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# Physical Education Teacher Education Teacher Candidates' Perceptions About and Implementation of Caring

Tanjian Liang

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UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

PHYSICAL EDUCATION TEACHER EDUCATION TEACHER  
CANDIDATES' PERCEPTIONS ABOUT AND  
IMPLEMENTATION OF CARING

A Dissertation Submitted in Partial Fulfillment  
of the Requirements for the Degree of  
Doctor of Philosophy

Tanjian Liang

College of Natural and Health Sciences  
School of Sport and Exercise Science  
Sport Pedagogy

December 2015

This Dissertation by: Tanjian Liang

Entitled: *Physical Education Teacher Education Teacher Candidates' Perceptions about and Implementation of Caring*

has been approved as meeting the requirement for the Degree of Doctor of Philosophy  
in College of Natural and Health Sciences in School of Sport and Exercise Science,  
Program of Sport Pedagogy

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## ABSTRACT

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The purpose of this study was to examine physical education teacher education (PETE) teacher candidates' perceptions about and implementation of caring during eight-week student teaching experiences. The specific research questions were: (a) How do caring teacher candidates perceive and define caring? and (b) How do caring teacher candidates implement caring behaviors throughout their eight-week student teaching assignments? In line with the research questions, a qualitative case study approach was used. Participants were two PETE caring physical education teacher candidates from the same program. Data sources included semi-structured interviews, informational conversational interviews, field notes, documents, and research journals. Data were analyzed using open and axial coding for single case and cross-case analysis. Findings indicated teacher candidates' perceptions about and implementation of caring were at two levels: caring for students as people and caring for students as learners. Positive personality traits, recognizing students as individuals, and establishing relationships with students addressed teacher candidates' caring for students as people. Caring for students as learners represented teacher candidates' caring with respect to pedagogical-related caring: preparing lesson plans carefully and creating a positive learning environment. Overall findings implied teacher candidates' caring addressed the first two parts of

Nodding's (1984) ethic of care: recognition of students' needs and building relationships. It appeared it was easy for teacher candidates to share their perceptions about caring but harder for them to put into practice the ideas they presented. They developed perceptions of caring for students as people more than caring for students as learners. In general, it begs the questions as to whether or not current practices in physical education regarding the ethic of care are being utilized enough to make a positive impact on every individual student's learning.

***Keywords:*** constructivism, ethic of care, building relationship, pedagogical skills

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## **CHAPTER I**

### **INTRODUCTION**

Caring is a pedagogical tool employed to create an environment for student learning (Saavedra & Saavedra, 2007). Student engagement is a premise for student learning as well as student retention (Cothran & Ennis, 2000). Caring teachers tend to be more effective in promoting student learning and could be the bridge to student engagement in both classroom and physical education settings (Owens & Ennis, 2005). Thus, teachers with caring teaching behaviors can potentially increase student engagement in class as well as enhance successful learning outcomes (Cothran & Ennis, 2000). Teachers with caring behaviors, therefore, play a vital role in the student learning process.

Many researchers and educators emphasize the importance of caring in education and in child development (e.g., Belenky, Clinchy, Goldberger, & Tarule, 1986; Gilligan, 1988; Kohl, 1984; Kohn, 1991; Noddings, 1984, 1986, 1987; Sichel, 1988). Teachers who demonstrate dispositions of caring can provide opportunities for students to establish and develop virtues (Rogers & Webb, 1991; Tronto, 1987). Therefore, it is essential for physical education teachers to develop caring teaching behaviors for student learning.

How to define caring is essential for teachers who want to implement caring in class. Rogers and Webb (1991) claimed that an ethic of care is a vital component in the definition of effective teaching. Scholars have reinforced that effective teachers are

deemed as caring teachers (Dempsey, 1994; Larson, 1999). These caring teachers are committed to students, respond to students, and perceive students as individuals (O'Sullivan, Stroot, & Tannehill, 1989). Noddings (2005a) stated, "The ethic of care as a morality [is] based on the recognition of needs, relations, and responses" (p. 21). In other words, the ethic of care represents a relationship that occurs between the one caring and the one cared for. Noddings (1986) argued, "Practice in teaching should be practice in caring" (p. 504). Students adopt beliefs and models from their teachers' presentation in the classroom (Owens & Ennis, 2005). Thus, teachers' teaching behaviors may impact students' beliefs and learning.

Research has revealed the importance of caring in education (e.g., Gilligan, 1988; Kohl, 1984; Kohn, 1991; Noddings, 1984, 1986, 1987; Sichel, 1988). In addition, the national regulation and national recognized organizations also stress the need of caring and caring teachers (e.g., No Child Left Behind [NCLB], 2002). No Child Left Behind legislation (2002) suggested people in schools should present caring behaviors to educate elementary school children to be caring people. No Child Left Behind also indicated that higher education should give assistance in teacher training related to character education. Under character education within NCLB, caring is the first factor listed under elements of character education. In other words, teacher education programs may recognize the aspect of caring in teacher training as being essential to meet the requirements of NCLB.

The National Commission on Teacher and America's Future (NCTAF; 1996) emphasized, "A caring, competent, and qualified teacher for every child is the most important ingredient in education reform" (p. 10). The NCTAF stressed caring is part of teachers' knowledge because what teachers know and how they teach influence student

learning. It bridges the notion of effective teaching and caring teachers. Moreover, the NCTAF claimed having caring teachers in school is a child's right. Therefore, the NCTAF suggested school boards must establish accountable environments to facilitate seeking and supporting a caring teaching force. It is apparent that teacher education programs in America might reconsider how to foster caring teachers for public education and society. To support this, the National Board for Professional Teaching Standards (NBPTS; 2001) suggested "having a caring, competent, and highly qualified teacher in every classroom" (p. 3). This meant the aspect of caring had drawn attention of the professional field of teaching. The NBPTS (2015) physical education standard claimed physical education teachers with a strong presence of caring manners could have lasting effects that shaped students' attitudes with regard to an affective learning outcome.

The initial National Association for Sport and Physical Education (NASPE; 2008) teacher standards in physical education did not address caring, however, researchers argued caring has an important status within physical education teacher education (PETE) programs, stating PETE programs should nurture caring teachers who dedicate themselves to developing emotional dimensions of their pedagogical skills and establishing fairness in practice (Dodds, 1993; McCaughtry, 2004; O'Sullivan, 2003). Physical education teacher education programs and professional development programs, however, often fail to address the ethic of care (Owens & Ennis, 2005). Indeed, little research with regard to caring has been conducted within PETE.

Overall, national legislation and researchers alike advocate the need to foster caring teachers in America's education system. Ironically, the importance of caring within the field of physical education has not been addressed by the physical education



teacher education standards. Nevertheless, it is worthwhile for researchers to explore the importance of the care ethic within PETE.

### **Purpose of the Study**

The purpose of this study was to examine caring teacher candidates' perceptions about and implementation of caring throughout the eight-week student teaching phase. An additional focus of this study was how caring teacher candidates implemented caring behaviors while they taught. Interviews, field notes, and documents were collected to address teacher candidates' perceptions of caring and the ways to execute caring behaviors throughout the eight-week student teaching phase.

### **Research Questions**

- Q1     How do caring teacher candidates perceive and define caring?
- Q2     How do caring teacher candidates implement caring behaviors through eight-week student teaching?

### **Significance of the Study**

Exploring teacher candidates' perceptions of caring can potentially contribute to teacher candidates' teaching effectiveness. Teacher candidates' perceptions of caring influence their teaching behaviors (Owens & Ennis, 2005) within class sessions as well as their relationships with students during or after class (Larson, 2006). In other words, teacher candidates' perceptions of caring impact their teaching behaviors, which influence the public school teaching environment. Caring teaching behaviors may facilitate or create a positive learning environment for students. Students with positive learning experiences in school are engaged within class and in after-school activities (Cothran & Ennis, 2000). Therefore, physical education teachers with caring behaviors

would be conducive to students' engagement within class and their development of growth.

The implications of this study could potentially encourage PETE programs to teach caring within the program. In addition, the results of this study might assist current PETE educators in recognizing the importance of caring within teacher candidates' teaching development. Further, current PETE faculties might reconsider the design of the PETE curriculum for better preparation of prospective physical education majors. In particular, the relationship of teaching and learning could be explained by the ethic of care (Noddings, 1984). Teaching does not exist unless students learn. The ethic of care as a theory could also address the relationship between teaching and learning. It claims caring exists when caregivers meet the needs of the care receivers (Noddings, 1984). In general, learning occurs when teaching meets the needs of students.

The current study focused on two teacher candidates' perceptions of caring and the ways to implement caring during student teaching. The results might provide a rationale for current PETE researchers to think about the importance of the ethic of care. In addition, the finding of the study could encourage PETE educators to reconsider the structure of their programs on helping future teacher candidates develop the ethic of care to meet the requirements of NCLB legislation.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

Within the last 20 years, research on how caring contributes to the field of education has been explored. Studies indicated caring is an important factor within teaching and student learning. The review of literature in this chapter is structured according to the following topics: (a) theoretical framework, (b) caring teaching, (c) perception of caring, (d) caring and teacher education, (e) trends in caring research, and (f) summary.

#### **Theoretical Framework**

Caring should at the heart of the educational context (Noddings, 1984). In applying the theory of caring to teaching, Noddings (2005a) claimed teachers' caring does not take place until students receive caring in the teaching and learning context. Similar to Noddings's (2005a) philosophical view in this context, Rink (2012) reinforced that teaching does not take place until students learn. Thus, Noddings's (2005a) theory of the ethic of care was chosen to examine teacher candidates' perceptions of caring and the implementation of caring. The following discussion defines the ethic of care and its basic form in education, the need to build the caring relationship, and characteristics of the ethic of care.

Noddings (2005a) stated, "No discussion of caring today could be adequate without some attention to the ethic of care" (p. 21). Noddings (1992) stressed caring

should be the orientation to teaching. She (Noddings, 2005a) defined the ethic of care as a morality based on the recognition of needs, relations, and responses. In an educational setting, the ethic of care can be employed to develop relationships between teachers and students. In other words, teachers play the role of care-giver while students are the care-receivers. This form of caring is accessible to teachers and students (Noddings, 1984). The value of caring within teaching and learning is the relationship between teacher and student.

Noddings (2005a) acknowledged the caring relationship is the connection between two human beings. Caring occurs within relationships (Owens & Ennis, 2005). In an educational context, Owens and Ennis (2005) stated, “Students noted that increasing the frequency and duration of their time spent with caring teachers improved and enhanced the student/teacher relationship” (p. 400). To properly address caring, both teachers and students need to make a contribution to it. Thus, the relationship is the heart of the practical application of the ethic of care (Bae, 2011). This application of the ethic of care involves both teachers and students with the development of a caring relationship in educational settings (Noddings, 1984).

Teachers should understand the characteristics of caring for further implementation of caring in the educational setting. A caring teacher should work to know his/her students as individuals to meet their needs. Thus, teachers must recognize that caring is their initial responsibility (Noddings, 2005b). While prioritizing caring for students through the development of relationships with students, the caring process is carried out if students respond to teachers’ efforts (Noddings, 1992). Therefore, teachers should develop attitudes and skills that support the caring process (Noddings, 2005a). To

do this, Noddings (1984, 1992) claimed the ethic of care has three features that facilitate the process and its occurrence: engrossment, commitment, and motivational shift. In educational settings, these are needed to build caring relationships between teachers and their students.

*Engrossment* is described as thinking about others and understanding their experiences. Noddings (2005b) portrayed this as attention paid to care receivers. Engrossment is also defined as “an open, non-selective receptivity to the cared-for” (Noddings, 1992, p. 15). In education, it occurs when a caring teacher builds a relationship with students by understanding their feelings and experiences (Noddings, 1984, 1992; Owens & Ennis, 2005). Students tend to be receptive to teachers when they feel involved and valued. Teachers as caregivers pay attention to their students by accepting and understanding students’ needs and experiences, thereby increasing the caring relationship.

*Commitment* is defined as teachers’ attitudes and being responsive to students’ needs (Noddings, 1984, 1992; Owens & Ennis, 2005). In other words, teachers must respond to students’ feelings and difficulties during class and beyond. Commitment is an attitude reflecting teachers’ responsibilities to students’ needs. Noddings (1992) suggested teachers should practice accepting students’ feelings and ideas and try to understand them through working with students. Thus, students recognize their caring teachers are committed to understanding their needs and taking those needs into account. At this point, the caring relationship can be enhanced with teachers’ commitment to meet students’ needs.

In addition to engrossment and commitment, a caring teacher should have a *motivational shift* from focusing on being a teacher to focusing on students' needs (Noddings, 1984, 1992; Owens & Ennis, 2005). This motivational shift allows caring teachers to determine ways to motivate students in learning. For example, physical education caring teachers might think about how to connect the class content to students' lives.

Taken together, the ethic of care occurs in educational settings by the recognition of needs, relationship, and response. The ethic of care is completed based upon caring teachers' understanding of students' needs; establishing engrossment, commitment, and motivational shift; and students' responsiveness to teachers' efforts of caring. Caring teachers must present engrossment to students and should accept students' needs by commitment. Caring teachers accomplish a motivational shift by focusing on helping students actualize their hope. These three features of care relationship enhance the completion of the caring process in a teaching and learning setting.

### **Caring Teaching**

The ethic of care is "natural and accessible to all human beings" (Noddings, 1992, p. 28). Noddings (1984) also defined the ethic of care as a philosophy based on the understanding of needs, relationship, and response. Thus, caring is an essential quality in teaching (Noddings, 1984). Goldstein (1999) claimed a caring teacher's practices are informed by an understanding of what needs to be done and what should be done in teaching. Research on applying the ethic of care in teaching supports three aspects: the benefits of caring teaching, ways to employ caring in teaching, and strategies to enhance caring in teaching.

## **The Benefits of Caring Teaching**

Research evidence indicated caring teaching positively impacts students' achievement, behaviors, and motivation in both education and physical education context. Noddings (1988) claimed the ethic of care should be integrated into teaching, which was reinforced by Pena and Amrein (1999) who stated the characteristics of the ethic of care contributed to classroom management and helped teachers modify how students behaved. Pena and Amrein explained that (a) adding an ethic of care to teaching invited all students to be involved as a group and share their product, (b) adding the ethic of care to teaching included cooperation and response, (c) the ethic of care enhanced relationships between teachers and students, and (d) "the characteristics of caring related to its adaptability and capacity to color institutional policies, practices, and structures with human attributes" (p. 176). Teven and McCroskey (1996) reported teacher caring impacted students' affective and cognitive learning and students' evaluation of their teachers. In terms of behavior, teachers who demonstrated more caring behaviors had students who were better behaved. When examining the influence of teacher caring behaviors on high school students' behaviors and grades, Miller (2008) found that students who had lower perceptions of teacher caring behaviors earned lower academic grades. It was thus implied that teachers' caring behaviors might influence students' achievement and behaviors. Wentzel (1997) conducted a quantitative study to examine adolescents' perceptions of caring teaching with regard to their motivation to achieve in middle school. A total of 375 sixth through eighth graders participated in this study. A subset of these students was followed for three years. Results indicated teacher caring

positively influenced students' pro-social goal pursuits, responsibility goal pursuits, and academic achievement.

In addition to demonstrating caring behaviors in class, teachers should be able to distinguish appropriate and inappropriate caring behaviors. Teven (2007) studied the relationship between inappropriate/appropriate teachers' behaviors and teacher competence/trustworthiness. Teacher caring behaviors were found to influence students' enrolling in another class as well as their attitudes toward a specific teacher. The study strongly implied teacher caring might positively impact students' learning outcomes and teachers' competence as well as students' attitudes toward both the teacher and the class content.

Research not only revealed the benefits of caring teaching in an education context but also included evidence within physical education and sports contexts. Larson (2006) used the ethic of care to examine the reasons physical education teachers demonstrated caring in class. Data were analyzed and identified three reasons why physical education teachers demonstrated caring in class: (a) the belief that caring influenced their teaching product, (b) promoted physical activity affected students' lives, and (c) an interest in building relationships with students. Thus, "teachers can be very special people in the lives of children" (Noddings, 1992, p. 679). Cothran, Kulinna, and Garrahy (2003) interviewed 182 students from three levels. One theme from the results acknowledged the importance care contributed to class management. Students consistently stated this factor influenced a teacher's instruction. Students, like their physical education teachers, extended this caring climate into a conversation outside of the classroom. This line of



research reflected caring teaching was beneficial to students' behaviors in life and class management.

A caring learning environment can influence student engagement in a physical activity setting (Cothran & Ennis, 2000; Fry & Gano-Overway, 2010; Gano-Overway & Guivernau, 2014; Gould, Flett, & Lauer, 2012; Magyar et al., 2007; Newton et al., 2007). Student engagement is an important factor for student learning (Cothran & Ennis, 2000; Rink, 2012). Physical education teachers need to understand how to motivate students to be active in class or outside the classroom through teaching. Caring can be a tool to motivate students to be engaged in class but little research has revealed it in teaching physical education.

According to Cothran and Ennis (2000), the need for teachers to be able to communicate respect and care for their students is essential to encouraging students to be active during each lesson. Cothran and Ennis reported students' engagement levels depended on teachers' behaviors. Thus, it is necessary to create a positive environment to engage students by increasing teachers' demonstrations of caring behaviors.

Studies have noted the importance of a caring environment on the impact of students' learning experiences in a sport setting (Fry & Gano-Overway, 2010; Gould et al., 2012; Magyar et al., 2007; Newton et al., 2007). This line of research has focused on creating a caring climate for underserved youth in order to have a positive sport/physical activity experience. The results indicated a caring climate could positively influence a youth's sporting experience. For example, Newton et al. (2007) reported the youth in the caring group (intervention group) perceived more enjoyment than those in the traditional group; thus, youths with enjoyable experiences were more likely to participate in sport

activities in the future. Fry and Gano-Overway (2010) studied youth athletes' engagement within a coaching context. Results indicated young athletes had more enjoyment and engagement during practice when their coaches created a caring climate. These young athletes tended to appreciate their teammates and coaches more by having enjoyable experiences. A clear finding was a caring climate positively influenced youth sporting experiences. Thus, these young athletes made a greater commitment to the sport they played when in a caring environment. Recently, Gould et al. (2012) reported underserved youth gained more social development in a sports camp when grouped with a caring coach; they also reported caring promoted youth development.

Existing studies revealed the influence of teacher caring on student engagement, youth development, and a youth's future participation in sport. In other words, students tended to be engaged, motivated, and behaved in a caring class learning environment. Ironically, little research has been conducted in a physical education teaching setting. The reason could be many variables affect data collection, especially in controlling the validation of answers. In spite of physical education educators knowing caring is important, there is a need to investigate how to implement caring since little research has been conducted in this area.

### **The Ways to Employ Caring in Teaching**

The application of caring in teaching has been investigated in both general education and physical education contexts. This line of research focused on the ways to employ caring in teaching. For example, Pappamihel (2004) described how teacher candidates demonstrated caring when involving students in a multicultural, early-childhood classroom. Specifically, this study examined how teacher candidates

expressed their caring to English language learners (ELLs) in their classroom. Twenty-eight participating teacher candidates reported three ways to involve diverse students in class: (a) acknowledge some cultural differences, (b) value students' cultures in the classroom, and (c) develop learning content related to the students' cultures.

In terms of connecting the content with caring to teach a specific subject, Lake, Jones, and Dagli (2004) and Sheppard (2010) examined the ways caring could contribute to teaching specific subjects. Focusing on teaching mathematics and science, Lake et al. found 44 female teacher candidates presented caring in class using Noddings (1986, 2005a) four components of the ethic of care: modeling, dialogue, practice, and confirmation. These four components were identified from the teacher candidates' written journals. With regard to teaching school history, Sheppard conducted an ethnographic study to reveal how a professor created a caring classroom for students to learn. Sheppard reported the professor was able to connect the content with his personal life or personal experiences. In addition, this professor enhanced positive relations by using the ethic of care in class. Again, Sheppard's findings also included the concept of "relation," which is inherent in the ethic of care.

Another college-context study by Straits (2007) addressed teaching with care in a large size class. Fifteen students were interviewed and data analysis identified 11 indicators of how the professor taught with care: (a) available to students, (b) respects students as individuals, (c) willing to give extra effort, (d) welcomes questions in class, (e) invites discussion outside of class, (f) gets to know students, (g) wants students to learn/succeed, (h) offers multiple learning opportunities, (i) utilizes various teaching strategies, (j) provides many different resources, and (k) promotes higher-level thinking

skills. Isenbarger and Zembylas (2006) suggested teachers should manage their emotions when teaching in order to enhance caring relationships. This suggested teachers who want to create caring relationships with their students should pay attention to their emotions in class.

Caring relationships play an important role in classrooms. Sickle and Spector (1996) defined the categories of caring relationships. They concluded there are four types of relationships of which current teachers need to be informed: teacher and student, student and student, teacher and content, and teacher-student-content. Alder (2002) examined how caring relationships are created and maintained between students and teachers. Alder reported care as the work ethic--involving parents, talk, and time--and good teaching are strategies to create and maintain a caring relationship between teachers and students. Alder and Sickle and Spector (1996) suggested there is importance in building caring relationships in classroom teaching and teachers should be aware of the four types of caring relationships while they teach. Similarly, Tolley (2009) supported building relationships and interacting with students in class. He examined the role of trust and care in a social constructivist curriculum-- Teaching Games for Understanding (TGfU). The participants included one physical education teacher and 30 middle school students. Tolley suggested caring helped teachers create a caring climate by increasing interactions between teachers and students during lessons. In addition, this interaction positively influenced the relationship built between teachers and students, which played a vital role in helping teachers create a caring environment (Goldstein, 2002; Noddings, 1984).

Building caring relationships also helps teacher candidates teach in the classroom. McLaughlin (1991) found teacher candidates had difficulty balancing care and control in the classroom. Goodman (1985) pointed out beginning teachers became more controlling of students' behaviors. The difficulties of balancing control and caring included four aspects: (a) time spent observing and teaching, (b) spatial environment, (c) coordinating teachers' curriculum and university's evaluation system, and (d) structuring students' ability groups. Finally, McLaughlin concluded legitimate authority was one feasible way to balance care and control during class. Noblit (1993) supported McLaughlin's findings by explaining the way a teacher utilizes and understands caring teaching with power and acts with moral authority create a positive learning environment. Both experts (McLaughlin, 1991; Noblit, 1993) referred to a negotiation between two persons. It was apparent they used the "interaction" with students to build the relationship toward a caring environment (Noddings, 1984, 1992).

Bae (2011) revealed the roles of caring in a physical education class: building relationships, being skillful and cooperative, and creating a caring environment. The study was designed to examine physical education teachers' efforts at creating a caring environment for their sixth graders as well as investigate students' responses to this environment. In addition, Bae was also interested in how these teachers perceived their students' responses to a caring environment. He conducted an ethnographic, multi-site case study involving sixth-grade classes from three different middle schools. The results indicated three of the physical education teachers created an effective learning environment for student learning and their students were sensitive to the class climate created by the three physical education teachers. Specifically, four themes were

identified: context, role of skillfulness, complexity of care, and a caring learning environment. Each of the three teachers' teaching contexts was different. The first teacher preferred control of the class, the second teacher emphasized skill practice, and the third teacher created an environment that allowed students to have many interactions. Regarding the role of skillfulness, teachers implemented different approaches in students' skill practice. The first teacher demanded students practice, the second teacher encouraged students to practice, and the third teacher created an environment for students to practice. In terms of the complexity of care, the first teacher reported the classes were businesslike; the other two teachers encouraged students to work cooperatively. Bae explained the last theme using the last teacher's case since she created a caring environment. This teacher knew how to build relationships with students, nurture caring by listening to students, encourage students to be active, and created a safe environment for student learning.

Bae's (2011) research stressed the importance of the ethic of care in teaching physical education classes. The study implied physical education teachers should create a caring learning environment while teaching students in grades K-12. The most important factor that influenced creating a caring environment was the relationship with students (Bae, 2011). Thus, Bae suggested physical education teachers should spend time on establishing relationships with students. These efforts could help physical education teachers create a positive learning environment for students and help students have a satisfying class experience, which influences their anticipation of physical education/physical activity.

In conclusion to the ways to employ caring in teaching, studies suggested teachers spend time creating caring relationship with their students in a positive learning environment (Alder, 2002; Bae, 2011; Sickle & Spector, 1996; Tolley, 2009). This caring relationship could enhance the interaction between teachers and students during lessons. The consequence of this interaction provided teachers an opportunity to balance care and control in their teaching (Goodman, 1985; McLaughlin, 1991; Noblit, 1993). In addition, the application of caring also explained how to teach diverse students, different subjects, and larger size class in practice.

### **Strategies to Enhance Caring Teaching**

In this section, the methods to enhance caring in an educational context are addressed. Noddings (1992) stated caring could be accomplished as teachers foster the ethic of care through modeling, dialogue, practice, and confirmation. Rogers and Webb (1991) suggested caring is not only the development of relationships but it must also be infused into the curriculum. Thus, the following discussion focuses on (a) fostering an ethic of care through four strategies (modeling, dialogue, practice, and confirmation); and (b) a caring-embedded curriculum.

**Modeling.** Modeling is a teacher's demonstration of how to properly care for students (Noddings, 2005a). "Modeling provides teachers with the opportunity to demonstrate how to care through their own relations with cared-for students" (Owens & Ennis, 2005, p. 395). In other words, teachers should show students how to care rather than telling students how to care. Thus, a caring teacher not only demonstrates his or her ability as a caregiver but also considers him or herself to be a caring role model (Noddings, 2002). For example, caring teachers create an interactive environment for

students to build caring relationships, which leads students to know what is best for them (Rogers, 1994; Witherell & Noddings, 1991). Thus, students can interact with each other within tasks defined by the teacher (Ennis & McCauley, 2002; Tolley, 2009; Witherell & Noddings, 1991). Therefore, a caring teacher modeling caring could encourage students to be interactive with others by building caring relationships (Noddings, 1992; Owens, 2000; Ravizza, 2005; Tolley, 2009).

**Dialogue.** Dialogue, an activity of a caring teacher, includes talking, listening, sharing, and responding (Noddings, 1992; Owens & Ennis, 2005). The purpose of dialogue is “for one-caring teachers and cared-for students to come into contact with ideas and understandings other than their own” (Owens & Ennis, 2005, p. 395). It is “not just conversation” (Noddings, 2002, p. 16); the one caring can “encourage [the one being cared for] to stand personally related to what he says and does” (Noddings, 1984, p. 178). Thus, a caring teacher should work as a facilitator to change the interactive environment to meet students’ needs (Noddings, 1992; Owens & Ennis, 2005; Witherell & Noddings, 1991).

Dialogue provides students with opportunities to question each other in order to understand the actions of others (Tolley, 2009). Thus, dialogue requires honest communication between teachers and students in the educational context (Ennis & McCauley, 2002; Tolley, 2009). At this point, students have a variety of opportunities to share and express their educational experiences related to a particular topic (Noddings, 1992, 2002; Rogers & Webb, 1991). Within this context, the dialogue consists of active listening, connecting, and caring among teachers and students (Alder, 2002; Noddings, 1995; Witherell & Noddings, 1991). Therefore, to enact a positive dialogue, teachers



must improve their communication skills (Teven & McCroskey, 1996; Wentzel, 1997; Witherell & Noddings, 1991). Teachers should learn how to be open-minded and honest to maintain a caring relationship with students.

**Practice.** The purpose of practice is to enhance student learning on how to develop competence for interpersonal attention (Noddings, 1992, 2002). “Through practice, attitudes and ways of thinking are shaped by experience” (Owens & Ennis, 2005, p. 396). In other words, students become better care givers or care receivers through practice. Caring teachers should provide a variety of opportunities for students to practice how to care for others (Noddings, 1992, 2002). Furthermore, through practice, students not only learn to care for others but they also learn to contribute to the community when teachers assign them tasks (Owens & Ennis, 2005). Through this practical experience, students also develop a sense of responsibility (Noddings, 1984). For example, PETE students can learn how to care for young children by being assigned to the local public school and organizing activities for underserved students. By working with these children, PETE students develop a sense of how to care for underserved students and how to be responsible for these students in a school setting. Underserved students might have the opportunity to develop their social skills, which could be beneficial to the community. As a result, PETE students begin to comprehend and value the benefits of caring in teaching as well as their own teaching competence (Ennis & McCauley, 2002; Noddings, 1992, 1996; Tolley, 2009).

**Confirmation.** Confirmation includes affirming and encouraging others (Owens & Ennis, 2005). Confirmation can describe peoples’ positive behaviors (Webb & Blond, 1995). A caring teacher should be able to use confirmation to affirm and encourage

students who demonstrate caring behaviors (Owens & Ennis, 2005; Tolley, 2009). “One-caring teachers accomplish confirmation by developing a relationship with students and knowing their students well enough to realize what they are trying to become” (Owens & Ennis, 2005 p. 396). Thus, confirmation is developed from a foundation of relationships and trust between teachers and students (Noddings, 1992, 1996). For example, while a physical education teacher acknowledges a student in class, the teacher should consider if the student is making improvements and encourage him/her to keep working on the task.

Research indicated caring physical education teachers achieve confirmation by developing a relationship with students and treating them with respect and honesty (Ennis & McCauley, 2002; Ennis et al., 1999; Larson, 2006; Tolley, 2009). Students with different skill levels who receive confirmation from caring physical education teachers tend to utilize opportunities to develop their decision-making skills (Bae, 2011; Ennis et al., 1999; Tolley, 2009). Ennis and McCauley (2002) claimed confirmation helps teachers and students establish trusting relationships in physical education. Moreover, research findings implied developing caring and trusting relationships help students decrease their negative behaviors in classes (Ennis et al., 1999; Noddings, 1996).

When teachers demonstrate caring behaviors in classes, they can meet students’ needs and fulfill their personal responsibilities as teachers through the use of modeling, dialogue, practice, and confirmation. Use of these four strategies in teachers’ activities can increase caring in an educational context. Noddings (1992) believed the ethic of care could be enhanced by teachers’ implementation of these four strategies.

**Caring-embedded curriculum.** To increase caring besides the four strategies in an educational context, Rogers and Webb (1991) suggested caring must be embodied in a

curriculum. They also claimed caring through a constructive curriculum is essential to conveying caring. Specifically in the field of physical education, the curriculum of personal and social responsibility (Hellison, 2003; Parker & Stiehl, 2005) is a potential strategy to enhance caring in a physical education context.

Caring is inherent in the personal social responsibility (PSR) model, which has five levels of responsibility (Hellison, 2003; Metzler, 2005): respect, participation, self-direction, caring, and transformation. Students begin to learn how to care and be compassionate in class through listening, helping, recognizing, and showing feeling for each other. These activities are clarified within the four strategies to increase caring in an educational context. After achieving the level of caring, the transformation level requires students to be role models and convey responsibility to the community and to each other. In particular, Parker and Stiehl (2005) emphasized two PSR principles: relational and climate. In their chapter, they stressed the teacher-student relationship is the most important feature in executing the PSR model; it meets the concept of the ethic of care (Noddings, 1992). In addition, a positive climate is the key in teachers becoming successful in teaching. Therefore, the PSR model may be helpful in developing caring for students in a physical education context.

The review of literature revealed the following concerns for future study: caring in teacher education and implementation of caring. Research indicated caring teachers play a vital role in enhancing student learning in the teaching process. In addition, caring teachers can educate students on how to be a “good” person through moral education. Moreover, students are more likely to achieve in their academic classes taught by caring teachers. Although three national legislations advocate teacher education programs that

produce caring teachers in response to child development, in physical education, NASPE (2008) teacher standards do not address the importance of caring in physical education teacher education programs. Even though physical education teacher education programs should consider how to address caring within their programs, research in caring within the physical education context has not been well established. Literature on caring in physical education has focused only on understanding caring from teachers and students as well as how caring teaching impacts student engagement. For practitioners, there is a need to explore how to implement caring behaviors, which could fill the gap of caring literature in physical education teacher education.

### **Perceptions of Caring**

Noddings (1984) suggested the one doing the caring should consider the needs of the one being cared for. Anfara and Miron (1996) pointed out youths' perspectives of caring in an educational context are missing, yet schools are deemed as the places to nurture caring (Kohn, 1991; Noddings, 1992, 1995). Owens and Ennis (2005) emphasized teachers' perceptions about caring meant teaching behaviors that impact student learning. In other words, teachers' beliefs of caring influence their teaching behaviors, which impact student learning. Therefore, students' perspectives of caring and teachers' beliefs of caring provide insightful ideas with regard to the structure of a positive learning environment. Two aspects of the understanding of caring are particularly important to the studies: students' perceptions of caring and teachers' perceptions of caring.

## **Students' Perceptions of Caring**

To nurture a caring climate in school, teachers should be role models demonstrating caring behaviors. Research indicated a strong focus on how students perceived teachers' caring teaching behaviors. Results in relation to these caring behaviors reflected different aspects such as content, pedagogy, and relationships.

Teacher caring behaviors in both education and physical education can be interpreted in a pedagogical aspect and the intent to build relationships. Secondary students perceived teacher caring behaviors related to pedagogy (Cummins, 2006; Ferreira & Bosworth, 2001; Hayes, Ryan, & Zsellar, 1994; Li, Rukavina, & Foster, 2013; Ravizza, 2005), content (Ferreira & Bosworth, 2001; Ravizza, 2005), and the intention to create relationships (Alder, 2002; Cummins, 2006; Ferreira & Bosworth, 2001; Larson, 2006; Li et al., 2013; Ravizza, 2005).

Teacher caring behaviors could be relevant to pedagogical aspects of teaching. Hayes et al. (1994) examined 208 middle school students' perceptions of caring teachers. All 208 students had to write an essay regarding memories of two teachers caring for students. Data were analyzed and the results found middle school students' perspectives of caring teacher behaviors were relevant to pedagogical aspects such as responding to the individual, helping with academic work, encouraging success and positive feelings, providing fun and humor, and providing good subject content. These first five descriptions were deemed the highest indicators of teachers' caring. In addition, Hayes et al. revealed students' perceptions of caring teachers differed based on gender, family structure, and ethnicity.

In related studies, Ferreira and Bosworth (2001) defined adolescents' perspectives of caring teachers. Results indicated caring teacher behaviors for this age group related almost exclusively to pedagogy and content. The same results were reported by Ravizza (2005) who examined 12 middle school students' perceptions of teacher caring behaviors as demonstrated by their physical education teachers during physical education classes. Cummins (2006) found similar terms to describe students' perceptions of teacher caring behaviors such as the use of different teaching styles. Li et al. (2013) discovered alternate forms of teacher caring behaviors from examining overweight/obese students. Li et al. found these students perceived teacher caring behaviors to be related to instructional adaptations such as task support, refinement, and task simplification.

Research evidence also indicated teacher caring behaviors pertained to students learning content. Ferreira and Bosworth (2001) explained that middle school students considered teacher caring behavior as helping them understand the materials. Ravizza (2005) reported middle school students liked their teachers to explain the assignments clearly. These studies illustrated teacher caring behaviors must include giving a clear presentation while teaching if care receivers are to acknowledge caring behaviors demonstrated by the teacher.

Noddings (2005a) claimed having a relationship is an important factor in caring theory. Studies reported that K-12 students perceived teachers' caring behaviors as being related to relationships. Alder (2002) examined 12 middle school students' perceptions of caring while they interacted with two caring teachers. These students emphasized a major teacher caring behavior was talking with them individually and privately. Relatedly, Larson (2006) argued the majority of students' perceptions of teacher caring

behaviors were “pay attention to me.” These findings implied teachers need to have the intention of creating relationships in order to make connections with the students.

Cummins’s (2006) study supported Larson’s findings, stating students perceived teacher caring behaviors as attention and connectedness.

In particular, Larson (2006) examined elementary and secondary students’ perceptions of teacher caring behavior. She reported teacher-specific caring behaviors influenced the relationships between teachers and students. Eleven clusters of themes pertaining to caring teacher behaviors were identified from a survey of 398 students: (a) showed me how to do a skill, (b) honored my request to choose an activity, (c) gave me a compliment, (d) confronted my behavior, (e) inquired about my health, (f) attended to me when I was injured, (g) persuaded me to engage in an activity, (h) allowed me to redo my test, (i) motivated me, (j) played/participated with me during class, and (k) showed concern for my future health. Upon further analysis of these 11 caring teaching behaviors, three categories were identified: (a) recognized me, (b) helped me learn, and (c) trusted/respected me. Thus, Larson (2006) described these three categories of caring teaching behaviors, with “pay attention to me” as being the main caring behavior. Students reported this to be the most important characteristic of a caring teacher. This “pay attention to me” category was illustrated by such things as providing individual feedback and instruction, recognizing students’ achievements, and noticing students’ difficulties when working on tasks.

Interestingly, Ravizza (2005) categorized students’ conceptions of caring into three categories: one-dimensional, two-dimensional, and three-dimensional caring.

Ravizza summarized students’ reports of each dimension of caring behaviors in school

and their lifetime as outlined in Table 1. Students also specified 12 caring teacher behaviors demonstrated by their physical education teachers: (a) provided fun and meaningful activities, (b) explained a skill well, (c) was concerned about my health and well-being, (d) motivated and encouraged me to complete a task, (e) helped me perform a skill, (f) provided feedback, (g) attended to an injury, (h) honored my request for an activity, (i) treated me fairly, (j) took a personal interest in me, (k) was flexible when dealing with me, and (l) acted friendly toward me. In further analysis, Ravizza grouped these behaviors into two categories: (a) caring behaviors related to content and pedagogy and (b) caring behaviors that fostered interpersonal relationships. With regard to caring teacher behaviors, students reported teachers fostered interpersonal relationships that related to content and pedagogy. Students said a caring teacher should be approachable, respectful, fair, and patient. Caring teachers demonstrated behaviors in content and pedagogy such as explaining class materials and assignments clearly and giving feedback to students, implying a caring teacher recognizes when a student has difficulty with his/her work.



Table 1

*Categorization of Students' Conceptions of Caring*

One-Dimensional	Two-Dimensional	Three-Dimensional
<ul style="list-style-type: none"> <li>• Being nice</li> <li>• Respect towards each other</li> <li>• Fixes things</li> <li>• Ensures you are okay</li> <li>• Loving each other</li> <li>• Attitude towards a person</li> <li>• Takes care of you</li> <li>• Fulfilling someone's needs</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking of someone; and wondering if they are happy</li> <li>• Helping someone; wanting to bring them further</li> </ul>	<ul style="list-style-type: none"> <li>• Want you to feel good</li> <li>• Looking out for someone</li> <li>• Help if something happens</li> <li>• Someone to rely on</li> </ul>

*Note.* Adapted from Ravizza (2005).

Caring behaviors seemed to differ more with diverse populations (Hoffman & Sable, 2006) than the population of teachers still dominated by White females (Landsman & Lewis, 2006). Tosolt (2009) emphasized miscommunication and misunderstandings might exist when teachers attempt to establish caring relationships without knowing their students' backgrounds. Based on these perspectives, another line of studies revealed students' perceptions of caring teacher behaviors and compared the differences among students' demographic information (Cummins, 2006; Garrett, Barr, & Rothman, 2009; Garza, 2009; Tosolt, 2009, 2010) since students with different backgrounds tended to have different perceptions of teacher caring behaviors.

According to previous research, middle and high school students' perceptions of caring teacher behaviors differed based on their race and grade level. For example, Garrett et al. (2009) revealed 155 middle and high school students' perceptions of teacher

caring behaviors through the use of two open-ended questions. These 155 students' races included Caucasian, Latino, and African American and their grades were sixth and ninth. Garrett et al. coded their answers into five categories of teacher caring behaviors: (a) academic support, (b) the teacher's personality, (c) taking a personal interest in the student, (d) equity, and (e) use of rewards. After a descriptive analysis, results indicated Latino students perceived teachers' academic support as caring behaviors more than the other two groups. Latino students perceived teachers caring by presenting equity in class and White and African American students considered the teacher's personality as caring. With regard to perceptions within grade levels, ninth graders ranked academic support higher than sixth graders. In addition, sixth graders preferred the use of rewards and ninth graders stressed equity. Both grades had similar rankings for teachers' personalities and taking a personal interest in the student. The findings concurred with those of Hayes et al. (1994) who suggested students' perceptions of teacher caring differed by race.

According to Tosolt (2009), middle school students' perceptions of caring teacher behaviors differed with their minority status. First, Tosolt classified the minority groups in the United States into three categories based on Fordham and Ogbu's (1986) study: (a) autonomous minorities, (b) immigrant, and (c) involuntary minorities. The first group was typically Caucasian; the second group included Asians, native Hawaiians, Chinese, Middle Easterners; and the third group consisted of Native Americans, Hispanics, and African Americans. Tosolt reported students in the above populations had different perceptions of caring behaviors. For example, autonomous and immigrant minorities group perceived the following caring teacher behaviors: (a) told jokes, (b) let students choose whether to work in groups or alone, (c) graded and returned papers in a short

time, and (d) spelled and said name correctly. In contrast to the aforementioned group, students in the involuntary group described teachers' caring behaviors as being "give compliments out loud in front of class" and "makes them behave so that other kids can learn."

Tosolt (2010) also summarized teacher caring behaviors into three categories: academic, interpersonal, and fairness. When Tosolt compared 50 secondary students' perceptions of teacher caring behaviors, he found differences between African American and Caucasian students' perceptions of caring behaviors in the three aforementioned categories. Specifically, teacher behaviors with regard to academics that displayed caring were writing helpful comments on paper and encouraging students to keep trying; furthermore, these students valued interpersonal teacher behaviors such as greets, smiles, and hugs; fairness teacher behaviors were listening and intervening when other students were picking on one student. The analysis indicated African American students considered teachers' academic behaviors as caring behaviors for the most part. On the other hand, Caucasian students perceived interpersonal behaviors as being the most caring followed by academic behaviors. In terms of gender, results indicated similar perceptions of caring behaviors between male and female students of the same race. Similarly, Garza (2009) reported high school students' perceptions of teachers' caring behaviors varied among different races. Latino and White students, however, reported a different rate of perceptions of teacher caring behaviors. For example, Latino students mentioned "provides scaffolding during a teaching episode," which suggested Latino students liked to have instructional help from their teachers during a teaching segment.

Thus, providing different support during instruction could demonstrate teacher caring since it is important to student success.

These studies identified students' perceptions of teacher caring behaviors and compared the differences among race, grade level, and minority status. Findings of these studies suggested teachers should demonstrate different caring behaviors based on different groups of students in practice (Garrett et al., 2009; Garza, 2009; Tosolt, 2009, 2010). In conclusion, students' understanding of teacher caring can vary according to context, gender, race, grade level, and minority status. Students' perceptions of teacher caring behaviors can be defined in three dimensions (Ravizza, 2005) as well as in three categories: content, pedagogy, and relationship.

### **Teachers' Perceptions of Caring**

Teachers' beliefs influence their behaviors in practice (Darling-Hammond, Bransford, LePage, Hammerness, & Duffy, 2005). Research evidence reported caring is an important factor of effective teaching (Brooks, 1999; Kainaroi, 2005; Perry, 1996; Perry & Rog, 1992; Stronge, 2002). Effective teaching enhances student learning in a school setting. Thus, teachers' beliefs of caring might influence their caring teaching behaviors, thus impacting student learning. Two groups of teachers' perceptions of caring have been explored in both education and physical education: in-service teachers and pre-service teachers.

With regard to in-service teachers' perspectives of caring, several studies revealed similar ideas. Gubacs (1997) reported on two physical education teachers who explained caring meant loving, respecting, and being nice toward others. As Gubacs found out, physical education teachers are interested in creating a caring environment for student

learning. However, Pajares and Graham (1998) revealed teachers explained the reason for caring was to help students become independent learners. In addition, Pajares and Graham reported teachers perceived caring as helping students feel good about their work and themselves. Vogt (2002) found teachers emphasized caring was relevant to their relationships with their students. In other words, teachers used the concept of “relation” or “relatedness” in their teaching to enhance student learning and motivate students to be on task. Through this process, trust and respect were established within the relationship (Noddings, 1984). To summarize, studies exploring in-service teachers’ perceptions of caring reflected the theme of creating relationships.

Limited studies have explored teacher candidates’ perspectives of caring. Goldstein and Lake (2000) examined 17 elementary teacher candidates’ understanding of caring by asking them to write e-journals. The journals were meant to help students reflect on their teaching every day as well as develop technology competence during their field experience. Data analysis identified three themes regarding teacher candidates’ understanding of caring: essentialism, oversimplification, and idealism. Essentialism presented a philosophy that caring is necessary in teaching while oversimplification referred to a simple action in teaching. For example, Rogers (1994) stated, “When we think of caring teaching, we usually think of gentle smiles and warm hugs” (p. 33). This idealism suggested “a vision of teaching that emphasizes affective dimensions may be partly responsible for prospective teachers’ unrealistic optimism” (Weinstein, 1990, p. 280). It is apparent these three themes tend to serve toward building positive relationships (Noddings, 1992). Caring has been described as interpersonal relationships (Larson, 2006; Noddings, 1992, 2005a); however, Lee and Ravizza (2008), McBee

(2007), and Weinstein (1998) reported different ideas about teacher candidates' perceptions of caring. They suggested teacher candidates' perceptions of caring can be separated into different categories such as caring in relation to pedagogy; caring means showing an interest in the student and building interpersonal relationships.

Weinstein (1998) explored 141 secondary teacher candidates' conceptions of caring and order using a teacher beliefs survey. These teacher candidates conceptualized caring into three categories: pedagogy, interpersonal, and management. In terms of achieving order, results revealed teacher candidates ranked management as the most important factor. This means teacher candidates considered managerial strategies in class, such as building rules, to be more important for teaching than enacted caring. Results also indicated teacher candidates recognized interpersonal relationships as the most important factor when enacting caring for students. This finding concurred with previous research. For example, Dempsey (1994) reported teachers' beliefs in terms of caring included building relationships with students. To build a relationship with students, teachers should be loving toward students, respectful of students, and be trustworthy toward them. McBee (2007) examined 144 teacher candidates' conceptualizations of caring and data analysis identified 20 characteristics of caring teachers: (a) offering help to students, (b) showing compassion toward students, (c) showing interest in students, (d) caring about the individual, (e) giving their time, (f) listening to students, (g) getting to know students, (h) going out of their way for students, (i) being involved with students' non-school activities, (j) offering out-of-class help, (k) making students feel comfortable, (l) being understanding, (m) wanting best for students, (n) being available to students, (o) making sure students understand, (p) supporting

students, (q) being encouraging, (r) showing respect, (s) meeting basic needs, and (t) showing selflessness. Finally, McBee reported the top five characteristics of caring teachers were offering help, showing interest and compassion, caring about the individual, giving time, and listening.

In another related study, Lee and Ravizza (2008) examined four student teachers' conceptions of caring during their student teaching experiences in a PETE program. These student teachers reported their concepts of caring, which included two major categories: pedagogical concerns and establishing interpersonal relationships. Pedagogical concerns consisted of accountability, providing feedback, instructional accommodation, and teaching caring behaviors. In terms of establishing interpersonal relationships, student teachers reported three aspects: (a) showing personal interest, (b) respect, and (c) fairness. Lee and Ravizza emphasized caring is an essential element to creating an effective teaching environment. Research in teacher candidates' perceptions of caring concluded that building relationships was the top priority in demonstrating caring to students.

In general, studies on students' perceptions of caring teaching behaviors and teachers' perceptions of caring suggest to current educators that caring attention should have a motivational shift from focusing only on teachers' thoughts about caring to students' needs. Studies that have investigated different perceptions of caring based on students' backgrounds are important to teachers (Kang, 2006) in order for teachers to be able to enact caring behaviors depending on students' characteristics. Teaching relies on a relationship that involves interaction between teachers and students (Fisher, Kent, & Fraser, 1998; Teven, 2001). Thus, teachers' behaviors impact students' learning in class.

It is apparent that knowing the perceptions of caring of both teachers and students is essential in school-based settings.

### **Caring and Teacher Education**

Capturing the importance of caring in teacher education, research revealed the importance of teaching caring in the development of children (Gilligan, 1988; Kohl, 1984; Kohn, 1991; Noddings, 1984, 1986, 1987; Sichel, 1988). Darling-Hammond (2000) suggested parents are concerned about their children having access to caring teachers. Some questions might be “will they meet my child’s individual needs” or “will they teach my child basic skills and the ability to solve problems my child will face in the future.” Thus, a teacher education program should address the ethic of care (Owens & Ennis, 2005; Rogers & Webb, 1991). The following discussion focuses on research regarding caring and teacher education programs.

Research in teacher candidates’ attitudes has indicated the development of teachers’ caring attitudes is essential to working with children (Freedman, Swick, & Brown, 1999; Mayeroff, 1971; Noddings, 1991). Freedman et al. (1999) suggested caring should be initiated in an early childhood teacher education program. In addition, continued reflection and refinement are important for teacher candidates to discuss when learning how to care for a child and what is helpful in developing caring. Nowak-Fabrykowski and Caldwell (2002) also claimed reflective assignments for teacher candidates in a childhood teacher education program are essential. Teacher candidates in this study reflected on their attitudes and experiences of caring. From their written assignments, four themes were identified as characteristics of a caring teacher: student-centered, work-centered, engaged students, and active. All constructs within each theme



concurred with previous research. For example, spending time, respect, and listening were caring behaviors previous research has found (Cummins, 2006; Hayes et al., 1994). Noddings (1992) noted teachers should plan the development of caring, experience the caring, and reflect on their efforts. Thus, research has indicated a teacher education program should help teacher candidates develop caring abilities for children.

Several studies presented some effective ways to help teacher candidates develop a caring orientation in teacher education programs. First, to produce qualified caring teacher candidates, teacher education programs should provide a teaching orientation of learner-centeredness (Dunn & Rakes, 2010). Second, reading *Teacher Lore of Torey Hayden* (Marlowe, 2006, p.93) might also help students build a belief of caring. Third, an understanding of ethic of care by building a caring community in teacher education programs is essential. A new program model should be enacted to help teacher candidates develop caring such as the caring community model (Bruce & Stellern, 2005). The caring community model includes 12 principles: (a) humanity, (b) self-awareness, (c) wellness, (d) modeling, (e) consequences, (f) conflict resolution, (g) problem solving, (h) reflect feelings, (i) feedback, (j) goal-setting, (k) nonverbal behavior, and (l) acceptance. With the implementation of this caring community model, Bruce and Stellern (2005) claimed a caring relationship, safe classroom environment, mutual respect, and decrease in disruptive behaviors were reinforced. Besides building a caring community model in a teacher education program, Marlowe (2006) found reading Torey Hayden's *Teacher Lore* was a helpful strategy for teacher candidates' to establish caring. This book addressed several aspects that concurred with previous research results such as time, talking, and reciprocity (Noddings, 2005a). Kim and Schallert (2011) reported teacher educators

should establish a caring relationship and be role models of caring in teacher education programs. The results of this study showed the significance of trust as a factor of developing caring relationships. The role of trust can help teacher candidates understand their identities as teachers.

Research regarding caring and teacher education outlined strategies to produce caring teacher candidates in teacher education programs such as building caring models in a program, reading Torey Hayden's *Teacher Lore* (Marlowe, 2006), and being a caring role model. In particular, a major focus of producing caring teacher candidates lies in early childhood teacher education because children need caring teachers and can be motivated to achieve academic success in schools (McNamee, Mercurio, & Peloso, 2007). Caring teachers help children master the ability of care.

However, recent studies have pointed out concerns of enacting caring in teacher education programs. For example, Goldstein and Freedman (2003) found it challenging to enact caring in an online course within a teacher education program since the teacher educator inconsistently met with teacher candidates while teaching an online course. On the other hand, Hansen and Mulholland (2005) reported beginning male teachers were struggling to enact caring in elementary schools where high female teachers existed. In terms of male teacher candidates who want to teach in elementary schools, Hansen and Mulholland suggested teacher education programs should teach teacher candidates how to establish caring relationships with children in order to be caring teachers. These results suggested teacher education programs need to find solutions for how to enact caring in different situations since a caring relationship enhances student attendance,

student achievement, and can impact students' perceptions of caring teachers (Parish & Parish, 1991).

In general, research with regard to caring and teacher education programs suggested producing caring teacher candidates in the field of education. Specifically, this line of research focused on caring in childhood teacher education programs, ways of putting Noddings's (1984) caring theory into practice, and difficulties in enacting caring. These studies recommended teacher education programs should produce qualified caring teachers to meet students' needs. In particular, teacher education programs should pay attention to difficulties teacher candidates face when enacting caring in a teaching context.

### **Trends in Caring Research**

Noddings's (1984) theory of caring--the ethic of care--guided the review of literature in general education and physical education contexts. Researchers were interested in exploring perceptions of caring in different groups and population, caring teaching, and caring and teacher education. Studies in the perceptions of caring included teachers' ideas of caring, students' ideas of caring, and different perceptions of caring based on race, ethnicity, and grades. Research in caring teaching focused on the benefits of caring teaching, the ways to employ caring in teaching, and strategies to enhance caring. In terms of caring and teacher education, researchers were interested in how to enact caring in teacher education program to help teacher candidates develop a caring orientation and attitudes.

Researchers explored students' perceptions of caring regarding their teachers' caring behaviors. Existing studies tended to focus on secondary students' perceptions of

caring with only a couple of studies attending to perceptions of caring from elementary students. The general trend in caring research showed a lack of attention to the difference of perceptions of teachers' caring between elementary and secondary students. In addition, studies with diverse students' perceptions of caring have been increasing and revealed students with different backgrounds had different expectations of teacher caring behaviors. This line of research advocated a motivational shift (Noddings, 2005a).

With regard to teacher perceptions of caring, a great deal of attention has been paid to teacher candidates' perceptions of caring. Few studies focused on in-service teachers' caring. In particular, perceptions of caring have been well established in the field of education while fewer studies of perceptions of caring in physical education have been explored. Interestingly, no studies have been conducted concerning the implementation of caring behaviors in both general education and physical education.

In terms of the research methods, most studies used qualitative approaches in both general education and physical education settings. A quantitative approach was used in one sport setting to find out the impact of youths' future participation in physical activities or a sport campaign. Methods or instruments employed to determine caring were varied. Specifically, methods were elicited from each article before an inductive analysis was implemented to summarize the categories of methods. Table 2 provides a summary of methods authors used to determine caring.

Table 2

*Summary of Methods Authors Used to Determine Caring*

Methods for Determining Caring	Authors Who Used This Method
Field Observation/logs	Ravizza (2005), Tolley (2009)
Interview	Larson and Silverman (2005)
Survey	Miller (2008)
Solicited question/writing prompt/writing essay	Cummins (2006), Hayes et al. (1994), Larson (2006)
Weekly journal	Goldstein and Freedman (2003), Goldstein and Lake (2000)
Document/artifact/photograph	Lee and Ravizza (2008), Sickie and Spector (1996), Vogt (2002)
Scale (Caring Climate Scale; Caring Community Scale)	Newton et al. (2007); Siskos, Papaioannou, and Proios (2011)

In terms of field observation, researchers solely took notes regarding the teaching setting of how teachers interacted with students, which involved talking; there was a thick description of class occurrences. Interviewing was the most popular method used to collect an understanding of caring. Researchers usually conducted semi-structured interviews to obtain perceptions of caring from different people. Solicitation questions were used for a large number of participants. A solicited question had to be very simple and understandable for the participant as well as writing for a prompt. Solicited questions and writing to a prompt gave participants freedom to express their perceptions of caring in an unrestricted setting. Writing essays gave teachers a way to reflect on their teaching or learning experiences in terms of the theme of caring. Documentation was used to collect lesson plans teacher candidates had written prior to teaching. Lee and

Ravizza (2008) believed the lesson plans might indicate caring behaviors demonstrated during teaching. The collection of the artifacts included class assignment written on the board, handouts, and photographs that showed caring behaviors teachers demonstrated in teaching. These methods were all applied in a qualitative research design. The last method to determine caring was the use of scales through quantitative research. Each scale consisted of certain items to determine if teachers or coaches created a caring learning environment.

Methods used by existing studies had differing strengths depending on the number of participants. For example, Larson (2006) used only one method, the solicited form, to determine the concept of caring from students. Her research participants totaled over 500 students, thus ensuring reliability. On the other hand, Newton et al. (2007) used a scale to find out how caring affected students' motivation towards future participation in sport. Due to the limited sample size, they conducted the study using a scale to determine caring feelings in youth. All researchers chose specific methods to collect data based on their specific research purpose. Based on the research questions and the context of the study, a qualitative approach could be the first choice to explore perceptions of caring and the implementation of caring in a physical education context.

### **Summary**

Caring--included in the aspects of general education and of physical education--was addressed in the literature in the following ways: (a) caring theory, (b) perceptions of caring, (c) caring teaching, and (d) caring and teacher education. These four categories were identified based on themes addressed in the literature combining physical education and general education contexts.

The ethic of care (Noddings, 2002) was the fundamental and theoretical framework utilized in most caring studies. Because of its essence, the “relation,” studies have called for a development of the ethic of care in schools (McBee, 2007). Based on this theory, substantive research emphasized the importance of caring in an educational context. Owens and Ennis (2005) explained why teachers’ and students’ perceptions of caring are important in teaching and learning. Based upon Noddings’s (1984, 2002) perspective, caring occurs when the one caring interacts with the one being cared for as well as the one being cared for receiving what he/she needs. In addition, teachers’ and students’ beliefs of caring influence their behaviors in teaching and learning. Therefore, research on teachers’ and students’ perceptions of caring is essential.

Research in the perceptions of caring revealed students’ perceptions of caring are related to teachers’ caring behaviors. These behaviors can be categorized into three aspects: content, pedagogy, and relationship. Teachers’ perceptions of caring can be described as pedagogy and interpersonal relationships. In addition, researchers paid more attention to revealing diverse students’ perceptions of caring to inform current educators and teachers. The purpose of these studies was to find out the specific needs of caring behaviors for diverse students.

Caring plays a vital role in teaching contexts. Studies revealed teachers demonstrating caring behaviors modified students’ negative behaviors. In addition, a caring classroom climate helped teachers manage classrooms and provide effective teaching outcomes. A caring community in a class enhances students’ social skills and affective learning. Students are more likely to understand the importance of caring in school, family, and society. However, barriers to enacting caring in school settings were

discussed in several articles. These studies contributed to informing teacher education programs, teacher candidates, in-service teachers, and policy makers about the difficulties of teachers enacting caring while they attempt to teach students to reach an affective goal. Barriers included time, space, and school policy. Studies suggested the development of a caring community is complex for every teacher. Teachers, schools, and policy makers should cooperate to create a positive learning environment for students.

Teacher education programs have failed to address caring (Owens & Ennis, 2005). Students need caring teachers and parents are wondering if teachers' teaching meets their children's needs. Studies suggested caring is essential to the development of effective teaching (Rogers & Webb, 1991). An effective teacher is able to teach students and meet students' needs in class. The ethic of care addresses the relationship between teachers and students through the teaching and learning process. Thus, teacher education programs should show teacher candidates how to care in order to produce qualified teacher candidates in the future.

Existing studies had a strong focus on teachers' and students' perceptions of caring. An interesting line of studies informed teacher educators that students' perceptions of caring were varied based on different teaching contexts, gender, race, and ethnicity. Caring research also suggested teacher education programs should teach caring to teacher candidates. Indeed, studies that reveal how to implement caring could be beneficial to current teachers in practice.



## **CHAPTER III**

### **METHODOLOGY**

The purpose of this study was to examine caring teacher candidates' perceptions about and implementation of caring. Based on the purpose, two research questions guided this study:

- Q1     How do teacher candidates perceive and define caring?
- Q2)    How do teacher candidates implement caring behaviors through eight weeks of student teaching?

To explore the participants' views of caring and how they implemented those behaviors, a qualitative research approach was used. Merriam (2009) believed, "Qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5). This study used a case study methodology (Creswell, 2007). A case study explores one case or multiple cases in a bounded system directed toward establishing a more detailed picture of an issue in education (Creswell, 2007). Specifically, the bounded system consists of three criteria: time, place, and context (Creswell, 2007; Savin-Baden & Major, 2013). To further frame the study Crotty's (1998) framework of epistemology, theoretical perspective, methodology, and methods was used. Additionally, sections under Methods included personal stance, participant, data collection procedure, data analysis, and trustworthiness.

### **Epistemology**

Epistemology is “concerned with providing a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate” (Maynard, 1994, p. 10). In other words, epistemology assumes the nature of the knowledge and explains how that knowledge comes to be (Crotty, 1998). Epistemologically, Crotty (1998) stated constructivism exclusively concentrates on “the meaning-making activity of the individual mind” (p. 58). Specifically, a constructivist believes “reality is an internal construction where individuals assign meaning to experiences and ideas” (Savin-Baden & Major, 2013, p. 63). Thus, constructivism was chosen to guide the study to form an epistemological perspective. The first reason constructivism best matched the study was I personally believe there is no objective answer to be discovered and second, I believe knowledge is constructed. In this study, caring physical education teacher candidates were asked to construct their perceptions about caring, explore their knowledge of caring, and explain how they implemented caring in a specific social context. Therefore, while conducting this study, I sought “to understand the way meanings are constructed and to apprehend how such meanings are presented and used through language and action” (Savin-Baden & Major, 2013, p. 63).

### **Theoretical Perspective**

A theoretical perspective is “the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria” (Crotty, 1998, p.3). The theoretical perspective of this study was used to make sense of and address the world. Using constructivism as the epistemological stance, the theoretical perspective was social constructivism. In this worldview, social constructivism means

individuals “seek understanding of the world in which they live and work” (Creswell, 2007, p. 20).

As stated above, social constructivism addressed my philosophical stance of this study. I believe “reality and knowledge reside in the minds of individuals. Knowledge may be uncovered by unpacking individual experience” (Savin-Baden & Major, 2013, p. 56). Specifically, Richardson (1994) claimed, “Knowledge is constructed by a person in transaction with the environment; that is, both the individual and the environment change as a result of this learning process” (p. 4). Given that, in this study, teacher candidates had opportunities (student teaching) to share their own knowledge about the implementation of caring within the student teaching phase. This knowledge, the implementation of caring, was developed through an interaction between teacher candidates and their students, students’ parent(s), and school administration. This school setting was deemed a social environment where teacher candidates were provided an opportunity to explain how to implement caring behaviors.

People might know a concept but might not be able to apply that knowledge within certain contexts. In this study, teacher candidates shared their knowledge of caring as well as explained how they implemented caring behaviors in their teaching. In other words, the application of caring in a teaching context was deemed important in this study. It intended to fill the gap of literature of caring in physical education settings or beyond. Teacher candidates interacted with public school students in an eight-week student teaching phase. During this eight-week student teaching course, two teacher candidates implemented their concepts of caring in a school context. Given that, teacher candidates’ perspectives and actions with regard to implementing caring behaviors in

teaching could be recognized as an active process of constructing knowledge (Rovegno & Dolly, 2006). Therefore, social constructivism helped this study determine how teacher candidates implemented their caring.

### **Methodology**

Outcomes of this study addressed the understandings of caring and how to execute caring behaviors in physical education school settings. Based on the purpose and research questions, the following discussion explains why a case study design was appropriate for this study.

A case study is “an in-depth description and analysis of a bounded system,” which is defined as “a single entity, a unit around which there are boundaries” (Merriam, 2009, p. 40). Creswell (2007) also claimed,

Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual materials, and documents and reports), and reports a case description and case-based themes. (p. 73)

In this study, three aspects structured the bounded system: time, place, and context (Creswell, 2007; Savin-Baden & Major, 2013). Time was defined as the second eight-week student teaching placement; place was two K-8 schools (one elementary and one secondary); and context described four specific aspects: (a) both teacher candidates were identified as caring teacher candidates by three experienced PETE faculties from the same program, (b) they were from the same PETE program and completed state required sequential courses with competence to teach at K-12 levels, (c) they were student-taught during the second student teaching placement, and (d) both teacher candidates taught K-8 physical education classes. Therefore, this case study represented instances of how two

caring teacher candidates perceived and implemented caring in an eight-week student teaching phase.

Two teacher candidates were selected as the participants. Each participant taught in two different schools. Thus, this type of case study could be defined as a collective case study. Yin (2003) claimed the collective case study design uses the logic of replication, wherein the researcher replicates the procedures for each case. As Stake (2005) explained, each case can share a common characteristic or condition. In a collective case study, the cases collected are bound together in categories. A collective case study “can strengthen the precision, the validity, and the stability of the findings” (Miles & Huberman, 1994, p. 29). Merriam (2009) also reinforced the advantage of a collective case study: “the inclusion of multiple cases is, in fact, a common strategy for enhancing the external validity or generalizability of your findings” (p. 50).

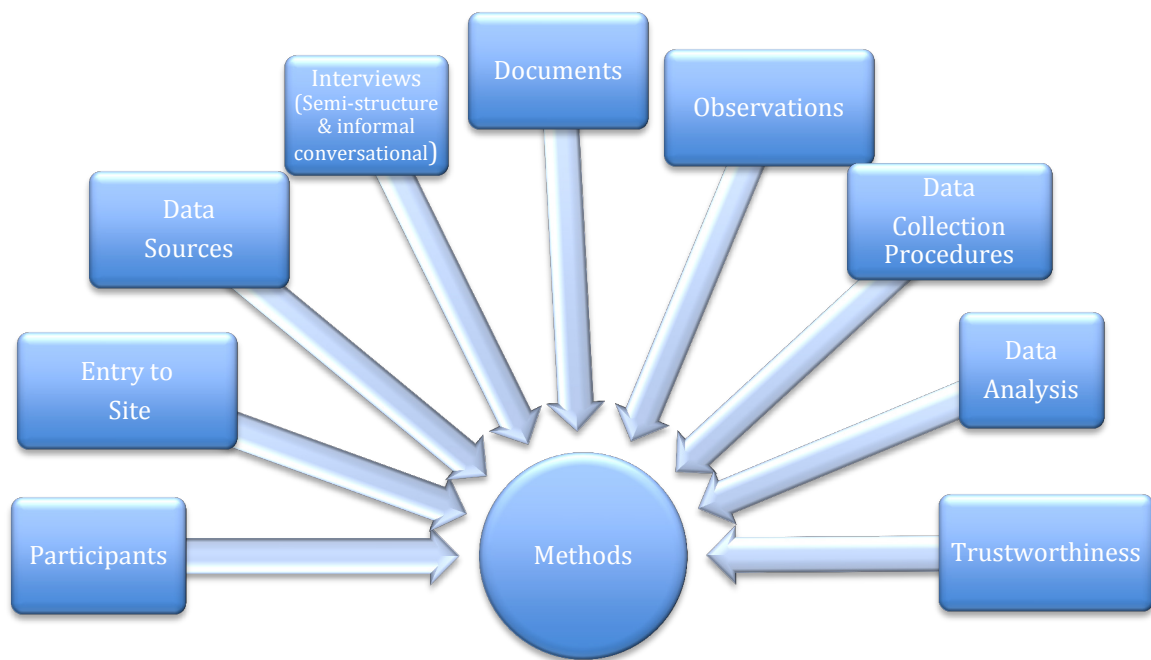
In summary, this study followed a qualitative research approach. Denzin and Lincoln (2005) believed:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, materials practices that make the world visible... qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (p. 3)

A case study explores one case or multiple cases in a bounded system directed toward establishing a more detailed picture of an issue in education (Creswell, 2007). Merriam (1998) advocated case studies in the field of education. Therefore, case study design was selected to examine teacher candidates’ perceptions and implementation of caring.

## Methods

Methods in qualitative research represent the techniques or procedures used to collect and analyze data related to the research question (Crotty, 1998). In this study, the methods were organized across several main constructs: participants, entry to site, data sources, interviews, documents, observations, data collection procedures, data analysis, and trustworthiness (see Figure 1). The remainder of this chapter describes each of the methods components.



*Figure 1.* Methods components.

## Participants

Two caring physical education teacher candidates were selected as the participants. They were both from the same program and had completed of all their required courses. These participants taught at different schools at the K-8 levels during

their second student teaching placement. The second student teaching placement was selected as it provided the teacher candidates an opportunity to settle and feel comfortable during their student teaching. In addition, PETE faculty encouraged teacher candidates to complete their work sample in the first eight weeks of student teaching. Thus, the second eight-week student teaching placement was more appropriate for binding the case. In particular, they were recommended as caring physical education teacher candidates by the PETE program professors based on their experience and students' disposition assessments. The following discussion explains procedures whereby two caring teacher candidates were solicited and how initial contact was made with them.

Three physical education teacher education faculty members were contacted to identify two caring teacher candidates. These faculty members were knowledgeable in the field of physical education teacher education and were tenured full professors. I emailed (see Appendix A) three faculty members and requested a meeting to discuss the selection of two caring physical education teacher candidates. Prior to the meeting, I requested the faculty members list and rank at least four possible teacher candidates in terms of being caring. Each faculty member had different selections of caring teacher candidates; however, two names were repeated and those top two caring teacher candidates were identified in the meeting. The remaining two caring teacher candidates were considered alternates if one of the top two caring teachers was not willing and/or able to participate in this study.

## **Entry to Site**

After Institutional Review Board approval (IRB; see Appendix B) was obtained from the university, I began acting as a university representative with no responsibility to the teacher candidates. My role as a university representative provided a convenient entry into the school sites. Both teacher candidates' student teaching performances were graded by their cooperating teachers, PETE faculty members, and an employed external university supervisor. My position did not affect their student teaching grade and I did not provide any feedback to either teacher candidates during the study. The consent form and email (see Appendices C and D) were developed for the two participants in order to have an agreement to participate in this study. Both participants had a pseudonym when writing the description of this study for future publication, presentation, or discussion with people. The use of pseudonyms was for ethical issues (see IRB approval in Appendix B). In addition, I developed a site permission form for school principals in order to secure access to school buildings and conduct the research (see Appendix E).

## **Data Sources**

Creswell (2007) suggested that in case study research, there should be extensive and multiple data sources of information. In this study, data sources based on Yin's (2003) recommendations included (a) semi-structured interviews; b) informal conversational interviews; (c) documents such as lesson plans, teaching reflections, art works for teaching, and work samples; (d) observations with field notes; and (e) research journal.

**Semi-structured interviews.** The initial data collection for this study consisted of multiple semi-structured interviews. Two different interview protocols were used to



define the teacher candidates' perceptions of caring (see Appendix F) and their implementation of caring (see Appendix G). A series of semi-structured interviews were conducted at a time and a place the participants decided based upon their preference. The two participants had different teaching schedules (see Appendix H) in separate schools. Thus, the interviews were conducted separately at different times and in different places. The first interviews took place before their second student teaching placement and provided an opportunity for participants to reflect on their experiences in their first student teaching placement. All first interviews were approximately an hour long; they were transcribed and read prior to conducting the second semi-structured interviews. The second semi-structured interviews were conducted during an hour and a half period after the participants had completed their second student teaching placement. Both interviews combined, each participant was interviewed for 2.5 hours. In particular, the second interview protocol was developed according to an initial data analysis of the first interview, informal conversational interviews, field notes, and documents. Yet, the prompts for each participant during the second interview varied as implementing caring is individual and dependent of educational contexts. In general, the second semi-structured interviews were conducted intentionally to discern the participants' implementation of caring. All semi-structured interviews were transcribed verbatim.

**Informal conversational interviews.** Informal conversational interviews can obtain insights and new information through conversation. Patton (2015) explained:

The conversational interview offers maximum flexibility to pursue information in whichever direction appears to be appropriate, depending on what emerges from observing a particular setting or from talking to one or more individuals in that setting. (p. 437)

In this study, the informal conversational interviews took place in different settings such as school buildings, coffee shops, soccer fields, offices, and gyms. For each participant, multiple informal conversational interviews were conducted. These interviews took place during nonscheduled times at the participants' convenience. The total length was about 40 minutes for all informal conversational interviews. These random interviews, in conjunction with field notes, were to verify incidents relevant to the implementation of caring. While I was communicating with each participant individually, i.e., on a soccer field, I audiotaped our conversation instead of only taking notes. Use of audiotapes was permitted by each participant and the interviews were transcribed verbatim for subsequent semi-structured interviews.

**Documents.** Documents are “a ready-made source of data easily accessible to the imaginative and resourceful investigator” (Merriam, 2009, p. 139). In this study, documents, e.g., scripted lesson plans and work samples, provided images of participants in a teaching setting actively disseminating to others (Savin-Baden & Major, 2013). This concrete evidence reinforced participants' perspectives of caring. All documents were collected through emails and physical copies. All electronic copies were saved in a secured file while physical copies were placed into a three-ring binder. Specifically, these documents were student-teaching lesson plans, PETE program work samples, personal resumes, and handwritten teaching schedules. These documents were collected prior to the observations and the second semi-structured interviews to (a) identify different caring perceptions that might exist in all available lesson plans focusing on the two participants observed, (b) while PETE candidates were taking sequential courses in the program, and (c) in the reflections of their teaching before the student teaching phase.

**Observations with field notes.** Direct observation is a manner of data collection with a fundamental understanding of the setting (Savin-Baden & Major, 2013). Merriam (2009) claimed that observation with field notes represented “a firsthand encounter with the phenomenon of interest rather than a secondhand account of the world obtained in an interview” (p. 117). In this study, direct observations provided a visual way to identify how teacher candidates executed caring behaviors through their teaching. Each teacher candidate was observed as often as possible. Specifically, the female PETE candidate was observed during 14 classes and the male PETE candidate was observed during 20 classes. Field notes (Merriam, 2009) generated during the observations focused on how caring teacher candidates interacted with students. For each observational class period, the field notes contained the date, time, and location (Savin-Baden & Major, 2013), which were driven by the second research question (the implementation of caring). While writing field notes, I sat in a place with no potential interaction with the participant and his/her students. The actions of caring were labeled using behavioral terms. First, I labeled each behavior with descriptive information for each specific behavior in a notebook. Then after each class observation or by the end of the observational day, I used a Microsoft Word document to document the caring behaviors as well as the description of each term. These labeled terms were recorded in the left column of the sheet while the description of a labeled term was in the right column (see Appendix I for the sample content of a field note). In this study, another purpose of the observation with field notes was for further stimulated recall (Larson & Silverman, 2005).

**Research journals.** Research journals allow for the reflection on the research process, researchers’ behaviors, as well as successful incidents and frustration (Savin-

Baden & Major, 2013). In this study, research journals recorded my activities during an observational date. Communication with a qualitative expert was also written in the journals. I typed all of the information into a Microsoft Word document after each activity occurred, e.g., meeting with a research advisor, observational date, etc.

### **Data Collection Procedures**

Two caring physical education teacher candidates were contacted via email. This email contained four files: the purpose of this study and the data collection procedures, Institutional Review Board approval, participant consent form, and site permission form. In the initial email to the participant, I informed him/her of the purpose of the study as well as why he/she had been selected as a possible participant. The letter of informed consent was attached to the email to provide the participant with a thorough explanation of his/her rights as a participant. Participant questions that arose during the study were addressed in person. Informed consent was collected from each participant separately prior to the first semi-structured interview. A timeline of data collection is clarified in Table 3.

Table 3

*Timeline for Data Collection*

Time	Research Activities
Two weeks prior to first semi-structured Interview	<ul style="list-style-type: none"> <li>• IRB submission and approval</li> <li>• Distributed inform consent forms to participants</li> <li>• Emailed site permission forms to principals</li> <li>• Collected Pablo's informed consent form</li> </ul>
Week 1	<ul style="list-style-type: none"> <li>• Collected Jessica's informed consent form</li> <li>• Collected Jessica's school principal's permission form</li> <li>• First-interviewed Jessica and transcribed the interview</li> <li>• Observed Jessica with field notes</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Observed Jessica with field notes</li> <li>• Collected Pablo's school principal's permission form</li> <li>• First-interviewed Pablo and transcribed the interview</li> </ul>
Weeks 3-6	<ul style="list-style-type: none"> <li>• Observation to both teacher candidates</li> <li>• Data analysis</li> <li>• Documents collection</li> <li>• Conducted informal conversational interviews randomly</li> </ul>
Weeks 7-8	<ul style="list-style-type: none"> <li>• Data arrangement</li> <li>• Data analysis and data triangulation</li> </ul>
Weeks 9-10	<ul style="list-style-type: none"> <li>• Conducted second interviews</li> </ul>

The first semi-structured interview protocol questions acted as guidelines; additional probing questions or clarification to answers were asked. Each participant was interviewed twice with each interview lasting approximately one to two hours; the interviews were conducted in person at the participant's school or office in a location comfortable for the participant and appropriate for the interview process. The interviews were digitally-recorded and transcribed. Informal conversational interviews were collected during field observations as well as random conversations in various settings.

The second semi-structured interviews were conducted after eight weeks of observations.

The data collection process included the following:

1. The first interview was conducted using the protocol from Appendix F to define teacher candidates' perceptions of caring. Interviews were digitally-recorded and transcribed. Upon completion, data analysis was conducted to prepare for the second semi-structured set of interview questions.
2. Secondly, I observed each caring teacher candidate teach as often as possible. Field notes were taken to describe the interactions between each teacher candidate and their students. A major focus of the field notes was to record whether these caring teacher candidates implemented caring behaviors while teaching and how they did it. All available lesson plans were requested prior to each observation. In addition, documents such as PETE work samples were collected through emails during the observational weeks and before the second semi-structured interviews. During observation timeframes, informal conversational interviews were randomly conducted and digitally recorded. Specifically, when an instance of implementing caring was not significantly identified through observation, I would start a conversation with the participants and request they clarify the instance. In addition to this and while each participant had time to sit down with me in different settings, during our conversation, I would record what I considered to be a need to verify an aspect of implementing caring. All informal conversational interviews were transcribed verbatim in order to develop the second semi-structured interview protocol.

3. The focus of the second semi-structured interview related to how or whether the teacher candidates used caring behaviors while teaching. Each teacher candidate and I reviewed and discussed field notes using the guidance of interview protocol to confirm whether they had actually implemented caring behaviors.

### **Data Analysis**

Data analysis is a process of deriving meaning out of the collected data. As data collection and analysis can be an ongoing process (Merriam, 2009; Savin-Baden & Major, 2013), I started the data analysis after I completed a member check of the transcription of the first semi-structured interviews. To analyze the data collected, an inductive approach was used (Merriam, 2009) to address the two research questions:

- Q1 How do caring teacher candidates perceive and define caring?
- Q2 How do caring teacher candidates implement caring behaviors through eight weeks of student teaching?

The following paragraphs describe the data-analysis sequence of the study.

In terms of addressing the research questions, data analysis was conducted using the interview transcriptions. An express-scribe program was utilized to transcribe the audiotape for each interview. Data analysis followed the member check from each participant. Member check ensured the accuracy of each transcription. There were two stages of analysis in this study: a single case analysis and a cross-case analysis (Merriam, 2009). Both stages of analysis were driven by the research questions. The single case analysis provided a detailed context as a story while the cross-case analysis built solid themes among cases (Merriam, 2009). The single case analysis, however, could vary because I generated a context that fit each case (Yin, 2003).

Transcriptions from the first interviews with regard to the first research question were analyzed using open and axial coding (Corbin & Strauss, 2008). Open and axial coding were used to develop categories that represented teacher candidates' perceptions of caring. Specifically, I conducted open coding by using the following steps:

1. The semi- structured and informal conversational interview transcriptions, field notes, and documents were read line by line multiple times. I perceived general concepts for each case;
2. While reading each type of data source, i.e., the semi-structured interview, I jotted down the notes, labeled any indicators of perceptions about caring, and coded them with highlighters. This coding was replicated for informal conversational interview transcriptions;
3. I copied and hand-wrote all indicators onto one sheet. I labeled the type of data source on top of the sheet with a marked date. For each coding and indicators, I also wrote down the specific pages for future reference;
4. I continually compared the codes on the first sheet and found the similarities and differences. I combined similar codes with page numbers onto the second sheet;
5. I examined these similar patterns to explore categories until no new codes were related to any category (Savin-Baden & Major, 2013); then I hand-wrote all these categories onto the third sheet with the date on which I completed it.

With these steps, I completed the open coding for each type of data source: semi-structured interview, informal conversational interview, and documents. After open



coding, I started my axial coding using the third sheet I had developed. Merriam (2009) defined grouping the open codes as axial coding. Axial coding goes beyond descriptive open coding. First, I interpreted the notes and comments under different categories on the third sheet for each data source. Second, I determined the central categories, which formed the main categories. Peer check and expert check took place during the axial coding; each time any discussion led to a change in the categories or sub-categories, I updated the name of the labels.

With regard to research question two, the implementation of caring, I replicated the analytical steps stated above. One more data set was added to this process: field notes. Besides the documents, field notes played a major role in answering how teacher candidates implemented their caring in a school setting. Field notes and documents were used to support categories developed after axial coding. To do this, I read through the field notes and documents, identified related incidences that addressed the “action” of caring, and found quotes to support the implementation of caring.

The single case analysis was completed with the use of open and axial coding techniques. In the current study, cross-case analysis was used to build the themes (Merriam, 2009). To do this, I printed out the latest sheet with solid themes for each case and started the analysis for the cross case. First, I put all of the categories and subcategories under each case. Specifically, I segregated two cases into two columns. Second, I highlighted each commons/idea/concept using different colors; then I asked for a peer check and an expert check again. Third, after I received feedback from my colleagues and experts, I re-typed and re-arranged the categories. This universal result sheet was used to report the cross-case analysis.

The inductive analysis helped address the design of the two research questions. Multiple data sources confirmed the categories from different perspectives, which included bias within the data (Stake, 2005). The open and axial coding enabled me to make comparisons within and across different data sources.

### **Trustworthiness**

Lincoln and Guba (1985) defined trustworthiness as a set of criteria for a qualitative study. Qualitative research has its own strategies to establish the authenticity and trustworthiness (Merriam, 2009). Lincoln and Guba defined four criteria that served to establish trustworthiness in qualitative research: credibility, transferability, dependability, and conformability. The following paragraphs focus on defining each criterion and the ways trustworthiness was ensured within this study, see Table 4 as an overview:

Table 4

#### *Criteria for Establishing Trustworthiness*

Criterion	Ways Trustworthiness Was Ensured
Credibility	<ul style="list-style-type: none"> <li>• Data triangulation</li> <li>• Peer review</li> <li>• Member check</li> </ul>
Transferability	<ul style="list-style-type: none"> <li>• Thick description</li> </ul>
Dependability	<ul style="list-style-type: none"> <li>• Research journal entries</li> <li>• Expert debriefing (Peer Debriefing)</li> <li>• Personal stance</li> </ul>
Confirmability	<ul style="list-style-type: none"> <li>• Research journal entries</li> <li>• Data triangulation</li> </ul>

**Credibility.** Credibility refers to a quality achieved when the context, participants, and settings of a qualitative study are understandable and accurate (Thomas, Nelson, & Silverman, 2005). In this study, four pieces of evidence of trustworthiness ensured the credibility of the data: triangulation, thick description, peer review, and member checking (Thomas et al., 2005).

Triangulation is one of the most common techniques utilized to enhance credibility in qualitative data analysis. It requires independent sources of data to support the results of a study. For example, in this study, teacher candidates' interviews, direct observations, and documents were three independent data sources used to support the outcome of this study. Thick description represents a detailed description of the context, participants, and the settings. It enhanced the credibility of this study because a thorough description of each case helped readers understand the study and assess whether the findings could be transferred to real life (Thomas et al., 2005). Peer review is the process by which a qualified individual critiques and checks the interpretations and decisions made with regard to the data (Locke, Spirduso, & Silverman, 2001). In this study, a colleague, who took qualitative research methods at the same college, was asked to review the raw data and critique the initial findings from the data. She was requested to question my data analysis procedures and how I constructed the meanings of the data. Member checking was the last technique used to strengthen the credibility of this study. It allowed the participants to check the accuracy of data collected. In other words, member checking ensures the accuracy of the transcriptions before the data are analyzed. In addition, member checking also involves checking if the tentative interpretations of the data are plausible from the participants (Merriam, 2009). In this study, I emailed and

requested the participants read the transcriptions so they could provide comments on the transcriptions. Interviewees had multiple opportunities to change or delete any information they thought did not match what they said during the interview. Besides checking the accuracy of the transcriptions, I also emailed the results from the data analysis where the themes were identified by the participants. Each participant was asked to review if the initial findings were accurate. I made changes to or re-analyzed the transcriptions when the interviewees made any revisions to the transcriptions and initial findings that impacted the accuracy of the study.

**Transferability.** Transferability is defined as whether or not the results of a study have the potential to be transferred to other settings or future research (Thomas et al., 2005). Specifically, this concept is important in addressing how a study can be applied to the reader's work environment or future research. Because of the nature of qualitative research, transferability is an argument and a subtle perception (Thomas et al., 2005) so researchers need to explain how their study can be applied to other settings. In this study, the goal was to examine how PETE teacher candidates implemented caring behaviors, which might enhance teaching effectiveness and improve student learning. Thus, describing the implementation of caring teaching behaviors would be a useful reference for other physical education teachers and PETE programs. The literature of caring in both general education and physical education indicated the perception of caring was well established. However, it did not mean teachers were able to demonstrate these caring behaviors while teaching. Thus, I believe the results of this study could fill this gap in the current caring literature and be used or transferred to other settings. Evidence of

trustworthiness can also be found in thick description, which provides detailed descriptions of the context, participants, and the settings.

**Dependability.** Dependability describes how well the researcher deals with changes in a qualitative study (Thomas et al., 2005). This means the researcher must consider the finding and interpretations based on previous data. To ensure dependability occur within this study, I utilized an audit trail and peer debriefing to deal with changes while collecting and analyzing data. An audit trail is a method that focuses on the changes in a qualitative study (Thomas et al., 2005). In the current study, a research journal was used to explain the whole research process including the conversation with a qualitative research specialist in a PETE program, data collection procedures, and ideas in relation to data analysis. Peer debriefing can help the researcher make changes in follow-up interview questions. For instance, I discussed the interview questions with an expert who was knowledgeable in qualitative research as well as in the field of physical education teacher education.. Additionally, peer debriefing helps the researcher examine the data and the findings, which can also enhance the dependability of the study. I described the peer debriefing process in the research journal. Besides the discussion of creating interview questions, data analysis, and the findings, I discussed data collection procedures with her via email or weekly meetings with my research advisor.

**Confirmability.** Confirmability deals with the researcher's bias in a qualitative study (Thomas et al., 2005). Lincoln and Guba (1985) indicated an audit trail is useful when establishing both confirmability and dependability. In addition to an audit trail, Thomas et al. (2005) suggested clarification of researcher bias to enhance confirmability. In this study, I used an audit trail to describe the entire research process using research

journals. Clarification of researcher bias was addressed in the report text. The information of the bias included the limitation of this case study at the end of discussion section; the acknowledgement of his biases and how to deal with them are in the methods section.

**Personal stance.** Provision of a personal stance is a way to enhance a research study's dependability (Lincoln & Guba, 1985). In the following paragraphs, I introduce who I am, where I am from, and why I believe in caring. Specifically, an explanation of my stance of caring and teaching and learning is provided through a description of my teaching and learning experience in China, a comparison of my teaching and learning experiences in China to those in America, and my current belief of teaching and learning.

First, I worked in China as a university physical education instructor and coach for four years. My teaching responsibilities focused on activity classes for undergraduate students. At the end of the day, I coached the track and field team for another three hours. The teaching or coaching style utilized a directive orientation, which is against the philosophy of caring. For example, I did not have the opportunity to contribute to the design of the curriculum, which led to no flexibility in the creation of the instructional plans for student learning. What I needed to do was follow a protocol that had been used for many years. Specifically, I needed to finish a teaching plan without consideration of how much students would learn. Thus, I recognized this as a teacher-centered teaching style. I only demonstrated caring as a caregiver who has little attention to the occurrence of learning.

Second, my K-16 learning experience also followed a teacher-centered orientation. For example, I could not raise any questions while the instructor was

presenting in the classroom. The schools required all instructors to finish their block plan or lesson plan in a certain amount of time because the government determined the final examination for all schools. Thus, I had to listen to my instructor's presentation carefully and take notes at the same time to achieve a good score on the final examination. In other words, I memorized and recited the knowledge my instructor presented in class for the examination only rather than for the purpose of comprehending the knowledge for application in my life. Therefore, I perceived the philosophy of caring did not exist in my teaching and learning experiences due to teacher-centeredness. This indicated I was a care-receiver without a connection to my instructors. The following discusses how my teaching and learning experience in America reinforced my belief of caring, which is totally opposite of my teaching and learning experiences in China.

While in the United States, I had opportunities to teach at the K-12 level during my student practicum in my physical education methodology courses. Moreover, I also had the opportunity to supervise teacher candidates and help professors as a teaching assistant in methods courses. When comparing the different teaching styles of two countries, I found student-centered teaching was the best choice for my teaching. For example, my professors suggested I always give options to my students in terms of learning. Giving choices empowered my students to create their own ways of learning while they made an effort to understand the coursework. Consequently, students gained an intrinsic motivation toward studying. The intent to give options cared about students' interests in their learning as well as my teaching. Students (care-receivers) with options understood they received the empowerment from me (care-giver). I recognized the philosophy of caring existed with building the connection between my students and me.

According to Rink (2012), teaching does not exist unless students learn.

Noddings (2005a) clarified caring does not exist until the care receivers receive caring from the caregivers. It is apparent my focus was teaching rather than student learning in China; in other words, I am only a caregiver. Now, I advocate Noddings's view of caring, which should be implemented in teaching as a strategy to enhance physical education teacher candidates' teaching effectiveness, and is similar to Rink's idea.

I have been in the PETE program for three years as a teaching assistant and studying in teacher education programs for seven years in the United States. I have taught many required activity courses for PETE teacher candidates. In addition, I was a teaching assistant in all sequential courses in the PETE program such as an introduction to physical education as a profession, instructional design, elementary teaching methods, and secondary teaching methods. With these experiences in the PETE program, I believe caring is essential if teachers are to educate public school students as whole persons (Rogers & Webb, 1991). Using my personal development as a student-centered teacher, I can see the need for caring for a variety of students but it can be difficult to demonstrate caring behaviors in a physical education class.



## **CHAPTER IV**

### **RESULTS**

The purpose of this study was to examine caring physical education teacher candidates' perceptions about and the implementation of caring. Two research questions guided the study:

- Q1     How do caring teacher candidates perceive and define caring?
- Q2     How do caring teacher candidates implement caring behaviors through eight-week student teaching?

Data sources included semi-structured interviews, informal conversations, field notes, documents (e.g., work samples, student teaching lesson plans), and research journals.

Data from two cases were analyzed using open and axial coding to establish themes and sub-themes of perceptions about caring and implementations of caring before conducting a cross-case analysis. The data analysis process involved an expert check and peer suggestions. The results are described in three parts: Jessica's story of caring, Pablo's story of caring, and themes identified from the cross-case analysis.

Patton (1990) suggested a case study "should take the reader into the case situation, a person's life, a group's life, or a program's life" (p. 387). Similar to Patton, Merriam (1998) advocated a "detailed description is also necessary for the reader to assess the evidence upon which the research's analysis is based" (p. 238). In addition, Merriam implied a case study must convey the setting to the readers. Stake (1995)

suggested a case report should normally resemble storytelling. Specifically, I committed to use one of the case report paths--a “description one by one of several major components of the case” (Stake, 1995, p. 127).

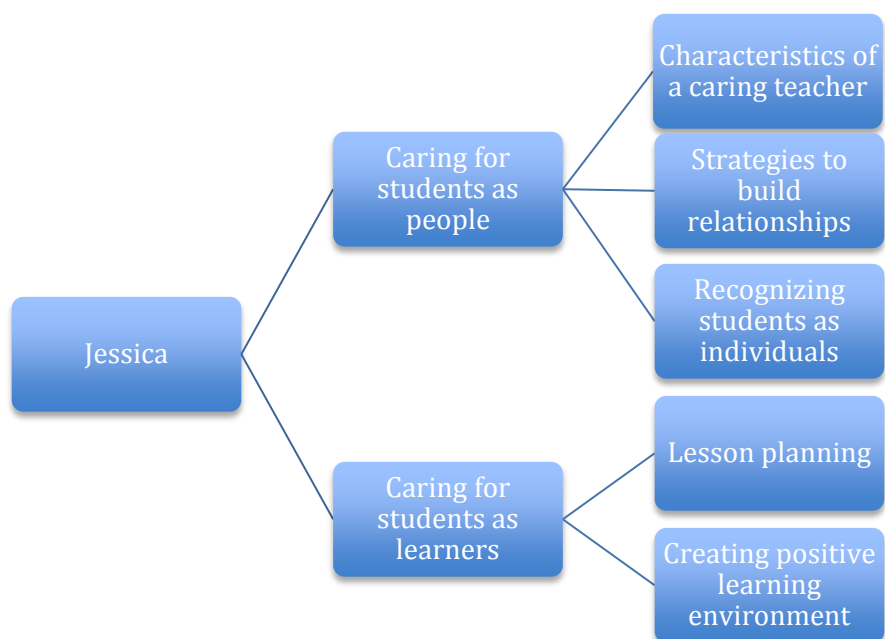
### **Jessica’s Story of Caring**

Jessica is a student teacher at a middle school in the Rocky Mountain region of the United States. She is of Hispanic origin and 23-years-old. Jessica grew up in a family with many children and cousins. Thus, she has had extensive interaction with young children in her lifetime. While in college, she served as the president of the physical education club. In addition, Jessica also conducted an after school program for a local K-8 magnet school. Beyond that, she served as a student representative on the executive board at the state level conference. During winter and summer, Jessica works to enhance her work experience with different students in a camp-base setting. Before she began her current eight-week secondary school student teaching placement, Jessica completed an eight-week elementary student teaching session with a teacher who demonstrated caring and cooperative behaviors. Jessica acknowledged her cooperating teacher and said to me,

My cooperating teacher was the definition of caring; you could tell by his walls. There were written notes and pictures drawn from students and parents. It was awesome to see how he taught because I have never really seen that. The kids every day would come up to him and be like “oh, thank you”, “I love your class; I love you.” (Interview)

While Jessica was in college, she had wide-ranging involvement with K-12 students in a variety of settings including a summer sports camp, a fitness club, and several student practicums in sequential physical education teacher education (PETE) courses. She concluded these experiences aided her notions of caring: “You can’t take a

class to learn how to be caring; it just comes from experience.” Jessica’s story of caring was categorized into two aspects: caring for students as people and caring for students as learners (see Figure 2).



*Figure 2.* Jessica’s story of caring

### **Caring for Students as People**

When I started the car engine, I felt panic because this was my first time to interview a teacher candidate in a school where I had not been. I assumed what the school looked like and what all the administrators looked like. By following my GPS, I eventually arrived at the school parking lot safely and became even more nervous. After I pushed the security buzzer, the administrative receptionist let me in and was kind enough to direct me to where Jessica was. It seemed everybody knew Jessica and had known her for a long period. Yet in fact, Jessica had just begun her second placement.

When I reached her office, Jessica was preparing her lesson. The following explains Jessica's story of caring for students as people along three dimensions: characteristics of a caring teacher, strategies to build relationships, and recognizing students as individuals.

**Characteristics of a caring teacher.** The characteristic of a caring teacher is possessing and presenting a positive personality. Jessica cared about her students as people and it was obvious from the moment you entered the school. Our first interview took place in her office and the conversation was frequently disrupted by her sixth graders. They stopped by the office and greeted her because of her availability and her personality. In fact, this same scenario was true regardless of where we met in the school --she always smiled and greeted students from different grade levels (sixth through eighth). Fundamentally, Jessica believed a teacher should care about students by possessing a positive personality. For her, a positive personality was one that was genuine, compassionate, patient, and equitable.

Jessica claimed caring with genuine respect to be a nice phrase. It means a caring teacher shows kindness to students. In addition, being genuine to students means a teacher should be available for his/her students outside of school hours; in essence, teachers should be willing to communicate with their students in different settings. Thus, Jessica felt,

A caring teacher is always there for their students no matter what the problem, before school or after school. You're willing to talk to them; you're willing to figure out what the actual problem is rather than having them talk to another teacher. (Interview)

I was curious where she developed this notion about caring. Jessica said her elementary student teaching placement cooperating teacher (CT) influenced her while she was working with him. He role-modeled caring behaviors. Jessica delineated her feeling

about the CT: “It was pretty awesome that he genuinely asked about a student’s day and that he truly wanted to know. He wasn’t like ‘how was your day’ and ignored the answer.” Therefore, Jessica tried her best to show kindness to each student in different settings. For instance, Jessica was walking around the weight room; a boy was passing her. She, then, gave a high five to this boy with her smile (Field Notes, 04/02/13).

A positive personality also reflects a compassion for working with people and students. Jessica showed me her teaching schedule during the week (see Appendix H). A table indicated she normally taught a mixture of five physical education and health classes in one day coupled with lunch duty. Hence, she had to interact with students of multiple ages in variety of contexts, requiring she deal with unpredictable problems or situations that took place in teaching and non-teaching environments. Specifically, “when a student comes up to and wants to talk to you, you focus on them. You are just ready to listen and give them your feedback,” Jessica said. For example, in a sixth grade dance unit,

a girl with glasses was walking toward Jessica. The girl was trying to ask Jessica some questions. Jessica leaned forward to listen to her student. Jessica was nodding her head to show her understanding of this girl’s questions. Jessica talked to the girl while maintaining eye contact. This girl was nodding her head while Jessica was speaking to her. After that, this girl kept dancing. Another boy came over to her. Then Jessica turned around to answer this boy’s question. Jessica did not straighten up her back; she kept leaning forward to listen to this boy. Jessica kept talking with this boy until this boy understood and then left Jessica. (Field Notes, 04/16/15)

Patience is an additional aspect of a positive personality, especially patience with students while teaching. Teachers with patience are able to listen to a student’s explanation of the situation or to spend extra time guiding students while learning occurs. When students came to Jessica and asked her for help, she always listened to their full

stories before speaking to students. Jessica wanted to show she was there and was ready to help them. I observed that Jessica consistently displayed her caring for the students with patience as she wanted to be a good teacher. Thus, a teacher with patience could be a caring teacher. Jessica realized, however, that not all students would be so forthcoming in responding to her feedback and that patience was required “to wait them out.” For instance, in a rope-jumping class one afternoon, it was clear from Jessica’s patience that a teacher might have to do things more than once. A sixth grade boy was finding it difficult to achieve even one jump of the rope during a rope-jumping lesson, so

Jessica talked with this boy individually regarding his movement. She swung her two hands while talking with him as well as inspiring him to jump once each time (this boy needs special aids as he is an overweight student). Jessica then asked this boy if she could use his rope so she could demonstrate it to him. This boy was happy and said yes to Jessica. After the demonstration, Jessica returned the rope to him and encouraged him to show his performance. Jessica stood next to him and watched him for a minute. She found the boy did not get the idea. Then she asked this boy if she could demonstrate to him using his jumping rope again. (Field Notes, 04/10/13)

Jessica learned to be a patient teacher while she was studying in her undergraduate program. She perceived the university professors who spent time guiding students to complete their assignments or program of study must be caring people with positive personalities.

Jessica claimed a caring teacher is also equitable and should treat all students fairly regardless of their skills level, gender, and race. She acknowledged this relationship by allowing students to make mistakes while learning. Jessica intended to earn her students’ respect by showing her ability to be equitable with her students. She clarified she allowed her students to make mistakes and helped them understand that teachers and students are the same in any setting. For instance, she shared, “If I make a

mistake in front of the kids while teaching, just show them and be like ‘hey, I just messed up, we all do it’.” Jessica used herself as a model to show students they have equal social status. Furthermore, Jessica perceived involving all students by implementing fairness is one way to show caring to students as people. Demonstrating fairness also indicated teachers and students are equitable. Jessica did not judge students or have any preferences toward specific students. It helps that teachers involve each student in class activities.

Caring teachers should demonstrate four types of positive personalities in or out of school: genuine, compassionate, patient, and equitable. Jessica shared her strategies of how to portray these personalities in school. In conjunction with field observations and several informal conversations, two strategies were identified: enjoy being a teacher and control your emotions.

I remembered when Jessica told me the middle school teacher she worked with did not empower her to develop the lessons from the first day of student teaching. In fact, the cooperating teacher should have empowered Jessica to take over teaching for the entire eight weeks. Jessica was not unhappy. She knew how to find what made her feel happy while teaching. She shared, “If your personality is to be fun and to be caring, you need to make sure you still portray that 10 years down the road because that is going to make you happy teaching” (Informal Conversation). I assumed because she possessed a positive attitude toward teaching, her teacher moved her from a co-teaching position to an individual teaching position after a week. She liked to see how students learn in her class. Student achievement in the gym or outside the class motivated her to be a teacher. In addition, Jessica enjoyed the teaching progression and monitored students’ growth.

She cherished the opportunity to be a teacher who can help students achieve. Then she shared,

I want to help children. What else could I do? I was like, I could become a teacher because you actually see the good in children. Being a pediatrician would be very hard because you see sick children. When you are a school teacher you see them at their best; you see them at their worst; so you can help them at their best and worst. I think it is just working with children you learn to care about them. You learn to help them in different ways. (Interview)

Jessica enjoyed teaching as she viewed students' successes as her own achievements.

When we had coffee outside the middle school, Jessica sometimes vented to me that she had difficulty balancing her assignments from college and student teaching as well as family work before school. She needed to fulfill many obligations. I observed that Jessica was frustrated and upset by different people. One thing I was curious about was how she handled her emotions. Therefore, we discussed one topic in particular about how she managed her feelings while teaching. Jessica still demonstrated a positive attitude while talking. Jessica suggested teachers should leave negative emotions at the door. I agreed with her but remaining positive in every class is difficult for teachers.

Jessica addressed my concerns by sharing her experience:

Just stay positive.... If somebody says something funny of course I am going to laugh because they are just funny kids. If they do something funny, laugh with them; try to make the kids happy because if the kids are happy, you are going to be happy. (Interview)

Jessica understood the difficulty in controlling her own emotions toward students. Thus, she liked to consistently promote positivity in the class.

**Strategies to build relationships.** Jessica perceived that to care for students as people, teachers also need to establish relationships with students. Jessica knew the relationship between her students and her played a vital role before teaching and learning



occurred. A caring teacher should be capable of establishing relationships with his/her students inside or outside school. Jessica claimed knowing students was the priority before communicating with her students.

With respect to knowing students, Jessica used two ways to get to know her students during her student teaching placements. While teaching in schools, she liked to know students' names and their favorite things within a short amount of time. She believed using students' names would help her develop positive relationships with students. She said,

When I first got to both placements, I just got to know the students. I learned their names. Just talked to them and asked how their days were going. I truly listened to their answers...you just get to know them one-on-one and personally. Eventually, they will start opening up to you more. (Interview)

Jessica did not have a protocol to form a relationship with her students. She believed connections could be established through knowing each other. When she tried to learn her students' favorite things, she had to share her own interests with students prior to asking about their interests. She stated, "Learn their names and favorite things, just little things. It is silly, but they can learn your favorite things and you build a connection. I like the color pink, oh so do I, there's more of a connection."

With respect to making a connection with students, Jessica recognized that teachers should know how to build relationships with their students using different strategies. Thus, she acknowledged three strategies of how to build connections with students: using short conversation, sharing commonalities, and helping students.

Having short conversations with students meant a caring teacher would proactively greet students. Jessica started to build her connections with students through

the use of greetings. For example, when students came back after a snowy weekend,

Jessica made simple conversation with her students:

I asked a couple of kids, “How was your snow day? Did you have fun? Did you do anything fun?” Students would talk and then they would ask me. So it definitely built that relationship where they can ask questions, I can ask questions and you just find out a little bit more. (Informal Conversation)

From her own high school experience, Jessica recognized it was these short conversations that helped her high school physical education teacher connect with her. Thus, she applied this to her current student teaching. I observed Jessica in school on different days during the week in which she consistently greeted her students. Before a jumping rope class,

when she was standing outside her office and the female students’ locker room, students were accessing the locker room. Jessica said to students, “How are you,” with a smiling face. Then she danced with three girls while these girls said “Hello” to Jessica. Jessica kept her smile and greeted the coming students. (Field Notes, 04/10/13)

The second way Jessica built relationships with students was to share commonalities with students and use those commonalities as the basis for communication. Within physical education, Jessica was able to ascertain students’ after-school physical activity preferences. One day, when Jessica was talking about interests with the students, she shared her conversations: “What do you like? And somebody was like ‘I like soccer’ and I was like ‘I used to play soccer.’ Somebody was like, ‘I like golf.’ Then I was like, ‘I used to play golf, too.’” Jessica found this was a useful strategy to connect with students quickly.

For Jessica, it was not simply determining commonalities through conversations in class but seeking opportunities to develop them beyond the gymnasium walls. She suggested physical education teachers should extend their professional activity to

different venues in and outside of school, which might help teachers connect with students. Again, Jessica's elementary placement cooperating teacher had a positive impact on her. This teacher spent time on Saturdays attending his students' soccer games and also conducted fundraising activities to provide students with professional lacrosse league tickets. He made an effort to be involved in the community. Consequently, Jessica applied this strategy in a practical setting. She explained,

Get to know students; we say that all the time but it is a lot harder than it sounds. Take time to go to after school activities or clubs. I know it is time consuming but that is where you get to know who your students are and what their interests are. At the elementary level, I went to the science fair. Some were "I love science" but others were not a fan of it. You get to learn their favorite subjects. I know we are so busy in the teaching program, but get to know your students. You need to find out who your students are to find out who you are and how you teach.  
(Interview)

In sharing her experiences of discovering similarities with students, Jessica believed the development of these connections helped her be open with students. This openness could then lead to students being more likely to talk with her. This in turn provided an opportunity for Jessica to share her experiences with students in order to establish a connection.

The last strategy for building relationships with students was to provide help. Jessica liked to help students as much as she could. I observed her helping at different times and in different settings. Jessica was helping a girl put the pedometer on the girl's pants. She bent down and focused on her hand and the pedometer. After she successfully put it on, the girl said "Thank you" to Jessica" (Field Notes, 04/10/13). Another manner in which students could be helped was within the teaching environment where Jessica perceived helping students with solutions could build connections. On one level, help

could be simple polite actions that would be considered common courtesy. I observed that

Jessica was helping a student who asked to have water outside the gym. She escorted this boy to the door and opened the door for him. She watched this boy walking out the gym and walking to the water fountain. In the meantime, Jessica was holding the door until this boy came back to the gym. (Field Notes, 04/11/13)

With respect to building relationships, Jessica tried to help her elementary students through their emotional difficulties. Jessica knew younger students needed more time to be familiar with the environment. She then tried to provide help for students who were in a situation or needed assistance. She described,

The student had a problem where he came up to us and told us he was scared that his mom was not going to pick him up from school. At a young age, that is a big fear. We asked him why he felt like that and he said he didn't know and couldn't tell us. One solution was to talk to mom and figure out why. Second, was to always have a number where you could call that person to see if they are on their way. The third solution was to have a back-up plan in case mom was not there to pick you up, who can you call next to see who is picking you up. Another step is go to a teacher you feel reliable enough to talk to. Just little steps like that to help students figure it out. (Interview)

Jessica believed a caring teacher always helps students and their peers. She perceived helping students with a solution could make students feel comfortable. From her elementary student teaching placement, she found helping students with solutions really made the connection between a physical education teacher and his/her students.

**Recognizing students as individuals.** Jessica felt students should be recognized as individuals, indicating caring teachers should recognize students differ from one another. In other words, a caring teacher should understand students are unique in a teaching and learning setting. A powerful influence was her own first grade experience. Jessica said,

In first grade, I was young for my grade; so I started sooner than I should have. So, in the first grade, I didn't have problems with reading, but I was at the lower level. My first grade teacher spent time before and after school with me working on improving my reading skills. Once I finally reached the benchmark she set for me, I had a party for my family. She invited everyone and I got a certificate. (Interview)

I could sense the impact of being an individual. Based upon this, Jessica was able to transfer this type of caring into her own practice. I was interested in the way Jessica showed caring in a teaching setting. She explained,

Definitely on an individual basis; one lesson will not be perfect for every single student in the class. So if the student doesn't feel comfortable or something, it is on an individual basis that we work it out. For example, at the elementary level, we were doing a yoga unit and this student didn't feel comfortable participating in the front of the class. So we set it up by having the students in a self-space in the gym where the student felt comfortable enough to follow along with me. We were not in a circle facing each other. It was more you find a space, in the back no one can see you, in the front or off to the side; but all your eyes should be on me rather than watching other people. (Interview)

Jessica shared her perceptions of recognizing students as individuals in school. By knowing students before teaching or communicating with them, Jessica was able to provide options for students, recognize the importance of getting on the students' level while talking, and one-on-one conversation. These three strategies indicated how Jessica understood students were individuals in a teaching and learning setting.

Providing options for students means teachers should empower students to think or choose during instruction. After Jessica knew her students, she became more open for students who wanted to talk with her. She gave options for those who wanted to speak with her. Jessica believed a caring teacher should be available for students who would like to talk. Sometimes, Jessica's students would talk with her about home life. She, however, would not suggest students share anything they might not like to. Giving options is a good strategy to show a teacher cares for his/her students' feelings.

As a student, Jessica liked that her teacher would not push her; instead, she loved teachers who gave options for her to think about what she needed to do. While teaching, Jessica would ask students to sit next to her or sit in a place where students felt comfortable. As soon as students themselves felt comfortable and did not disrupt teaching and learning, Jessica liked to give many options to accommodate students' preferences. During my observation, Jessica sometimes would encourage students to choose the same equipment with different colors. For instance, in a rope-jumping unit, Jessica requested students walk to the ropes and chose the rope with different colors based upon students' own preferences. In addition, she also encouraged some students with a high level of skill in the jump rope unit to create different jumping styles.

Besides giving options for students to choose their own spaces, Jessica liked to empower students to think and reflect on their misbehaviors. For example, Jessica would teach students to reflect on their negative language in school by providing options.

I have had a couple of kids use choice words like curse words... I asked them if we should say those words and ask those types of questions. They will say no. Once they are out of school, they think they can use them. But adults are still around and adults do not want to hear that language. I think talking to them and showing them other words to use...; just talking to them and showing them what they can do by using positivity and not flip it around to be negative. (Interview)

Secondly, Jessica understood that students were at different physical and cognitive levels. Teaching allowed her to recognize students as individuals. Jessica considered some behaviors appropriate for elementary school students. She said to me, "At the elementary level, I noticed myself getting down on their level more and you are at their physical level talking to them. You get to engage with them. You are sitting on the floor with them." Similarly at the secondary school, Jessica liked to bend over and listen to students as they talked with her. This action helped Jessica demonstrate her caring by

showing her understanding of students as individuals. In addition, Jessica believed “getting on students’ levels” was one way to demonstrate respect to her students. While she was teaching or talking with students, she did not tower over students physically or use directive language. She said,

I know with the kids that were not my height; I like to get down on their level, so either kneel or sit. So they don’t feel like I am towering over them. A lot of time I would sit on the ground with the kids when I am giving instructions to the class. Just be on their level. I don’t want them to feel they are intimidated by me standing over them and telling them what to do. (Interview)

While I observed Jessica in the gym, she consistently leaned forward so she could listen or talk to students. For instance, when Jessica taught in the fitness room, students were practicing their weight lifting skills in a different area. Occasionally, students were not able to follow the instructions labeled on the machine. I saw

a boy had a question for Jessica while she was walking around the room. She stopped, and put her ear close to this boy and listened to him carefully. Jessica constantly nodded her head to show her understanding to this boy. (Field Notes, 04/02/13)

Jessica knew students felt relaxed if she talked at their level of cognition. In other words, getting down on students’ level also means teachers should understand their students at different cognitive levels. Thus, Jessica was careful while she spoke to her students. She said,

If I talk like an adult all the time to fifth grade students; they are not going to get it; you are not going to earn their respect as much. They won’t understand it. It just goes along back to respect and just being able to make that connection with them. (Interview)

Therefore, Jessica understood the importance of demonstrating respect for her students by getting down to their levels. This demonstration of respect might impact the relationship between teachers and students. It was obvious Jessica recognized the importance of

knowing students' physical and cognitive levels while teaching and communicating with them. She treated each student in a different way while talking.

Lastly, as a means to recognize students as individuals, she would do so in a one-on-one context. In other words, she talked to students who might be upset or misbehave during class. Jessica clarified, "The biggest one (caring) is learning how to talk to students on a personal basis." Her rationale was "if you are caring about them (students), you are not closed or shying away. You are engaged with them and make eye contact and talk to them one on one." Usually, Jessica would like to do one-on-one conversation while students were having personal issues or they misbehaved during class time.

With respect to personal issues, one day Jessica saw a girl crying in the group. The girl told Jessica she was being made fun of because of her race. It was not the first time Jessica had noticed this situation. This time, Jessica went over to talk with her personally:

I just told her that I have been made fun of before and it is hard thing to do because you can't change your race. But you have to be strong for yourself and not let those people get to you. Just be who you are, the funny person you are and just let people say mean things, but you do not have to listen to them. Just blow it off kind of like whatever and just ignore them. If you can't say anything nice, don't say anything at all. But ignore those words. (Interview)

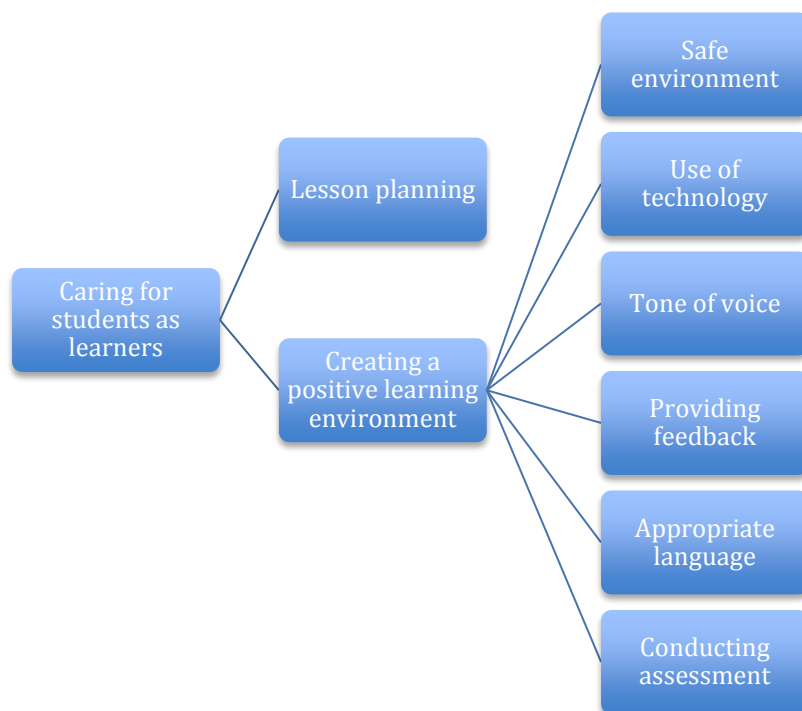
These statements contained sensitive language both Jessica and this girl did not want anybody to hear. One-on-one conversation, therefore, was a good strategy to demonstrate Jessica cared about her students' feelings. Moreover, Jessica conducted one-on-one conversations for behavioral management in class. She thought a caring teacher should be open for any type of student in class. A girl was texting in the gym while Jessica was speaking to all her students. She asked the girl not to text but the girl was defensive. Then Jessica talked to the student, "I believe you, but it looked like you were texting."



Jessica saw this girl was still defensive. Jessica did not want her to be defensive and to not listen to her. After that, Jessica said, “I talked to her as a person...I went up to her and made little conversation. ‘Oh how was your break?’ She got a lot better with me and was not so defensive.” Jessica realized the girl was defensive when she assumed the girl was texting. She used a one-on-one conversation, which led to a positive interaction between them.

### **Caring for Students as Learners**

While Jessica and I spoke in the coffee shop, I asked her to reflect on the scenarios I saw during her teaching. She emphasized caring went beyond simply respecting students as people but also included caring about them as learners. In this sense, caring referred to effective teaching. Jessica implied a caring teacher would plan for the lesson carefully and create a positive learning environment conducive to learning (see Figure 3). She believed these aspects were related to effective teaching and facilitated her students’ learning.



*Figure 3.* Jessica’s caring for students as learners.

**Lesson planning.** Before teaching, Jessica planned her lessons carefully and scripted each one of them while she was studying in the PETE program (see Appendix J). She thought a detailed lesson plan could develop confidence--the more a teacher plans, the more confidence he/she will have. Jessica suggested,

Just make sure you are prepared. I mean know your lesson, know what you are going to teach. I can remember a couple incidents of people not being prepared and they just walked in. They didn’t know what was on their lesson plan; they were just going to wing it. In the middle of the lesson, you can see it fall apart and then that did not build their confidence at all because they were all like that didn’t go as I wanted. I wanted to be like, you were not prepared; what did you expect it to do? (Interview)

Jessica justified how detailed the lesson plan could be. She argued the lesson plan should be applicable for different types of students, which meant being inclusive. A caring teacher should accept all students. This was a way to display caring within the lesson

plan because it showed a teacher cared for each student. This should be indicated by his/her lesson plans. Jessica elaborated,

That means if you have students with special needs in the classroom, you should make a lesson applicable to them and they are able to do it. If you have ELL students, make the lesson different, what are the words I am looking for, variation to be able to do it. Always have variations for students who are at the low skill level to the high skill level because you are teaching a class of 30 different students who learn 30 different ways, who can do the skill 30 different ways. They are not all doing it the same way. So, I think what does show caring is that you are willing to put your time into creating a lesson for everyone, not just a little set of students. (Interview)

Jessica believed caring teachers sacrifice considerable time to plan for their teaching.

These caring teachers know students differ on skill and cognitive levels. In particular, physical education teachers should plan for special kids in an inclusive teaching setting.

The more time spent on planning, the more confident a teacher will become and the more caring a teacher will demonstrate.

**Creating a positive learning environment.** While teaching in class, Jessica created a positive learning environment conducive to student learning. This positive learning environment motivates students to be active in learning. For example, Jessica built the safety issue into her lesson so she could establish a safe environment for student learning. She considered the safe environment helped her develop a caring environment. Jessica then said, “I want a caring environment in my classroom because a caring environment facilitates learning.” Besides a safe environment, Jessica believed the following aspects helped nurture a positive learning environment: use of technology, tone of voice, providing feedback, appropriate language, and conducting assessment.

***Safe environment.*** Jessica clarified a safe environment includes two types: mentally safe environment and physically safe environment. While doing physical

activities, safety issues are the priority for each physical education teacher. She explained two different examples of implementing caring in her class. One was to involve new students in class as early as she could. Another strategy was to create a physically safe environment for students to play. She believed when students felt safe emotionally, students were relaxed and had fun in the new environment. Jessica recognized, “When you don’t feel safe you are not going to show the relaxed behaviors and are going to be reserved and are not willing to be as free and like moving throughout the class.” Jessica suggested,

Like you can see when new students come into a classroom, but they don’t know anybody. They don’t feel like it’s safe yet. They don’t feel relaxed. They are shy and reserved. It shows in their body language and how they talk to people, but as time goes on and they see it is a fun classroom you see them loosen up their body and move more. They talk to everyone. (Interview)

Jessica cared for these new students. Thus, lesson planning was detailed to accommodate different students and impact the classroom environment. Jessica explained,

Talk to the new students like personally first, then introduce them to the classroom as if it was normal; don’t make a big scene about a new student being here. Don’t put them on the spotlight. No kids like to be in the spotlight especially if they are new and have no friends. If the class is practicing throwing a ball, pair them with a student and do different activities. Keep the same activities as you would for any of your students. It is that the new students are new to the school and they just need to learn the expectations and make friends. (Interview)

Jessica created an emotionally safe environment for the new students because she cared for their learning and feeling in a new setting. It is difficult for teachers to plan on accommodating new students in their lesson plans. However, Jessica suggested teachers should plan the lesson in detail to promote a safe and positive learning environment for all students in the gym. When new students come into the gym, they should feel the environment is physically safe and the class climate is positive. Jessica claimed,

There are two ways to define a safe environment. A safe environment is making sure that students are physically safe, like there is no danger to them, hurting themselves, or falling, or being injured. But you also have to think of the emotional side of it or the social side of it is am I feeling safe in this environment? I think it is definitely important for middle school because middle school students get judged a lot at least by peers and how peers perceive them. So, I mean if you make a socially and emotionally safe environment for them, they will be more engaged I feel. (Interview)

Jessica indicated an emotionally safe environment should be created by physical education teachers. This type of environmental safety can impact new students' perceptions about safety in a different way. Thus, Jessica hoped she could establish a caring climate for students to learn. Students should be nice to each other and students should feel physically safe within the gym while they practice skills. When she was working with her first teacher in an elementary school, she shared,

The class will learn caring from the teacher implementing that. With my cooperating teacher, when someone got hurt, the kids would take a knee and encourage them by clapping and saying you did an awesome job; let us help our friend up and move them to the side and give them an ice pack. (Interview)

She recognized teachers are caring role models who influence students' behaviors. Thus, students feel comfortable participating in an activity because they trust their peers will help them if they get hurt. Therefore, teachers should demonstrate caring behaviors as a role model for students.

***Use of technology.*** Demonstrating caring behaviors for students while teaching includes the use of technology. Jessica claimed playing music could motivate students to be active and help manage students' behaviors in the gym. Students practicing with music were more engaged in the gym. Jessica stated,

At the elementary level, it is fun and engaging when music is playing. It is also good to use as a management tool. When the music stops you stop. Music brings energy in the classroom and makes it more fun to do an activity. It shows the kids you care if you make the classroom more fun and engaging. (Interview)

I consistently saw Jessica using the music player to encourage secondary students to be active in the weight lifting class as well as in the dance class. Specifically, Jessica used a projector to provide visible movements for students while in the Zumba dance unit.

***Tone of voice.*** In addition to the use of technology in teaching, Jessica believed a teacher's tone of voice also reinforces the development of a caring learning environment. She always presented a positive voice for students. Jessica suggested,

Your tone of voice, if you don't have that energy in your voice, it is not going to show the kids you care. If you have a fun tone and you are ready, it is going to be more fun for the kids. You have to be excited about what you are teaching to get the kids excited. (Interview)

In other words, a teacher's voice can lead to different class climates. A caring teacher should project different tones while teaching. Teachers who care about student learning should be able to teach effectively in the class. Jessica had a rationale for each assignment. In other words, Jessica cared about student learning. She clarified, "You don't really think about what comes off as caring and effective teaching. I think something else is that showing how much students have learned in the unit."

***Providing feedback.*** Focus on student learning was perceived as part of creating a learning environment. Jessica shared teachers should provide feedback and conduct assessments while teaching. In her class, she kept walking around and communicating with students using different types of feedback. In particular, she said, "Even if it is a student learning a skill, you can demonstrate caring by giving them specific feedback." While we discussed Jessica's perceptions about giving specific feedback in the hallway, she shared her rationale of why specific feedback made students feel comfortable learning a skill. She stated,

Obviously give them specific feedback, how to improve their skill instead of just standing there. Encourage students by giving specific feedback and just be like, hey, I saw you doing this, maybe you can try it this way that would help. Just having them like visually watch the people dance on the screen so they get that visual cue of what to do. (Informal Conversation)

Jessica was competent with giving specific feedback for student learning. One day, there was a boy with a basketball standing near the basketball hoop and practicing his landing.

Jessica saw him and then walked toward him. Jessica explained to me during the informal conversation,

I was trying to get him to land on his feet and not falling forward, not falling backwards or to the side because every time I would look over he was on the ground and I was like why are you on the ground? He was like well, I was jumping and I fell. And he was like, my basketball coach told me to work on the same thing because I fall a lot in basketball. So he was showing me how he rebounds, how he lands on his feet, so that was how I brought it back, yes, you land on both feet as you are jumping still in jump rope; so you do not fall forward. He was trying to make the connection from basketball to jump rope. (Informal Conversation)

Jessica also acknowledged that teachers who give feedback to students are demonstrating caring for their students' learning. Jessica liked to walk around the gym and provide feedback on students' skill learning. She was considerate when giving feedback to students. Jessica emphasized a caring teacher presents feedback politely and in a positive manner. She said,

When giving feedback, you want to do it politely and be like, "I love the way you are doing it, try to move your foot a certain way, do you see how he is doing it? He is doing an awesome job; try how he is doing, just try different variations." Be like does that feel better? Do you feel like you are doing a better job? Just caring for students, I mean if I was to give feedback in a negative way, which I have, it has made me feel terrible and I don't want to do it. But if you do it in positive and in a nice way, students will be engaged and to try the skill more to get better. (Interview)

Jessica did not like to give negative feedback because she did not believe negative feedback promoted student learning. She felt terrible if she accidentally provided

negative feedback to students' skill learning. She suggested, "But if you do it in a positive and nice way, that will engage student to try the skill more to get better at it."

For example, one day Jessica taught a weight lifting class in the gym:

She walked and observed the surrounding. She noticed two boys were working on the therapy balls activity. Then Jessica walked over to see these two boys with a smiling face. She stopped and used her body language and oral words to support her speaking. These two boys were moving while she was talking. Jessica kept her smiling face and reinforced their movements. (Field Notes, 04/04/13)

Jessica used a positive manner to reinforce two boys' performance in the gym. After she moved out of their station, these two boys were still working hard before they rotated to the next station. Thus, the positive feedback could motivate students to be consistently active in their class. To care for student learning, Jessica not only provided feedback to students during teaching but also asked for feedback from her students so she could adjust her lesson to improve her teaching methods. While Jessica was studying in the PETE program, she requested feedback from students after finishing each practicum teaching. She believed the more feedback a teacher receives from students, the better teachers they become because students are a prime source for information. Jessica said, "Students are the true ones that you need to get feedback from them. Because that is whom you are going to be teaching the rest of your life and you need to keep them engaged." Thus, Jessica led a short discussion at the end of each class. She suggested, "Ask students at the end of the lesson, how did it go? Like during closure when you bring it together, talk about the lesson what went well, what did not go well, what you change if could?"

*Appropriate language.* Jessica took advantage of the feedback in different way to show she cared for her students as learners. Jessica liked to use positive/appropriate



statements while teaching in the gym. This showed Jessica cared for students' cognitive development. She believed children do not like when teachers direct them on what they need to do. Thus, giving students more ideas is helpful for facilitating learning. For example, while students were practicing a skill, Jessica saw the difference between what a student was performing and what she expected. She would say, "Instead of doing this, try doing it this way" rather than "Don't do this!" She presented positive language to give students suggestions for how to work toward her expectations. In addition, she also cared about students' developmental levels. In this case, appropriate wording could influence students' understanding of teachers' expectations. What Jessica suggested was

just using words that are appropriate to the student level. I mean if I am teaching a sixth grade class, I am not going to be using 12<sup>th</sup> grade words or college words because they don't understand that language. Especially, like ELL learners you don't want to use words that are out of their understanding because they feel lost and that is what we don't want them to do. (Interview)

I asked Jessica to provide an example of how to present language appropriate for students' developmental levels. She gave an example of how to ask a question to promote a third grader's and a sixth grader's skill learning. The question for a third grader would be easier than for a sixth grader. Jessica said,

I would like to ask a third grader, where do you kick the ball with your foot? They would point to it whereas I would expect a sixth grader to be like I use the inside of my foot because of this reason. The third grader might not be able to be like I use this part of my foot because it makes the ball go in a straight line. They wouldn't have a more complex understanding of actually why we use it. (Interview)

***Conducting assessment.*** To ensure student learning occurred, Jessica emphasized conducting assessment was essential to promoting learning. Jessica shared her caring experience with respect to assessing students' learning and their effort using different assessments. When Jessica was in her elementary placement, she suggested the use of

pre- and post-assessments to provide evidence students understood what they learned from her lessons. Jessica said,

I mean by doing different assessments, I think it is very important. Do like a pre-assessment from when they started and to do a post-assessment where you landed...when I was doing my student teaching in “school name”; I was doing my floor hockey unit. I went from pre-assessment where the students couldn’t answer any of the questions because they just did not know that information. When I got to the post-assessment, they could answer every single question I gave them and they felt so accomplished. They were like oh I learned this I remembered this and that made them feel really good. (Interview)

Jessica also suggested a caring teacher would conduct routine assessments of students in each class. Thus, she created a rubric to assess students’ learning in her class; students had to meet certain criteria to get a certain grade. For instance, she asked students to develop two different types of dances with four different steps.

Jessica’s story of caring indicated her perceptions and implementation of caring. She cared for her students as people by showing positive personalities and building relationships with students using different strategies. In addition, she emphasized the importance of recognizing students as individuals. While caring for students as learners, Jessica understood the necessity of scripted lesson plans for teacher candidates. Furthermore, she implemented her caring while teaching students by creating a positive learning environment.

### **Pablo’s Story of Caring**

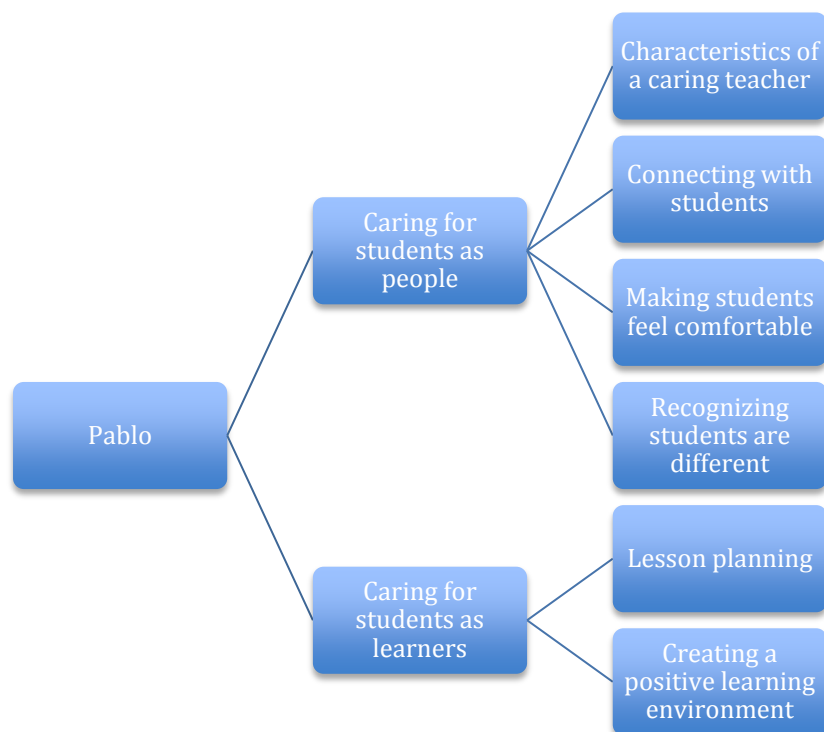
Pablo is a student teacher in an elementary school physical education student teaching placement after he finished his secondary school experience. He is a 22-year-old married Caucasian male. When free from work and teaching, playing golf is his favorite activity. Pablo had experience in serving at a local county food bank as well as conducting a summer basketball camp.

He teaches in an elementary school in a community located in the Rocky Mountain region. This school has only one physical education teacher. Thus, Pablo has had to teach seven different grades of students (K-6). On a regular school day, Pablo comes into school an hour early so he can prepare the class and talk with his cooperating teacher (CT) about his lesson. At the end of the day, he normally debriefs with his CT and sometimes with his official university supervisor when he comes to visit.

Pablo has strong beliefs about caring and believes he is a caring teacher. He stated, “I feel like being a caring teacher is one of my strengths.” Pablo comes from a large family where he has been interacting with kids for many years. His philosophy has guided his ethical behavior as a teacher. He said, “Anyone that thinks they might want to be a teacher who has to have caring inside of them somewhere because they wouldn’t want to teach if they did not care about kids.” In addition, Pablo also emphasized,

Before you put yourself into a teaching setting, there is something really important to think about and demonstrate not only to yourself, but demonstrate to kids how much you care. It really starts with you and how much you care about your teaching and how much you care about yourself. (Interview)

Pablo believes caring was inherent to him. He claims to be a quiet person and his family members are all well behaved. He was influenced by this type of family climate, which he described as “low key.” This demeanor was evident as Pablo taught; his calm voice impacted the students’ behaviors in the gym. For example, when students misbehaved or went off-task, they seemed to listen to Pablo while he was speaking and using a calm voice. Pablo not only demonstrated caring behaviors as a student teacher but also implemented caring behaviors in a variety of settings. Pablo’s perceptions about caring and implementations of caring can be described in two ways: caring for students as people and caring for students as learners (see Figure 4).



*Figure 4.* Pablo's story of caring

### **Caring for Students as People**

Pablo cared for his students as persons as well as caring for their growth as "whole" persons. He perceived caring for students should be demonstrated by caring teachers who are able to provide different levels of caring depending on the students' circumstances.

Pablo cared about his students as people in teaching and non-teaching contexts. His story revealed four aspects about caring and the ways he implemented caring. First, characteristics of a caring teacher include that he/she possess a positive disposition, think of his/her students, and be genuine. Second, connecting with students means to establish relationships in certain ways. Third, Pablo tried to make students feel comfortable through use of eye contact, comforting tone, positive speaking, and appropriate physical

contact. Lastly, Pablo perceived each student is different, which is important for teaching and learning. Thus, he provided options for students, got on students' levels, and used a positive tone of voice.

**Characteristics of a caring teacher.** Pablo claimed caring teachers should have a positive disposition, always think about students, and be genuine. A positive attitude is necessary for teaching in any setting. Pablo suggested, "I think that it is important to be able to separate school from home and that way when you do come back to school that built-up mood isn't going to reflect on your students because you give yourself a break." Pablo realized it would be unfair if he had a negative attitude when working with his students. In fact, Pablo was struggling to control his attitude while balancing his school work, student teaching load, and family life. He stated,

I am super low key at school and I am not that way outside of school. I really struggle with controlling my attitude because I don't know what it is about school setting. I am hyper outside of school, go, go, go, go. And at school, not in slow motion, but it is like I take a step back and I think I don't necessarily like (C.T.'s name), and I actually had lots of conversations and almost came off as negative sometimes. (Interview)

From this interaction, I understood Pablo's situation. He was not happy sometimes because of receiving negative feedback from his CT. Pablo, however, changed his stoic face to a smiling face after he left the CT's office. Pablo cared about his elementary school students:

You have to remember that you are there for the kids, not there for you, or yourself-worth. You are there to teach the kids. I meant personally, I can go to school and be in a bad mood. One of the kids comes up to me and has a smile or gives me a hug or something, it completely changes it. (Interview)

He developed these beliefs as a result of his interactions with his two older brothers who are 10 and 12 years older than he. He believed the manner in which his two brothers

treated him influenced his caring philosophy toward teaching younger students. When Pablo's brothers picked on him, he learned that "no matter how mad they made me, there is no point in holding one to it because I can't do anything to change it." Pablo transferred his beliefs to his student teaching.

In addition to having a positive disposition, the second characteristic of a caring teacher is always thinking about students. Pablo believed a caring teacher should always be thinking about his/her students' well-being outside of the school setting. For instance, he showed he was there to help students grow and develop:

I always thought to myself that if I ever had a student that was sick and couldn't come to school or something, or maybe it was not just sick for a day, but like an extended period of time in the hospital or something like being able to send a card home to show them that there are people that care about them outside of the hospital. Just show them there's more to it than family and a teacher at school can also care about your well-being outside of the class. (Interview)

The last characteristic of a caring teacher is being genuine. Pablo addressed how a genuine personality helped him communicate with his secondary students. "The elementary kids will perceive their teachers as a friend, and they are not going to know any different about being genuine," Pablo stated. Secondary students have a higher cognitive level than elementary students. Thus, Pablo said,

With secondary, I try to be as genuine as I can. I think it is very important and in order to demonstrate caring to secondary kids, the caring piece you present has to be genuine because if it is a bit fake, they are going to pick up on it. And as a teacher, that is really hard because with secondary kids you are always going to have those kids that are going to do anything which can fight you. (Interview)

Pablo believed a caring teacher should possess a positive personality. Before teaching occurred, Pablo liked to make connections with students and then establish a relationship with them.

**Connecting with students.** Pablo shared that caring teachers know how to connect with their students in a variety of contexts. It is one important component within Noddings's (2005a) theory of caring. Before a teacher tries to connect with his/her students, Pablo suggested, "The biggest thing is don't pick favorites; you have to really be careful with what you say to kids." In other words, caring teachers do not show their preference for certain students. Pablo shared,

The girl, like I told you that she was probably the best girl, but it is something that I would never say to her because if she says anything to anyone else those kids are going to think that I don't accept them and that I don't care. The other thing is just including everyone. I guess be careful with games and with teams they are picked. Obviously, you don't want to have captains and get down to that last kid. That kid is going to be like this teacher does not care about me; he let me be last. So I think just being careful about how kids are put; I meant not necessarily teams, but where they are put. (Interview)

Thus, caring teachers believe students should be treated equitably. Caring teachers create this relationship among the students as well as between students and them. Pablo shared five strategies to connect with students: (a) show interest in students, (b) share commonalities with students, (c) share emotions with students, (d) communicate with students, and (e) engage with students.

Showing interest in students means a caring teacher likes to know what is happening in students' lives. Pablo believes this is one way to show caring for students while trying to learn what a student does outside school. He said,

I am not here just as your teacher, I actually have an interest in what you do with your life; and that I care about what you do. It is something that gives you an opportunity that if students say they did something bad, I can give you the caring side of it. (Interview)

A caring teacher should care about their students' interests outside of school. It is difficult for a teacher to be with their students outside of school but teachers have to care

about what students are doing and how they control and handle themselves as well as what they do in school. Pablo shared how he showed interest in students:

I mean like you go to the classroom teacher and tell her you are having a hard time with Billy, what does he like in the classroom? Asking them what he talks about or what he likes to do in class. It could even be school work. Like what is his favorite subject, like those kinds of things. So I think you have to use your fellow teachers as a big resource for that. (Interview)

In Pablo's school, there is a staff meeting every week. He considered that to be a good time to talk with his colleagues in order to receive adequate information about his students. He suggested, "You couldn't do it during the staff meeting, but you could maybe catch a minute, or maybe send them email like could you come to the staff meeting five minutes early; I would like to talk to you."

To make a connection with the students at the beginning of the semester, Pablo conducted an icebreaker to learn students' names and develop relationships with their students before teaching. Students also began to get to know each other while Pablo conducted the icebreaker. Conducting the icebreaker was also a way to show interest in students. With this starting point, Pablo shared, "You give yourself an opportunity to put yourself in a situation to have personal relationships." From his perspective, conducting the icebreaker helped him develop an initial relationship with his students because they knew other people's names in the gym.

Sharing commonalities with students means a caring teacher likes to find out similarities between him/herself and the students. With respect to finding out commonalities as an aspect of caring, Pablo thought, "I think a lot of it has to do with what you do in the classroom." As a student teacher in his second placement, Pablo



strongly believed finding commonalities could help build relationships between him and his students. Students then may be more open to teachers. He stated,

I think that the whole finding common interests is a great way to establish caring because the students are more likely to open up to you if you or them can find something that is agreed upon I guess. I had a little girl that wouldn't talk to me at all until I wore a green shirt and her favorite color was green. And so she completely changed her perception of me and now she sees that when I try to talk to her it is not talking down to her. I am trying to be on her level and communicate with her and it was the coolest thing because I never thought the color of a T-shirt changes her perceptions of me. (Interview)

Pablo viewed finding commonalities between him and the students as a great strategy to make connections with students who never talked with him. Pablo consistently observed his students during teaching. For instance, he would observe which color scarves his students would choose from the box. Some girls selected green scarves. I think Pablo noticed it because he wore a green colored shirt a few days before changing to another color. By wearing a different color shirt, more students opened up to Pablo. He said, "A lot of times it is going to be by chance; I wore a green shirt and the girl was like, oh my god, that is my favorite color and then so she was just like completely open after that." Pablo seemed to take advantage of this strategy to build connections with students. In addition, Pablo reinforced the idea of finding commonalities to build relationships with students using observations:

I think a lot of the commonalities come through observation and a lot of it you can pick up on by what the kids wear. Like a lot of the boys would wear baseball clothes or like the baseball necklaces. I can give you an example like (a student's name). He always wore two baseball necklaces, and I was like you play baseball? He was like, yeah; and I was like awesome I played baseball when I was little all the way through high school, and he was like you did? He got super excited so then every time he came to class, I had him on Mondays, and he always had baseball on the weekends. He'd come in before school and be like Mr. Pablo we won this weekend and so it was just like me visually seeing something opened up that door. (Interview)

Besides using observation, Pablo also took advantage of sporting events to build connections with his students. I was curious about how Pablo communicated with students because he might not have experienced the same sporting event previously. How did he respond to his students? Pablo explained,

I think I don't want to lie to the kids, but you have to stretch; I mean that goes to earning their trust. You kind of not to stretch the truth but "oh you like swimming?" I don't know anything about swimming. Just like "oh, that is really cool, what do you do?" Just show that you don't necessarily have to show that you enjoy what they do, but just show that I am interested in your life. I mean not just in school, it can also be outside; but in school be like what is your favorite subject? Like if it is math, what do you like better, multiplication or division? I mean kind of put yourself out there you almost have to make yourself vulnerable. (Interview)

Pablo not only perceived that sharing commonalities could establish relationships with students but sharing his emotions with students was another option to demonstrate caring. The result of sharing emotions with students is that "you share the emotion when you speak with students, but it has a lasting effect on them and they are going to remember that for a long time," Pablo stated. He implied the use of sharing emotions with his students impacted their reflections of him as a teacher. Thus, a potential connection is established between the teacher and his/her students. Therefore, Pablo acknowledged, "I think that being able to share an emotion with students is a big part of showing students that you care." For instance, Pablo described a situation that occurred one week before the first interview:

A boy lost something that it was really expensive over the weekend. I had told him you know, I was like that same thing happened to me, and I used an example of when I lost my iPod. I was like, I lost it, but you know what I did, I saved up money and when I had enough money, I got a new one, and he was like, oh that is a great idea. I mean just putting yourself in their shoes and letting them know that you know how they feel and that a positive might come out of it; even if it's a negative thing. (Interview)

The fourth strategy to connect with students is communication. The teacher has to be an out-going person. Pablo had two different ways he cared for his students.

Initially, he emphasized, “Communication means being able to talk to the students and has to do with observing students.” To prove himself a receptive teacher, Pablo stated,

You can see that students are really good at a sport, you can be like, “hey, Tim, you really like football? Oh, me too.” Then I think that opens up the kid to be more receptive of you and maybe a different light rather than just a teacher. Because I think that a lot of kids see teachers through the stereotype that teachers are there to be a boss. (Interview)

Apparently, Pablo was proactive in the school when connecting with students in his class. In fact, I perceived this as an “oral” pattern of communication. During the first interview, he also mentioned a “physical” pattern he utilized to connect with students. Examples of “physical” communication included Pablo giving high fives and fist bumps to students while students lined up and waited for the classroom teacher. I observed Pablo consistently demonstrating these two physical communications with his students:

At the end of a regular class, Pablo asked students to line up along the side line of the basketball court which faces the entrance of the gym. Pablo then walked to the entrance and stood on the students’ right side. When he saw the classroom teacher come, he greeted her first, and then he bent down. Next, he raised his right hand and gave high fives to each student. Sometimes, he observed that some students tend to use a fist bump; then he prepared for a fist bump for the students coming toward him. He always presented his smile and used acknowledgements such as, great job, great, and so forth. (Field Notes, 04/19/13)

In this case, Pablo implied he was glad to see the kids and he was not sad about their leaving. Instead, Pablo told them he was going to miss them and could not wait to see them next class. In addition, Pablo also specified the benefits of acknowledging kids at the end of the class: “They got their physical activity, and then they leave the gym on a happy note. Not that they wouldn’t be happy being active, but just leaves a good impression on them like I had a lot of fun with you” (Interview).

Pablo also tried to connect with students in the morning using greetings. Pablo normally would arrive at school 35 to 40 minutes early. When he saw kids in the hallway, regardless of whether or not these kids were his students, he would try to make a connection with them and ask them how their morning was and if they were excited about school. He believed that in a non-teaching context, you should be engaged with kids in conversation, which shows them you care. During the second interview, Pablo reinforced his belief of the effectiveness of greeting students at the beginning and at the end of class:

I think the first thing to show you are a caring teacher is when students come to the gym, nice warming greeting means inviting them. It is not just like ok come in and do this; it is like how is everybody, or like are you guys excited to do so and so today? Like a warm greeting is very important especially like the younger you go. (Interview)

Lastly, Pablo connected with students by engaging students in teaching and non-teaching settings. Pablo claimed he likely connected with girls because he had six nieces, which provided him many opportunities to interact with girls. He explained, “I think my family experience influences a lot. I prefer the interaction with the boy students over the girl students; but I think I am better with the girl students” (Informal Conversation). Regardless of gender, Pablo liked to interact with his students during teaching. He believed a caring teacher should demonstrate caring through interacting with his students because “students will know that you enjoy what you are teaching as much as you want them to enjoy what they are learning.” Thus, he tried to engage his students throughout the lesson. He shared, “One of the biggest things is constantly interacting with students; you give them instructions and then while they are practicing whatever skill, you just

interact with them.” For instance, Pablo was interacting with a student with special needs in the gym:

Pablo walked to this boy and leaned forward to hand a ball to him. Then this boy was happy with Pablo. Pablo started shooting a small plastic ball at the basketball hoop. The boy picked up the ball after Pablo missed. He used this ball and tried to throw it to Pablo while Pablo was shooting using a regular basketball. Pablo then said “great job” to him because this boy not only tried to shoot but also wanted to share the ball with him. After that, Pablo pretended to be a defensive person standing in front of this boy. The boy saw it and held the ball in his elbow and tried to dodge Pablo’s defense. The boy was very happy with a smiling face and laughing voice. One time, the boy successfully passed over Pablo’s defense and tried to shoot his ball to the basket hoop. Pablo then pretended to increase the intensity of defense. (Field Notes, 04/19)

To connect with students, a caring teacher should also be available to interact with students in any setting. Pablo not only demonstrated this caring behavior in a teaching setting but also in a non-teaching setting:

If students are in the gym and a lot of times they will be in the gym, if I walk through to get to my office, I will just kind of start playing with them. I don’t get like fully involved in the game, but if they are playing tag, I will kind of act like I am going to chase them or tell them “chase me and tag me.” (Interview)

In particular, a caring teacher knows how to take advantage of social interactions with younger kids to show their caring. Pablo explained, “You have to make students feel like they are accepted by you and that you see them as someone important. You are teaching them how to interact socially. So showing younger kids that you care is being social with them.”

**Making students feel comfortable.** Pablo shared his thoughts that some teachers’ behaviors could make students feel comfortable. These behaviors reinforced Pablo’s belief of caring for students. Specifically, these behaviors included eye contact, using a comforting tone, speaking positively, and appropriate physical contact. Pablo discussed several strategies he used to make his students feel comfortable. As mentioned

above, Pablo considered himself a caring teacher. He believed making students feel comfortable was one aspect of caring.

First, eye contact is a way for a teacher to show respect for his/her students. It meant Pablo would watch students while talking with them. He viewed this as important while talking to students. Eye contact as a factor indicated Pablo paid attention to students while they were talking to him. He said,

Making eye contact that is more of a nonverbal thing but that has to do with a verbal thing; because if you cannot look them in the eye then they (students) aren't going to take you serious concerning, not saying that they are in trouble or anything but regardless I think that the eye contact piece is very important. I mean with anyone eye contact is a sign of respect as I believe. Eye contact is being respectful; if you cannot look somebody in the eye, why are you talking to them? (Interview)

To do this, Pablo described during an informal conversation: "Make sure that you make eye contact with students sometimes during the lesson so they (students) feel like you are not standing over them." Therefore, to make eye contact while speaking with students during class or outside the class, Pablo either "bends over or kneels down or sits next to students" (Field Notes). Once Pablo made eye contact with students, students tended to look at him or nod their head and listen to him. For example, in a fourth grade class,

a girl walked to see Pablo. She stopped and asked him questions. Pablo lowered down his body, and leaned his left shoulder to the girl's right side. He was listening to her carefully by watching her eyes. After the girl finished talking, Pablo then turned his body to face the girl and bent down and started to answer her questions quickly. (Field Notes, 04/18/13)

Pablo used an even tone of voice developed through time spent with his family, specifically with his two brothers. His experience with his nephews and nieces enabled Pablo to speak calmly in any situation while interacting with kids. Pablo felt his type of delivery might not be appropriate in competitive sport settings; however, he took

advantage of using a comforting voice during teaching. Thus, the second strategy to make students feel comfortable was the use of a soothing tone of voice. Pablo said,

I think that tone of voice can be intimidating. As a developing teacher, that is something you really have to learn how to tone in; you have to know how to make yourself learn to use your voice. Because that is where I mean in order to show caring so much of it is verbal. You have to be able to have a comforting tone. (Interview)

The comforting tone could be varied by grade level. Pablo thought younger students likely needed a more comforting tone from teachers. He explained,

I am not going to say anything different to a sixth grader who gets hurt than I would say to a second grader. I mean there may be more questions for the second grader but I don't think I would ask or say anything differently. I think that it would be more tone of voice like with a second grader it has to be a very comforting tone because they are not necessarily going to realize that it is okay. But you want them to at least see, "Oh, it is not broken." I don't think that really has anything to do with word choice. I think that is more tone of voice. The younger the kids, the more comforting they need. With a sixth grader, I am obviously going to do the same thing but it may not sound as babyish as bad as that sounds. It might, not saying it would be adult conversation, but it is not going to be the same as second graders. (Interview)

The third way to make students feel comfortable is to speak positively. Speaking positively means using positive statements or implications while teaching students. Pablo believed a caring teacher always presents positivity through a variety of ways. When I observed how Pablo managed students' behavior during teaching, I saw he consistently used positive statements. For example,

While he tried to give an instruction to all students, he requested everybody to be quiet and listen to him for a short time. Some students were sitting and put down the equipment but some were not. Pablo raised his "bison" school sign and pointed to the students who sat down quietly, and said "thank you for sitting nicely, thank you for sitting nicely." Then he gave a smile to these students. (Field Notes, 05/06/13)

In Pablo's case, he tried to prompt students so they were able to find out what they were supposed to do. For instance, one day a girl forgot to speak out the cues while practicing. Pablo walked to her and said,

(Student's name), what did we learn about hiking the ball? She was like that I am supposed to say hike. And we were just talking about that. And I was like okay, so what do you do? I was walking them through what hiking the ball was. I was like, (student's name), that was a really good snap; I was like see, you remember. So I just tried to use positive reinforcement with her. (Informal Conversation)

If a student was not following instructions, Pablo did not show his dissatisfaction to students. Instead, he sent the students to a place and gave them time to think. One day before the first interview, he shared,

I had kids demonstrating what they had created with their juggling scarves and had a group of boys who were still playing while other kids were presenting. So I made them come and sit on the steps without their scarves. After everyone had gone I went over and talked to them and I was like listen (student's name), I don't want you to think that I am mad at you; then I asked what did you do that got you or why did I make you come sit over here? Then he was like because I wasn't paying attention and I was like, exactly. So what are you doing to do next time? And he was a lot more willing to talk to me. (Interview)

Students with good behavior would receive a compliment while he ignored those who were not following directions. When students were supposed to use their feet to return the equipment but some of them did not, "Pablo used a gentle voice to ask them 'what were you supposed to do' and he said 'please go back to your place and walk to the box.' I saw these boys followed Pablo's request with smiles" (Field Notes, 04/19/13). The influence of using positive statements with a positive tone of voice was obvious.

Pablo did not blame the students when he saw some misbehavior during the class. He liked to prompt the students; again, he did not believe negative statements worked. Specifically, Pablo shared the choice of language was one aspect to ensure positive statements happened in a conversation. Not only can the choice of language ensure a



positive statement occurs but a caring teacher can portray positive aspects by speaking slowly, especially when students were off-task.

Using appropriate physical contact was the fourth way Pablo chose to make students feel comfortable. He believed some appropriate physical contact could show caring in certain circumstances. During the first interview, he shared he believed touching a boy on the shoulder was acceptable. Pablo disagreed that the same physical contact for a boy could be applied to a girl. He said, “It is not going to be perceived the same way as putting my hand on the shoulder of a girl.” Therefore, Pablo claimed he was not able to identify appropriate physical contact as a student teacher before he student-taught at the elementary level. In the second interview, Pablo seemed to have solid ideas of appropriate physical contact:

I think as students get older they have more space. So I mean sixth graders probably going to be like shoulders, obviously not hugging, but like you are going to touch them on the shoulder, high on the back, and with little kids of course they are going to run up give you hugs. Like those things I think, are all appropriate. (Interview)

In other words, according to Pablo, “The bigger relationship, the more touching might be invited; in addition, the more the relationships build, the more appropriate touching may be invited.” Based upon Pablo’s experience of physical contact, he reflected,

One of the biggest things that I feel is a kid-by-kid basis. It is more what a kid is comfortable with; I would never initiate the hug; but if the kid wants to give me a hug that may be ok given the circumstances. Once you get to the sixth grade kids, that is where it really becomes a kid-by-kid basis because they are starting to get hormones like boys may not want to be touched at all. I think you really have to learn who is accepting of that and who is not. Like our sixth grade kids who were in the heptathlon, I got really close to them because I saw them every morning before school for practice. So by the end of the year, I could put my arm around them and be like good job at the heptathlon. (Interview)

In comparison to the first half of his second student placement, he tended to use more physical contact to comfort boys and girls. The majority of the time, Pablo comforted these students when they were upset or hurt during practice:

In a juggling class, a fourth grade girl was hit by someone while playing. The girl was standing and crying. Pablo walked quickly toward this girl. He stopped, and he put his left hand on her back, and walked her to the stage and started talking with her. (Field Notes, 05/03/13)

**Recognizing students are different.** Pablo learned that students varied by skill level, age, and cognition. When caring teachers present to students, Pablo believed they should be able to give options and get on the students' level. These two aspects helped illustrate teachers recognized students as individuals--a clear aspect of caring.

Giving options to students is a way to empower students to develop their own capabilities to problem solve. In addition, a caring teacher should not control students in certain ways while teaching. He clarified, "To me, it is probably the biggest thing with caring is as a caring teacher you have to care enough to let your students be themselves instead of you trying to control." In other words, caring teachers give choices for students while they are in the classroom. Pablo said in the first interview,

Giving students choices in what they do; you don't always have to follow one track. I think that it falls into caring because that is showing as a teacher you are caring about their emotions. Students can advance their own knowledge by being able to make choices. (Interview)

For example, one day in a soccer dribbling class, two kids had knocked each other down and lay on the floor. Pablo explained how he coped with these two students:

First thing I asked them what happened. I can get an understanding of what was wrong. And then I asked them whether they want to keep playing or if they need to take a break. If they say they want to keep playing, I always tried to make sure they can get up. I am like alright, let me see you walk; because a lot of those hurt their ankle or leg. If they don't want to play, I always make sure they can get back to me; sit with them for a minute and let them know it was an accident. And

then next thing that I do is to leave them alone for a little bit; kids' emotions are going to be running. I just give them a little bit more space. Then I go back and say "how are you feeling?" They are like "oh I feel a lot better." I will try to be like alright if you feel you are ready to start playing you may start playing again. (Interview)

Pablo initiated students' safety first before he provided options to them. More importantly, Pablo was considerate of students' emotions, which encouraged him to give options for students in class.

Getting on students' levels was described as a caring teacher, recognizing the height difference between teachers and students could be perceived as a power issue. Pablo had a strong belief that when a "teacher cares, [they] leave their adult mannerisms." Pablo and I discussed the meaning of leaving adult mannerisms one day during lunchtime. He clarified, "With elementary-aged kids, make sure you can, you don't always have to do it; but make sure you get down sometime during the lesson so that you are at eye level so students feel like you are not standing over them" (Informal Conversation). Then Pablo told me where he learned this type of caring behavior. When he was in elementary school, Pablo had a caring math teacher demonstrate this caring behavior to the students. He said,

I went to a country school. There were 20 kids in our school and we had two teachers. She was my fourth grade teacher, but she was not my teacher for fifth grade. I went from having her constantly. She was even like, during homework she would sit with you on the ground and do your lessons with you. If we were doing reading or spelling tests she would not sit at a desk where she was taller than you. She would sit on the ground or in a small chair while you were at your desk. (Interview)

After Pablo went into a PETE program, he remembered his professor explained the rationale of getting down to students' levels in class. Pablo said, "Like [professor's name], the reason you don't want to stand over the kids is because kids at that age have a

big perception of size.” Thus, in the first interview, Pablo indicated his understanding of kids’ levels and said, “Obviously kids are going to be quite a bit shorter than me in most cases; I get down on one knee so that I lower my physical level at eye level with them.”

Pablo considered this behavior a sign of respect for his students. Therefore, the consequence was he earned the students’ trust. He said in the second interview,

I look at it is like casting a shadow on students if you are too authoritative. You don’t want them to be in the shadow you want them to be a blossom in the sun. So I think that is a big piece of earning their trust and goes back to be on their level and don’t stand over them. (Interview)

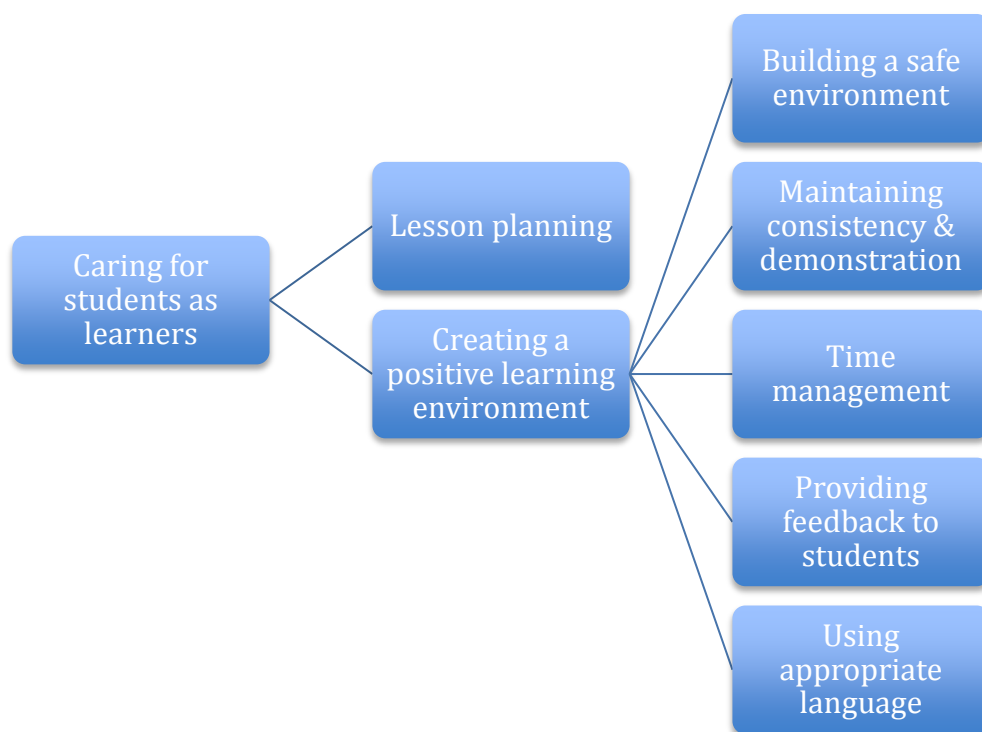
During my observation, Pablo implemented what he mentioned about getting down to the students’ level frequently in the elementary placement. For example, when Pablo saw a fourth grader was off-task,

Pablo walked to this boy, and stopped by his left side. Pablo knelt down, lowered his body to about the same level as the boy and watched his eyes. Pablo used a very gentle voice to asked him questions and had him reflect what he did was not appropriate in the class. (Field Notes, 04/18/13)

### **Caring for Students as Learners**

When Pablo implemented his caring in school settings, he seemed to understand that creating a positive learning environment for students was vital for students’ learning in physical education (Rink, 2012). His perceptions about and implementation of caring addressed the view of caring for students as learners. Pablo explained that creating a positive learning environment for students was a way to demonstrate teachers’ caring. From his perspective, Pablo understood effective teaching helped him create a positive learning environment in his gym. Thus, besides an emphasis in lesson planning, he also developed the following effective teaching aspects: building a safe environment, maintaining consistency and demonstration, time management, providing feedback to

students, and use of appropriate language (see Figure 5). He also explained these were ways to implement his caring perspectives toward student learning.



*Figure 5.* Pablo’s caring for students as learners.

**Lesson planning.** Pablo clarified safety had to be prepared for in the planning process. He acknowledged physical education teacher candidates could build confidence by developing detailed lesson plans. Pablo said, “If you don’t plan, you have no confidence at all because you are going to get walked all over.” He understood an effective teacher thoroughly plans his/her lessons as an indication of being a caring teacher. Pablo explained, “Somebody that can do it obviously cares enough to put in effort, but somebody that does not do it obviously cares little.” He reflected he was not a huge written planner but he rehearsed what he planned and emphasized, “I never do

anything without thinking it all through before. So I rehearse the lesson in my head.” As Pablo’s former instructor, I have firsthand knowledge that he spent extensive amounts of time planning his lessons before he went to his elementary student practicum. He scripted his lesson plans, which helped him improve his self-esteem while he was in the program study. Therefore, Pablo concluded that “planning is the most important trait of an effective and caring teacher because it takes a lot of time to do planning; and it encompasses safety, demonstration, and feedback.”

Pablo listed examples of how he planned his lessons. He knew planning for safety is different for every activity. When students hurt themselves in any setting, Pablo thought it was a great opportunity to show how teachers care. He suggested, “When kids get hurt, if you are nervous and struggling with being caring; it is a great place to start because it makes it easy.” I was curious how he related this to planning. During the second interview, Pablo explained how to prepare for kids getting hurt:

Anytime when I plan, safety would not be the first. I would pick my content and then I would go to safety. “Okay what do I have to do for kids to be safe in this activity?” And then I would just work backwards. I think that I mean obviously you and I know we go through a Developmental Analysis Chart. I consider that all content. I am obviously going through that before I do any safety stuff because I want to know exactly what I am going to do. But then before I do any organizational, time management piece, I put in my safety things. (Interview)

**Creating a positive learning environment.** Pablo placed a strong emphasis on how he created a positive learning environment concerning students as learners. Similar to Jessica’s perspectives of creating a positive learning environment, Pablo shared his strategies in achieving his goal of caring for students as learners. By using the developmental analysis chart (DAC) as a start, he built his thought of building a safe environment into his lessons. While teaching, he maintained consistency in his

demonstrations to students, used time management, provided feedback to students, and used appropriate language.

***Building a safe environment.*** Before teaching in class, Pablo perceived building a safe environment and planning for safety and content were ways teachers demonstrated caring about their own teaching, which might impact students' perceptions of caring. He stated, "Safety is important for caring; I think safety is at the top of list and is like a personality trait. To me it is not just kids, you want everyone to be safe. If you care about someone, you obviously want them to be safe" (Interview). Therefore, Pablo wanted to build a safe environment in his class because he cared for his students. Building a safe environment also helped Pablo earn his students' respect and trust. When Pablo started his elementary placement, he prioritized building the safe environment because he felt "that is a big way of showing respect for students because any time that a kid got hurt who do they look to for like comfort? They look to me and so making sure that they are safe." Moreover, he felt the more respect he showed his students by caring for their safety, the more trust he would earn. He shared, "One of the biggest things to earn students' trust is the whole safety piece; if they feel safe and secure around they are ten times more likely to trust you."

***Maintaining consistency and demonstration of expectations.*** The third aspect of providing a positive learning environment is a caring teacher has consistent expectations and provides demonstration of those expectations throughout the lesson. Caring teachers have specific and consistent learning goals for their students. Pablo explained, "Being consistent can make students perceive you are a nice and a caring teacher." He tried to be consistent with his verbal language concerning his expectations during the day. Because

younger students are likely punctual, Pablo tried to be more consistent because “younger kids look for that consistency and are more likely to pick up on it.” In addition to communicating consistent expectations, Pablo demonstrated his expectations for student learning while teaching. He believed a caring teacher should demonstrate expectations frequently for little kids. Younger kids need the guidance a visual demonstration of the expectation provides. Pablo believed demonstrating the expectation provided an opportunity for teachers to be hands-on rather than telling students how to perform the skills. He believed demonstration “has a big impact on how much a teacher cares because the more a teacher demonstrates, I think the more they care.” During his student teaching, Pablo developed this type of caring behavior. He shared the importance of demonstration:

Obviously to be an effective teacher, kids are not going to learn without seeing it first, but that goes into caring because with younger kids they are so eager to learn. Through the course of teaching, my demonstration got more frequent. I think that point it becomes an expectation. If I would have forgotten to show students how to do something, they would have been like sitting there and waiting. If you don’t give them demonstration, that is going to turn them away and they are going to see you as “doesn’t he want to teach us today?” Like a teacher that rolls the ball out, do they really care? More than likely not.  
(Interview)

For example, while Pablo was teaching a scarf juggling class to sixth graders one morning,

Pablo stood in front of the entire class, and taught all students how to catch the scarf after throwing a piece of green scarf. He used three fingers to hold the scarf, then he lifted it up; then sank his elbow down. After that, Pablo started walking back and forth from left to right while speaking about how to catch the scarf. He consistently made eye contact with the students. (Field Notes, 04/19/13)

Pablo demonstrated the activity from different angles so every student could see it.



***Time management.*** Time management was the fourth aspect in creating a positive learning environment. Pablo perceived time management played a vital role in teaching and learning since it might impact student behaviors. For time management, Pablo thought,

It is a more subtle way of caring because younger kids don't pick up on it. But to me, time management is a very big part of showing you care because especially with today's obesity problem, it is very important for kids to have optimal practice time. (Interview)

Pablo was concerned that a lack of students' practice time could result in contributing to the obesity problem, which is the current trend. Benefits of effective time management include reduced off-task behaviors and earning of students' trust. Pablo shared,

Time management means being more organized. I mean less chance for students to be off- task. Being completely organized in the classroom, having an organized class I think that plays a big role in physical education or a big part of in students' trust because if they see you are not organized they are not going to be on task. The more organized you are the more likely students are to give you their trust. (Interview)

To achieve this, Pablo consistently planned for the time each activity would take in every single lesson during his eight-week student teaching experience.

***Providing feedback to students.*** While I was observing Pablo's teaching in the gym, he liked to walk around the students and talk with them because he intended to provide feedback. He knew feedback is part of effective teaching aspects. It shows if a teacher cares about students' skill practice. In his opinion of providing feedback, Pablo clarified, "The provision of feedback promoted teacher-student relationship as far as caring goes because students see the teacher is investing in them." Moreover, Pablo suggested, "In a teaching context, the caring example is making sure a student is learning correctly. You are going to make a deeper impact if you actually help them individually

and it provides a rich learning experience for students.” In other words, a caring teacher provides individual feedback for students who are practicing. Pablo liked to give specific and positive feedback on an individual basis. He kept his language positive even if a student was struggling. He shared, “I never say hey you are doing it wrong. I will just offer to maybe try this way. I try to never use a negative because I don’t want to break them down. I don’t want student to feel bad.” For instance,

one day, Pablo was teaching scarf juggling to third graders. He saw a child who was struggling with how to hold the scarf. Pablo walked to him and watched him for a minute. Then he asked, “Remember I was using the peace sign with the thumb?” The kid was still struggling to hold it using all of the fingers. Then Pablo said, “Remember we were using like these three fingers, how many fingers are you using?” The boy answered, “five.” Then Pablo asked, “How many should you use?” (Field Notes, 04/19/13)

Pablo believed this type of positive and instant feedback encouraged students to be active. Sometimes he would give some corrective feedback to students who were demonstrating an incorrect motion or were disruptive. Again, in a football unit, a girl was stepping with the wrong foot while throwing. Pablo said,

I would use corrective feedback but it is still positive. It is still correcting what she was doing wrong. I was like, “(student’s name), what hand do you throw with?” She was like, “my right?” Then I asked, “What foot do you step with?” She was like, “my right?” Then I asked, “Just start from the beginning.” (Interview)

This girl was positioning her feet incorrectly. Pablo requested she revisit the entire skill to encourage her to understand what she needed to change rather than point out what she did incorrectly. This girl came back and demonstrated the correct way for Pablo in the following class.

***Using appropriate language.*** The purpose of using appropriate language in teaching was to create a positive learning environment in Pablo’s teaching. Appropriate

language has three dimensions: understandable language, developmental language, and elaborated language. Use of these three types of verbal language ensured Pablo's students understood and felt comfortable with his teaching. Pablo suggested, "You (teachers) need to be able to explain things in a level that they (students) are going to understand" (Informal Conversation). For instance, one day, an elementary student hurt himself and was bleeding on the floor. Pablo ran over to see the student. He said to this boy, "Are you ok, are you alright, what do you need me to do?" Pablo claimed his choice of words was understandable. He described the boy's reaction, "He was very calm and he was like I need to go to the nurse; He got what I meant."

Pablo explained, "Positive language and age level language works across the board." In other words, teachers should present developmentally appropriate language to students of different ages while teaching in P-12. "You are not going to use high school words on a second grader when you are having a conversation with them," Pablo said. While teaching at the elementary level or secondary level, Pablo used different words to structure his verbal communication. He said, "Like skill cues, for high school you can probably give one or two skill cues and they can be more broad; but with elementary, you may have to use four or five and break it down more." During the second interview, I prompted Pablo to provide examples of giving cues with respect to different grade levels. Pablo explained,

I mean I think for elementary you are going to be like step with your opposite foot, make your arm at 90 degree angle, and then follow through. There would obviously be more but that is a good example. And with high school, you may, like get more into like torque, twist your hips, like those kind of things where it adds more to what they are doing. If you tell an elementary kid to twist their hips, they are going to probably twist their hips, then step, and then try to throw it; whereas a high school kids is going to be more likely to pick up on the progression. (Interview)

Based on Pablo's experiences speaking with elementary kids and secondary kids, teachers should speak more to elementary kids than to high school kids. His rationale was

elementary kids are just learning more about words and more about dialogue and basic English language. So it is very important to slow down with what you are saying so they are able to pick up on what you are saying and understand it; whereas with like secondary kids, they had 9 or 10 years minimum experiences with it. With the younger kids, it has to be slower and there are going to be more words in the instruction. (Interview)

Pablo explained that developmentally appropriate language for younger kids must be broken down; this leads to an assumption that a caring teacher should speak more to elementary kids while giving cues for their skill development. Pablo addressed my concern by stating,

I think the whole appropriate language goes back to what we were talking about earlier. Just like the skill cues example where you have to be more elaborate with younger students in order for them to understand; like your instructions are obviously going to be longer for kindergarteners than for sixth graders. (Interview)

It was quite clear a caring teacher should use three types of language while instructing students from different levels. First, teachers should use understandable language to speak with all students. Second, developmentally appropriate language is essential while teaching younger students. Last, teachers should elaborate on their explanation while teaching sports skills to elementary students.

### **Cross-Case Analysis**

The purpose of this study was to explore PETE candidates' perceptions about caring and their implementation of caring during an eight-week student teaching experience. Two participants from the same PETE program, who were in their second student teaching placement in two different schools and had previously been identified as

caring teacher candidates by three PETE program professors, were selected for this study. Prior to the cross-case analysis, a single case analysis identified the dynamic levels of their perceptions about caring and how the teacher candidates implemented caring throughout their student teaching experience. Yin (2003) explained a cross-case analysis is an analytical procedure in which a researcher is studying two or more cases. The purpose of cross-case analysis is to develop sophisticated themes and explanations across the two cases (Miles & Huberman, 1994).

Cross-case analysis can “lead to categories, themes, or typologies that conceptualize the data from all the cases” (Merriam, 1998, p.195). In this instance, the cross-case analysis is structured using a central concept approach. Specifically, a central concept approach means

if the study uncovered a central or umbrella concept, the content of the report may be organized around it. In this approach, the central concepts are generally treated initially and sub-concepts are introduced while demonstrating how they support the central concept. (Savin-Baden & Major, 2013, p. 511)

The major concepts identified through the cross-case analysis were arranged into two categories related to my research questions: (a) caring for students as people and (b) caring for students as learners.

### **Caring for Students as People**

Cross-case analysis illustrated both teacher candidates cared for students as people. There was an indication these two teacher candidates cared for their students’ emotional well-being, thus recognizing the students’ humanity and requisite need for compassion and understanding. Furthermore, they believed caring teachers should have positive personalities in all school settings; they were able to demonstrate this belief in a variety of ways such as smiling at students, speaking in a positive manner, etc.

Moreover, they tended to demonstrate behaviors that illustrated caring in both non-instructional and instructional settings. The following three aspects were identified as the commonalities these teacher candidates shared regarding caring for students as people: possessing and implementing positive personality traits, recognizing students as individuals, and establishing relationships.

First commonality is possessing and implementing positive personality traits, meaning a caring teacher consistently presents positivity to students in teaching and non-teaching settings. Through cross-case analysis, it was discovered both teacher candidates agreed at a minimum, a caring teacher should portray positive personality traits. Specifically, these positive personality traits included smiling at students, being welcoming to students, and using eye contact. Furthermore, these personality traits encompassed not only employing optimistic attitudes, it also meant controlling negative emotions. For example, these teacher candidates were able to maintain an upbeat attitude by smiling at students even after they had received some negative comments from their cooperating teachers prior to teaching a lesson. In both cases, the teacher candidates always presented a friendly disposition and a smiling face before entering the gymnasium. In that sense, both teacher candidates thought a caring teacher should be a positive person at all times. They believed this type of positive trait could impact students' perceptions about a teacher, which could lead to a positive learning environment and aligned with one characteristic of an effective learning environment (Rink, 2012).

Recognizing students as individuals was the second consistency across both cases. In particular, they recognized students differed according to family background, race, skill levels, and ethnicity. These differences among students influenced the teacher

candidates' implementations of their pedagogical caring for students as learners. As both teacher candidates wanted their students to learn effectively in a positive learning environment, they thought they must plan/adjust the lesson. For example, one teacher candidate suggested the lesson plan should be adjusted while teaching ELL students. With respect to students' skill levels, the DAC indicted both teacher candidates seemed to understand the importance of task progression while learning in a PETE program. Because they recognized students are different, they developed the DAC before teaching and adjusted the equipment while teaching.

In this particular study, a third commonality across cases was the identification of building relationships with students. Both teacher candidates suggested establishing a relationship with students played a vital role in teaching and learning. While not much is known about the teacher candidates' ideas of the importance of relationships, this notion was supported in studies with in-service teachers wherein they perceived teachers' relationships with students had a potential impact on student learning (Vogt, 2002). Both teacher candidates explained what a caring teacher would do to establish relationships with his/her students. In general, the traits included (a) showing interest in students, (b) being empathetic, (c) interacting with students in both instructional and non-instructional settings, (d) helping students in various settings, and (e) empowering students through teaching.

First, showing interest in students meant a caring teacher attempted to understand his/her students as individuals. For instance, a caring teacher would design different activities to get to know students' names and favorite things. This was particularly prevalent throughout the study when the candidates were working with younger children.

For example, Pablo observed what color shirt each student preferred to wear. After he determined these patterns, he wore different colored shirts to show his students they shared similar interests and to attract their attention. Field notes indicated this was often a conversation starter with students.

Second, being empathetic to students was also important. Both teacher candidates observed students' emotional changes while working at school. When students became frustrated or upset, these teacher candidates perceived a caring teacher would attempt to understand their frustration and help them resolve their issues or problems. The teacher candidates shared their own experiences, thus making students feel comfortable even when the students were upset or frustrated at school. More specifically, both teacher candidates shared their ideas of how they talked to students individually and privately to convey an empathetic message.

Third, interacting with students in instructional and non-instructional settings means a caring teacher not only converses and interacts with students during class but they also engage them in conversation or action outside of class. These perceptions about caring for students as people were evident during the observations. Jessica and Pablo greeted their students before class began as well as after the school day. Pablo would play tag games with students during recess time after lunch and Jessica danced with her students in the dance unit. Both teacher candidates tended to enhance their interactions with their students as much as they could in different contexts so their students would know they were cared for. It was suggested that the use of different tones of voice within different contexts while communicating with students was important. Deciding on tone, volume, pitch, and articulation and/or emphasis on certain words or phrases was essential



when communicating in different settings or contexts. For example, the teacher candidates projected their voices to the whole gym when giving class instruction but used a gentler voice when engaging in personal conversation, thus distinguishing the type of message being conveyed. Field notes indicated both Jessica and Pablo demonstrated a gentle voice to students while they were talking with them in a personal setting.

Fourth, helping students with non-instructional and personal tasks was one of the strategies used to establish relationships with students. They shared helping students was a way to show their caring for students. For example, they would help students tie their shoes or hold the door for students who exited the gym. Teacher candidates would portray these good manners when they saw there was a need. As a consequence, students would either say “thank you” verbally or smile at them as if to acknowledge the gesture(s) of kindness.

Fifth, both teacher candidates shared their perceptions about caring for students as people by empowering students within the instructional environment. In this case, they considered the different personal traits of each individual student. The teacher candidates implemented this concept of empowerment by providing choices for the students to make regarding content or equipment during specific activities in the physical education class. For instance, Pablo encouraged his second graders to choose different colors of scarves based on their personal preferences rather than directly distributing one piece to each student without regard as to which color each student would prefer.

Overall, the two teacher candidates cared for their students’ well-being in various contexts, thereby emphasizing they cared for their students as people. According to their personal philosophies, to achieve this, a caring teacher should portray a series of positive

personality traits and attempt to build relationships with their students through a variety of strategies. Research studies indicated the importance of building relationships with students in the teaching and learning environment (Larson, 2006; Noddings, 1992, 2005a). Moreover, Tolley (2009) argued establishing relationships with students might be a first step in the process of implementing caring as it helps earn students' trust and respect. Interestingly, some perceptions about caring and implementation of caring with regard to establishing a relationship with students were relevant to the aspect of pedagogical caring (Lee & Ravizza, 2008; McBee, 2007; Weinstein, 1998) such as empowering students.

### **Caring for Students as Learners**

Cross-case analysis also indicated the teacher candidates' perceptions about caring and the implementation of caring went beyond simply caring about the students as people to caring about them as learners, an aspect relative to effective teaching (Rink, 2012). Two aspects were linked to caring for students as learners through the use of effective teaching constructs: preparing lesson plans carefully and creating a positive learning environment; these included three common subcategories: building a safe environment, providing feedback, and choice of language. While both teacher candidates recognized the connection between student learning and caring, their perceptions about and implementation of this type of caring were expressed and portrayed to varying degrees.

**Preparing lesson plans carefully.** The necessity of detailed lesson planning was stressed by both teacher candidates. While they were required to do scripted lessons (see Appendix J) in their prior PETE courses, they were not required to do so in student teaching. However, they felt a caring teacher should thoroughly plan his/her lessons in

order to build a physically and emotionally safe environment for their students. For example, Pablo shared, “I never do anything without thinking it all through before, so I rehearse the lesson in my head.” Similarly, Jessica suggested, “Make sure you are prepared. I mean, know your lesson; know what you are going to teach.” The teacher candidates conveyed building both physical and emotional safety into their lessons required adequate preparation and careful thought as to how each lesson would be implemented and carried out. As evidence of showing their caring for student safety while they were designing different tasks, each candidate’s lesson plan contained a section entitled organizational arrangement (see Appendix L). This section delineated how the teacher would approach each task within the lesson and determine the setup for each class. Pablo stated that to develop a safe class climate, he would start by building the content development chart (see Appendix K) with specific student learning objectives before he addressed the safety issues within each task. For example, in one lesson he wrote, “...in a center circle by following my instructions or in a large group in the center of the court.” This planning was intended to prevent students from standing in random places in maybe an unsafe area. In similar fashion but focusing on emotional safety, Jessica tried to involve every single student in her gym while designing her lesson to achieve the goal of emotional safety. For instance, she would pair a student who was new to the class with one of her more skilled students in the gym class. In this instance, she felt she was creating emotional safety because the new student would not be spotlighted and could gradually be introduced to the class after practice.

**Creating a positive learning environment.** The second commonality of caring for students as learners was creating a positive learning environment. Three perspectives

were identified as sub-commonalities under creating a positive learning environment: building a safe environment, providing feedback, and deciding on choice of language.

***Building a safe environment.*** Building a safe environment included two aspects: physically safe and emotionally safe. While teaching in physical education, teacher candidates claimed a physically safe environment encourages students to be active in the gym. In addition, emotional safety also serves as a factor that impacts students' motivation to be active as well as their development of social skills through game play. For instance, Jessica paid attention to new students because they were new to the class and had less motivation to interact with other students. Thus, a safe environment is essential in teaching physical education at school (Rink, 2012).

***Providing feedback.*** Providing feedback was present in both cases. Field notes indicated both teacher candidates provided different types of feedback for student learning in three domains: psychomotor, cognitive, and affective. This evidence supported Rink's (2012) idea of writing student learning objectives in a physical education lesson plan. Both teacher candidates sometimes provided specific skill feedback to enhance student motor skill learning. They also checked for understanding while presenting skill development to students. With respect to affective learning, the teacher candidates used positive feedback to reinforce students' positive behaviors and sportsmanship in practice. Both shared caring teachers should provide as much feedback as they can to help students learn.

***Deciding on choice of language.*** Teachers should be aware of how the use of language might impact students' understanding during teaching (Denton, 2014). In this study, teacher candidates claimed the use of positive speaking was better than negative

speaking while managing their classes. In addition, they also suggested the use of different language could encourage students to be active learners. For instance, while students were struggling with footsteps, one teacher candidate used prompts to encourage students to think and act. Moreover, both teacher candidates claimed adult language would not work for elementary students. This suggested future teacher candidates should think about their language while teaching elementary school students.

The results from the cross-case analysis showed evidence that participants' perceptions about and implementation of caring were related to effective teaching. Nevertheless, their perceptions and implementations with respect to caring for students as learners varied. For example, Pablo cared for students' learning by creating a positive learning environment for students. He believed in maximizing student practice time, having consistent expectations, and providing good task presentations (Rink, 2012). In contrast, Jessica cared for students' learning by conducting assessments and using technology, the latter of which supported previous research completed by Goldstein and Lake (2000). Goldstein and Lake argued the use of technology is an alternative strategy of caring teaching. Perceptions about the assessment of student learning and its connection to caring for students as learners, however, have not been documented in the line of research in caring. Although presented in different ways, both teacher candidates perceived and implemented caring behaviors in their student teaching experiences.

In conclusion, both teacher candidates had clear perceptions of the personality traits of a caring teacher who cares for students as individuals. Several aspects explained the characteristics of a caring teacher: being a positive person, building relationships with students, and providing choices for students. These perceptions confirmed the teacher

candidates' care for their students' feelings and demonstrated their kindness in different ways. The teacher candidates also demonstrated caring for students as learners in their pedagogical practice; however, they might not have been aware of the connection between their pedagogical practice and the concept of caring.

## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

No Child Left Behind (2002) legislation suggested, among other things, schools should educate children on being and/or becoming caring people. In addition, NCLB also prioritized caring under character education. The National Commission on Teacher and America's Future (1996) claimed, "A caring, competent, and qualified teacher for every child is the most important ingredient in education reform" (p. 10). Moreover, the National Board for Professional Teaching Standards (2001) reported, "Having a caring, competent, and highly qualified teacher in every classroom" is the common goal nationwide. Overall, these legislative measures and national organizations emphasized the importance of caring in education. Yet, surprisingly, the national standards for initial physical education teacher education teachers (NASPE, 2008) did not address the aspect of caring.

While a few studies (Lake et al., 2004; Larson, 1999; Pappamihel, 2004; Sheppard, 2010) investigated the implementation of caring in both physical education and other content areas, a dearth of information focused on the perception of caring within the student teacher population in physical education. Therefore, the purpose of this study was to explore PETE candidates' perceptions about and their implementation of caring during an eight-week student teaching experience. The following research questions guided this study:

- Q1     How do caring teacher candidates perceive and define caring?
- Q2     How do caring teacher candidates implement caring behaviors throughout their eight-week student teaching assignments?

In line with the two research questions, a qualitative case study approach was utilized. The epistemology of the study was constructivism due to the belief the acquisition of knowledge is socially constructed. To be more specific, social constructivism (Creswell, 2007) explained how teacher candidates perceived and implemented caring behaviors in a social environment. Therefore, constructivist beliefs guided the data collection that included semi-structured interviews, informal conversations, field notes, and documents (e.g., lesson plans, work samples, and teaching reflections). The remainder of this chapter focuses on the meaning of major findings, how the findings supported the literature, conclusions, limitations, and future studies.

### **Meaning of Major Findings**

The findings offered several interpretations of the two PETE candidates' perceptions about and implementation of caring (see Table 5). The results suggested the teacher candidates recognized students' needs and tried to build relationships with their students. While establishing relationships with students, they shared different strategies used to connect with them. Moreover, their teaching behaviors tended to meet Noddings's (1992) caring teaching activities. The perceptions and implementation of caring in both cases, to different extents, also met Ravizza's (2005) three dimensions of care. Four aspects of caring were particularly poignant: (a) the constructs of the ethic of care, (b) relationship enhancement, (c) caring teaching activities, and (d) the dimensions of caring.



Table 5

*The Meaning of Current Findings*

	Caring for Students as:	People	Learner
The Ethic of Care (Noddings, 1984)	Recognition of needs	YES	YES
	Building relationship	YES	YES
	Responsiveness	YES	Uncertain
Relationship Enhancement (Noddings, 2005a)	Engrossment	YES	YES
	Commitment	YES	YES
	Motivational shift	YES	Uncertain
Caring Teaching Activities (Noddings, 1992)	Modeling	YES	YES
	Dialogue	YES	YES
	Practice	YES	Uncertain
	Confirmation	YES	YES
Dimensions of Caring (Ravizza, 2005)	One-Dimensional	YES	YES
	Two-Dimensional	YES	YES
	Three-Dimensional	YES	Uncertain

**The Constructs of Ethic of Care**

As NCLB (2002) mandates the need for caring teachers of K-12 students, nurturing caring teachers in education has become crucial for teacher education programs. Caring teachers are competent in facilitating a positive and safe environment for student learning. Students tend to be more engaged within a caring learning environment created by caring teachers (Larson & Silverman, 2005; Owens & Ennis, 2005). In addition, teachers' beliefs impact their teaching behaviors. Thus, studies in teachers' beliefs of caring and actual execution of their beliefs are important. In teaching and learning, Noddings (2005a) pointed out the importance of the ethic of care. The ethic

of care consists of three constructs: recognition of needs, relationships, and responsiveness (Noddings, 2005a).

The first construct of the ethic of care--recognition of needs--implies teachers should understand their students' needs in different settings. In this study, understanding and recognizing student needs were relevant to their physical and emotional well-being. These teacher candidates recognized caring for students took place in both instructional and non-instructional settings. Motor skill learning is unique in teaching physical education as compared to other subject areas. Thus, student safety issues became important within teachers' planning. Current findings indicated both teacher candidates understood students wanted to learn the skills and be engaged in practice. With this recognition, planning for physical safety was an essential aspect of developing an effective teaching environment and a positive learning environment. It is understandable that teacher candidates cared for students' physical safety by planning for it prior to teaching. In-depth lesson planning or scripted lessons addressed the thoroughness of the information. In other words, at the preservice level, the teacher candidates need to prepare their lesson by scripting the entire teaching lesson.

The current findings also suggested these teacher candidates had a strong focus on caring for their students' emotional well-being. As Noddings (1984, 2005a) clarified, the use of caring in education should mainly focus on the development of a "whole" person and not merely an academic learner. These teacher candidates recognized caring for students' emotional safety. They understood they needed to pay more attention to the younger students. For instance, in an instructional setting, the teacher candidates knew new students needed emotional safety in class. This is important for K-12 students who

expect their teachers to care for them while they are in a difficult situation. Thus, it was evident the teacher candidates understood the students' needs in both instructional and non-instructional settings.

Relationships--the second construct of the ethic of care--have been emphasized by many scholars (e.g., Alder, 2002; Katz, 2007; Larson, 2006; Owen & Ennis, 2005; Wentzel, 1997). Relationships referred to the interaction and the establishment of relationships between teachers and students that occurred in teaching and learning settings. Katz (2007) claimed caring for students is not a set attitude or trait; rather, it is a desirable attribute of building relationships. The cross-case analysis indicated the teacher candidates defined caring as "caring teachers' personality traits." In fact, they provided explanations of how to approach students using different strategies inside and outside the school. It was clear they understood the importance of the "relationship" between them and their students. As reinforced by previous research, establishing relationships was highlighted by the teacher candidates' beliefs of caring (Goldstein & Lake, 2000; Lee & Ravizza, 2008; McBee, 2007; Weinstein, 1998).

Findings in the current study, however, reported that although teacher candidates built relationships with students, they did not perceive building relationships as part of their caring. This aspect was subsumed within the notion of a caring personality. As part of the teacher candidates' explanations, building relationships with students was addressed intentionally to show they were "good" persons for their students. During the teacher candidates' learning experiences within the PETE program, program faculty probably demonstrated what it meant to be a "good" teacher with positive personality traits, which impacted teacher candidates' beliefs of caring for students as people. For

teacher candidates, portraying a good personality to students as a tool to connect with students might be developed through their PETE program study or their K-12 learning experiences. However, within their perceptions, building relationships was not clearly acknowledged as part of caring. They had the intentions, or they even did it on some levels, but the teacher candidates did not achieve the development of this belief with regard to caring practice. In other words, “building relationships” might not have been part of the theory that directed the teacher candidates’ beliefs in caring teaching practice.

The third construct of the ethic of care was response, indicating responsiveness from students. In teaching and learning, responsiveness represents whether the teaching impacted student learning effectively or whether the students learned. Noddings (2005a) clarified teachers’ caring does not occur until students receive caring in teaching and learning contexts. In the current study, little evidence supported the potential for students to receive caring in different settings--in particular, the instructional setting.

Student learning did not appear the focus of either of the teacher candidates’ teaching. At this point, the teacher candidates displayed different levels of pedagogical skills to address their caring for students as learners. For example, one case clarified the importance of the use of technology for effective teaching while another case argued the importance of teachers’ task presentation (Rink, 2012). Neither teacher candidate was able to connect students’ learning and the last construct of the ethic of care--responsiveness. Physical education teacher education programs may need to consider how to help teacher candidates develop their beliefs of responsiveness or student learning.

Teacher candidates need to understand that student learning is the outcome of effective teaching. By using the philosophical perspective of the ethic of care, PETE teacher candidates may have a better sense of understanding the connection between student learning and “responsiveness.” One case mentioned the use of assessment in caring for students; however, neither of the teacher candidates was able to link the aspect of assessment to student learning as part of caring. A possible way to help PETE candidates achieve this construct could be the development of the skills necessary to create summative or formative assessment (Graham, Holt/Hale, & Parker, 2013; Rink, 2012) to document student learning in a specific lesson. The assessment should be a result of caring practice for developing the idea of “responsiveness.”

Current findings indicated teachers recognized students’ physical and emotional needs as well as developed relationships with their students. Larson and Silverman (2005) claimed teachers have the common goal to build relationships with their students. Owens and Ennis (2005) maintained positive teacher-student relationships promote student engagement, participation, and retention in physical education. Thus, necessary elements for relationship enhancement become important in teaching and learning contexts.

### **Relationship Enhancement**

The enhancement of building relationships plays a vital role in teaching and learning. Research has underlined the importance of establishing relationships with students (Alder, 2002; Cummins, 2006; Ferreira & Bosworth, 2001; Larson, 2006; Li et al., 2013; Ravizza, 2005). In other words, how to develop relationships with students becomes a question of interest (Katz, 2007). Noddings (1992) revealed three essential

elements for establishing relationships between two human beings: engrossment, commitment, and motivational shift. These three elements are inherent in a caring teacher.

Engrossment means caring teachers are interested in learning more about their students' personal lives. The current study revealed the teacher candidates acknowledged students' interests in informal conversations. As a result, students might have felt they were accepted by the teacher candidates. In other words, their experiences were valued if the teacher candidates paid attention to their lives. For example, one teacher candidate attended a student's sport club and watched a student's game after school. These traits of caring indicated a level of engrossment that allowed the teacher candidate to develop and maintain positive relationships with their students. At the level of caring for students as learners, the teacher candidates seemed to be able to present the content in a meaningful way so they could relate the content to their students' lives outside of school. In addition, they were able to use developmental language to present their content to the students who learned skills.

Commitment shows caring teachers' attitudes of responsiveness toward their students' needs. Compared to a one-time response to students, caring teachers will consistently respond to students' needs during classes and beyond. Findings supported this notion of an attitude of responsiveness as the teacher candidates consistently observed and walked around the teaching environment. By doing this, they demonstrated their availability to students. Simply, when students needed answers for their skill development or something else, the teacher candidates always presented themselves to their students. In particular, the teacher candidates helped their students in non-skill

learning settings such as tying shoes or escorting students to the water fountain. The teacher candidates understood the importance of being available for students who needed help or assistance while practicing skills in class.

Besides engrossment and commitment, the teacher candidates' perceptions about and actions of caring reflected the third element--a motivational shift. As Noddings (1984) explained, motivational shift as an attitude means the teacher's focus changed from self to his/her students. The findings revealed this shift occurred to some extent on two different levels: caring for students as people and caring for students as learners.

At the level of caring for students as people, the teacher candidates demonstrated concern about students' feelings in and out of the class. The teacher candidates provided evidence of the motivational shift within this category of caring. They shared how they observed students' emotional changes and communicated with students with soft voice tones and developmentally appropriate language, which made students feel comfortable. The teacher candidates probably experienced or observed their teachers and PETE faculty role-model the kindness in instructional and non-instructional settings. Thus, the teacher candidates adopted and perceived these were traits of a caring teacher who consistently thought about his/her students.

At the level of caring for students as learners, a motivational shift was evident by the teachers' efforts to motivate students to learn. These motivators could be how teachers connected the content to students' lives. Thus, class content is relevant to students' lives, which might encourage students to learn in class. Students might recognize that what they learn can be applicable in their lives after school. For example, one student teacher described a scarf as a jellyfish to his first graders while teaching

catching skills. Students were more engaged because they were given a context in which they could catch the jellyfish in the ocean. However, the findings provided insufficient evidence to support the notion of motivational shift. While the teacher candidates cared for students as learners, their attention was on the demonstration of pedagogical skills without being able to link those skills to student learning. In other words, the teacher candidates were still focusing on their development of teaching skills rather than student learning.

This finding suggested the teacher candidates were still in the process of thinking about how to be a good teacher or a good person while teaching. It is not easy for teacher candidates to think of student learning if they do not feel confident in their teaching skills. The confidence in teaching has been defined as teachers' beliefs (Pajares, 1992). However, teachers' beliefs could be formed during their field experiences in schools and teacher education programs (O'Sullivan, 2005; Tsangaridou, 2006). Thus, the quality of field experience and what occurs during field experiences is important for teacher candidates (McIntyre, Byrd, & Foxx, 1996). Hardy (1999) suggested the quality of field experience could be impacted by different mentor processes. For PETE programs, increasing the student practicum experience with faculty supervision on site could be helpful for teacher candidates' development of confidence before teaching. With extensive student practicum experiences prior to student teaching, teacher candidates might be able to shift their attention from teaching to student learning. Enhancing student practicum teaching before student teaching might result in different perceptions about teacher education program quality as well as teacher candidates' development of



their confidence while teaching. As part of a caring practice, the motivational shift could be difficult for teacher candidates.

### **Caring Teaching Activities**

Although research focused on different populations' beliefs of caring, e.g., students' beliefs of caring (Cummins, 2006; Ferreira & Bosworth, 2001; Hayes et al., 1994) and teachers' beliefs of caring (e.g., Gubacs, 1997; Lee & Ravizza, 2008; Pajares & Graham, 1998; Vogt, 2002), additional research is necessary to determine how caring can be implemented. In the current study, the two teacher candidates intended to display their understanding of the ethic of care for their students by implementing caring in both non-instructional and instructional settings. They shared and portrayed caring through several activities: modeling, dialogue, practice, and confirmation (Noddings, 1992).

Modeling was demonstrated by positive personality traits. The teacher candidates understood the importance of being a role model if they wanted to convey the message of caring. For example, while teaching the younger students, a soft tone of voice was used to communicate with students who were yelling to each other during the game practice. Because they wanted their students to understand that yelling is not a good way to solve problems, they started the conversation with students by using a tone of voice that did not reflect anger. Noddings (1984) argued it is important for students to learn from teachers how to socialize with people. In physical education, this notion reflects the goals of the affective domain (Hellison, 2003; Rink, 2012). Teachers should help students develop as a "whole" person. Thus, being a role model is an effective way to implement caring in teaching.

The second activity of demonstrating caring is dialogue. A caring teacher talks, listens, shares, and responds to their students (Noddings, 1992; Owens & Ennis, 2005). While teaching, each of the teacher candidates provided different types of feedback to students during practice or game play. If students came up with questions or problems, they would answer and help them solve the problems. To meet their students' needs, the dialogue was not just a simple conversation. For example, a student teacher noted their students were upset by other students' language while playing. She was not only communicating with this student but most likely helped the student feel more comfortable by sharing her similar experiences and encouraged this student to be strong in any setting. It was an honest communication between a teacher and a student (Tolley, 2009). This action observed on site led the teacher candidate to earn the student's trust and resulted in students being open with their teachers. Through multiple conversations, the teacher candidates were able to share their use of age-appropriate language (Denton, 2014) in speaking with their students. The application of age-appropriate language is important for teacher candidates while presenting the task to students of different ages. The teacher candidates in both cases seemed to make sense of the importance of using age-appropriate language as well as its application in teaching.

The third activity is practice, which enhances student learning by developing competence through interpersonal attention (Noddings, 1992, 2002). Within this practice, teachers enhance their experiences with different students in a variety of settings (Darling-Hammond et al., 2005). Through these experiences, teachers develop a better sense of students as individuals. Findings implied the teacher candidates understood students differ on a multitude of aspects such as age, race, and skill level. Interestingly,

these teacher candidates did not specify what experiences enhanced their recognition of students as individuals. For example, teacher candidates might not recognize the value of these experiences for developing their teaching effectiveness. Graham et al. (2012) indicated that while helping teacher candidates understand students' differences in early field experience, understanding of developmental appropriateness is seminal for future teaching effectiveness. In this case, PETE programs might provide extensive early field experiences to develop teacher candidates' recognition of student diversity. While age, race, and skill levels are different aspects of students' differences, teacher candidates' early field experiences should focus not only on observations but also the interaction with these students in different contexts such as after school programs or through the practicum in methods classes.

Confirmation is the last activity teachers might use to enhance teaching (Noddings, 1992). It includes affirming and encouraging students (Owens & Ennis, 2005). Prior to carrying out confirmation in teaching, the following two aspects should be accomplished: development of relationships with students and getting to know students well enough. Both teacher candidates shared their intention to recognize students on a superficial level at the beginning of their teaching through such activities as names and inquiring about sport interests. Then they tried to know more about the students by talking with their colleagues to learn more about students' emotional situations. Building relationships was evident within each case. For instance, both teacher candidates shared their experience of finding commonalities between them and their students in order to create opportunities for communication. Students then began initiating conversations with the teacher candidates that allowed for more personal

relationships. In teaching, confirmation occurs through the development of engrossment, commitment, and motivational shift (Owens & Ennis, 2005). Caring teachers are able to earn students' trust in order to implement confirmation in teaching. The current findings indicated students' efforts were acknowledged; they were given choices and empowered to work on tasks independently. It seemed these teacher candidates understood the use of confirmation in teaching.

In summary, teacher candidates' perceptions about and implementation of caring for students as people and as learners were varied on different levels. In terms of the ethic of care, teacher candidates understood students' needs and tried to connect with them. These results strongly supported the two constructs of the ethic of care. Interestingly, little evidence of the third construct--students' responses to teachers' care and, in particular, the care for students as learners--was identified through observation. At this point, evidence related to effective teaching skills emerged but the teacher candidates were focused on themselves and unable to concentrate their attention on student learning. Regarding the essential elements of enhancing/developing relationships with students, there was a strong desire to build relationships while teaching. They understood and carried out engrossment and commitment for students; however, motivational shift was interpreted and differed between caring for students as people and caring for students as learners. These teacher candidates successfully shifted their attention from self to students' emotional changes, which demonstrated caring for students as people while caring for students as learners. They still focused on developing their personal pedagogical skills without respect for the impact such skills might have on student learning. The teacher candidates implemented caring related to effective

teaching; however, their beliefs of caring conveyed little indication about student learning.

The teacher candidates provided evidence of consistencies between their perceptions about and implementation of caring for students as people; however, inconsistencies existed in caring for students as learners. At the level of caring for students as people, successful indications included the application of the ethic of care, establishment of relationships with students, and implementation of caring teaching activities. Physical education teacher education faculty might have implemented some caring for teacher candidates but it did not mean the teacher candidates theoretically understood and learned why faculty cared for them in different circumstances. Therefore, even though they were identified as caring teacher candidates, they still found it difficult to learn how to care for student learning as a caring practice. At this point, the teacher preparation profession might want to consider that teacher candidates need a long period of time to learn and be educated in order to develop caring beliefs for learners. It begs for the PETE profession to connect caring practices and student learning effectiveness.

### **Dimensions of Caring**

Ravizza (2005) categorized students' perceptions of teachers' caring behaviors into three dimensions in the physical education context. While his study supported the idea of building relationships, he also highlighted the importance of understanding the different dimensions of caring. These dimensions of caring suggest teachers take further actions to care for their students as people and as learners.

Ravizza's (2005) three distinct dimensions of caring represented levels of caring and addressed student needs and students' definitions of caring teachers. Each dimension

of caring explained aspects of caring students expected their teachers to perform. Specifically, one-dimensional caring indicated teachers only expressed their thoughts toward students with no further actions/elaboration. Two-dimensional caring meant teachers thought of their students with actions or elaboration. Three-dimensional caring can be explained by the expectation that teachers go beyond two dimensions and are reliable and available to students when students need them.

The current findings indicated some of the teacher candidates' perceptions about caring were one-dimensional. While attempting to develop relationships with students, they recognized positive personal characteristics such as being genuine, being nice, and being patient must be presented to students. This one-dimensional caring is perceived as the first step to becoming caring teachers. Findings, at this point, seemed to match the recognition of students' needs (Noddings, 1984) as well as Ravizza's (2005) one-dimensional caring.

Through attempts to develop relationships with their students, these teacher candidates achieved two-dimensional caring. Certain actions, both prior to teaching and during teaching, indicated forays into two-dimensional caring. For example, they tried to know their students' lives through conducting conversations or greeting students. Specifically, in one case, the teacher candidate wanted to know what students had done during spring break. Then she greeted her students at the beginning of the class with a question. In addition to this incident, there was a strong intention to establish relationships. The teacher candidates tried to connect with their students through kindness. They also shared they would think about their students well-being in non-

instructional settings. These incidents verified the teacher candidates' caring was two-dimensional.

In most cases, three-dimensional caring occurred within both instructional and non-instructional settings. While the teacher candidates cared for students as people, their three-dimensional caring was represented by wanting their students to feel happy during the school day by presenting positivity to students prior to entering and during the class, being available for students' questions during practice time, and helping students when they needed help during class. At the level of caring for students as learners, the teacher candidates had difficulty achieving three-dimensional caring. A reason could be their intentions for teaching and themselves. Thus, not including student learning as part of caring practice might lead to not achieving three-dimensional caring while caring for students as learners.

Thus, one-dimensional caring took place by caring for students as people and as learners through detailed lesson planning for student learning and thinking of students. Two-dimensional caring occurred while the teacher candidates cared for students as people and as learners. For example, they paid attention to students by observing them and talking to the students who were upset. While caring for students as learners, the teacher candidates planned lessons carefully and then provided feedback because they wanted students to master the skills. Evidence showed three-dimensional caring for students as people took place in instructional settings rather than in non-instructional settings. It was difficult for teachers to be available to students outside of classes when students needed emotional help after school. Within the instructional setting, three dimensions were consistently occurring within both cases. This aligned with the

literature by highlighting the need for caring behaviors to be practiced in teaching settings (Nodding, 1992). In other words, the instructional setting allows and provides opportunities for teachers to develop the ethic of care for students.

In summary, the findings resulted in two levels of caring in two different settings: caring for students as people and caring for students as learners in non-instructional and instructional settings. In both cases, the teacher candidates had strong perceptions about caring--in particular, the development of relationships with students. In addition, evidence indicated both teacher candidates had uncertainty while sharing their perceptions and implementation of caring. Specifically, there was little evidence with respect to the demonstration of caring for students as learners in the third construct of the ethic of care--responsiveness. Their motivational shift had few incidences to address their caring for students as learners. In addition, they demonstrated uncertainty with their caring teaching activities and practice while they addressed their caring for students as learners. While caring for students as learners in both instructional and non-instructional settings, little evidence indicated their achievement of three-dimensional caring. These two teacher candidates had difficulty demonstrating three-dimensional caring while addressing their care for students as learners. Therefore, the findings seemed to indicate these teacher candidates tended to be competent in perceiving and implementing caring for students as people while uncertainties and difficulties existed in their implementation of caring for students as learners.

At the level of caring for students as people, the teacher candidates successfully perceived and implemented this type of caring in instructional and non-instructional settings. Moreover, this type of caring could be deemed as social knowledge and skill,



while caring for students as learners is a professional skill. At the level of caring for students as learners, the teacher candidates needed more time to develop their professional skills (pedagogical caring) with regard to caring for students as learners within the teaching setting. Responsiveness within the ethic of care indicates whether students learn the knowledge or skills. Motivational shift represents whether a teacher candidate shifts his/her attention from being a teacher to students as learners. In this study, there was a lack of evidence to support their achievement in both responsiveness and motivational shift at the level of caring for students as learners. It is understandable because these two teacher candidates were still at pre-service levels. Thus, they needed more time to develop this level of caring while they were in the PETE program.

Practice was another indication of the teacher candidates' lack of success. While in a PETE program, they had extensive early field experience to identify students' differences with regard to age, skill level, culture, etc. However, the teacher candidates appeared not to be able to articulate the links between their educational experiences and caring. Learning social skills such as caring for students as people are lifetime skills that can be learned through family and community activities. Learning how to care for students as learners, however, must be learned through professional programs such as teacher preparation programs. This means more attention is needed in both pre-service teacher preparation programs and teacher professional development to help teachers make connections between caring practice and student learning.

### **How Findings Supported the Literature**

The current study used the ethic of care to examine two teacher candidates' perceptions about and implementation of caring in an eight-week student teaching period.

Previous discussion linked the results to the conceptual framework; the following paragraphs highlight the relationship of the results to the literature. The results reflected three aspects pertaining to the ethic of care: (a) strong perceptions about caring teachers' traits, (b) caring environment, and (c) pedagogical implementation of caring.

The two teacher candidates had strong perceptions about caring relevant to the characteristics of a caring teacher. As discussed by Goldstein and Lake (2000), a caring personality is essential to teaching and learning. Noddings (2005a) asserted teachers should develop attitudes to support the caring process. In physical education contexts, Owens and Ennis (2005) and Tsangaridou (2006) argued teachers' beliefs impact their teaching behaviors in class. Thus, the teacher candidates' perceptions about caring related to how positive personalities played a vital role in their teaching (Gubacs, 1997). Through demonstration of positivity to students in school settings, these teacher candidates reflected McBee's (2007) perception of selflessness or the notion that a caring teacher should always think about students instead of focusing on personal business. These personality traits also related to Ravizza's (2005) one dimensional caring. These personality traits are used to build relationships with students, which scholars have linked to enhancing students' engagement and motivation during class (Larson, 1999, 2006; Vogt, 2002). While the importance of caring was understood, these teacher candidates did not specify building relationships as part of their perceptions about caring. This conflicted with other research studies in which teacher candidates perceived building relationships to be a part of caring (Goldstein & Lake, 2000; Lee & Ravizza, 2008; McBee, 2007; Weinstein, 1998). These scholars stressed the value of caring within teaching and learning was a result of the relationship between teacher and student.

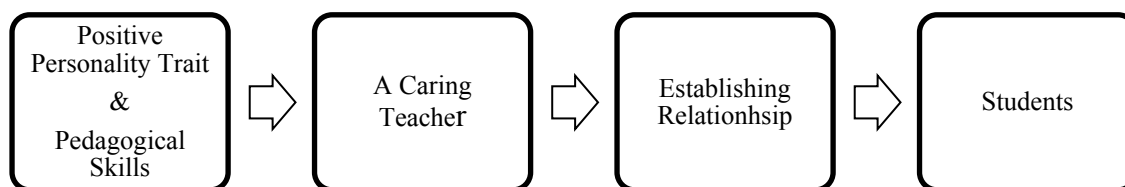
A caring environment facilitates teaching and learning. In this study, the caring environment included a demonstration of the teacher candidates' personality traits to create a safe environment (Garrett et al., 2009), thus supporting previous findings with respect to students' expectation of their physical education teachers (Larson, 1999, 2006). Current findings suggested a safe environment included both emotional and physical safety. Physical safety is not a new notion in teaching physical education. Interestingly, the notion of emotional safety was perceived as caring while creating a positive learning environment for students (Bae, 2011; Ravizza, 2005; Tolley, 2009; Wentzel, 1997). Emotional safety involved the interaction between teachers and students such as private talking. The consequence of this type of talking supported previous findings that claimed students considered their teachers as caring teachers if their teachers talked to them (Larson, 2006).

Caring is an essential quality in teaching (Noddings, 1984). Larson (1999) suggested an interconnection between a caring environment and good teaching in physical education. The notion of good teaching can be deemed as effective teaching (Rink, 2012). Findings revealed the teacher candidates illustrated pedagogically-related caring (Cumming, 2006; Ferreira & Bosworth, 2001; Hayes et al., 1994; Lee & Ravizza, 2008; Li et al., 2013; Ravizza, 2005; Weinstein, 1998). These scholars described the concept of pedagogically-related caring as teaching skills. Specifically, these teaching skills were related to Rink's (2012) effective teaching aspects: planning, creating a safe environment, empowering students, and providing feedback (Lee & Ravizza, 2008). To empower students, the teacher candidates gave choices and provided autonomy to students (Hellison, 2003) during teaching. In addition, other pedagogical skills were

perceived as clear task presentation (Rink, 2012) and the use of technology (Gubacs, 1997). Interestingly, according to previous research, their perceptions about pedagogically-related caring differed from in-service teachers' perceptions about caring. Both teacher candidates, while building a caring environment, focused on sharpening teaching skills. In contrast, in-service teachers help students be independent learners (Pajares & Graham, 1998). It is similar to the notion of an affective learning domain in physical education (Hellison, 2003; Rink, 2012). Little evidence supported concern for impact on student learning in any domain: psychomotor, cognitive, and affective. While teaching, both teacher candidates created a caring environment with the following behaviors: kneeling, squatting, sitting at a student's level, and utilizing developmental appropriate language (Denton, 2014; Graham et al., 2013). The implementation of caring in the current findings provided valuable contributions to the caring literature. However, the teacher candidates' perceptions about caring with regard to pedagogical perspectives were identified to different extents. One teacher candidate focused on creating a positive learning environment (Rink, 2012) while the other was able to go beyond this focus by mentioning the use of assessment (Wood, 2003).

While the results supported previous research in caring using the ethic of care, it was clear these teacher candidates' perceptions about and implementation of caring flowed in one direction. Students' responses to teacher candidates' personalities or pedagogical skills were not examined. Positive personality traits and effective pedagogical skills shape a caring teacher. A caring teacher would strive to establish relationships with students (see Figure 6). Rarely do teacher candidates express how to ensure student learning occurs in their teaching. It suggests teacher candidates might

assume student learning taking place after their completion of teaching and the establishment of relationships with students. Students' responsiveness/learning will not automatically occur. In reality, all effective teaching variables influence student learning such as assessment. Therefore, without assessing whether students reacted to teacher candidates' caring, the teacher candidates' caring only flowed in one direction.



*Figure 6. Caring in one direction.*

In this case, the ethic of care might not have occurred. This study focused on teacher candidates' perceptions about and implementation of caring. It was evident the two teacher candidates' perceptions and implementation of caring did address the first two parts of Noddings's (1984) ethic of care: recognition of students' needs and establishing relationships. Specifically, the teacher candidates understood students needed a caring teacher with positive personality traits and good pedagogical skills. They implemented similar aspects of caring to build relationships with students.

### **Conclusions**

Both teacher candidates illustrated a perception of caring for students as people and learners but the implementation of caring for students as learners varied during the student-teaching experience. They addressed more consistently the aspect of caring for students as people rather than as learners. It appeared it was easy for them to share their

beliefs of caring but harder for them to put their ideas into practice. They had developed concepts as caring for students as people more than caring for students as learners. In other words, the teacher candidates were able to explain more about their perceptions about caring than the implementation.

Although there were inconsistencies in the perceptions and the implementation of caring behaviors for students as people and as learners, in general, certain concepts were prevalent and consistent throughout this study. Establishing relationships was highlighted as part of the implementation of caring for students as people. As discussed in previous research, students also believe teachers should build a personal connection with them (Ennis et al., 1997; Larson, 2006). However, relationship building was not explained with descriptions of its importance. In addition, while the teacher candidates cared for students as learners, their pedagogical implementation was inconsistent with their perceptions about pedagogical caring.

In Larson's (2006) study, students pointed out help me learn as one perception of a caring teacher. Surprisingly, in this study, there was little evidence of implementing caring for students as learners even though they perceived student learning as being a part of caring. The teacher candidates focused on themselves. Moreover, current results seemed to match Larson's (2006) other two categories of students' perceptions about caring teachers' behaviors: recognize me and respect me. These perspectives about caring are relevant to caring for students as people. Furthermore, both teacher candidates demonstrated caring teachers' positive personality traits: getting to know students and giving choices to students. Giving choices to students might suggest that in both cases, the teacher candidates trusted students in both instructional and non-instructional settings.

In summary, the current study sought to find out how two caring teacher candidates perceived and defined caring. Findings indicated a caring teacher should possess a positive disposition and know the importance of building relationships in teaching and learning contexts. These results supported caring does not occur without a relationship between a care-giver and a care-receiver (Noddings, 2005a). Both teacher candidates implied pedagogical skills are necessary for caring for student learning. They implemented their caring for students as learners by using pedagogical skills to different extents. In addition, the teacher candidates' caring occurred in one direction, which implied the ethic of care might not have fully taken place. Moreover, the teacher candidates shared their perceptions about and implementation of caring for students as people in non-instructional and instructional settings. Little evidence indicated they achieved caring for students as learners in both settings because the nature of the current study and students' responsiveness were not examined.

### **Limitations and Future Studies**

Several aspects limited the current study: the duration of observation, only one student teaching placement was observed, and videotaping was not implemented. The following paragraphs explain the limitations of the current study as well as possible future studies.

I only spent eight weeks observing in the field. Yet, each candidate was observed more than 10 times during the eight-week placement. Consecutive field observations plus field notes were conducted. Each time at the schools, I stayed with and observed participants for at least five classes. During my data analysis, I found it would have helped to use videotaping in addition to field notes.

The second limitation was I only observed each candidate at one teaching placement. Some of the caring evidence indicated Jessica shared many positive experiences with her cooperating teachers. Her discussion of the environment and her cooperating teacher's personality with regard to caring were vague. I could have observed her experience during her first student-teaching placement.

For future studies, there are potential topics with regard to caring research in physical education. A phenomenological study within the group of in-service teachers to explore their perceptions and their implementation of caring would allow current teacher candidates to make sense of the essence of the ethic of care, which is caring for student learning. By understanding this, PETE programs could incorporate in-service teachers' perceptions about and the implementation of caring into their programs. Next, research evidence indicated the importance of caring in teaching and learning as well as the teacher education program. Qualitative research in examining teacher candidates' perceptions about caring using Fuller's (1969) teacher concern framework might allow teacher educators to help teacher candidates develop the ethic of care. Caring plays an important role in education (Noddings, 2005a)-- in particular, the understanding of the theory of the ethic of care is essential for PETE programs and their participants. It helps physical education teachers implement caring behaviors inside and outside of the classroom since caring directly impacts the amount of information a student acquires and how he/she develops as a person. Considering the current emphasis on including the measurement of student growth in teacher evaluations (Metzler, 2014), it begs the question as to whether or not current practices in physical education regarding the ethic of care are being utilized enough to make a positive impact on each and every individual



student's learning. In addition, as a teacher in all content areas including college faculty, the question probably is "have we cared if our students have not learned?"

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**APPENDIX A**

**EMAIL TO THREE PHYSICAL EDUCATION TEACHER  
EDUCATION FACULTY MEMBERS**



Dear Drs. \_\_\_\_\_, \_\_\_\_\_, & \_\_\_\_\_,

I would like to request a meeting with you to discuss the selection of three caring physical education teacher education teacher candidates from the program. All teacher candidates have taken your class before they went to the student teaching placement. Your knowledge of these teacher candidates will contribute to the trustworthiness of my dissertation study.

Could you please provide your availability to me for future arrangement of the scheduling and arrangement?

Thank you very much.

Best regards,

Tanjian Liang

## **APPENDIX B**

### **INSTITUTIONAL REVIEW BOARD APPROVAL**



*Institutional Review Board*

DATE: March 20, 2013

TO: TANJIAN LIANG

FROM: University of Northern Colorado (UNCO) IRB

PROJECT TITLE: [444428-2] Physical Education Teacher Education Teacher Candidates' Perceptions about Caring and Implementation of Caring

SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS

DECISION DATE: March 20, 2013

Thank you for your submission of Amendment/Modification materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

Kin -

Thank you for swiftly addressing the review points and submitting your responses and additional materials. Please be sure to adhere to the protocols that you described. The addition of the signed permission from the principals ensures proper access to observe the student teachers who agree to be participants in your study.

Best wishes with your dissertation research. Don't hesitate to contact me with any IRB-related questions or concerns.

Sincerely,

**Dr. Megan Stellino, UNC IRB Co-Chair**

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Sherry May at 970-351-1910 or [Sherry.May@unco.edu](mailto:Sherry.May@unco.edu). Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB's records.

## **APPENDIX C**

### **INFORMED CONSENT FOR PARTICIPATION IN RESEARCH**



**Project Title:** Physical education teacher education teacher candidates' perceptions of caring and implementation of caring

**Researchers:** Tanjian Liang, School of Sport and Exercise Science

**Research Advisor:** Melissa Parker, Ph.D, School of Sport and Exercise Science

**Phone Numbers:** 970-818-6128 and 970-351-2586

**Email:** tanjian.liang@unco.edu; missy.parker@unco.edu

Dear Participant:

My name is Tanjian Liang, and I am conducting a research project to explore the teacher candidates' perceptions of caring and the implementation of caring in physical education classes. Specifically, your perspectives and experiences of how you implement caring behaviors will be explored. The information in this form is designed to help you decide whether or not you wish to participate. You are being asked to participate because you have been identified as a caring physical education teacher candidate in your program through conversations with three physical education teacher education professors. In this experience and throughout your educational experience, you have been exposed to a number of different pedagogical strategies that attempted to help promote physical education pre-service teachers' professional development; therefore, your input is of considerable value.

Your participation will involve describing your conception regarding caring and the actual action about the caring behaviors through at least two interviews which will be audio-recorded and transcribed verbatim for use in data analysis. The interviews will be approximately one hour in length. At least three observations will be conducted after the first interview. I would like to use the observation to see how you implement caring behaviors during teaching. The observations are necessary for building the questions for second interview. Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, there will be no penalty to you.

The possible benefit of your participation is a greater awareness of your beliefs and ideas about caring and how your actual actions support these beliefs. This information will also contribute to our Physical Education Teacher Education program in helping students' professional development. The possible benefit to society from the information in this study is a better understanding of how we might teach pre-service teachers to excel caring behaviors so that they gain skills and knowledge beyond a fundamental level.

Your welfare is a major concern. If you have a problem as a direct result of being in this study, you should immediately contact either my research advisor or me. Our information is listed on this consent form. All steps will be taken to protect your privacy and the confidentiality of your data. You will be given a pseudonym to protect your name from being linked to the data collected. All data will be analyzed by me, and data will be stored in a locked drawer in the research advisor's office in the School of Sport and Exercise Science when not in use. The only people who will have access to your research records are the study personnel, the Institutional Review Board (IRB), and any other person or agency required by law. All data will be deleted or shredded after three years. The results from this study may be published in a journal and/or presented at a professional conference. Your name or identity will not be revealed.

If, having read the information on this form, you decide to volunteer in this study, please sign this consent form and return it to me. We truly appreciate your interest in this study.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to your program of study or your grade in student teaching. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Sponsored Programs, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-2161.

Signature of Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator:  
Tanjian Liang  
970-818-6128

Research Advisor:  
Dr. Melissa Parker  
970-351-2586



## **APPENDIX D**

### **SAMPLE OF EMAIL TO EACH PARTICIPANT**



Dear (Teacher Candidate's Full Name),

My name is Tanjian Liang (Kin). I am studying at physical education teacher education program and am a doctoral student who will be conducting a study to fulfill my doctoral degree. This email is my invitation to you to participate in my dissertation study.

You are being asked to participate because you have been identified as a caring physical education teacher candidate through conversations with three physical education teacher education professors. Your participation and contribution are useful for my dissertation study as well as for future physical education teacher education pre-service teachers' development of teaching skills.

The attached files include an informed consent form and a university Institutional Review Board of approval form. I would like to ask you to read these two forms before you determine whether you will be willing to participate in my study. Please let me know by (date and time) if you are willing to participate. Thank you very much; I look forward to your response.

Best regards,

Tanjian Liang

**APPENDIX E**  
**SITE PERMISSION FORM**



**Project Title:** Physical education teacher education teacher candidates' perceptions of caring and implementation of caring

**Researchers:** Tanjian Liang, School of Sport and Exercise Science

**Research Advisor:** Melissa Parker, Ph.D, School of Sport and Exercise Science

**Phone Numbers:** 970-818-6128 and 970-351-2586

**Email:** [tanjian.liang@unco.edu](mailto:tanjian.liang@unco.edu); [missy.parker@unco.edu](mailto:missy.parker@unco.edu)

Dear Principal,

My name is Tanjian Liang, and I am conducting a research project to explore the implementation of caring behaviors in physical education classes. I am specifically interested in our physical education teacher candidate' perspectives and experiences of how he/she implements caring behaviors in your school. The information in this form is designed to help you decide whether or not to allow me to interview and observe in your school.

Providing your permission, I will interview a physical education teacher candidate at least two times which will be audio-recorded and transcribed. The interviews will be approximately one hour in length. I will also conduct an observation with field notes that taken after the first interview. The filed notes only focus on how this physical education teacher candidate' words and actions during his/her teaching. I will not interact with any students in your school. In addition, your students' identity will not be expose in the filed notes.

Your permission and the teacher's participation in this study are voluntary. If the teacher chooses not to participant or to withdraw from the study at any time, there will be no penalty to you, the teacher, and your school.

The possible benefit of participation is exposure to ideas about caring and how actual actions are designed to elicit certain results and contribute to our Physical Education and Teacher Education (PETE) program in helping students' professional development. The possible benefit to society from the information in this study will help build a better understanding of how we might teach pre-service teachers to exhibit caring behaviors so that they gain skills and knowledge beyond a fundamental level.

If you have a problem as a direct result of allowing this study to continue, you should immediately contact either my research advisor or me. Our information is listed at the

end of this consent form. All steps will be taken to protect your privacy and the confidentiality of teacher's data. Your school and the teacher candidate from our program will be given pseudonyms to protect your anonymity. All data will be analyzed by me. All interview materials, artifacts, field notes, and consent forms will be stored in a locked file cabinet in the research advisor's office (2650 Gunter) in the School of Sport and Exercise Science or stored in a password protected computer file. After three years, all other materials will be deleted or shredded. Only the researcher and his academic advisor will have access to data. The only people who will have access to the research records are the study personnel, the Institutional Review Board (IRB), and any other person or agency required by law. All data will be deleted or shredded after three years. The results from this study may be published in a journal and/or presented at a professional conference. Your name or identity will not be revealed.

If, having read the information on this form, you decide to volunteer in this study, please sign and return this consent form to either of us. We truly appreciate your interest in this study.

Participation is voluntary. You may decide not to participate in this study and if you begin participation you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled in your school or district. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you to retain for future reference. If you have any concerns about your selection or treatment as a research participant, please contact the Office of Sponsored Programs, Kepner Hall, University of Northern Colorado Greeley, CO 80639; 970-351-2161.

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Researcher: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator:  
Tanjian Liang  
970-818-6128

Research Advisor:  
Dr. Melissa Parker  
970-351-2586

## **APPENDIX F**

### **FIRST INTERVIEW PROTOCOL**

## Interview #1

## Primary Questions:

1. What is your perspective of caring?
  - What do you think about if I say the word “caring”?
  - How would you describe a caring teacher? Have you ever met a caring teacher in your K-12 study? If yes, how did they care about you and your classmate?
2. How do you describe what caring behavior is?
  - What do you think about “caring behavior” look like?
  - Have you ever seen these caring behaviors in your lifetime?
  - Did any physical education teachers demonstrate these caring behaviors to you while you were in K-12?
3. How do you care for students’ needs during and after class?
  - What would you usually do when your students ask for help?
  - Could you please list an example for a teaching context and a non-teaching context?
4. How do you perceive the differences of caring teaching behavior in elementary and secondary levels?
5. What specific caring behaviors are appropriate for female students and male students?
6. What do you think is necessary for physical education teacher candidates to learn about caring behaviors? What caring behaviors do you think that PETE student should learn while they are in school?
  - In what settings/courses you would like to learn these caring behaviors?

## **APPENDIX G**

### **SECOND INTERVIEW PROTOCOL**



## Interview #2

1. I have read all your transcripts from the first interview. It seems that your perceptions of caring can be classified into three categories: Caring for students' comfortableness; caring for student learning; teachers' possession of caring. I would like to ask questions about each of those categories. The first category is that one form of caring behaviors is those that make students feel comfortable.

Some of the ways you talked about and I saw that helped students feel comfortable were: communication, being a nice person, and share commonalities.

- When you are talking with students, what types of caring behavior would be helpful for student comfortableness?
- If you want to present that you are a nice person for students, what behaviors you would like to present? Please describe them a little more...
- How do you find out the commonalities between you and your students?

Other things you talked about and I didn't see were things like appropriate language (because I couldn't hear while you talk, I was observing you), leaving adult mannerism, and earn trust from students. Do you still think these are important? Can you speak a little about doing them or not?

- While you talked with students who had questions or caused disruptions to the class, what kind of language and physical contacts do you make to help them feel comfortable?
  - How do you leave the adult mannerism behind when you communicated with students?
  - How do you earn students' trust?
2. In terms of students learning, I saw you did really like giving feedback, demonstration, giving choices, checking for understanding, empowering students, encouraging students to be active etc.. All of which are effective teaching variables, well at this point. How do you see these aspects as both relating to caring and effective teaching?
    - What are the effective teaching behaviors you perceive are caring teaching behaviors?
    - Can you talk a little more of each of them?
  3. When I read your transcription, I noted that you suggested that a physical education teacher should possess caring and should be able to care students but those things were part to see in your teaching as they are more subtle behaviors
    - How do you control your emotion and attitude towards being a caring physical education teacher for your students?
    - How do you teach yourself be self-confident to be a caring teacher?

- How would it be clear that you accept all students?
  - You have a strong belief of caring, how would you create your own way to care about your students?
4. What do you notice with the three categories of caring? How do they represent different things?
  5. Why is caring important in teaching?
  6. You did talk a bit about your learning experience in terms of caring, how do you think you could be taught to care in an undergraduate program?
  7. How can PETE programs help prospective PETE students to develop self-confidence to be able to care K-12 students?
  8. What are the roadblocks that influenced your caring teaching? What are the further professional activities would be useful for the development of caring behaviors?
  9. Both of you indicated that the work sample was a deterrent to caring - what would be your solution to that given that it is required by law in this state?
  10. You will have similar requirements to the work sample when teaching - how do you juggle caring and the requirements of teaching?

**APPENDIX H**  
**PARTICIPANT TEACHING SCHEDULES**

Leads 7:30

M-F	9:20-10:05	3 <sup>rd</sup> G	
	10:05-10:50	Plan	odd-hour informal-conversation
	10:50-11:35	4 <sup>th</sup> G	
	11:35-12:20	5 <sup>th</sup> G	
	12:20-1:00	5 <sup>th</sup> G	(1:00-1:40) lunch time
	1:40-2:25	K	
	2:25-3:10	2 <sup>nd</sup> G	
	3:10-3:55	1 <sup>st</sup> G	(Thursday)

Pablo's schedule.

Monday, Tuesday, Thursday, Friday

8:30 - 9:22 am

9:26 - 10:18 am ✓

10:56 - 11:48 am Health class

Lunch 11:52 - 12:23 pm

12:27 - 1:19 pm ✓

1:57 - 2:49 pm off hour

2:53 - 3:45 pm ✓

Wednesday

8:30 - 9:15 am

9:19 - 10:04 am

10:18 - 11:03 am Health class

Lunch 11:07 - 11:38

11:42 - 12:27 pm

12:41 - 1:26 pm off hour

1:30 - 2:15 pm

Jessica's schedule

## **APPENDIX I**

### **SAMPLE OF FIELD NOTES**

<p>May 2<sup>nd</sup>, 8<sup>th</sup> graders, gym, 21 students, 9:45-10:13</p> <ul style="list-style-type: none"> <li>Giving direction</li> <li>Show attention</li> <li>Praising</li> <li>Check for understanding</li> </ul>	<ul style="list-style-type: none"> <li>After Jessica ask everybody to take a jump rope, students were walking toward to the cart. Jessica was smiling, watching every student who are picking up the jump rope. Jessica spoke out loud by saying move away from your friends. Students understood this is a space issue, then everybody found a space.</li> <li>When the students were doing jumping rope, Jessica kept walking around. She was watching the students with smile. Sometimes she was nodding her head to show her attention to students. Students were active while she was walking around them.</li> <li>A girl was picking up every piece of jump rope and place them back to the cart. Jessica saw it; then she gave a smile face to her and said thank you to this girl. This girl was happy and showed her smile to Jessica and left.</li> <li>Jessica was talking with two boys. Jessica was to tell them how and when move into the long rope. These two boys kept trying. Jessica moved to other group of students. She told them when they should move to the long rope. A boy was listening carefully and watching Jessica while Jessica was talking. Then, he made couple attempts. Jessica was watching him while he tried. The boy didn't make it because he was not able to catch the right time to move to the long rope. Then Jessica stayed and kept talking with him. Jessica did not leave until the boy made one successful move. Jessica saw it, and gave high five to this boy with smile.</li> </ul>
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## **APPENDIX J**

### **SAMPLE OF SCRIPTED LESSON PLAN**



## Planned Lesson Activities

Approx. Time	Student Activities (Anticipated Progression of Tasks) <small>For each task add at least one idea for intratask variation or teaching by invitation</small>	Performance Cues	Std/Obj Alignment	Goal Orientation of Task (Extension, Refinement, Application (assessment))	Organizational Arrangement (including Grouping & Task Presentation method and <b>SAFETY</b> )
5 min	Good morning boys and girls! When I say go everyone will walk to get a ball and find your own self-space. When the music starts I want you all to start dribbling around the gym, when the music stops everyone needs to trap their ball and do an action that I call out. It will look like this (Teacher demo). Give me thumbs up if you understand. Remember boys and girls we need to keep our heads up so we do not run into anything or anyone. We want to respect our classmates and not hurt them.	N/A	NASPE: #1 and #5  District: 4.1.9, 4.5.1	Warm up	Students will be starting in a team huddle and then moving into their own self space and dribbling around the gym.  *Keep your head up and make sure you do not run into your classmates. Also stay away from the mats!
	Soccer Ball Knockout (Music stops) Please walk to put your soccer ball back in one of the hula-hoops and meet me here for a team huddle.	Dribbling: keep the ball close to your body, light touches,	NASPE: #1 and #5  District: 5.1.8 and	Extension	Students are in self-space within the black lines in the gym.  *Students should stay

	<p>(Hand 3 students jerseys) you three will be playing defense for the beginning of this activity. The rest of you should walk to get a ball from one of the hula-hoops and join us for a team huddle. I will know that you are ready for the activity directions when you are sitting on your ball. GO! As you can see, almost everyone has a ball that you will be protecting by dribbling it close to your body and into the open space. While you are trying to protect your ball, the students who are wearing jerseys will be trying to steal it away from you. To do this, the defender or the player wearing a jersey should “trap or tap” the soccer ball to gain possession. If your soccer ball is knocked out of the black rectangle, you should get it and return to the activity. You should know that eventually there will be consequences for getting knocked out so do your best to protect and possess your ball. You may begin when the music starts (Music Starts)</p> <p>(Music Stops) Remember to protect your soccer ball from the defenders. To do this,</p>	<p>head up and inside of your feet Offense: Move to the open space, keep your body between the soccer ball and your opponent Defense: Trap or tap to gain possession</p>	5.5.1		<p>away from the mats in the center. *Students should not be kicking at others feet or legs (Body) when trying to gain possession.</p>
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## **APPENDIX K**

### **SAMPLE OF DEVELOPMENTAL ANALYSIS CHART**

### DEVELOPMENTAL ANALYSIS OF CONTENT

Extension	Refinement	Application
Starting point: Explanation of the unit. Around the world-shooting at a target.	Strike from different angles to the target.	Strike to a target while playing the around the world activity. Teacher Assessed of cues (psychomotor) and how well the students participate in class (affective).  Students will fill out cognitive assessment at the start of class.
Striking to a partner.	Figure out what the cues of step with opposition, eyes on hockey puck or ball and follow through.	Count how many times you hit the puck straight to your partner.
Demonstration and Explanation of the cues. 1. Step with opposition 2. Eyes on hockey puck or ball 3. Follow Through	Choose a target to shoot to with a partner.  Remember to step with your opposite foot.  Remember to follow through towards your target, your end of the hockey stick should be pointing at the target.	Count how many times you hit the target in 30 seconds.  Peer assess you partner and see if she or he can do the following cues. 1. Step with opposition 2. Eyes on hockey puck and ball 3. Follow though.
Strike for distance to a target. Student demo the cues.	Step with opposition.	Count how many times you hit the target in 15 seconds.
Strike from a different angle towards a target.	Follow through towards your target.	Now count how times you hit the target in 15 seconds.

## **APPENDIX L**

### **SAMPLE OF ORGANIZATIONAL ARRANGEMENT**

**Planned Lesson Activities**

Approx. Time	Student Activities (Anticipated Progression of Tasks) For each task add at least one idea for intratask variation or teaching by invitation	Performance Cues	Goal Orientation of Task (Extension, Refinement, Application)	Std	Obj	Organizational Arrangement (including Grouping & Task Presentation method)
10 minutes	Attendance, Maintaining Possession assessment, Overview of Attacking the Goal	N/A	Instruction			Seated in the classroom
5 minutes	Dress Out	N/A				Locker Room
10 minutes	Warm Up	Jog 2 laps 25 Jumping jacks 20 sit ups 20 ski jumps, 10 each side Sprint 1 lap	Instruction		T 1, 2, 3	Doing independent warm ups found taped to the wall
10 minutes	Stretches		Instruction		T 1, 2, 3	In a circle, student led