place at this school after having left such a great first placement” (September 13). As Hannah continued to teach and build relationships, this concern changed, and she shared that she felt like part of the school. “I am really enjoying it here. I actually feel like a part of the school and community which I hadn't expected!” (November 15).

The concern about being evaluated and doing well when a supervisor is present seemed to be worrisome only for Daniel. During the initial interview, he expressed his anxiety about pupils misbehaving on days that he was going to be evaluated, and subsequently receiving a bad grade. His daily reflection echoed this sentiment: “Today, I was very concerned with my first evaluation. I could not sleep last night because I did not want to fail” (September 13). However, he seemed to become more comfortable with being evaluated by the end of the internship, partly due to being assigned a new university supervisor (due to load distributions) after 3 weeks.

Eve and Daniel both commented about mastering the content that they were required to teach. Eve expressed her desire to mirror the cooperating teacher as a way of coping with this concern. “Like, if I see her [cooperating teacher] teach the first class, I can teach the rest of it. I’m very comfortable with teaching the rest of it. But I kind of like to observe first and then go for it” (September 1).

All three TCs clearly exhibited self concerns throughout their internship, which is consistent with the finding of Capel (2001). This was illustrated through all four data collection methods. Each TC showed different trends in their daily reflections: Eve’s self concerns went up and went down (see Figure 3, p.38), Hannah’s self concerns decreased heavily in October and then rose again (see Figure 4, p.38), and Daniel’s self concerns steadily grew throughout the internship (see Figure 5, p. 38). This type of development of self concerns has not been previously documented in the literature due to the quantitative nature of the majority of concern studies. The most common self concern among the TCs was class control (Bogges et al., 1985; Reeves & Kazelskies, 1985), but each TC approached class control differently and expressed different ideas about what class control looked like. Though self concerns were prominent throughout the internship, all three TCs decreased their ratings on the TCQ-PE (see Table 1, p.40) towards the end of each placement (Bray, 1995; Fuller & Bown, 1975).

Task Concerns

Task concerns center around the teaching situation. This includes concerns about having too many pupils, dealing with the scheduling of classes, and lesson planning for classes. The overall average of the three TCs task concerns (2.71) was lower than self (3.15) or impact concerns (3.08) on the TCQ-PE (see Table 1, p.40). Percentages from daily reflections also illustrated this point (see Table 2, p. 41). Eve's task concerns were highest in September and then decreased to zero in December (see Figure 3, p.38) whereas Hannah and Daniel's task concerns remained steady throughout the internship (see Figure 4 & 5, p.38). The consistent trend could be due to task concerns originating from items outside of their control such as required lesson plans and the scheduling of classes.

Scheduling was the highest task concern among the TCs (see Table 1, item 14). Eve said she was "extremely concerned" about this both at the initial and final interview. Daniel also expressed some concerns about the schedule. At the elementary school, he talked about the "revolving door" of classes and also the school activities (plays, concerts, and field trips) that caused the physical education schedule to change. He also made comments about the tight schedule of classes at the elementary and his inability to "catch your breath" between classes (December 7). Hannah was not concerned about scheduling in the beginning, but during her second placement she struggled with the cultural differences in scheduling which caused some frustrations for her. "Most teachers bring their classes extremely late to physical education, if even bringing them to their assigned time at all" (September 14). Hannah worked with her school on this issue and

was able to build some routine with a few of the classes by the end of her placement which led to her talking more about the impact on the pupils.

I have been spending so much time with a specific third class. Their teacher allows me to take this class to P.E. almost every day! It is amazing how much you can do with students when you see them so often (December 6).

Lesson planning was also a high area of concern for all three TCs. The majority of Eve's task concerns focused on lesson planning. After teaching fourth grade students the game of crazy kickball, Eve commented: "I really liked how I asked the students to feel their heart to see if their heart rate was up, and I also liked how I asked them to relate the game to the 5 components of fitness" (September 24). Hannah also expressed the majority of concerns about lesson planning; however, she included the role her cooperating teacher played in her lesson planning. "I really continue to appreciate my cooperating teacher's efforts for preparing. We spend time really thinking through the lessons we will be teaching this week and physically getting out equipment to be sure we were ready" (August 31). Most of Daniel's task comments were about lesson planning. His first comments at the high school were simple descriptions of what he was teaching; however, he began to express more anxiety about the lesson planning at the elementary, since he was not as familiar with that age group. "I am concerned about Wednesday of next week when I have to start my unit and lesson plans. This is the first time I have had to prepare a lesson and unit for elementary age students" (October 29). Daniel, as a post baccalaureate student, had not taken the typical methods classes where lesson planning was taught and practiced.

Another frequent sentiment of the TCs was not getting to teach as much as they had hoped. Eve recorded her disappointment at the elementary: “Some days I feel like I’m observing and not student teaching. I am learning a lot and seeing great teachers teach, but I want to do the teaching” (September 29). Both Daniel and Eve also talked about working with large class sizes and the difficulty of involving all the pupils during class. After Eve’s lesson teaching crazy kickball, I asked her what she was thinking at the beginning of the lesson, “I was thinking, ‘whoa, this class is bigger than third grade’...I kept looking down the baseline and they just didn’t end” (September 24).

Task concerns were rated low overall, compared to self and impact, using all four data collection techniques. Other researchers also reported task concerns as the lowest rated concern (Bray, 1995; Capel, 2001; Reeves & Kazelskis, 1985). Despite their lower ratings, the TCs’ comments illustrate that the task concerns they experienced were still meaningful and impacted their teaching. For example, Daniel mentioned his concern about the scheduling of classes on the TCQ-PE, in his daily reflections, and after teaching a lesson. Though these concerns were small, they affected the amount of time Daniel had to consider impact concerns. Task concerns are frequently outside the TCs’ control (scheduling, lesson planning, etc.), thus teacher educators could work to reduce some of these concerns for TCs which would allow more time for impact concerns.

Impact Concerns

Impact concerns are focused on the pupils, including meeting the needs of individual pupils, relating to pupils as individuals, chronicling pupil learning, and

describing pupil enjoyment of the lessons. TCQ-PE results showed impact concerns as the highest overall score for Daniel, the second highest score for Hannah, and tied with self concerns for Eve (see Table 1, p.40). The daily reflections of the TCs (see Table 2, p.41) also followed this trend with overall impact concerns composing 34.47% of all daily reflections and self concerns comprising 34.65%. The percentages of these categories are very similar and are only separated by one reflection. The majority of the impact comments highlighted pupil learning. Figures 3-5 (p.38) illustrate the prominence of impact concerns in the daily reflections throughout the entire internship.

All three of the participants were descriptive in their statements regarding pupil learning. Daniel focused on pupil learning during a Sport Education unit on soccer at the high school:

I think they're getting it...what I actually saw was they were getting better at their dribbling. The first day they couldn't even hold a soccer ball, and now they are actually starting to move it around and play some in the games. I think they are getting a little bit better in their passing and defense (September 22).

Eve also discussed her satisfaction with the pupils meeting her lesson goals during a line dancing unit at the high school.

I will say that the other classes that did get to perform had some really good line dances; I couldn't believe how creative they were. I was very impressed and pleased with what I had taught them. They understood that it needed to have 4 parts, and they had to repeat it twice. They did a great job! (December 3).

Following lesson observations, I directed the conversation to be more impact oriented, and as a result impact concerns were the number one category after lesson

discussions. In these discussions, the TCs described what they saw the pupils doing and how that related to their lesson goals. Eve illustrated this after a crazy kickball lesson: “They were all moving. That’s really what I wanted, to get their heart rates up, and I kind of feel like I accomplished that” (September 24).

The TCQ-PE item, “Whether each student is getting what they need” was consistently the highest rated item overall on the questionnaire for all TCs (see Table 1, item 12, p.40). During lesson discussions, each TC made comments regarding this aspect of teaching. Hannah discussed this attribute and the importance of giving each child attention after teaching a lesson about pathways to third grade pupils: “I also try to go to each student or at least as many as I can get to...just to chat with them. So I would ask them, ‘what pathway are you walking right now’ and that sort of thing” (August 30). Eve also articulated this point when she described why she had chosen to teach a dance unit: “I like the line dancing. The girls who don’t participate in soccer because they are afraid of the boys being too aggressive, this is their moment to shine. This is their time to like do their own thing” (December 1). After a lesson about lifting weights, Daniel talked about tailoring his lesson to the different levels:

I don’t want to go too low with one of the [advanced] kids, but I also was trying to make my attention go to different people just to make sure they weren’t struggling and it’s [the timing] not too fast or too hard for them (September 8).

Additionally, the TCs also talked about how the pupils perceived their lessons and if the pupils were enjoying the classes. Daniel commented: “During the morning class we started our volleyball tournament. The students loved it and were still talking about it

while waiting for their parents to pick them up. They really enjoyed competing against each other” (December 2). Eve and Hannah also frequently commented about the participation and enjoyment of their pupils. When I asked each TC what their favorite lesson to teach was, each one responded with a lesson that the pupils had asked for multiple times.

Impact concerns from daily reflections and on the TCQ-PE were the highest for Eve and Daniel and the second highest category for Hannah which is consistent with other researchers (Behets, 1990; Capel, 2001; Reeves & Kazelskis, 1985). This demonstrates that even when unprompted, the TCs were thinking about pupil learning, which counters the suggestion that TCs respond to the TCQ-PE in an idealistic manner (Wendt, 1979).

Conflict of Belief Concerns

The category of conflict of belief concerns emerged throughout the study. This encompassed concerns of the TCs about their cooperating teachers’ lesson planning and involvement with the pupils. Many times, the TCs expressed strong conflict with what the cooperating teacher was doing or saying. The TCs revealed that this contradicted what they strongly believed or had been taught in teacher preparation courses. Since this was an emergent category, the TCQ-PE did not provide any results so only comments from daily reflections and lesson observations are included.

Most of the comments in this category were TCs disagreeing with their cooperating teachers. At the high school, Eve commented that she felt the high school

experience was showing her improper teaching methods: “I think God has put me in this school so when I teach I can look back and know what NOT to do!” (October 28).

Daniel was shocked at the lack of teaching that he saw at the high school and wrote about it in his daily reflections: “There was not much concern for the lack of movement of the students on the part of the teacher that was in charge of the whiffleball portion of the class” (August 25).

Hannah did not express any conflict of belief statements while at her first placement, but she recorded 34 statements during her second placement. These began as simple comments about the differences in teaching styles: “I was a bit shocked at the teaching styles of most teachers, more direct and tell-it-like-it-is” (September 13).

Hannah then became more descriptive of what she considered as the lack of basic teaching behaviors and rules and her inability to correct the situation. “I find it frustrating to not be in a position of real authority in this type of situation, and while the administration knows of the problems, they continue to do nothing proactive” (November 3). She also described how the differences in teaching philosophies impacted the pupil learning in physical education.

With the young class I taught in P.E., I worked on locomotor skills where I actually got to observe the students’ inability to perform such basic skills. It amazes me, then, to have teachers instruct advanced games without these students being able to perform the foundational skills first (November 8).

Both Eve and Daniel attributed the lack of proper teaching methods of their high school cooperating teachers to being coaches as well as teachers. Daniel commented: “The other coach is more interested in his sports team than teaching class. Most

everyday he will disappear into his office to tend to his team needs, and with the season approaching I see the students being left out” (October 15). Eve said her cooperating teacher was frequently “rolling the ball out,” but after her cooperating teacher’s coaching season was over she reported his teaching style changed and did not have as many issues with his lessons.

Most of the conflict of belief statements were collected through the daily reflections. When I visited the TCs at the schools, they did not express those concerns as often; however, the cooperating teachers were usually in close proximity to the conversations and, as previously mentioned, I tried to steer the conversations toward impact concerns. Also, none of the TCs expressed conflict of belief concerns while at elementary placements in the US. Conflict of belief concerns were highest in the TC’s daily reflections at the beginning of their HS or European Elementary placement (see Figures 3-5, p.38). When the TCs exhibited these concerns, I asked them if they were willing to talk to their cooperating teachers about the issues. They frequently answered no and commented that they just wanted to complete the internship and continue towards having their own classes. Williams and Williamson (1998) call this “strategic compliance,” a socialization technique of beginning teachers who comply with instructions they might not agree with in order to gain something in return, like a good recommendation.

Learning Community

Learning communities were implemented in this study as a way to connect the TCs and allow them to coach and counsel each other throughout the internship. It was originally planned that this would be done through peer coaching techniques via online discussions; however, throughout the study, it became evident that the TCs did not have an interest in operating as a community with each other. Due to Hannah being overseas and Eve and Daniel's placements 2 hours apart, the three were never able to meet together. Eve and Daniel were able to meet with the researcher for lunch once between placements. They were encouraged to talk about their placements and give advice to the other since they were switching grade levels. However, Eve and Daniel focused more on telling the researcher their story instead of interacting with each other. Discussions by email about teaching issues were also attempted with the three participants. The TCs were willing to tell their issues but were very brief when responding to the other participants' issues.

The lack of interaction could be due to multiple reasons. First, Daniel had not been in classes with Hannah and Eve and thus an established relationship did not exist. Secondly, though Hannah and Eve had worked together before, due to Hannah's overseas placement, communication timelines were incompatible and they felt they did not have as much in common given that their placements were so different. It might have been beneficial to have the TCs meet before the internship began to establish a relationship that would carry on despite the above mentioned problems. The interaction between the researcher

and participants though was solid within the learning community as is illustrated in the TCs' comments about their participation in the study.

Impact of Participation in the Study

At the completion of the internship, I met individually with each of the TCs to talk about their experience. They were asked to reflect on their involvement in the research study and if any of the methods (response to reflections, lesson observations, videotaping, constant communication, etc.) helped them throughout the semester. Eve said that it was important that grading was not involved: "You were a support system. You weren't grading me, you were just helping me" (December 17). Daniel also echoed Eve's sentiment that the research methods had provided support for his teaching: "I was able to bounce ideas off of you that I wasn't sure of when I didn't really know who to turn to and ask. So it gave me someone to talk to who knows what I'm going through" (December 16). Hannah felt the process of submitting daily reflections was the most beneficial to her: "Even the reflections, I wasn't really talking to you, but it was a way for me to vent or give you my opinion. It helped...to just be able to tell you what I was thinking" (December 29).

All three participants spoke positively about being videotaped and the impact that had on their teaching. Eve valued the ability to contact me whenever she had questions and also commented:

I was very thankful to have you there and videotape me so I could see myself teaching. I mean it sounds like its extra work, but it isn't. It really did help me out tremendously, and it was a good reflection key. I was able to look at myself

and see what I needed to improve on and what I could pat myself on the back for (December 17).

Daniel commented in his daily reflections that he had made changes in his lessons due to watching what the pupils were doing on the videotape. I sent Hannah's DVD copy to her while she was teaching overseas, and she used it as encouragement during a challenging time. "I mean the video, it was so great to see that. Especially when I got it, it was still in that chaotic time of finding my path [at the school]. So when I watched it, I thought 'Oh, this is what teaching is supposed to be like!' Little things like that helped so much" (December 29).

These comments demonstrate the important role that the research project played in each of the TCs' internship experiences. They valued having someone "who had been there" work alongside them and provide them with encouragement. Daniel had a university supervisor that was a physical education content expert for the first 3 weeks of his internship. None of the other university supervisors for the TCs had experience in physical education.

Conclusions

Findings of this study support previous conclusions that TCs' concerns develop in a contextual manner (Watzke, 2007) instead of as hierarchal stages (Fuller, 1969). The pattern of concerns for the three participants did not follow set stages but fluctuated depending on the context of the situation. They experienced concerns in multiple categories at the same time which was also found by Behets (1990), instead of

experiencing first self concerns, then task, and finally impact concerns (Fuller & Bown, 1974). Many variables affected the context of concerns such as comfort level with material, knowledge of pupils, perceived support, and the relationships with cooperating teachers and university supervisors (see Figure 1, p.2). Though the requirements for the participants were similar, they had vastly different experiences and exhibited dissimilar concerns as a result. For example, though Eve and Daniel both taught at elementary schools for 8 weeks, they experienced different concerns. Daniel did not feel comfortable with the younger grades, and Eve taught at a school with daily physical education. As a result, Daniel exhibited more self concerns, and Eve recorded more impact concerns. These variables should be considered when communicating with TCs and addressing their concerns.

The creation of learning communities was a challenge in this study. Since Daniel did not take classes with Eve and Hannah, and since Hannah was out of the country for most of the study, it was difficult to create a learning community with the three participants. However, the use of technology methods with the researcher was a positive outcome of this study. All three TCs confirmed that the use of stimulated recall had pointed out aspects of their lessons they hadn't previously noticed (Lyle, 2003). Though videotaping was used minimally in this study due to school policies, it still influenced the TCs and helped lead them to impact concerns during lesson discussions (Sherin & van Es, 2005; Stough, 2001). The use of technology for communication was also viewed as constructive by the TCs. It was important to them that they were able to ask questions and communicate using their preferred medium (email, text messaging, phone calls, etc.)

and not fear that their questions factored into their grade. Teacher educators should consider using different forms of communication with TCs and create a culture where the TC can speak freely. It is clear that TCs value having someone who will listen to their concerns and direct them toward ways of dealing with those concerns.

Though there was not a control group to compare the results to, there are indications that the attempts to direct TCs toward impact concerns were successful. First, the TCs exhibited more impact concerns after meeting with me for lesson discussions. This was expressed in their daily reflections for 2-3 days following a lesson discussion. Secondly, after watching a video of their teaching, the TCs seemed to comment more on student learning than before watching videos. Finally, it was my own perception throughout the study that the TCs became more focused on impact concerns through our conversations than they had been at the beginning of the internship. These conclusions are made with hesitation though, as they are perceptions of the researcher, not hard data.

Another important finding of this study is the emergence of the conflict of belief category. The participants experienced many of these concerns at the high school and overseas setting. However, none of the TCs were willing to confront the other teachers because they wanted to receive good recommendations for future jobs. Williams and Williamson (1998) called this socialization technique of beginning teachers “strategic compliance.” The TCs comply with something they don’t believe in as a strategy to gain something such as a recommendation or good grade. Teacher educators and TCs need to discuss this before field experiences and decide on a plan of action if these situations

occur: ignore the situation and survive the experience, stand up against the conflict and possibly risk future careers, or other alternatives.

Future research is needed to address the items discussed in this study and continue to examine TC concerns through a contextual lens. A more diverse population of physical education TCs should be used as this study looked only at 3 Caucasian non-traditional TCs. Daniel was preoccupied with providing for his family and Eve was concerned about getting a job to prove that all of her schooling was worth the family sacrifices. Traditional students might show different aspects of the internship not addressed in this study. Research that examines dealing with conflict of belief concerns or “strategic compliance” issues is also needed to give teacher educators methods of dealing with this area. Finally, the use of new technology methods opens the door to many research possibilities including the use of online learning communities and the possibility of supervising through technology only. Having a better picture of the contexts that affect TC concerns could assist teacher educators in better preparing TCs for the world of teaching.

Chapter III References

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CHAPTER IV

REFLECTIONS FROM THE GAME: THE STORY OF ONE STUDENT TEACHER

Research has shown that teacher candidates (TCs) have many concerns as they progress through teacher education programs. TC concerns are important to consider as teacher educators plan curriculum and prepare practice teaching experiences. Previous attempts have been made to study the concerns of physical education TCs during their field experiences (Capel, 1997; McCormack, 1996; Meek & Behets, 1999) and student teaching internships (Bogges, McBride, & Griffey, 1985; Rikard & Knight, 1997). Most of these studies utilized a theoretical framework based on Fuller's (1969) concern theory which originally suggested a hierarchical pattern for concern development. The purpose of this study was to examine the development of TC concerns using a case study approach based on a contextual paradigm of the concern theory.

Fuller (1969) originally suggested three phases of concern based on the timeline of teaching. Through a variety of research methods, the theory was later revised to describe concerns in three stages: self, task, and impact concerns (Fuller & Borich, 1974). Fuller suggested that teachers begin in the self stage where they are concerned about surviving and coping in a new environment, being evaluated on their teaching, and maintaining control and order in their classroom. As teachers progress, they move into the task stage where they become concerned with the routine, the daily tasks of teaching, class sizes, and adequate amount of time and materials. Finally they progress into the impact stage

where they become concerned about the impact of their teaching on the learning of the pupils. Fuller suggested that a teacher can only move to the next stage after the concerns in the previous stage begin to diminish, thus a mature teacher would have the highest concerns in the impact stage with very low concerns about self and task. Other scholars, however, have suggested that TCs do not move through the stages in a progression as Fuller hypothesized, but instead can rank high in both self and impact concerns at the same time (Behets, 1990; Watzke, 2007).

Many researchers have looked at the change in concerns after a teaching experience (Capel, 1997 & 2001; Reeves & Kazelskis, 1985; Wendt, Bain, & Jackson, 1981). Most of these studies utilized the Teaching Concerns Questionnaire (George, 1978) or similar instruments to measure concerns. The studies reported a change in concerns after the teaching experience, but the direction of each concern, the magnitude of the changes, and the effect of other variables (length of teaching experience, major, and level the student is in the teacher education program) are not conclusive across all the studies. A meta analysis of 14 studies was conducted to evaluate the effect of teaching experiences on TCs' concerns (Bowles & Kang, 2010). An effect size was computed for each of the three concern categories (self, task, impact) reported and the analysis showed there was no significant difference from pre to post tests for any type of concerns.

Researchers have suggested that interventions should be implemented to direct teacher concerns (Bowles & Kang, 2010) and provide a resolution of concerns (Meek & Behets, 1999). Interventions could include video technology and learning communities used to lead TCs to a strategy for concerns and a focus on more impact concerns. Capel

(1997 & 2001) suggested case studies to illustrate the development of concerns throughout a field experience and other researchers have also suggested using qualitative methods for a more complete picture of how concerns change during the teaching experience (Behets, 1990; Campbell & Thompson, 2007; Wendt et al., 1981).

This paper is part of a larger study that used qualitative research methods to examine the development of teaching concerns of three physical education TCs within a learning community during their student teaching internship. The researcher attempted to guide each TC toward greater concern for student teaching through the use of interactive reflections, stimulated recall, and participation in a learning community with the researcher. Daniel's case was chosen due the depth of his daily reflections, both of his placements being within the state, and his demonstrated desire to learn and grow as a teacher. The case of Daniel will illustrate his contextual concerns about teaching and how they changed and developed throughout the internship.

Method

Settings and Participant

Daniel, age 33, was enrolled in a large university in the southern U.S. that had over 20,000 pupils and was completing the requirements for licensure in K-12 physical education. Daniel had completed a B.S. degree at another university. He is Caucasian and is considered a non-traditional student because of his age. He had previous coaching experience and had worked in other fields, but had never been a certified teacher. Daniel was assigned a university supervisor with physical education experience for the first three

weeks and then was switched to a supervisor with no physical education experience. The change in supervisors was due to a load adjustment for the second supervisor. To complete his teaching license, Daniel spent 8 weeks student teaching at a high school and another 8 weeks at an elementary school. He was asked to be a part of the study because he was student teaching during the semester of planned data collection. Daniel was told that the purpose of the study was to see what student teachers experienced and how the internship could be improved.

Daniel's placements were made by the Education Department at the university and cooperating teachers were chosen randomly. The high school cooperating teacher was not on a list of recommended teachers for internships. The high school had over 2,000 pupils (grades 9-12), was 75% Caucasian, and had 26% receiving free or reduced-cost lunches. Physical education classes were taught by four different teachers who also had coaching responsibilities. Classes met 4 times a week following a semi-block schedule. Daniel knew most of the coaches and had worked with them through various athletic events. He had also coached some of the student-athletes at the school in private settings. Before he started teaching, Daniel showed confidence in his teaching ability and felt he would be respected by the other teachers due to his strong coaching background. The elementary school was comprised of 700 pupils (grades K-6), was 50% Caucasian and 31% African American, and had 55% of the pupil population receiving free or reduced-cost lunches. Physical education classes met every 4 days for 40 minutes and were taught by two teachers, both of whom had been at the school for over 20 years. The

two elementary teachers were both well respected for their excellent program and they had worked with the university for several years.

Researcher's Role

As the researcher, I was a Ph.D. candidate in the physical education program at the university where Daniel attended. My professional experience included co-teaching in an elementary setting for 3 years and assisting in Methods courses at the university. I fulfilled multiple roles with Daniel during the length of the study as researcher, teacher educator, and support system. Daniel and I had not met until he was recruited for the study, but he utilized my experience and frequently called or emailed about lesson ideas and advice in specific situations. This type of communication increased in frequency once he switched to a non-physical education supervisor. My role included prompting Daniel for daily reflections, answering questions he posed by email or text messaging, and collecting data in the formats discussed below. Interactions between Daniel and myself were used to interpret results from the data collection phase.

Data Collection

Data were collected throughout the entire semester (16 weeks) of Daniel's student teaching experience. Four data collection methods were used: (1) TCQ-PE, (2) semi-structured interviews, (3) lesson discussions, (4) daily reflections. At three points, the Teaching Concerns Questionnaire—Physical Education version (TCQ-PE) was administered (see Appendix A). The TCQ-PE is a physical education adaptation of the original TCQ (George, 1978) that consists of five items for each category (self, task, and

impact) in a randomized order (McBride, 1993). Daniel rated his concern for each item on a 5-point Likert scale (1= not concerned to 5 = extremely concerned). McBride reported the individual scale reliability correlation coefficients as: self, 0.93; task, 0.94; and impact, 0.89. These coefficients were determined to be adequately reliable for use with physical education teachers. Meek and Behets (1999) also calculated reliability for the TCQ-PE and found the Cronbach's alpha coefficients were supportive.

Three semi-structured interviews were conducted at the beginning, midway, and end of the experience. Questions were chosen from studies that also utilized interviews with TCs. Interviews were given immediately following the administration of the TCQ-PE and Daniel was asked to explain the reasoning behind his ratings of specific items on the questionnaire. In the initial interview, I asked Daniel about his background in choosing a profession in physical education (Matanin & Collier, 2003), his hopes and fears about the teaching experience (Conway & Clark, 2003), his concerns about the experience and his plan to address those concerns (Capel, 1997), and any questions he had about participating in the study. In the second and third interviews, Daniel talked about his responses on the TCQ-PE. He was also asked to summarize his experiences at the placement, and to describe a teaching event that went well and one that challenged him (Beeth & Adadan, 2006). Daniel talked about areas of concern for the completed placement as well as the upcoming placement (Capel, 1997), and I asked if he could describe pupil learning that occurred and discuss evidence he had of pupil learning (Rikard & Knight, 1997). In the final interview, Daniel was also debriefed about the purpose of the study and asked to comment about his experience in the study.

Lesson discussions were used to guide Daniel toward impact concerns and encourage a discussion about student learning. During the internship, I traveled to his schools and observed his teaching; twice at the high school and three times at the elementary. The school district for the high school did not allow videotaping and the elementary school district finally gave permission in the final weeks of Daniel's internship; thus only one video recording was utilized. During his lessons, I took field notes about Daniel's teaching and how the pupils responded to the lesson and cues. Immediately following the lesson, we talked and I audio recorded the conversation. He was first asked for his immediate thoughts about the lesson and to describe the best and worst things about the lesson. Field notes or video clips were used to stimulate his recall of specific points of the lesson. As a situation was described to him, he was asked to tell me what he was thinking about at that moment, what the pupils had been doing, or any other vivid moments (Lyle, 2003). After the stimulated recall portion, we talked about any tangible evidence of pupil learning in the lesson and then discussed topics that Daniel brought up, which included issues with other lessons, supervisors, cooperating teachers, future jobs, etc. These conversations typically lasted 30-45 minutes.

The bulk of the data came from Daniel's daily reflections that he sent via email. He responded to three questions each day: (1) What worked and why? (2) What didn't work and why? (3) What am I most concerned about? He also summarized his experiences each week by responding to two additional questions: (1) What do I feel good about and why? (2) What am I most concerned about? These questions were required by the university's education department and all student teachers were to

complete this assignment and submit it to their university supervisor. He sent this to me by email and I sometimes asked clarifying questions about incidents that he discussed in his reflections. A reflection was collected for each day that Daniel taught. E-mails, phone calls, and text messaging were also utilized as a means of communication between Daniel and me.

Data Analysis

Data analysis started soon after data collection began, using the constant comparative method (Creswell, 2007). Each week after conducting interviews and observations, data were transcribed and the transcriptions were sent to Daniel to see if he wanted to make any changes or keep any information from being used in the research project. I then read over the data multiple times to become familiar with what I was interpreting Daniel was experiencing. The transcriptions and daily reflections were separated into discrete excerpts according to topic. The excerpts were coded according to coding criteria created from the literature on concerns (see Appendix B). As this process continued, the coding criteria were revised to include new situations that did not fit into the previous categories. Excerpts that did not fit into the self, task, or impact categories were coded as “unknown” in the beginning. The case-study was analyzed using pattern-matching (Yin, 1984). The development of data over the semester was analyzed by reading the excerpts as a time series. Then excerpts were grouped together by concern category and analyzed for emergent patterns. All four data collection techniques (interviews, lesson discussions, TCQ-PE results, and daily reflections) were used to confirm patterns or time periods that emerged.

After a month of coding, a new category, “conflict of belief,” emerged and new criteria were written to define that category. At the end of data collection, the coding criteria were revised again and then all data were re-coded to ensure agreement with the final coding criteria. It was possible for excerpts to be coded as more than one concern. The data were entered into Excel spreadsheets and organized according to code, date, and context (see Appendix C for a sample). The main categories of concerns were also broken into sub-codes for analysis. The sub-codes refer to the separate descriptions on the coding criteria sheet. The context column included comments about interview or lesson observation, type of material being taught, use of video or just field notes, and other informational items.

TCQ-PE results were averaged for each of the categories. Individual scores and averages for each item were also calculated and analyzed. Daily reflection comments were pulled from the Excel spreadsheet and calculated separately from interviews and lesson discussions. The daily reflections represented Daniel’s personal views of what was important at that point in time, while the interviews and informal conversations helped the researcher interpret the holistic student teaching experience and understand the development of concerns. Therefore, only calculations and percentages from daily reflections were used in the analysis.

Multiple strategies were employed to strengthen the trustworthiness and accuracy of the data collection and analysis phases (Creswell, 2007). First, I consulted a colleague about my findings throughout the data collection phase (Lincoln & Guba, 1985). This colleague was an experienced qualitative researcher who also knew Daniel and had

worked with student teachers for over 20 years. I shared my developing findings with her and she was able to provide support for or challenge my interpretations. At the end of the data collection, we discussed the coding criteria and independently coded 100 sample excerpts from the data. We completed this process twice and reached agreement on 89% of the sample. Further discussions helped refine category definitions.

Secondly, member checks (Creswell, 2007) were conducted with Daniel by allowing him to read over the transcripts and clarify or elaborate on any of the information. At the conclusion of the study, I again went over the broad topics of information that had been collected and asked Daniel to verbally agree with the sharing of that information. During this process, he did ask that some pieces of information not be shared. Thirdly, I spent an extended amount of time with Daniel (both in the field and through other forms of communication) which allowed me to gain his trust as a supportive and nonjudgmental researcher (Fetterman, 1998).

All data collected from Daniel was were coded using criteria based on Fuller and Bown's concern categories (1975) as well as an open coding format for emerging concerns. By the end of the study, four categories of concerns had been used. Self concerns involved comments about survival of the internship, supervision, having class control, and passing the internship. Task concerns included lesson planning, time pressures, dealing with equipment and facilities, and numbers of pupils. Impact concerns centered on pupil learning, pupil enjoyment, and tailoring content to individual pupils and classes. The final category of conflict of belief emerged as a category about TCs dealing with things that went against their beliefs such as the teaching of their cooperating

teachers, the lack of movement in lessons, and how other teachers handled situations with pupils (see Appendix B).

Qualitative research studies with participant-researchers always contain a certain amount of bias in the collection and analysis of data. I acknowledge that a small amount of bias exists in this study due to my desire for the participants to have successful teaching experiences. However, steps were taken to minimize the impact. Data were coded with identifiers removed so that personal bias towards participants would be reduced. Only excerpts from daily reflections were used in frequency and percentage calculations since they were not guided toward any type of concern. Questions to participants about their daily reflections were asked to clarify statements, and were not used in the analysis.

Results and Discussion

This section will summarize Daniel's concerns from each of four categories and will summarize the changes that occurred during the internship. Figure 5 summarizes Daniel's daily reflections for the four categories across the five months of internship. The data points represent the percentage of category concerns for the entire month. Data points for October should be interpreted with caution as it contains the end of Daniel's high school placement and the beginning of his elementary placement. Each of the different trends will be discussed below.

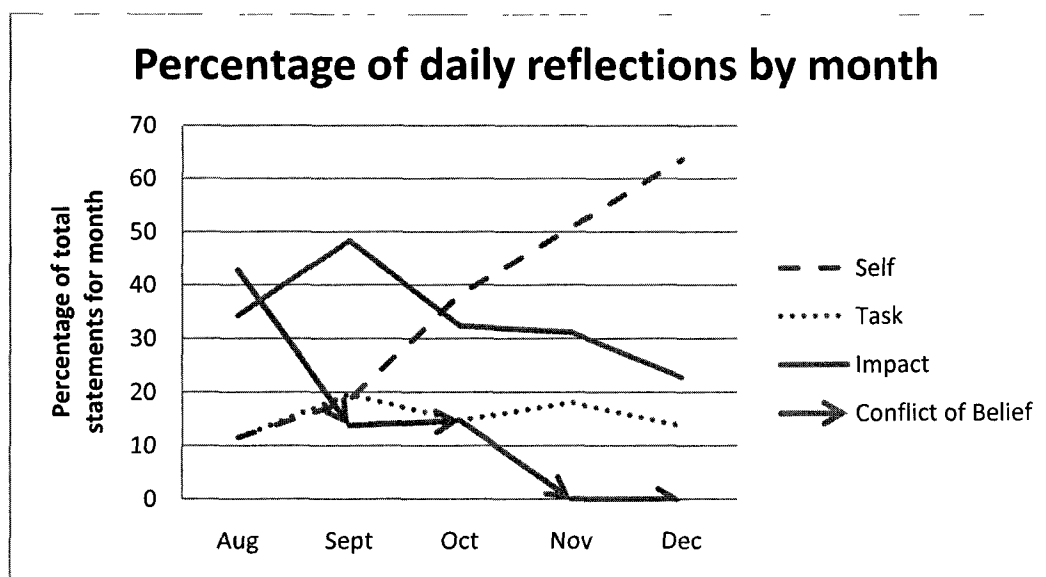


Figure 5. Daniel's Daily Reflections Organized by Month.

Initial Interview

From the first moment that I met Daniel, I could tell that he was excited about finishing up his time in school and becoming a physical educator. I asked him why he wanted to be a teacher, and he said to teach skills that he was not taught until later in life. He wanted PE class to be fun and felt he knew the material well enough to be able to teach it in different ways to kids so that they learned the skills. When asked about his biggest worry during student teaching, he immediately referred to his university supervisor. He felt that he did not have a good relationship with her and that he would fail if he didn't do everything her way. Daniel had not taken her classes and met her for

the first time at the beginning of the internship. Daniel said multiple times throughout the interview that he had worked so hard to get to this point and he just wanted to pass.

When I asked what he wanted the most out of the experience, he said to pass and get a job, which are defined as self concerns.

Self Concerns

Results from Daniel's TCQ-PE administrations (see Table 3) show self concerns decreasing from the initial interview (3.0) to the final interview (1.8). Most self items on the questionnaire showed changes among the three administrations. For example he was initially very concerned about "doing well when a supervisor is present," but this concern decreased to no concern and little concern at the midway and final interviews. Selected items from the TCQ-PE results will be discussed below and compared to data from daily reflections and other collection methods.

Table 3.

The Teacher Concerns Questionnaire—Physical Education (TCQ-PE): Scores and Means by Item for Daniel.

Item	Initial	Midway	Final
Self			
Doing well when a supervisor is present	4	1	2
Feeling more adequate as a teacher	3	2	1
Being accepted and respected by professional persons	2	2	2
Getting a favorable evaluation of my teaching	3	2	2
Maintaining the appropriate degree of class control	3	1	2
<i>Mean</i>	3.00	1.60	1.80
Task			
Lack of continuity in the yearly PE program	3	3	2
Lack of administrative support for the PE program	2	2	2
Lack of a consistent or equitable grading policy for PE	3	3	2
Working with class sizes that are too large	1	2	2
Poor/inadequate scheduling of physical education classes	4	2	4
<i>Mean</i>	3.00	2.40	2.40
Impact			
Meeting the needs of different kinds of students	3	2	2
Diagnosing student learning problems	2	2	2
Challenging unmotivated students	4	2	2
Guiding students toward intellectual and emotional growth	3	2	2
Whether each student is getting what they needs	4	2	3
<i>Mean</i>	3.20	2.00	2.20
Total	3.07	2.00	2.13

Note. Values on administrations: 1=Not Concerned, 2=A Little Concerned; 3=Moderately Concerned; 4=Very Concerned; 5=Extremely Concerned.

Daniel's self concerns composed 32.36% of his total daily reflections (see Table 4), which was the second highest category behind impact concerns (36.92%). More reflections overall were coded for Daniel during his high school placement; however, the difference can be found in the decrease of conflict of belief concerns.

Table 4.

Summary of Daniel's Concerns from Daily Reflections.

Category	<u>High School</u>		<u>Elementary</u>		<u>Total</u>	
	F	%	F	%	F	%
Self	26	18.84	52	50.48	78	32.36
Task	21	15.21	21	20.38	42	17.42
Impact	60	43.47	29	28.15	89	36.92
Conflict of Belief	31	22.46	1	0.97	32	13.27
Total	138	100.00	103	100.00	241	100.00

Although self concerns in Daniel's reflections gradually grew throughout the semester they were comprised of different topics all coded as self concerns. The largest percentage of comments (24.36%) were about class control and classroom management (see Table 5), which is consistent with the findings of Behets (1990) and Boggess et al. (1985). His first comments were about the pupils adjusting to his style of teaching skills instead of the game play that they were used to at the high school placement. "I am pretty confident I can bring a different aspect of teaching to these students that they are not getting from their normal physical education teachers" (August 27). However, when he transitioned to the elementary placement, his concerns centered on being able to control the class, especially the younger grades. "What I am concerned about is teaching students that are under grade 3. They really do not follow directions well and that it is not just me, all of the teachers feel that way" (October 22). Concerns about class control continued until the end of his elementary placement.

Table 5.

Daniel's Concerns from Daily Reflections.

Categories	High School		Elementary		Total	
	F	%	F	%	F	%
Self						
One's adequacy and survival as a teacher	3	11.54%	6	11.54%	9	11.54%
Class control and management	8	30.77%	11	21.15%	19	24.36%
Being liked by pupils	1	3.85%	0	0.00%	1	1.28%
Supervisors' opinions, being evaluated, praised, and failed	8	30.77%	7	13.46%	15	19.23%
Wondering whether they will ever learn to teach at all.	1	3.85%	0	0.00%	1	1.28%
Future job	1	3.85%	8	15.38%	9	11.54%
Being professional	0	0.00%	1	1.92%	1	1.28%
Personal problems	0	0.00%	6	11.54%	6	7.69%
TK20/ Portfolio	1	3.85%	7	13.46%	8	10.26%
Learning new things as a teacher	0	0.00%	4	7.69%	4	5.13%
Teacher's feelings about lesson	3	11.54%	2	3.85%	5	6.41%
Task						
Having to work with too many pupils	3	14.29%	1	4.76%	4	9.52%
Having too many non-instructional duties	2	9.52%	0	0.00%	2	4.76%
Time pressures	2	9.52%	3	14.29%	5	11.90%
Lack of instructional materials (equipment)	5	23.81%	2	9.52%	7	16.67%
Lesson planning	6	28.57%	10	47.62%	16	38.10%
Facilities	2	9.52%	4	19.05%	6	14.29%
Getting to teach/ Not getting to teach	1	4.76%	1	4.76%	2	4.76%
Impact						
The inappropriateness of some curriculum material for certain pupils	1	1.67%	0	0.00%	1	1.12%
Tailoring content to individual pupils (PCK)	5	8.33%	3	10.34%	8	8.99%
Relating to pupils as individuals	6	10.00%	0	0.00%	6	6.74%
Pupil learning	26	43.33%	16	55.17%	42	47.19%
Pupil enjoyment	18	30.00%	8	27.59%	26	29.21%
Injuries	3	5.00%	2	6.90%	5	5.62%
Teacher enjoyment if pupil is enjoying	1	1.67%	0	0.00%	1	1.12%
Conflict of Belief						
CT's lesson planning and involvement with pupils	17	54.84%	1	100.00%	18	56.25%
The supervision techniques of the CT	2	6.45%	0	0.00%	2	6.25%
Lack of movement or teaching in other teacher's lessons	9	29.03%	0	0.00%	9	28.13%
School issues (scheduling, equipment, etc.)	3	9.68%	0	0.00%	3	9.38%

The second largest area of self concern dealt with comments about his supervisors, being evaluated, and passing the course (19.23%), which is consistent with other studies (Capel, 1997 & 2001). His highest rated self concern on the initial TCQ-PE was “doing well when a supervisor is present” which decreased greatly at the midway and final interviews (see Table 3). He was first very nervous about his university supervisor due to the reputation that other TCs had shared with Daniel. He expressed fear of her failing him before his first evaluation. “Today I was very concerned with my first evaluation. I could not sleep last night because I did not want to fail” (September 13). Daniel commented later that he was just starting to get used to what the university supervisor expected from him; however after three weeks at the high school, the university changed his supervisor (due to load distributions) to a person whom Daniel had never met. This created new anxiety for Daniel until he met the new supervisor and perceived him as much easier than his first. His concerns about supervision and passing the internship greatly decreased after his first evaluation with the new supervisor. “The class went well and the evaluation process was a lot less stressful this time around. He [the university supervisor] really liked the way I conducted the class and was impressed by my teaching style” (October 13).

Daniel also expressed concern about being adequate as a teacher and surviving the internship (11.54%). There were very few comments in this category during his high school placement, but once he started at the elementary, these comments increased (see Table 5). “I am most concerned about the younger grades such as kindergarten. I have not had much experience teaching that age and as far as what I have observed they are the

hardest class of the day” (October 20). These feelings changed throughout the 8 weeks at the elementary and towards the end, Daniel felt more comfortable with the elementary grades and felt like he could even work at this level. “I feel that my knowledge and my ability to teach this age group (elementary) of students is expanding. I would even feel comfortable with taking a job teaching these grades” (November 19).

Daniel’s self concerns in his daily reflections began as 11.43% of his total comments in August and steadily grew throughout the internship until December when it was 63.64% of all reflections (see Figure 5, p.77). However, as discussed above, these self concerns were comprised of many topics and changed according to the context that Daniel was teaching. Some of the increase was due to job placement concerns and also personal issues that Daniel experienced in his family during the internship. Though he worked to keep the personal issues from affecting his teaching, there were some times when he was distracted from teaching. Though the large increase is contrary to quantitative reports of self concerns decreasing during the internship (Bray, 1995; Fuller & Bown, 1975), it does support the continuing need for self concerns to be addressed and resolved (Conway & Clark, 2003).

Task Concerns

Daniel’s task average on the TCQ-PE (see Table 3, p.79) decreased from the initial interview (3.0) to the final interview (2.4). His concerns about task items in his daily reflections remained very even and consistent throughout his internship (see Figure 5, p.77). Task concerns remained around the average of 17.42% throughout all 16 weeks

(see Table 4). The majority of this category (38.10%) came from comments about lesson planning (see Table 5, p.81). Sometimes after teaching a lesson, he commented about changing aspects of his lesson as well as changing his teaching style. Following a lesson on volleyball at the elementary, Daniel reflected on changes that he needed to make.

After my first lesson that I did on volleyball, my cooperating teacher and I had to talk about breaking it down even further, going more in depth with my skill lesson and skill teaching instead of the actual game teaching. And I did that the next day and it worked out much better. So I've got to go back and break it down to the smallest form instead of just game form. It is more like being a father instead of being a coach. High school, you can get away with coaching, here [the elementary] you can't. And I had to learn that (November 5).

Daniel wanted to become a great teacher and instruct the pupils so that they learned the material, but sometimes he came up against obstacles unexpectedly that derailed him from his purpose of teaching. One of these obstacles was dealing with time pressures in the school (11.90%). This task concern also surfaced on the TCQ-PE as he rated himself consistently as "very concerned" on the statement "poor/inadequate scheduling of physical education classes" (see Table 5, p.81). These comments were mainly expressed during his elementary placement due to the tight schedule. "The rotating door of classes makes for a day of being tired. You can't really sit and catch your breath or grab a drink of water" (December 9). He also expressed concerns about the lack of equipment (16.67%) that was available to him at the high school. On one day that I observed his lesson, he planned to teach soccer. The PE department only had two soccer balls so he had been borrowing from the soccer coach who was gone on that day. He improvised by using volleyballs; however this struck a chord with him.

The lack of soccer balls threw off my timing, so I did not have enough time to get through all of my lesson plan. I had to add extra time to the skills part and cut out one of the games I had planned (September 22).

Daniel's task concerns only comprised 17.42% of his total reflections, which is consistent with other studies that found task concerns to be very low (Bray, 1995; Capel, 2001; Reeves & Kazelskis, 1985). Though there were not many task concerns, the ones expressed were meaningful to Daniel and affected him during or after the lessons. This in turn affected how he perceived pupil learning and the impact of his lessons.

Impact Concerns

Daniel's impact concerns decreased on the TCQ-PE from 3.2 at the initial interview to 2.2 at the final interview (see Table 3, p.79). His daily reflections that were categorized as impact concerns composed 36.92% of his total. His comments included descriptions of actual pupil learning (47.19%), the enjoyment of pupils (29.21%), and tailoring content to individual pupils (8.99%). He made more comments about pupil learning at the high school than at the elementary (see Table 5, p.81), which could be due to him being more comfortable with older students. It is interesting to note that he made the most comments about pupil learning during the month of September after his conflict of belief concerns (addressed in the next section) were the highest in August (see Figure 5, p.77). This might suggest a relationship between impact and conflict of belief concerns.

At first his comments were basic reflections of how the pupils were reacting to the lessons. “I see that the students are getting the fitness part of the class, but I do not feel they are gaining any skill development or having fun” (August 27). As Daniel continued through the experience and was given more responsibility for teaching the courses, he began to describe in detail aspects of pupil learning. The following is a comment after he had taught a soccer lesson within a Sport Education unit:

Well, I know they learned dribbling skills because they are getting better. And that’s what I’m basing it off of. There are a few students that I’ve looked at, who are more on the lower end, and I’ve looked to see if they are getting better. Some of them were doing that today, they were participating more, and they were controlling the ball. (September 22).

At the elementary, Daniel’s early concerns about pupil learning included focusing more on skill development than game play and not “messaging up” what the pupils were already learning with the cooperating teachers. “The concerns that I have the most is keeping the students on track with the learning, but I have two cooperating teachers working with me that are great and will help me with any problem that comes up” (November 8). Similar to the high school placement, once Daniel gained more responsibility for the lessons at the elementary, his comments about pupil learning became more comprehensive. The following comment is after he taught a lesson to 5th grade pupils on volleyball skills.

I mean they would actually try to hit correctly instead of hitting it straight to the ground or trying to hit it as hard as they can. At first when I said hit they thought they had to kill it. When I then used the reference to balloons, I think that made sense...soft touch up. Before they weren’t even getting the ball back over the net after the serve...but today they actually played two full games (November 22).

Many times throughout the semester, I asked Daniel what was his favorite lesson to teach. I was hoping for him to give me an example of a lesson in which pupil learning had occurred. Instead, he told me about games that the pupils enjoyed playing and asked if they could play again.

And they loved it! They [the high school students] always asked “Can we play Boccer today?” And I would say “No, we are playing badminton today.” They would ask “Why? We’ll take the nets down, let’s play Boccer” (October 18).

Some impact concerns expressed the difference between individual pupils or classes (8.99%). Daniel commented about changes that he was making in his lessons to accommodate those differences. After teaching a class on proper weight lifting techniques at the high school, Daniel reflected:

I don’t want to go too slow with one of the [advanced] kids, but I also was trying to make my attention go to different people just to make sure they weren’t struggling and it [the timing] wasn’t not too fast or too hard for them (September 8).

Refreshingly, the highest category of concerns from Daniel’s daily reflections were categorized as impact concerns (see Table 4, p.80) and the largest amount of impact concerns were categorized as pupil learning concerns (see Table 5, p.81). Capel (2001) also found that TCs display impact concerns throughout the internship. As with the other concern categories, Daniel’s impact concerns also changed contextually. For example when working with high school students, impact concerns were higher because Daniel felt comfortable with that age group. But when at the elementary, impact concerns tended to be lower due to his inexperience with elementary students.

Conflict of Belief Concerns

The new category that emerged from the data was titled conflict of belief. These concerns showed up immediately when Daniel began his high school placement. In the initial interview, he had said how comfortable he felt at the high school level and that he had worked with many of the coaches before through various sporting events. He said he was not worried about his teaching at all. However, he immediately started recording his amazement at the lack of teaching at the high school. The conflict of belief category was named as such, because it illustrated when TCs saw things or were asked to do things that conflicted with what they had been taught or what they firmly believed. This occurred multiple times for Daniel and made up 13.27% of his total daily reflections (see Table 4, p.80). Daniel's first comments in the conflict of belief category were about the teaching methods of the high school teachers.

I am concerned that when it is my turn to teach the students are not going to be used to learning skills and game play, because all I have seen them do is get dressed, line-up for roll, complete a walk-run period, stretch, get dressed, and leave. Also, the teacher is on the cell phone during class (August 23).

Many of his comments followed this pattern during the first week. Then he began to reflect on the effect these poor teaching methods were having on the pupils.

My concern for today is the lack of effort that is put forth by one of the coaches I work with on a daily basis. If it does not have something to do with the sports team he is not moving. The students in these classes are losing out and he does not care (September 20).

Though Daniel was very interested in becoming a coach and had many years of coaching experience, he became appalled that the majority of the coaches at his high school were more concerned about their teams than teaching quality physical education. He told me during one interview that he felt that there should be a balance between coaching and teaching and that he did not want to become a coach that just blew off his classes. Though Daniel did not confront the teachers about these feelings he was having, he did choose to “go against the grain” and teach on days that the other teachers said it was okay to just let the pupils sit in the bleachers. It is interesting to note that once he transitioned to the elementary placement, he only made one conflict of belief statement and it was when he was comparing teaching methods at the elementary to the methods at the high school.

Conclusions

The purpose of this study was to examine the development of TCs’ concerns during a semester of student teaching. Since only one case study is presented, conclusions drawn in this section of the paper about the development of concerns during an internship are made with caution. However, there are some central findings that are significant to mention. The first finding confirms previous research showing that concerns are contextually based (Watzke, 2007) and do not progress in stages as first theorized (Fuller, 1969). Daniel’s story confirms that his concerns changed daily according to the context of the situation. The hierarchy of the concerns, as first theorized, was also not applicable to the data from Daniel’s teaching. He did not first have high self concerns, then task concerns, and finally impact concerns (Fuller, 1969), but instead

experienced concerns in multiple categories at the same time which was also found by Behets (1990). Thus, concerns may not emerge in stages or be hierarchal. As Kagan (1992) suggested, the self stage should not be viewed as a weakness but concerns for self as a teacher and concerns for pupils (impact concerns) can evolve together.

This study also brought to light the conflict of belief concerns that has not been discussed previously. Daniel experienced many of these concerns during his high school placement when he was shocked at the type and lack of teaching that was occurring. However, he did not confront the other teachers about this because he was relying on them for good recommendations for a future job. Williams and Williamson (1998) call this “strategic compliance,” a socialization technique of beginning teachers. This raises the question of whether we teach TCs to stand up against these conflicts, which could possibly risk future careers and professional relationships, or do we allow them to ignore the situation and make it through the teaching experience? Teacher educators and TCs need to discuss this ahead of time and work out strategies to minimize problems.

The final discussion point of this paper is the development of the impact concerns. Recently, there has been a greater emphasis in teacher education on developing concern for pupil learning (NASPE, 2009), and it has been suggested that by the end of a teaching experience, concerns for impact should be higher (Fuller & Bown, 1975). But, as stated above, the impact concerns were also contextual and did not just naturally grow throughout the semester. Daniel had higher impact concerns when he taught lessons he was familiar with (such as soccer) and worked with age groups that he was comfortable with (high school). Despite the pattern of his impact concerns, Daniel still wrote 36.93%

of his daily reflections about impact concerns. This is a high number and shows that regardless of his other concerns, Daniel was still thinking about the impact of his lesson on his pupils. Lesson discussions were purposeful in directing Daniel toward impact concerns; however, he recorded many impact concerns in his daily reflections without being prompted. Other studies that measured pre and post student teaching suggested that high impact concerns were “idealistic” when using the self-reporting scale (Reeves & Kazelskis, 1985; Wendt, 1979); however in Daniel’s story, impact concerns were present throughout the teaching experience.

Future research is needed to examine the development of concerns among a variety of physical education TCs. This study only looked at one Caucasian male non-traditional student. Other demographics should be included to gain a more complete picture of concern development. This study illustrates that self concerns may remain throughout the internship and future studies should reevaluate how to prepare TCs to deal with those self concerns. Research that examines methods of dealing with conflict of belief concerns, or “strategic compliance” issues would also be informative. Video technology and directed conversations should also be explored as a way to increase impact concerns. Perhaps having a clearer picture of the concerns of TCs as they student teach will help teacher educators and cooperating teachers better prepare TCs for the issues that they will face during their teaching careers.

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CHAPTER V

OVERALL CONCLUSION

Due to the beginning teaching standards published by the National Association for Sport and Physical Education (2009), greater emphasis has recently been placed on student learning. Fuller and Bown (1975) suggested that TCs tend to “survive” their student teaching internship instead of focusing on student learning. Self and task concerns tend to overcome impact concerns and yet, as this paper suggested, impact concerns may always be present. In the review of literature titled, *Rules of the Game: How Concerns Develop among Teacher Candidates*, results from concern studies were presented and summarized as inconclusive in the direction and magnitude of concern changes after teaching experiences. Recommendations from the literature suggest measuring concerns with qualitative methods and implementing developmental interventions.

In the study, entitled “*Playing the Game: Teaching Concerns during Student Teaching*,” evidence was presented to support the contextual theory. The qualitative methods highlighted impact concerns throughout the internship even if they were not rated high on the TCQ-PE. Findings from this investigation revealed the critical role that technology can play in addressing TC concerns and encouraging them toward impact concerns. Some benefits of using learning communities were illustrated though the conclusions were limited.

Finally, this study emphasized the need for teacher educators to address conflict of belief concerns and help TCs create a plan for dealing with those concerns. Williams and Williamson (1998) found that beginning teachers chose the path of least resistance when confronted about professional principles and called it strategic compliance. There is a fear that the method of complying for the sake of avoiding confrontation or to gain good recommendations might cause a “wash-out effect” (Stroot, Faucette, & Schwager, 1993) of what the TCs learned in their teacher education programs. Regular meetings with teacher educators and other TCs are recommended to share concerns and strategize about how to handle them properly. This also leads to the frequent concern of cooperating teachers that are not properly trained to mentor TCs or do not display good teaching practices.

Conflict of belief concerns were not present at the elementary placements in this study. The cooperating teachers at those placements were well respected by their state association as model physical education teachers. In contrast, the cooperating teachers at the high school placements showed little interest in developing as physical educators. The cooperating teachers were assigned randomly by the Education Department and were not chosen by the physical education teacher educators for their expertise. The TCs shared their own reservations about the high school cooperating teachers being qualified physical education teachers. Education departments should be careful that they are choosing cooperating teachers based on their expertise in mentoring and teaching instead of being chosen for convenience; and should provide constant direction and help to cooperating teachers who are weak role models.

The case study, entitled “*Reflections from the Game: The Story of One Student Teacher*,” underscored these problems by offering a comprehensive look inside the experience of one TC. This case study gave insight into the daily struggles that TCs encounter while student teaching and accentuated the development of concerns in a contextual setting. Results suggested that both self and impact concerns can develop at the same time and that methods can be successfully used to direct concerns toward impact. Lesson discussions and video technology were used successfully with Daniel and increased his impact concerns immediately following the discussions. This opens the door to more studies exploring the use of these methods in an experimental format.

In summary, the collective findings of this paper fill a void in the research by providing a history of the teacher concerns model; reporting on the contextual nature of concerns; and narrating the development of concerns. Results suggest the use of video technology and learning communities as possible ways to increase concern for student learning. Recommendations for future studies include investigating the effects of technology on impact concerns, replicating the study with a more diverse population, and creating strategies for dealing with conflict of belief concerns.

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APPENDICES

Appendix A

TEACHING CONCERNS QUESTIONNAIRE—PHYSICAL EDUCATION

Male _____

Female _____

Level in program _____

You do not have to answer each statement and may stop at any time. Read each statement, then ask yourself:

WHEN I THINK ABOUT MY TEACHING, HOW MUCH AM I CONCERNED ABOUT THIS?

- 1 = Not Concerned
 2 = A Little Concerned
 3 = Moderately Concerned
 4 = Very Concerned
 5 = Extremely Concerned

1. Lack of continuity in the yearly PE program..... 1 2 3 4 5
2. Lack of administrative support for the PE program..... 1 2 3 4 5
3. Doing well when a supervisor is present..... 1 2 3 4 5
4. Meeting the needs of different kinds of students..... 1 2 3 4 5
5. Lack of a consistent or equitable grading policy for PE..... 1 2 3 4 5
6. Diagnosing student learning problems..... 1 2 3 4 5
7. Feeling more adequate as a teacher..... 1 2 3 4 5
8. Challenging unmotivated students..... 1 2 3 4 5
9. Being accepted and respected by professional persons..... 1 2 3 4 5
10. Working with class sizes that are too large..... 1 2 3 4 5
11. Guiding students toward intellectual and emotional growth..... 1 2 3 4 5
12. Whether each student is getting what he/she needs..... 1 2 3 4 5
13. Getting a favorable evaluation of my teaching..... 1 2 3 4 5
14. Poor/inadequate scheduling of physical education classes..... 1 2 3 4 5
15. Maintaining the appropriate degree of class control..... 1 2 3 4 5

Appendix B

TEACHER CONCERNS CODING CRITERIA FOR QUALITATIVE DATA

1. (S) Self (survival) concerns involve concerns about:

<ol style="list-style-type: none"> a. One's adequacy and survival as a teacher b. Class control and management c. Being liked by pupils d. Supervisors' opinions/ relationship with CT & US e. Being observed, evaluated, praised, and failed f. Feelings, and seem to be evoked by one's status as a pupil 	<ol style="list-style-type: none"> g. Mastery of content to be taught (CK) h. Wondering whether they will ever learn to teach at all. i. Future job j. Being professional k. Personal problems l. TK20/ Portfolio m. Fitting in as a teacher/ Role in School n. Learning new things as a teacher o. Teacher's feelings about lesson
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2. (T) Task (teaching situation) concerns involve concerns about:

<ol style="list-style-type: none"> a. Having to work with too many pupils b. Having too many non-instructional duties c. Time pressures d. Inflexible situations e. Lack of instructional materials (equipment) 	<ol style="list-style-type: none"> f. Limitations and frustrations in the teaching situation g. Varied demands made on them to teach, not just survive h. Lesson planning i. Facilities j. Teacher feelings in the lesson because of CT's assignments of tasks k. Getting to teach/ Not getting to teach
--	--

3. (I) Impact (pupil) concerns involve concerns about:

<ol style="list-style-type: none"> a. Recognizing the social and emotional needs of pupils b. The inappropriateness of some curriculum material for certain pupils c. Being fair to pupils d. Tailoring content to individual pupils (PCK) 	<ol style="list-style-type: none"> e. Relating to pupils as individuals f. Pupil learning g. Diversity of pupils h. Pupil enjoyment i. Injuries j. Teacher enjoyment if pupil is enjoying
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4. (CB) Conflict of Belief involve concerns about:
 - a. CT's lesson planning and involvement with pupils
 - b. The supervision techniques of the CT
 - c. The CT telling the PT something that conflicts with what they strongly believe or what they have been taught in courses
 - d. Lack of movement or teaching in other teacher's lessons
 - e. School issues (scheduling, equipment, etc.)

Appendix C. SAMPLE CODING FROM DATA

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	B		I am most concerned with being able to implement my cooperating teacher's classroom management that students respond well to,	2	23-Aug	Daily reflections	
S	O		I might have gone a little too fast with some of the exercises, I need to slow it down a little bit. It was my first time teaching it, but slowing it down and letting them catch up, that's about it. I think it went well. I went right from time and I stayed on time with them.	3	8-Sep	Taught Fitness lesson	first reflection of the lesson
T	H		I am most concerned with coordinating my unit plan to coincide with my cooperating teacher's units after I leave.	2	27-Aug	Daily reflections	
T	K		She said Mr. Teacher would do the instruction for that, which I was a little disappointed but whatever. Maybe...I think it is very important that they get it across for this little tournament that they have.	1	1-Sep	Assisted gymnastics lesson	disappointment in not getting to teach the next unit
I	D		You might have three or four kids get it and then you have two or three that don't get it. Well I can... I'm able to go back, I know the material enough that I can go back and teach it a different way to the students.	3	22-Aug	Initial interview	confidence
I	F	T	But I wanted to teach them something that had a lot of different things in it so that when they break up into their own groups and try to come up with their own line dance, they just have different ideas to pull from. So that is why I choose slap leather.	1	1-Dec	Taught line dancing	thinking ahead in her unit planning
CB	A		I was a bit shocked at the teaching styles of most teachers, more direct and tell-it-like-it-is.	2	13-Sep	Daily reflections	first day overseas
CB	D		I saw a lot of students standing around and not moving.	3	25-Aug	Daily reflections	watching a whiffleball lesson

Note. S=Self Concerns; T=Task Concerns; I=Impact Concerns; CB=Conflict of Belief Concerns; Sub-coding notations refer to Appendix A categories.

Appendix D

IRB APPROVAL LETTER

August 17, 2010

Mrs. Elizabeth Bowles Sharp

Department Health and Human Performance

eeb2y@mtmail.mtsu.edu

Protocol Title: "Development of Concerns about Student Learning in Physical Education
Teacher Candidates during Student Teaching"

Protocol #: 11-022

Dear Investigator(s),

The MTSU Institutional Review Board, or a representative of the IRB, has reviewed the research proposal identified above. The MTSU IRB or its representative has determined that the study poses minimal risk to participants and qualifies for an expedited review under 45 CFR 46.110 Category 7.

Approval is granted for one (1) year from the date of this letter for 10 participants, pending permission letters from school principles and school districts. Also, for minors, parental consent and student assent forms for children appearing in the videotaping is required.

According to MTSU Policy, a researcher is defined as anyone who works with data or has contact with participants. Anyone meeting this definition needs to be listed on the protocol and needs to provide a certificate of training to the Office of Compliance. **If you add researchers to an approved project, please forward an updated list of researchers and their certificates of training to the Office of Compliance (c/o Emily Born, Box 134) before they begin to work on the project.** Any change to the protocol must be submitted to the IRB before implementing this change.

Please note that any unanticipated harms to participants or adverse events must be reported to the Office of Compliance at (615) 494-8918.

You will need to submit an end-of-project report to the Office of Compliance upon completion of your research. Complete research means that you have finished collecting and analyzing data. **Should you not finish your research within the one (1) year period, you must submit a Progress Report and request a continuation prior to the expiration date.** Please allow time for review and requested revisions. Your study expires **August 17, 2011**.

Also, all research materials must be retained by the PI or faculty advisor (if the PI is a student) for at least three (3) years after study completion. Should you have any questions or need additional information, please do not hesitate to contact me.

Sincerely, Emily Born/Compliance Officer of Middle Tennessee State University

Appendix E
DANIEL'S EXCERPTS AND CODING

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	D		As far as like they don't get how to properly dribble a basketball, I mean there are other ways that you can go about teaching it and I feel like I am good at doing that type of stuff as far as reteaching or teaching it in a different way.	3	22-Aug	initial interview	confidence
I	I		That is a fear...of somebody getting hurt. But it is something that you can't control.	3	22-Aug	initial interview	asked about biggest fear
I	H		You have to make sure you have good discipline and you have to make sure the kids are paying attention at all times...and that is kind of hard with 5 and 6 year olds. But you have to make it fun.	3	22-Aug	initial interview	
I	D		You might have three or four kids get it and then you have two or three that don't get it. Well I can... I'm able to go back, I know the material enough that I can go back and teach it a different way to the students.	3	22-Aug	initial interview	confidence
I	F, H		You'll have these kids that will try to come out there and will actually try harder because they want to beat you. And that's just something that I love...I never had a PE teacher that really did that.	3	22-Aug	initial interview	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	E		And I'm worried about not getting it...my main worry is not passing. I've worked so hard...I mean, I've been in school since '95. And I'm finally there to finish and am at the last point and I'm just worried that I'm not going to do it. I'm not going to make it. That's just the thing. I'm not going to finish. Something is going to stop me. I'm not going to do all the work and I'm not going to get a good enough grade to pass this.	3	22-Aug	initial interview	good insights into the thoughts of a non-traditional student
S	E		Doing well when a supervisor is present. You know your grade is involved in that. You're working with high school kids. Depend on how the day is going you can have problems that can cause you to have a bad grade. That kid could be great every day and all of a sudden he comes in and there is something that has happened outside of the classroom that has caused him to act out that day.	3	22-Aug	initial interview	asked which TCQ-PE stood out the most
S	D		E: Okay. Well, when thinking about this upcoming school experience, what are you most worried about? 3: (silent motion towards audio tape) E: She will not hear this at all. 3: US1. E: Okay, why? 3: I just heard that she is really tough. And during our first meeting when we sat down, to be honest, I thought she hated me.	3	22-Aug	initial interview	biggest worry is US and passing
S	I		E: Well, what do you hope you get out of the teaching experience? What are your hopes for the next few months? 3: A job.	3	22-Aug	initial interview	
S	E		I just need to get finished. My tests are passed, I passed everyone of my tests. All I have is student teaching.	3	22-Aug	initial interview	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	A		I know that I'm going to do all right in the class as far as teaching wise.	3	22-Aug	initial interview	confidence in teaching ability
S	D		I'm kind of worried about how much my cooperating teacher is going to help me. Because I heard that sometimes he has left his student teachers to teach and other things...	3	22-Aug	initial interview	
S	K		I've got two kids, I've got a wife, I've got a mortgage.	3	22-Aug	initial interview	other responsibilities
S	L		It's (TK20) hard to deal with. I'm like, okay, now how am I going to learn this...on the fly, without ever dealing with it.	3	22-Aug	initial interview	
S	A, I		It's a little concern because I want to be hired and some of the principals are former PE teachers. But the main one that I am worried about is US.	3	22-Aug	initial interview	supervisor
S	L		like the portfolio, I'm not going to have it right. I have no idea what this TK20 is. Because I have never had to deal with it.	3	22-Aug	initial interview	
S	E		So I've got my grades up and I've passed all the tests and I've wanted it for a long time and it's just right there.	3	22-Aug	initial interview	
S	L		So it's just a little bit difficult with the extra work that I'm worried about. That I'm not going to be able to get the daily assignment that she (US) has assigned me to give her.	3	22-Aug	initial interview	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	D		So really, I didn't think she (US) liked me. But then we had the lunch together (during student teaching seminar) and we actually talked and it was fine.	3	22-Aug	initial interview	
S	I		That I know I'm respected and I'm going to be respected at whatever school I go to because I'm the only one in this area that does what I do.	3	22-Aug	initial interview	high confidence
S	L		The new technology and stuff that I'm worried that I'm not going to grasp it and get things turned in right like she wants it. I'm not worried that I'm not going to be able to teach the material. I'm not too worried about getting lesson plans done and unit plans...that hasn't changed. It's just getting all that stuff on certain software.	3	22-Aug	initial interview	
S	D		The only thing...I know...that goes back to...the only one that I really care what they think about me is US1, because she is going to be holding my grade. I know that I'm respected and accepted by the PE teacher there because I've worked with him before.	3	22-Aug	initial interview	concern about supervisor
S	O		Well PE, you want it to be fun. A lot of times you will get these drill sergeants in there that say "Do it this way, do it this way", me, I'm more of the type that I like to have fun too.	3	22-Aug	initial interview	PE philosophy?
S	E, I		Well, passing mainly because I always told by a couple of principals that as soon as I have my certification I'm hired.	3	22-Aug	initial interview	confident in getting a job--reality will hit at the end of the semester

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	L		Yeah, that is what I'm concerned about (the amount of work), because I do have other things besides school that I have to worry about. And that's what I'm worried about, I'm not going to get it all done like she wants it.	3	22-Aug	initial interview	not "doing my best" but do it how the supervisor wants it
T	C		Well, working with class sizes that are too large. Usually in PE we find that we have larger class sizes. Usually classes are 15 to 20 kids and in PE we have 30-40 normally.	3	22-Aug	initial interview	asked which TCQ-PE stood out the most
CB	A	I	I am concerned that when it is my turn to teach the student are not going to be use to learning skills and game play, because all I have seen them do is get dressed, line-up for roll, walk-run period, stretch, get dressed, and leave. Also, the teacher on the cell phone during class.	3	23-Aug	daily reflections	
CB	A		the teacher was sitting on the bleachers on the his cell phone.	3	23-Aug	daily reflections	
CB	A		What concerned me about today was none of the teachers had a lesson plan. The came up with things to do on the fly.	3	23-Aug	daily reflections	
I	B	CB	I am concerned that when it is my turn to teach the student are not going to be use to learning skills and game play, because all I have seen them do is get dressed, line-up for roll, walk-run period, stretch, get dressed, and leave. Also, the teacher on the cell phone during class.	3	23-Aug	daily reflections	
I	F		They also, made sure that all players were lifting properly and spotters were paying attention and not talking	3	23-Aug	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	B		I hope that things change or these students will not know how to act when I start teaching with a different style.	3	23-Aug	daily reflections	
T	H		that class there was 3 coaches that walked around and made sure that all players were doing there individual program.	3	23-Aug	daily reflections	
CB	D		I feel the teachers should have had the students doing some sort of exercise, not standing.	3	24-Aug	daily reflections	
CB	A		What I found that I believe did not work, the standing around waiting for a turn to bat.	3	24-Aug	daily reflections	
I	F		I was really impressed with how he built on what the students learned the previous day and how well each student participated and paid attention.	3	24-Aug	reflection (observing health class)	
I	F		The students seemed to really enjoy competing against each other. They would challenge each other which made one another work harder than if they were just running sprints.	3	24-Aug	daily reflections	
CB	D		Coach CT is good at making sure the students are moving at all times, but he was only in charge of the students on the track.	3	25-Aug	reflection	
CB	D		I saw a lot of students standing around and not moving.	3	25-Aug	reflection	watching a whiffleball lesson

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
CB	D		there was not much concern for the lack of movement of the students on the part of the teacher that was in charge of the wiffleball portion of the class	3	25-Aug	reflection	
CB	A		Which is this is physical education class and these students should be moving as much as possible not just standing around talking.	3	25-Aug	daily reflections	
CB	D		but when its their time (other coaches) to teach, the students will not be very active.	3	26-Aug	reflection	
CB	D	I	I would much rather have them simply walk or jog around the gym verses playing an elementary game, get eliminated and just sit there doing nothing.	3	26-Aug	daily reflections	
I	F	CB	I would much rather have them simply walk or jog around the gym verses playing an elementary game, get eliminated and just sit there doing nothing.	3	26-Aug	daily reflections	
I	F		The students learned what a 400 meter event was and also experienced what it was like to run that event.	3	26-Aug	daily reflections	
I	H		The students looked annoyed and just sat there after they were eliminated from the game.	3	26-Aug	daily reflections	
T	H		I will have the students moving during my part of the class	3	26-Aug	daily reflections	Plans for when he takes over the CT's class

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
CB	A	I, S	I am pretty confident I can bring a different aspect of teaching to these students, that they are not getting from their normal physical education teachers.	3	27-Aug	weekly reflection	
CB	D		I noticed the same thing as students just stood around. (during a whiffle ball game)	3	27-Aug	daily reflections	
CB	D		What am I most concerned about? I would have to say the lack of skills being taught and the students are standing around too much.	3	27-Aug	weekly reflection	
I	F	CB, S	I am pretty confident I can bring a different aspect of teaching to these students, that they are not getting from their normal physical education teachers.	3	27-Aug	weekly reflection	
I	F		I see that the students are getting the fitness part of the class, but I do not feel they are gaining any skill development or having fun.	3	27-Aug	weekly reflection	
I	F		To me it (checking own papers in algebra class) seemed to work, because all the students were engaged in the conversation and I did not notice any of the students looking off or doing other work.	3	27-Aug	daily reflections	observing a classroom teacher
S	A	CB, I	I am pretty confident I can bring a different aspect of teaching to these students, that they are not getting from their normal physical education teachers.	3	27-Aug	weekly reflection	
T	H		I plan to teach skill development and bring some fun to my classes.	3	27-Aug	weekly reflection	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	E		I know things will get better the more the students get to know me.	3	30-Aug	daily reflections	first day with new class
S	B		The reason it did not work, the students did not know who I was and tried to see what they could get away with.	3	30-Aug	daily reflections	first day with new class
S	C		What I noticed was that the classes that I have been involved with for the past week accepted me as their teacher and I was not given any problem during class.	3	30-Aug	daily reflections	first day with new class
CB	D		I kept the students moving during my part of class, but the other coaches like whiffleball.	3	31-Aug	daily reflections	
I	F		I found that giving them a goal they worked faster and harder.	3	31-Aug	daily reflections	
T	H		I decided to try something new with this group.	3	31-Aug	daily reflections	issuing class challenges-- let them finish early if they run and don't walk
I	D		I also had a girl in my fifth period that no matter what I tried she would not cooperate or participate.	3	1-Sep	daily reflections	
I	D		I want her to participate and learn, but I also know I can not reach every students.	3	1-Sep	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		Today what worked in all classes was setting a goal for the students to reach and giving them a time to do it in, and if they reached to goal they would be rewarded for their efforts	3	1-Sep	daily reflections	
I	H		We are finishing up with the whiffleball unit and the students do not like the game.	3	1-Sep	daily reflections	
I	F		The students responded to everything they were asked to do.	3	2-Sep	daily reflections	
CB	E		This is a school that is all about their sports teams, but when I look at the Physical Education equipment room I see a lack of equipment for the students to use.	3	3-Sep	daily reflections	
I	H	S	I did have some concerns earlier in the week with some students, but by the end of the week those students were laughing and their attitudes are completely different now.	3	3-Sep	daily reflections	
I	H		I feel good about the way the students are responding to my teaching style.	3	3-Sep	daily reflections	
I	D		the main thing is I know how to make the changes and make the class better.	3	3-Sep	daily reflections	
I	H, J		The students learned something today and so did I	3	3-Sep	daily reflections	ultimate frisbee lesson

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		They are participating, learning, and having fun.	3	3-Sep	daily reflections	ultimate Frisbee lesson
I	H		They competed and participated the entire time and seemed to have a lot of fun.	3	3-Sep	daily reflections	ultimate frisbee lesson
I	H		Today, I switched the classes from whiffleball to ultimate Frisbee, and the students had a great time.	3	3-Sep	daily reflections	
S	B	I	I did have some concerns earlier in the week with some students, but by the end of the week those students were laughing and their attitudes are completely different now.	3	3-Sep	daily reflections	
S	A		the main thing is I know how to make the changes and make the class better.	3	3-Sep	daily reflections	
T	E		I am concerned I will not have enough equipment to teach my unit.	3	3-Sep	daily reflections	
T	A		It was my first time teaching this game so, I put too many students on each team during the first 2 classes.	3	3-Sep	daily reflections	
T	E		We also did not have pennies for the students to wear it was hard for the students to differentiate between the teams.	3	3-Sep	daily reflections	
CB	A		For me as someone who enjoys being in the classroom, if you do not want to be here please find a new profession	3	7-Sep	reflection	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
CB	A		The only thing that concerns me was the lack of motivation shown by one of the coaches to do anything during class today.	3	7-Sep	daily reflections	
I	F		The students ran more laps today than I have ever seen. So the game worked in encouraging more physical activity.	3	7-Sep	daily reflections	
S	I		I need a job in January.	3	7-Sep	daily reflections	
T	H		However, next time I will change the location.	3	7-Sep	reflection	played a tag game on the track, will move it to the gym next time
T	A		The other coaches had the 3 classes divide into 2 teams. I questioned the number of students that were on each team I thought there were too many.	3	7-Sep	daily reflections	
CB	A		I can see my students coming around, I believe that there are other teacher who do not show these students respect and I have witnessed it.	3	8-Sep	r feedback conv with US	
CB	C		I'm just ready to have my own class where I can actually do my own thing. Cause I like doing that. Like 1st and 5th periods are classes that I look forward to, cause that is my class. I don't have to worry about anybody else and do things that I don't want to do.	3	8-Sep	fitness lesson	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
CB	A	T	You have limited time with these kids, make it count. And that's what I try to do. Sometimes when I'm with these other teachers, that doesn't happen.	3	8-Sep	fitness lesson	
I	H		Because when you make it not fun they don't want to do it.	3	8-Sep	fitness lesson	
I	E		Before class I asked the lower skill student what does she not like about the game we are playing. She told me that she was hit in the face by a ball when she was younger.	3	8-Sep	r feedback conv with US	
I	F		During fifth period I have some students no matter what sport or skill we are playing they just will not give any effort.	3	8-Sep	reflection	
I	B		E: Okay. What was the worst thing about the lesson? 3: My timing. Too quick. My count on the lifts. I think I pushed it a little too quick.	3	8-Sep	fitness lesson	worst thing about lesson
I	F		E: Well what is the best thing about the lesson that you just taught? 3: Well, it teaches them that you can run and do a work out.	3	8-Sep	fitness lesson	
I	D		I don't want to go too low with one of the kids, but I also was trying to make my attention go to different people just to make sure they weren't struggling and it's not too fast or too hard for them.	3	8-Sep	fitness lesson	
I	E		I have tried to get to know something about each of the students I have.	3	8-Sep	r feedback conv with US	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F, I		I want them to do it to where they get a lot low reps cause I don't want them to go up there and tear something. Most of these kid aren't taught, don't have the proper weight lifting technique, that you would learn by being in there.	3	8-Sep	fitness lesson	learning or fear of injury?
I	C		I want to make sure they get every second of class. I don't really want them standing around.	3	8-Sep	fitness lesson	
I	D		I'm constantly thinking through the class, they're not flowing right. The lifts weren't flowing right.	3	8-Sep	fitness lesson	changed lesson as he taught
I	F		<i>Most students would not ask that type of question if I had not sparked an interest. That is what I believe my job is about getting these students interested in being physically fit.</i>	3	8-Sep	r feedback conv with US	fitness class-arm workout
I	I		So I would rather something with low control that I could control the weight, I mean I could let them do a little bit heavier weights, but I don't want them getting too much out of control where someone will get hurt.	3	8-Sep	fitness lesson	
I	E		So that's why I try to keep it where I let them have some control over whatever jokes they want to tell or...and that's what kept me getting through workouts sometimes on bad days that I just didn't want to do it.	3	8-Sep	fitness lesson	letting the students have some control
I	D		that I was focusing on was my progression through the list and different ways to do it so it wouldn't actually kill them.	3	8-Sep	fitness lesson	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		The students performed the workout and said after class they really liked it.	3	8-Sep	daily reflections	
I	H		They like the games on Fridays. But I make it to where it is a game where they are going to be running the whole time, they're going to be playing, but I think it will take their mind off of "this is just sprinting, this is just running, this is just weight lifting." So hopefully they will like the game.	3	8-Sep	fitness lesson	
I	E		Well, I just didn't think about that today when we were in this workout. Now when we are on the track running, normally I'll say "hey, your group needs to pick it up a bit," and "your groups doing a good job," "you all are on pace." Normally on the track, yeah, I do do that or if we are playing a game type.	3	8-Sep	fitness lesson	
I	F		what I was doing was I was focusing on one girl. Mainly to make sure...I was trying to base my counts of, because I know by watching she is about mid level of what the class is as far as strength and her conditioning and her overall ability.	3	8-Sep	fitness lesson	
S	B		for the most part the class as a whole, will do what you ask them to do.	3	8-Sep	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	O		I might have gone a little too fast with some of the exercises, I need to slow it down a little bit. It was my first time teaching it, but slowing it down and letting them catch up, that's about it. I think it went well. I went right from time and I stayed on time with them.	3	8-Sep	fitness lesson	first reflection of the lesson
S	I		I'm ready to get a job (laughs)	3	8-Sep	fitness lesson	
S	D		Mrs. Teacher also liked the workout I did and asked if she could use it for her class for the rest of the day.	3	8-Sep	daily reflections	
S	B		The lack of respect that some of these students have for themselves and for other people.	3	8-Sep	daily reflections	
S	G		This is the first time I've done weight lifting. So I think I'll get better. I'm sure I'll get better.	3	8-Sep	fitness lesson	
T	H		I think there are some things I could've done to make that a little more fun by doing some more maybe running in place type things.	3	8-Sep	fitness lesson	
T	H		Slow the class down and actually let them do it on their own count and just to make sure that they're doing it, make sure you do it 10, you do it on your count, and that way I could watch different kids and get their form right because they are actually on their count.	3	8-Sep	fitness lesson	suggestion to change lesson

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	C	CB	You have limited time with these kids, make it count. And that's what I try to do. Sometimes when I'm with these other teachers, that doesn't happen.	3	8-Sep	fitness lesson	
CB	A	I	I am concerned these students are finally starting to participate and dress out daily, and I have only 3 week left and I am turning it back over to their normal teacher.	3	9-Sep	daily reflections	
I	F	CB	I am concerned these students are finally starting to participate and dress out daily, and I have only 3 week left and I am turning it back over to their normal teacher.	3	9-Sep	daily reflections	
I	H		I asked them after class if they had fun today and all three asked if they can be captains again.	3	9-Sep	daily reflections	
I	F		I had a complaint free day full of participation.	3	9-Sep	daily reflections	
I	D		This student is on his last chance and he is gone. I am concerned he will not make it, and he is doing so well for me.	3	9-Sep	daily reflections	
T	A		As, I look back on the day if I had to change anything it would be breaking the students down to even smaller team and having 2 games going at once.	3	9-Sep	reflection	
CB	E		A school this size should have more equipment then this.	3	10-Sep	reflection	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
CB	E		You would think a school of this size would have the proper equipment.	3	10-Sep	daily reflections	
I	E		I feel really good about the way the students are responding to my teaching style.	3	10-Sep	daily reflections	
I	E		I let them know I care about them as people.	3	10-Sep	daily reflections	
I	F		That was the hardest I have ever seen those girls play any game since I have been here.	3	10-Sep	daily reflections	
I	E		The students talk to me after class and in the halls.	3	10-Sep	daily reflections	
I	H		When class was over, they asked if they could keep playing instead of getting dressed.	3	10-Sep	daily reflections	
S	B		I got the rest of the class started on their warm-up activity then dealt with the problem and started my soccer unit.	3	10-Sep	daily reflections	2 boys were horsing around and one bit the other
T	B		I feel it is hard at the beginning of fifth period when I have to run from each locker room locking the doors.	3	10-Sep	daily reflections	
I	F		and I notice that their ball control improve throughout the class.	3	13-Sep	reflection	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		the students responded great to the peer coaches from the girls soccer team.	3	13-Sep	daily reflections	
S	O		I feel my movement around the class needs to get better.	3	13-Sep	daily reflections	
S	E		<i>I felt every nervous during class because it was my first evaluation.</i>	3	13-Sep	daily reflections	
S	O		I turned my back on some of the other group and I need to watch my positioning.	3	13-Sep	daily reflections	
S	O		The lesson I put together flowed every well.	3	13-Sep	daily reflections	
S	E		Today I was very concerned with my first evaluation. I could not sleep last night because I did not want to fail.	3	13-Sep	daily reflections	
T	C		The class started off good and finished on time.	3	13-Sep	daily reflections	
CB	A		So what I feel did not work was the lack if supervision by the other coach who had class at that time.	3	14-Sep	reflection	
CB	A		What concerns me? The lack of care some of the coaches have for these students.	3	14-Sep	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		The students performed the workout and laughed the whole time.	3	14-Sep	daily reflections	
S	B		I have interacted with the students and I do not have the discipline problems in the class when I am in charge.	3	14-Sep	daily reflections	
I	F		Today all my classes took the test. Most paid attention, some did not, and a few did not care.	3	17-Sep	daily reflections	
S	D		University Supervisor told me on Monday that she was no longer my adviser anymore and I would have a new university supervisor. I was just getting use to US 1 and learning what to expect from her. I have not talked to US 2 yet, nor have I received any emails from him.	3	17-Sep	daily reflections	change of supervisor
CB	A		My concern for today is the lack of effort that is put forth by one of the coaches I work with on a daily basis. If it does not have something to do with the sports team he is not moving. The students in these classes are losing out and he does not care.	3	20-Sep	daily reflections	
CB	A		That is 3 days of class with no activity for no reason, I was not on board with that decision and I gave my class the test on Friday.	3	20-Sep	daily reflections	
I	F, H		The students really liked learning new skills and learn a new game. I over heard some of the students talking after class saying how they wished class was like this everyday.	3	20-Sep	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	K		My class took theirs [quiz] Friday, so I got to teach my classes what I wanted to.	3	20-Sep	daily reflections	
CB	A		I was the only coach who was out on the court with the students. The other two coaches were off in the corner talking and not even paying attention to what was going on.	3	21-Sep	daily reflections	
I	I		During that class we had a girl hit in the right eye, while playing pickle-ball. I had to get her ice for her eye and send her to the nurse.	3	21-Sep	daily reflections	
I	I		I really did not feel anything until after I got her to the nurse and found out she was going to be ok. then I felt relieved that she was not seriously injured.	3	21-Sep	daily reflections	response to researcher comments concerning injured student
I	F		I walked around the class and helped the students who never played before learn new skills.	3	21-Sep	daily reflections	
I	D		It was just game play, so I tried to add some instruction to the students who needed it.	3	21-Sep	daily reflections	response to researcher comments
I	I		Nothing other then making sure she was ok and getting her the attention she needed. I really did not think I acted. My instincts took over.	3	21-Sep	daily reflections	response to researcher comments concerning injured student
I	H		The students were having fun playing with the new games and were ready for a change.	3	21-Sep	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		And that's the main thing I was looking for today, control (of the ball) and if they were participating more, because the more you participate the more you are learning the game.	3	22-Sep	soccer lesson	what he is looking for
I	F		I think they're getting it...what I actually saw was they were getting better at their dribbling. The first day they couldn't even hold a soccer ball and now they are actually starting to move it and move it around and play some in the games. I think they are getting a little bit better in their passing and defense.	3	22-Sep	soccer lesson	asked about the best thing in the lesson
I	F		I'm not the one having to sit there with each group and try to teach a whole group. I'm able to break them up, let those coaches coach, I mean they are really good...these are the best freshman players and one's a junior. So they get a lot of foot skills. They get to see it...I can't demonstrate, a lot of it, but they can. They're (students) seeing how it's supposed to look the whole time.	3	22-Sep	soccer lesson	peer coaches
I	F		Well, I know they learned dribbling skills because they are getting better. And that's what I'm basing it off of. There are a few students that I've looked at, who are more on the lower end, and I've looked to see if they are getting better, if their foot skills...if they are actually participating more. Which some of them were doing that today, they were participating more, they were controlling the ball.	3	22-Sep	soccer lesson	asked what the students learned

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	D		Yeah, he has some home problems. So I try to get him to participate as much as I can, but I don't want to force it. Because that is what he gets at home. He is forced to do things. And I found that out so that's why I let him do what he wants to do. I don't want to force him to do it, because that's what he gets at home. I said "if you're not going to touch, move up and down the court with the kids so you're moving. So if I see you moving, I'm not going to count off if you aren't touching the ball, but I will count off if I see you standing." And he said "okay, I can do that". So I'm getting him moving. That's the main thing, I want to keep him moving.	3	22-Sep	soccer lesson	knows students as individuals and changes and instruction and rules to fit their needs
S	K	T	E: What was the worst thing about the lesson? 3: Ahh, my timing was off. E: Why do you say...timing of what? J: I actually didn't do all the drills that I had scheduled because my timing go off a little bit because of...the unknown, the way the day started.	3	22-Sep	soccer lesson	
T	C	S	E: What was the worst thing about the lesson? 3: Ahh, my timing was off. E: Why do you say...timing of what? J: I actually didn't do all the drills that I had scheduled because my timing go off a little bit because of...the unknown, the way the day started.	3	22-Sep	soccer lesson	
T	C		I think if I had a little bit more time to explain things to them (peer coaches) it would have been easier.	3	22-Sep	soccer lesson	
T	E		I'm going to say about 65 – 70% of the time. It could have been more with more equipment.	3	22-Sep	soccer lesson	asked about activity time

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H		Making sure my peer coaches weren't over there cause there were some other soccer players who weren't dressed out sitting in here. I noticed one time that they went over there talking. So just trying to keep them (peer coaches) active with their groups instead of them talking and actually making sure that they were keeping the groups going. And that was my main concern, making sure that the students were getting _____ lessons and developing skills, and not just standing around.	3	22-Sep	soccer lesson	supervising peer coaches was main thought during lesson
T	E		The lack of soccer ball through off my timing, so I did not have enough time to get through all of my lesson. I had to add extra time to my skills part and cut out one of the games I had planned.	3	22-Sep	daily reflections	stimulated recall day
T	B		The school had a fire drill during one of my classes. It happened to be right as my students were getting dressed after class. None of the students knew where to go to, I was not told where my meeting place was. I guessed and took the students to a place away from the building and it happened to be the right place.	3	22-Sep	daily reflections	stimulated recall day
T	E		Today I was supposed to teach my 5 fifth period their soccer unit and the soccer coach was not at school, so I could not get the soccer balls for my lesson. I had to scramble to find some balls for my lesson. I finally found some old volleyballs and made them work.	3	22-Sep	daily reflections	stimulated recall day
T	E		Well, I think if I had a little more equipment, it would have been a little bit easier.	3	22-Sep	soccer lesson	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H		While walking back to the office, #3 told me that in his fitness class he is using time instead of counting and is giving more feedback to his students.	3	22-Sep	soccer lesson	improvement due to previous discussions with researcher
I	F	T	Tomorrow there is a blood drive in the gym, a chorus show in the auditorium, all next week is homecoming, and the week after that is fall break. Which I was told the gym will be used all week for homecoming activities and the students will not be dressing out. That means some of these students will not have any physical activity for two weeks.	3	23-Sep	daily reflections	
S	D		After class she[CT] told me that the workout was great and it was hard but not hard enough that it lost any students and it was great for the type of class.	3	23-Sep	daily reflections	
T	H		Today during first period I put the students through a leg workout that I came up with.	3	23-Sep	daily reflections	
T	E		Today I had planned another soccer lesson for fifth period, but when I came into class the badminton and pickle ball nets and equipment was still set up all over the gym and I knew I would not have enough time to take the nets down and set up for my lesson. I had to make a change and fast.	3	23-Sep	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	C, I	I	Tomorrow there is a blood drive in the gym, a chorus show in the auditorium, all next week is homecoming, and the week after that is fall break. Which I was told the gym will be used all week for homecoming activities and the students will not be dressing out. That means some of these students will not have any physical activity for two weeks.	3	23-Sep	daily reflections	
S	E		One good thing that came from today is I finally got to meet US2. The meeting went well and I made a good first impression one him along with the evaluation that US1 sent to him.	3	24-Sep	daily reflections	
T	I		Today I can not say what worked or not, because I did not have any classes today. From 8 to 12 today the Red Cross was having a blood drive in the gym and all the freshman were in the auditorium for a variety show.	3	24-Sep	daily reflections	
I	H		We was only able to have one class today so, we had the students play the game of Boccer. They enjoyed playing the game.	3	30-Sep	daily reflections	
I	F		Next week is fall break and most of my students will go home and do nothing physical for the week, and for some it has been 2 weeks since they have done anything.	3	1-Oct	daily reflections	
I	H		The students had a lot of fun and the day ended with no problem. I was real impressed that I did not see one fight.	3	1-Oct	daily reflections	school wide tailgating and pep rally

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		I feel the reason this worked, it allowed the coaches the opportunity to find out how much the class as a whole knew about the sport.	3	11-Oct	daily reflections	
I	F		We had the students break up into team and evaluated the skill level and knowledge of the game during game play.	3	11-Oct	daily reflections	
S	A		<i>Next week I am going to change schools, and I have a whole group of new students to deal with.</i>	3	11-Oct	daily reflections	
CB	B		The fact that the coaches left me alone in the gym with three classes by myself.	3	12-Oct	daily reflections	biggest concern of the day
CB	B		This week I have seen less of the coaches then I have ever seen. Many times this week I have looked up and was the only coach in the gym.	3	12-Oct	daily reflections	
I	H, F		Today we had another day of volleyball and the students seem to like the game better then most we have done since I have been here. There is more skill level with this sport then I have seen in the past.	3	12-Oct	daily reflections	
S	E		The class went well and the evaluation process was a lot less stressful this time around. US2 really like the way I conducted the class and was impressed by my teaching style.	3	13-Oct	daily reflections	evaluated
S	D		This is my last week here and I have a new experience starting next week and I have not met my next teacher yet.	3	13-Oct	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	B		Today during 5 th period I had one girl who try to act out during class and it was very difficult to deal with the class and deal with her. I was the only one in the gym, so I had to make it work. The class when well and the problem was solved.	3	14-Oct	daily reflections	
S	L		What concerns me? Getting all these project uploaded to Tk20 and I just found out how to use it.	3	14-Oct	daily reflections	
CB	A		What concerns me? The other coach who was more interested in his sports team then teaching his class. Most everyday he would disappear into his office to tend to his team needs, and with the sports season approaching and all the coaches involved in Basketball I see the students being left out.	3	15-Oct	daily reflections	
CB	A		What concerns me? The upcoming basketball season. All the coaches that taught with me were coaches. The lack of skill being taught during class now will only get worst as the season goes on. There will be less focus on the students and more emphasis placed on there team. Which with on coach even now the students to me did not seem important in his eyes.	3	15-Oct	daily reflections	
S	H		I feel good about the impression that I left on the students and my fellow teachers. I feel confident in the fact that I could possible be back as a teacher and a real good possibility that I will be coaching there again next fall.	3	15-Oct	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
CB	A	S	Alright, I dealt with everything that you can think of under the sun. (pause) I learned how not to teach a PE class. (pause) Um, (long pause) learned how to...it would be to teach four classes at one time in the gym by myself. And (pause) I learned I can do things on the fly.	3	18-Oct	midway interview	four words to describe 1st placement
CB	E	T	Big school like HS and they don't even have enough soccer balls for the gym class. They had two.	3	18-Oct	midway interview	
CB	B		So my teacher, my cooperating teacher stayed with me for the first week. And after that, he was gone.	3	18-Oct	midway interview	relationship with CT
CB	A		There is very little skill taught. It is more like we want badminton, we play badminton. And that was it. You just put it out there and play.	3	18-Oct	midway interview	
CB	A		There was no skill teaching. There was a real lack of concern for the students. They didn't really care, because where I was at HS, they had no athletes in the class.	3	18-Oct	midway interview	
CB	A		Well, so we did when I first got there it was track and whiffle ball. That's the class that I wanted to pull my hair out and scream "why are we doing this?" But I wasn't really taking over at the time, I wasn't supposed to. So I was told to follow the other coaches' lead. Well then we went into other stuff but it all the same thing.	3	18-Oct	midway interview	giving advice
CB	A		What's concerning me is because of the lack of teaching and the teaching style. There are no lesson plans. I made most of the lesson plans for the whole day for the other coaches.	3	18-Oct	midway interview	biggest concern during 1st placement

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		Actually, mine learned how to dribble a soccer ball. And the reason that I know they know how to do that is that I could put them in the middle of the gym floor, before I had balls going everywhere. , but by the end of it, I could take and put them on the gym floor and give them a confined space and they could keep the ball in there.	3	18-Oct	midway interview	asked about what students learned
I	F		And then we played games against each other and they learned. They were actually controlling the ball. First time we played it when I did kind of assessment of where I needed to go and how good the kids were, we couldn't even get the ball anywhere. They were all in one clump kicking the ball around. But by the end of it they were all spread out and they were actually passing to each other and scoring and stuff like that. So that worked out really well.	3	18-Oct	midway interview	example of student learning in soccer
I	H		And they just loved it (boccer) because everybody was moving and trying to get the ball and passing it to each other. So it was mixture of ultimate Frisbee, basketball and soccer.	3	18-Oct	midway interview	asked about favorite lesson
I	H		And they loved it. They always asked "Can we play Boccer today?" And I would say no, we are playing badminton today. "Why? I'll take the nets down, lets play boccer."	3	18-Oct	midway interview	asked about favorite lesson
I	H		I went in to a game play situation and I made them do skills. And they actually liked that. They liked the structure and learning how to do it.	3	18-Oct	midway interview	advice: changed the status quo

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	E		No on the positive side, she was one of my best students after that. She did give me problems the first time I was there, and then I did have another kid, I had a couple more kids constantly out of ISS. Because him and one of the other PE teachers, they didn't like each other. But I took time to talk to him and he trusted me, so it got to the point that when he was in class, I just looked at him when he went to open his mouth and he would shut up.	3	18-Oct	midway interview	positive experience with some students
I	F		So I used a modified sport ed model. I used the soccer girls as my coaches for each station. And they worked and they learned a lot as far as soccer skills because they had their friends teaching.	3	18-Oct	midway interview	
S	A	CB	Alright, I dealt with everything that you can think of under the sun. (pause) I learned how not to teach a PE class. (pause) Um, (long pause) learned how to...it would be to teach four classes at one time in the gym by myself. And (pause) I learned I can do things on the fly.	3	18-Oct	midway interview	four words to describe 1st placement
S	D		Alright, well thinking back over the last placement, if you could use four words to describe your experience, any four words, what would it be? 3: No more US1.	3	18-Oct	midway interview	four words to describe 1st placement
S	K		I'm getting things done. Slowly, but getting them done. But it (personal issues) has not affected my teaching and that's one of the things that US2 said. "I couldn't tell anything was wrong with you from watching you teach. You just don't know how to step closer to your razor."	3	18-Oct	midway interview	dealing with family issues but still teaching well

Code	Sub-coding	Also coded as	Quote	ID	Date	Context Notes	Comments
S	D	T	So I'm kind of worried about that (lesson planning), am I not going to make a good impression Because I have gotten to where I do a lot of the planning more in my head then actually on paper	3	18-Oct	midway interview	concerned most about next placement
S	B		That was also the class that I had all the discipline problems You had to watch because you didn't know which kid you was going to get coming in that day	3	18-Oct	midway interview	
S	B		Well, fitness were my better lessons And you saw me do my fitness lesson I just felt like I had more control My better lessons were the classes that I had by myself	3	18-Oct	midway interview	asked about favorite lesson
T	A		Because at first I put them on teams and watched them play and then I had one team that had a lot more kids that had played soccer before and then I had to divide them up and things like that	3	18-Oct	midway interview	Sport Ed
T	E	CB	Big school like HS and they don't even have enough soccer balls for the gym class They had two	3	18-Oct	midway interview	
T	H		But the thing is everybody had to participate so there was no sitting So it wasn't a free day they just got to pick what they wanted to do And it was a game	3	18-Oct	midway interview	
T	B		I dealt with a lot of stealing A lot of stealing Dealt with a lot of bullying, because I had kids who were not PE people And it was a lot of, I guess for lack of a better word, homosexual type bullying So yeah, you pretty much, if it happens in a school, I've dealt with it	3	18-Oct	midway interview	more problems that he dealt with

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H		My teaching was, we are going to take them out on the track and they are going to run two miles and then we are going to go in. Or, I'm going to take them on the track and run 1 200 and then we will switch and send them in to go play whiffle ball and then the rest of them will run a 200. That was mine...	3	18-Oct	midway interview	lack of mentorship
T	H		No, where I am coming from, the lack of all of that, where I was doing the planning, I would plan what we were going to do. I would walk in and say "what do you want to do today?" They would respond "Oh, whatever you want to do today." The first time that I asked that, but then the second week I just walked in "okay, this is what I have planned to do". "Alright, go ahead".	3	18-Oct	midway interview	biggest concern during 1st placement
T	H	S	So I'm kind of worried about that (lesson planning), am I not going to make a good impression. Because I have gotten to where I do a lot of the planning more in my head then actually on paper.	3	18-Oct	midway interview	concerned most about next placement
T	H		So now I'm worried about going into a class that is going to be a lot more skill oriented and I'm going to have to plan more.	3	18-Oct	midway interview	elem is going to take up more time
T	H, B, C		There are a lot of things that effect whether we are having gym or not. And my cooperating teacher hardly ever showed me the emails. Occasionally I would see the emails that would say that the gym was occupied. Most of the time I would walk in and not know what was going on. So it was actually hard to plan.	3	18-Oct	midway interview	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	C		we was on a crazy block schedule semi-block schedule. Monday, Wednesday, and Friday we was regular 45 minute classes, 7 periods. But on Tuesday Thursday, Tuesday we had even classes, Thursday we had odd classes, but then you had your first period every day and those were 90 minutes. So it was kind of hard to plan. Because 90 minutes playing pickleball...	3	18-Oct	midway interview	teaching schedule
T	B		Well, let me tell you some other things that weren't good. I dealt with gangs, I dealt with gang signs. I've broken fights up. I have confiscated cell phones constantly. Uh, (pause) let's see what else. I had a girl my second week come in and tell me she was being molested on the bus.	3	18-Oct	midway interview	very negative about HS experience
T	H		Yeah, that is the main thing that I'm worried about, is the planning part. I know I can do it, I've taught 5 & 6 year olds football and soccer. So I can teach sport skilled lessons but as far as like...because there are a lot of lower lessons that I have not looked at as far as games for PE goes.	3	18-Oct	midway interview	
I	H		Today they finished up the soccer unit and the kids seemed to love going outside and playing.	3	20-Oct	daily reflections	first full day at elementary
S	A		I am most concern about the younger grades such as kindergarten. I have not had much experience with that age as for as teaching and as far as what I have observed they are the hardest class of the day.	3	20-Oct	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H		This school is a lot different from my last placements they are a more skill orientated and less game play, which my last place was all game play and no skill teaching. I feel the skill teaching make for better play and that is why I feel is what worked.	3	20-Oct	daily reflections	comparing placements
I	I		We teach them how to pace themselves and also how to avoid accidents on the track. Safety first is what they are teaching and the other teachers told me that since they started preparing the students in this was, the accidents totals have gone down.	3	21-Oct	daily reflections	
S	A		What concerns me? Teaching the younger grades k-2. I do not have much experience teaching that age and from what my cooperating teacher is telling me they are the hardest class to teach.	3	21-Oct	daily reflections	
S	A		I am concerned about teaching students this young. I have never taught students this young. It will be a challenge that I am ready to take on.	3	22-Oct	daily reflections	
S	D		This week I spent all week observing the other teachers. They gave me a lot of advice and shared a lot of lesson plans with me. I really like my cooperating teacher and with their guidance I feel I will get a lot out of this placement.	3	22-Oct	daily reflections	
S	B, A		What I am concerned about is teaching students that are under grade 3. they really do not follow directions well and that is not just me its all the teachers.	3	22-Oct	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	K		Today was another day that I watched the other teachers teach the class. At the end of the class I took over and took the students through a cool down exercise.	3	22-Oct	daily reflections	
S	B		All classes went fairly smooth today, there were a few minor problems but nothing I could not handle.	3	27-Oct	daily reflections	
I	F		There was a lot of difference between the gym and the track, so we had some confused students. We got them worked out and the students preformed very well.	3	28-Oct	daily reflections	
CB	A		I also get the since that these teachers rather stay in the gym and not go outside if they do not have to.	3	29-Oct	daily reflections	
I	F		All the students made it out to the event and performed very well.	3	29-Oct	daily reflections	
I	I		We did not have any accidents and the students did exactly what we showed them and all when well.	3	29-Oct	daily reflections	
T	H		I am concerned about Wednesday of next week when I have to start my unit and lesson plans. This is the first time I have had to prepare a lesson and unit for elementary age students.	3	29-Oct	daily reflections	
T	I		I feel that we should have taken the students outside again today. I feel the gym does not give a good representation of what they are going to be doing tomorrow.	3	29-Oct	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H		What concerns me is that Wednesday I have to start teaching my first lesson that I have planned an will I be as good with the elementary students as I was with the high school.	3	29-Oct	daily reflections	
I	F	S	Today my lesson for k-2 worked. The students participate well today and preformed everything I asked. My classroom management was good and the students were wore out when they left the gym, but most importantly they had fun.	3	3-Nov	daily reflections	
S	I		If I had to pick I would have to say it's will I find a job in January.	3	3-Nov	daily reflections	biggest concern for the day
S	B	I	Today my lesson for k-2 worked. The students participate well today and preformed everything I asked. My classroom management was good and the students were wore out when they left the gym, but most importantly they had fun.	3	3-Nov	daily reflections	
T	A		What did not work? I would have to say my volleyball lesson. I had too many students on each team, which caused them to stand around too much. Tomorrow I will make the necessary changes to make this lesson as good as the k-2 lesson.	3	3-Nov	daily reflections	
I	F		Today I implemented the changes an it made a difference in the class. More kids were moving and involved in the lesson and there were less students off task.	3	4-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	B		What am I concerned about? I am concerned that I will not be able to handle this class and it will look bad on my part, but on the other hand the other teachers cannot handle them either.	3	4-Nov	daily reflections	
S	B		What did not work? We have one kindergarten class that is very difficult to work with. It is not just me its all the teachers. Both teachers warned me about this class, and even the classroom teacher warned me before class that this was a bad day. And of course the did not listen to a word I said and class was very difficult.	3	4-Nov	daily reflections	
CB	D		And it is more of a structured type game whereas like at HS on Friday it was free for all. You had kids sitting on the ground, sitting out...So I like the way that they do it here (elem).	3	5-Nov	satellite ball lesson	comparing the two schools
I	F		E: So what do you think the kids got out of this game today? 3: A lot of throwing. It is a throwing target game with moving targets.	3	5-Nov	satellite ball lesson	not a strong example
I	F		What I found that did not work as the game progressed the students stopped using proper throwing techniques, and started using poor skills to attempt to hit the ball.	3	5-Nov	daily reflections	this was pointed out in our conversation after an observation

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		What worked? Today was Fun Friday and the students loved the game of satellite ball. The game focused on throwing to a target. The game was good and the students used strategy and defensive techniques to score points for their team	3	5-Nov	daily reflections	
I	F		Yeah, well then they were also working on tactics too. Because of them would hold the ball and then block it back in. So that is when you would see them, yeah, they would start off throwing them at the beginning but then as the game goes on, it is more defense and strategy type playing.	3	5-Nov	satellite ball lesson	
S	D		And then I got their (CT) lessons for the rest of the year. So that I would have something to look at if I ever get a PE job in elementary school.	3	5-Nov	satellite ball lesson	relationship with CT
S	D		Because now, I feel comfortable. They (CT) are doing a great job of helping me with anything that I need, so I'm not too concerned with me not getting the experience.	3	5-Nov	satellite ball lesson	confidence building
S	O		E: Alright, so what did you think about the lesson? 3: It was fun.	3	5-Nov	satellite ball lesson	enjoyed the lesson
S	I		I am most concerned about what type of jobs will be out there in January and if I might get one of those jobs. Now that I am a single father it is more important then ever that I get a job as soon as possible.	3	5-Nov	daily reflections	job concerns start to emerge

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	N		I feel I am progressing in my knowledge of teaching at this level and starting to feel more comfortable with it.	3	5-Nov	daily reflections	growing more comfortable with elem kids
S	N		I feel really good about the knowledge that I am gaining by working with the two teachers here at Elementary. They are working with me and teaching me as I am going along. I feel comfortable in teaching this age group now and find it getting easier to plan for.	3	5-Nov	daily reflections	
S	A		I would really have to say that this isn't my ideal job, but I'm comfortable enough that if I have to take a job, then I can do it.	3	5-Nov	satellite ball lesson	unsure, but gaining confidence
S	B		making sure they were following the rules. Making sure they weren't throwing balls at each other. I seen one kid who was trying to.	3	5-Nov	satellite ball lesson	what he was thinking about during the lesson
S	I		Will I be able to find a job in January?	3	5-Nov	satellite ball lesson	major concern
T	H		My first lesson that I ever did with the volleyball we (my CT and I) had to talk about breaking it down even further. Going more in depth with my skill lesson and skill teaching more than the actual game teaching. And I did that the next day and it worked out much better. So I've got to go back and break it down to the smallest form instead of just game form. It is more like being a father instead of being a coach. High school, you can get away with coaching, here you can't. And I had to learn that.	3	5-Nov	satellite ball lesson	good description of his growth as a teacher

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		I was using the gator ball at first and the sixth graders were able to play and have success, but when it came to the third graders they had a hard time.	3	8-Nov	daily reflections	
I	F	S	The concerns that I most have is keeping the students on track with the learning, but I have two cooperating teacher working with me that are great and will help me with any problem that comes up.	3	8-Nov	daily reflections	speaks to relationship with CT
S	D	I	<i>The concerns that I most have is keeping the students on track with the learning, but I have two cooperating teacher working with me that are great and will help me with any problem that comes up.</i>	3	8-Nov	daily reflections	speaks to relationship with CT
T	E		Today I planned my lesson using gator ball and when I got to school I noticed the school had volleyball trainer. I switched from the gator balls to the trainers and it worked great. The students had more success and was able to play a more competitive game.	3	8-Nov	daily reflections	
I	F		I had them play at team building game and made failed the first few time they played, but after I pointed out what they were doing wrong they corrected the problems and found success.	3	9-Nov	daily reflections	
I	F		Today I had the students play volleyball. The skill I taught were picked up quickly and made for an easy transition to game play.	3	9-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	L, K		Right now I am concerned about the amount of work I have on my shoulder right now. I am extremely tired at this point dealing with everything that is asked of me. Not only the teaching part but my personal life. I am concerned that I will not get everything done that I need to do.	3	9-Nov	daily reflections	
T	H		When I had the students playing the games and the other teacher told me that the rules I was teaching were not the same ones we were using in our tournament. I had to then teach the new rules. I assumed that we were teaching the whole game of volleyball and they were only teaching the catch and through method of play.	3	9-Nov	daily reflections	
S	L		My concerns are back on TK20 I am still not able to do some things I need to do for my online portfolio	3	10-Nov	daily reflections	
S	E		Today I had to go back and teach a lesson from last week because the students missed because of Fun Friday. I did not have me lesson plans from last week with me so I had to do it be memory. It worked well and I was even evaluated in one of my classes and she did not know until I told her after class	3	10-Nov	daily reflections	
T	E		What did not work? I tried to use the training ball in the third grade class to teach volleyball, but the ball was too big and their little hands. For the older students the trainers work well.	3	10-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		We took the students outside and let them have a free play day. I think they played more out there then our structured time in the gym.	3	11-Nov	daily reflections	
S	L		I am getting close to the end of my students teaching and I am still having trouble with TK20. I can upload artifacts to it, but I can not put them in field experience.	3	11-Nov	daily reflections	
T	H		I was able to move along with my volleyball unit and wrap up scoring. The students seem to get what I was saying and actually played a few games. We are working towards a tournament and after Thanksgiving we will start.	3	11-Nov	daily reflections	
I	F		Again this week I noticed that when the students were playing they started out using the correct form, but as the game went on the throws were not correct and the form was not correct.	3	12-Nov	daily reflections	
S	L		I am still concerned about TK20. I can upload my things to my artifacts, but I cannot do anything with field experiences.	3	12-Nov	daily reflections	
S	K		Not much concerns me right now with my teaching, I am more concerned with thing that are happening in my personal life.	3	12-Nov	daily reflections	
S	I		This week I feel better about the knowledge I am gaining working with this age group. I feel more comfortable teaching this age group. It is a little harder teaching this age but it is getting easier as I go along	3	12-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		Today I started my new lessons in volleyball and moved the younger grades to kicking. The older kids moved to game play and really enjoyed rotating and playing other teams. The younger grades really liked getting kick the ball around and learning how to dribble.	3	15-Nov	daily reflections	
S	L		I am still concerned with the problem I am having with TK20. I cannot get my artifacts to transfer to field experiences.	3	15-Nov	daily reflections	
T	H		Before class even started I planned to have all the kids kicking the ball in to the screen at one time, but the more I thought about it I realized it would not work. I then changed to something else and it worked out well.	3	15-Nov	daily reflections	
I	H		I only had morning classes today, because it was half day. My lesson worked really well today for the 4th-6 th grade classes. They really enjoyed playing games the whole class period. They got the scoring, boundaries, and calling their own games.	3	16-Nov	daily reflections	
I	D	T	Third grade had some trouble with the serving. So, today I am adding a 5 minute serving period. They need the extra practice to help them get better at serving.	3	16-Nov	daily reflections	great impact example-- good follow up on 11/17
S	L		I am still concerned with TK20, but tomorrow I am being evaluated so, I am going to talk US2 about the problem	3	16-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H	I	Third grade had some trouble with the serving. So, today I am adding a 5 minute serving period. They need the extra practice to help them get better at serving.	3	16-Nov	daily reflections	great impact example-- good follow up on 11/17
I	F	T	The changes I made at the end of class worked well for this class. I changed only the 3 rd grade to 5 minutes of extra serving practice before we went into game play. The serves looked a lot better today, which made the game play 100% better.	3	17-Nov	daily reflections	good follow up to example on 11/16
S	E, L		Today I was observed by US2 in my 3 rd grade class. After I met with US2 today and expressed my concerns with TK20 he assured me that he would get it straight, and for me to not be concerned with that	3	17-Nov	daily reflections	
S	B		Today in 5th period I got a little distracted by helping a few of the girls with serving better that I did not pay attention to the other 2 teams playing. Nothing bad happened but I noticed that they started arguing over a call which never happened before. I quickly went over and stopped it and settled the problem and the rest of the class was great.	3	17-Nov	daily reflections	
T	H	I	The changes I made at the end of class worked well for this class. I changed only the 3 rd grade to 5 minutes of extra serving practice before we went into game play. The serves looked a lot better today, which made the game play 100% better.	3	17-Nov	daily reflections	good follow up to example on 11/16

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		Today we started to new fun Friday activity that dealt with a series of different relay races. They races involved running, jumping, throwing, balance, and scooter boards. The students loved the scooter boards and I feel they had the most fun during this race.	3	19-Nov	daily reflections	
S	K		I am not concerned with my teaching ability, I am concerned with my lack of focus that I feel I showed today. It is easy to let outside this effect you style and I hope the students did not pick up on that	3	19-Nov	daily reflections	
S	A		I feel that my knowledge and my ability to teach this age group (elementary) of students is expanding. I would even feel comfortable in taking a job teaching in these grades.	3	19-Nov	daily reflections	big breakthrough with feeling comfortable with elem kids
S	J		I sometimes forget that I am working with younger students and not the high school ages. I have joked around with some of the older students and feel that they look at me as more of a friend then a teacher.	3	19-Nov	daily reflections	
S	K		What did not work? The fact that I did not get any sleep the night before. I felt I was so tired I could not concentrate and was not at my best. I feel I did not interact with the students like I usually do. I felt like I should not have been there and I hope the students did not get that feeling.	3	19-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F	S	I choose the wrong position while monitoring the class which caused me to turn my back on the other group. I was informed that the students in that group started goofing off and as soon as I turned they started playing right.	3	22-Nov	daily reflections	pointed out during conversation
I	F		I mean they would actually, instead of hitting it straight to the ground or trying to hit it as hard as they can, because when you said hit they thought they had to kill it. When I used the reference to balloons, I think that made it...soft touch up, I think that made it to where they actually got two games in. Before they weren't even getting the ball back over the net after the serve. They would do the first catch, or they would forget they had to do the second as a hit and they were still trying to catch it. But they actually got two games played...	3	22-Nov	volleyball lesson	student improvement
I	D	T	Just evaluating who needs more work, what we need to work on, so if I have to make any changes to the lesson for next time I'll know what they need to work on. So that was what I was mainly thinking was we need to do this or we need to go back into doing more hitting practice or are we ready to just keep playing games for next time or what do I need to do for next time. That is what is going through my head.	3	22-Nov	volleyball lesson	great description of watching for student needs
I	F		They actually were playing instead of "you hit it" or not hitting or whatever was going on at first because they wasn't ready. So I had to stop it and make adjustments.	3	22-Nov	volleyball lesson	initial thoughts

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F, D		Today as I was teaching the 5 th grade class I noticed they were having trouble with the new rules of the game, so I stopped class and had them practice with their teams. After that I brought them back yo game play and the games was 100% better.	3	22-Nov	daily reflections	
I	F		Trying to make sure that they are actually ready to play in the tournament.	3	22-Nov	volleyball lesson	what he was thinking about during the lesson
I	D		Yeah, well the far group with the ones, with the one boy and the one girl that kept standing out. He tries to run everything so you have to watch him. He has his own...he is in his own little world. And he will sit there and run his mouth.	3	22-Nov	volleyball lesson	
S	B	I	I choose the wrong position while monitoring the class which caused me to turn my back on the other group. I was informed that the students in that group started goofing off and as soon as I turned they started playing right.	3	22-Nov	daily reflections	pointed out during conversation
S	K		I feel that I am finding myself looking too far ahead and not fully concentrating on what I am suppose to be doing to finish. I am letting things slip that I should have done, because of the lack of help at home.	3	22-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H	I	Just evaluating who needs more work, what we need to work on, so if I have to make any changes to the lesson for next time I'll know what they need to work on. So that was what I was mainly thinking was we need to do this or we need to go back into doing more hitting practice or are we ready to just keep playing games for next time or what do I need to do for next time. That is what is going through my head.	3	22-Nov	volleyball lesson	great description of watching for student needs
S	N		It worked well for me because I was able to see things I would not have seen. My teacher that I am working with are doing a great job preparing me to work in an elementary setting.	3	23-Nov	daily reflections	relationship with CT -- Clean the Yard game
S	N		Today we decided since it was a short week, we would have the class play a game called Clean the Yard. This was only done in k-2 the other classes stayed with volleyball. The other teacher uses this game as an introduction to volleyball. Since I would be leaving before the younger class played this game they decided to let them play it so I could learn it	3	23-Nov	daily reflections	
T	H		Today we decided since it was a short week, we would have the class play a game called Clean the Yard. This was only done in k-2 the other classes stayed with volleyball. The other teacher uses this game as an introduction to volleyball. Since I would be leaving before the younger class played this game they decided to let them play it so I could learn it	3	23-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	C, I		What I found is that a lot of thing get messed up with the lack of communication that we get from the classroom teacher, which causes us not to know if the students will not be in class or not. If they decide to do something special with there class they do it during special area, and we don't know until they do not show up.	3	23-Nov	daily reflections	
I	F	S	Today my day went very well. I did not have any problems and I think it was the first day I did not have to report any students to their teachers. My lessons went well and the students responded accordingly.	3	29-Nov	daily reflections	
S	B	I	Today my day went very well. I did not have any problems and I think it was the first day I did not have to report any students to their teachers. My lessons went well and the students responded accordingly.	3	29-Nov	daily reflections	
S	K		Today was a really bad day for me. My 10 year old daughter was sick all night and the next morning my 2 year old got sick on the way to school. I had problems finding someone to babysit 2 sick kids, so I was not able to make it to school until 11:00.	3	29-Nov	daily reflections	
T	C, I		What did not go well? Again today we had a classroom teacher telling us they are going to use the gym during their special area time to do a play. This is messing up our day because we are suppose to set the chairs up in the gym. This messes up the class before and after and it is just one big hassle.	3	29-Nov	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	H		Doing the morning class we started our volleyball tournament. The students loved it and was still talking about it while waiting for their parents to pick them up. They really enjoyed competing against each other.	3	2-Dec	daily reflections	
S	D		By the end of the day both Ms. CT and Mr. CT came over to my side and watched me teach. They both copied my lesson plan and put it in their file for their kicking unit.	3	2-Dec	daily reflections	
S	B		I did have to watch for bad sportsmanship but other then that the students were great.	3	2-Dec	daily reflections	
S	E		I was also evaluated my US2 during my kindergarten class. It was fun I had an activity planned and he loved it.	3	2-Dec	daily reflections	
S	B		What did not work. I was not told about one little boy who had autism in the class. During my evaluation he started acting up really bad. I was able to get him under control and he did not disrupt the class in any way, but I feel I should have been told. I talked to the boys teacher and we got thing straight, she was really nice about it and offered to work with me to control his out burst	3	2-Dec	daily reflections	
I	F		During 5 th period today we played the entire period with no winner. The students were tired and sweaty from the intense play.	3	3-Dec	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	D		We had some kids in every class that have the win at all cost mentality, and would lie to your face to win. We had to keep a close eye on those students and fair play is what we stressed.	3	3-Dec	daily reflections	
S	I		I am most concerned about January if I will have a job or not. I have my portfolio finished except for the daily journals. So, I am ready to be finished.	3	3-Dec	daily reflections	
S	I		Now that the end is near finding a job is what concerns me.	3	3-Dec	daily reflections	
S	I		I am not concerned about too many things these days but finding a job.	3	6-Dec	daily reflections	
S	E		Today I was evaluated during the 6th period class. US2 told me my lesson was very good and he was really impressed with the way I teach. He mentioned that I am going to be a great addition to any school that hires me. I also got a great sumative evaluation from my cooperative teacher. On top of that I did not have any afternoon classes due to the students practicing for plays and performances.	3	6-Dec	daily reflections	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		And another thing that I was doing, and I kind of used, I called it a kick for distance, but I was actually watching each individual kid on how they were using the right form and what they were doing wrong. And I can probably either call them aside in the next lesson when everyone else is punting and I can work with just certain things that they are doing. Or I can get a general idea of what the whole class is doing wrong.	3	7-Dec	punting lesson	form of assessment
I	D		Because once you get the form down, then you can always go back and individualize each kid and then work on certain things they are doing to make their kicking better.	3	7-Dec	punting lesson	
I	H		E: Do you think the kids enjoyed it, do you think they had fun? 3: yeah. I mean, I guess. E: How do you know? 3: I mean, I just hear laughing and wanting to do it. If they weren't having fun, they wouldn't want to do it. If you have to hold them back to slow them down then I guess they are having fun because they are trying to hurry up and get the ball and do it again.	3	7-Dec	punting lesson	
I	F		I think they improved now that I'm looking at it. They still made contact. Because everybody that I seen on there made contact. Even the girl that I thought that did not, she was making contact. She had so much flexibility and was holding the ball here (high) instead of here (low). I think their actual distance got a little bit further.	3	7-Dec	punting lesson	video helps him see things he perceived incorrectly

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
I	F		I was just looking for drop and making contact. There was about three of them, the first time around that couldn't make contact. And then by the last time, everyone made contact on a kick. So I thought was pretty good.	3	7-Dec	punting lesson	students met lesson goal
I	H		I've got to make sure the students learn. I've got to fix that part of the lesson so the rest of the kids can learn from my mistakes and make it a better lesson.	3	7-Dec	punting lesson	great statement
I	F		Mainly I saw they weren't watching the ball. (pointing to a specific student on the video) She actually made contact. I thought she didn't make contact the first three times. She actually made contact the first two times. When she would throw it, she would have so much flexibility. She was up, so she actually did make contact. And that's what I'm saying, that's when I was noticing there was only a few of them that actually watched their foot hit the ball.	3	7-Dec	punting lesson	specific example of watching students on tape
I	H		Today we continued with out volleyball tournaments in 3-6 th grade. The students are having a lot of fun and really enjoy competing again each other.	3	7-Dec	weekly reflection	
I	F		Well, they learned how to kick. I mean they got the concept that I wanted them to get. They were kicking better towards the end. But I had a few too many that were wanting to do their own thing today. Normally that is not like that.	3	7-Dec	punting lesson	student behavior trumped student learning

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	B		I feel that after watching the tape there were somethings in the lesson that did not work. I had at one point to many students standing and a few of the kids got off task. This made for a little disruption, but after all was said and done the class as a whole learned what I was teaching.	3	7-Dec	weekly reflection	
S	O		I was video taped during my first period class today and it was a good learning tool for going back and reflecting on how your lesson was planned, and also how effective you as a teacher was at delivering the lesson. I thought it was a great learning tool for me.	3	7-Dec	weekly reflection	improving as a teacher
S	A		I would even like to maybe teach elementary. I wouldn't turn an elementary job down now. When I first got here, I was really nervous every day when the kids walked in, but now I'm okay. My lessons are good. They are going to get it. I'm okay. I can teach this. And now I kind of like it.	3	7-Dec	punting lesson	huge growth in comfort level with elementary
T	A		And I didn't have as many first graders as I did kindergarteners. So I figured, I put them in groups because they were kicking the ball into each other, running after it, and I thought it would be safer to put them into groups and only let one group at a time.	3	7-Dec	punting lesson	class size
T	C		The rotating door of classes makes for a day of being tired. You can't really sit and catch your breath or grab a drink of water.	3	7-Dec	punting lesson	schedule is taxing

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	H		What I'm thinking I'm going to change is I'm not going to let them kick for distance because that is when they were starting to mess around, play around. So I'm going to pull that one out, I'm not going to do that. And I'm going to come up with a different, third activity.	3	7-Dec	punting lesson	change activities to change behavior
I	H		The students really love to play and with exception of a few isolated incidents with bad sportsmanship everything has been great.	3	9-Dec	weekly reflection	
T	H		Today in the lower grades I made the changes that I observed while watching the video and they worked out a lot better.	3	9-Dec	weekly reflection	made changes because of video
T	C, I		With all the changes going on with the schedule it has been hard to teach the classes. This week I had to be extremely flexible and I also had to change my lesson plan from class to class because of the plays, concerts, and field trips.	3	9-Dec	weekly reflection	flexible schedule
S	O		I even feel comfortable teaching this age group and will not rule out a job if one comes available.	3	10-Dec	weekly reflection	changed elementary perspective from beginning
S	A		It was an interesting week because of all the concerts, performances, and field trips. We made it through and I learned I can change and adapt.	3	10-Dec	weekly reflection	schedule
S	I		Still no openings for jobs and no offers.	3	10-Dec	weekly reflection	

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	I		What concerns do I have? I have been looking everyday at the job posting web sites and there is nothing posted.	3	10-Dec	weekly reflection	biggest concern
I	D		But she was just...off by herself. It was harder to get her to do things. I finally got her to shoot basketballs and she just wanted to throw it, and I finally got her to shoot with form towards the end. Her mom was actually in that day. I had the volleyball tournament going so I let them play and then focused on her a little bit more while keeping my eye on the teams and that they were following the rules. And her mom brought Christmas presents to the PE teachers because her daughter was gaining more muscle strength. That was a challenge.	3	16-Dec	final interview	most challenging situation during second placement
I	D		Dealing with the little girl who had autism.	3	16-Dec	final interview	most challenging situation during elem.
I	D		They're not at that level. So that's what I meant, it is harder to teach.	3	16-Dec	final interview	
S	A		A lot of how you helped me was just to talk to you, to help me reflect on what I needed to do next time. The video helped a lot.	3	16-Dec	final interview	support system

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	A		Because what you done, actually I felt help. Because at first, with some of the concerns I had, it helped calm my nerves some. E: me telling you that she's not that bad. (E laughs) 3: (3 laughs) yeah. So that actually helped. The whole process helped. I was able to bounce ideas off of you that I wasn't sure of and I didn't really know who to turn to and ask. Because of my situation being, I wasn't really part of this school. I don't really know many of the professors here. So it was able to give me someone to talk to who knows what I'm going through.	3	16-Dec	final interview	a sounding board
S	D		E: Good. What about your concerns about passing student teaching back at the beginning. When did that kind of go away, when you realized that you were going to be able to do it? (E laughs) 3: (3 laughs) Do you really want me to say? I think you know the answer to that one. E: Was it when you changed supervisors? 3; Yes.	3	16-Dec	final interview	change of supervisor relieved a lot of stress
S	K, A		E: what would you say is your major achievement? 3: Finishing. E: Okay. 3: I got through it. I had a lot of stuff go on this semester. And I finished. I didn't quit.	3	16-Dec	final interview	he survived
S	D		E: You are very comfortable in your teaching? 3: Yeah. E: Then you marked it correctly. 3: I feel that if I can pass her teaching (referring to US1) then I can deal with anybody.	3	16-Dec	final interview	very comfortable with teaching

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
S	K		If I was just a college student just out of school and was just doing this through the program, didn't have two kids, didn't have to work and stuff like that, it would have been a lot easier. They have it made. If I was just a regular college student, I would have just flew through that.	3	16-Dec	final interview	would have been easier with less responsibilities
S	K	T	It was my personal life and just being able to have time to plan. It was a lot harder to plan.	3	16-Dec	final interview	cause of most stress
S	N		learned a lot about as far as how to teach elementary. High School, I really didn't get much out of it. But I have learned a lot at the elementary level.	3	16-Dec	final interview	improved with elementary
S	D		Working with the cooperating teachers. They were really good about helping me. I have every lesson plan that they are going to do for the whole year. They gave it all to me. They were really good about that. And then working with the other PE teachers in the system. Every time there was a half day, all the PE teachers would get together and do their own thing together. So I learned a lot of new things and met a lot of other PE teachers.	3	16-Dec	final interview	relationship with CT was the easiest thing about the second placement
T	C		3: Both places I've had bad scheduling. 45 minutes for a kindergarten class. E: That is a long time. 3: Yeah. And then at HS we had the block schedule. Some days I had them for 45 minutes and some days for 90 minutes. 90 minutes is too long for a physical education class. After an hour, they're dead.	3	16-Dec	final interview	scheduling an issue the entire time

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	C, H		3: Yeah, it (the elementary) was harder than the high school. E: Why? 3: And that goes into the time consuming one too. I had to plan a lot more.	3	16-Dec	final interview	
T	C		And that revolving schedule, it was hard to get used to because...it was a 6 day schedule but they way that it worked, you would not have one class for a time and then have to reteach them things that they didn't get. So I had to do a lot of jumping back and forth in my lessons.	3	16-Dec	final interview	cause of most stress
T	H		I couldn't just plan one lesson and teach them a few little things. The little ones, especially kindergarten. You would have to have like three different lessons. Because it was 45 minutes, you pretty much had to have 3 different activities in that lesson. So that was kind of unusual.	3	16-Dec	final interview	lesson planning and time
T	B		I had to get wet spots cleaned off the floor where they were sitting. One kid he pooped on himself three days in a row.	3	16-Dec	final interview	
T	H	S	It was my personal life and just being able to have time to plan. It was a lot harder to plan.	3	16-Dec	final interview	cause of most stress

Code	Sub-coding	Also coded as:	Quote	ID	Date	Context Notes	Comments
T	C		You had that revolving door of kids coming in and kids going out. No time to really stop and catch your breath. Sometimes a teacher is late and you have one class sitting and waiting on another class to get picked up. And you are trying to keep four classes under control standing in a line. When you have two kindergarten classes sitting there and two first grade classes waiting to go in and they are rowdy because they are kindergarteners and they are rowdy because they want to go in the gym and then the teachers just take off.	3	16-Dec	final interview	good description of schedule at elementary