

Exploring Communication within a Teacher Education Program: The Friendly Volleyball  
Game Model

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The Context:

As a doctoral student at the University of Massachusetts at Amherst I participated in a teaching practicum at Keene State College (KSC) during the Spring semester of 2005. Keene State College is located in Keene, NH which is about 60 miles or around 1 hour North of Amherst, MA. Specifically, I worked in the Physical Education Teacher Education (PETE) Department at Keene State College.

An interest in getting into the field led me to inquire about a practicum during a meeting with my academic advisor. She quickly thought of Donna Smith who was a University of Massachusetts at Amherst alumni working at Keene State College. Donna is a professor of Physical Education Teacher Education. Soon after I received contact information and Donna agreed to have me work with her in the Physical Education Teacher Education Department. A meeting was coordinated and goals were set. I had chosen to work with a course titled PE 376 - Secondary Practicum. The course was designed for juniors and required that students take on observation, assisting, and teaching roles at Keene High School (KHS). Also, it was mandatory that students attend a weekly 45 minute seminar to discuss field work, share ideas, and learn about teaching practices.

*Researcher BIO*

I am presently a doctoral student in the Teacher Education and School Improvement Program at the University of Massachusetts at Amherst. Past experiences include being a student in a physical education teacher education program, teacher of physical education, instructor of professional development (general education and physical education), and assistant principal. Student experiences range from a Bachelors Degree in Physical Education, a Masters Degree in Education Administration, to my present work as a Physical Education Teacher Educator in training. Teaching experiences include teaching physical education to grades K - 8 in Springfield, MA and then grades 4 -8 in Carteret County, North Carolina. Also, in graduate school at Springfield College I obtained a graduate associate position that required me to teach alongside professors in in a lecture/lab setting and supervise the same preservice teachers in local schools. Upon completion of my graduate program in education administration I received a job as a middle school assistant principal. Within that position I took on many instructional leadership and managerial roles and responsibilities. Unhappy with my role as an administrator and my gradual distancing from teaching I chose to return to physical education while retaining my instructional leadership skills. These decisions led me to consider a doctoral program based on my desire to take on leadership positions that include my past experiences working as a physical education teacher and graduate associate in a physical education teacher education program. My ultimate goal is to

become a teacher and researcher in a Physical Education Teacher Education Program at a college or university.

Another characteristic of me as a person and a teacher is that I am fascinated by good speakers. Listening to a great speaker in person or on television is a really fun and powerful thing. On the flip side I am very critical of myself and others based on the contents of the book How to Get Your Point Across in 30 Seconds or Less by Milo Frank. Specifically, Milo Frank identifies communicating your message and objectives, knowing your audience, choosing the right approach, having a hook, and knowing your subject matter. Also, he talks about respecting time constraints and attention span. I continuously evaluate myself and others in informal ways. In addition to the book I have participated in the University of Pittsburgh's consultancy for Principles of Learning in Rhode Island. One of the Principles of Learning presented by the University of Pittsburgh work is presenting clear expectations. Setting clear expectations (focus, goals, purpose, rationale, etc.) has always been important to me and continues to be something that I pride myself on including in my planning and teaching.

#### *PE 376 - Secondary Practicum*

PE 376 - Secondary Practicum was one of three courses I was offered to work with at Keene State College. I decided on PE 376 because of two reasons. First, Donna who was the lead teacher for PE 376 seemed like a dynamic teacher who would help me learn based on her enthusiasm toward physical education and her comments that it would be possible to achieve my stated goals within her course. Second, my time in high schools has been limited to past students teaching (during undergraduate studies), observations/experiences as a former teacher and administrator, and visits to my dad's physical education program at a Rhode Island High School. This was an opportunity to work with Donna and sharpen my skills along with ramp up my knowledge or working in depth in a high school setting.

The course description for PE 376 reads "This course is designed to provide students with the opportunity to organize, plan, teach, and assess secondary level physical education programs and gain practical teaching experience at the secondary level prior to student teaching." General and specific course objectives are visible in the syllabus. Most students were at the local high school for at least one period everyday each week. Also, all students attended a weekly seminar for 45 minutes on Thursday afternoons. Preservice teachers were assigned roles and responsibilities at Keene High School.

An expectation for the students in PE 376 was for them to rotate through three roles. The semester was broken into thirds in order to accomplish the rotation of assigned roles. The first role was that of a teacher where the student would be assigned a class and a cooperating teacher. The preservice teachers would then work closely with the cooperating teacher and plan for and teach specific lessons. The second role was titled assistant where students would be at the high school on a daily basis but would be responsible for helping the cooperating teachers or preservice teachers with general management tasks and the set up and break down of classes. Sometimes the assistants

took over classes when there was a substitute teacher in for a physical education teacher. The third role was an experimental role where students in this group were responsible for helping out with technical and observational responsibilities. An example of an observational responsibility was completing at least two peer evaluations.

### *My Roles*

My roles included student, facilitator, and supervisor. As a student at the University of Massachusetts at Amherst I had to make monthly reports to my advisor, continue other coursework, and complete plans for conducting action research via an action research course. I decided that my role as a teacher of seminars at Keene State College should be that of a facilitator. Seminars were held once a week for 45 minutes in a classroom. As for the field, I took on a supervisor role working with the preservice teachers at Keene High School. My schedule allowed me to spend Tuesday and Thursday mornings (the first two classes) at Keene High School. I would rotate my observation of preservice teachers in the teaching group so I could see everyone teach at least once.

### *Goals*

My goals for the practicum were 1. Help with/be involved with the planning process of the course (*i.e. January seminars, weekly seminars during the semester, and field experiences*), 2. Take on observer, co teaching, and teaching responsibilities during seminars, and 3. participate in the supervision process at Keene High School. My overall expectation for the general experience was to learn more about the roles and responsibilities of Physical Education Teacher Education faculty and how the Keene State College Physical Education Teacher Education Program helps guide/prepare preservice teachers.

### *Important People*

Important people working with me included my action research course professor and classmates, Donna, 12 preservice teachers, and the cooperating teachers. Allan Feldman and my classmates in the action research course provided consistent feedback about the development of my action research study. Donna, my cooperating teacher educator offered background on her experiences, information about the Keene State College PETE Program, included me in the planning process, allowed me to get involved with co teaching, introduced me to the cooperating teachers at Keene High School, and allowed me to take on leadership roles during seminar at Keene State College and at Keene High School.

There were three cooperating teachers at Keene High School and a department head. The department head was less visible and had other tasks besides teaching so my contact with him was very limited. I developed what I think were good relationships with the three cooperating teachers.

In addition I have emails from another professor from Keene State College who allowed me to sit in as another member of her class on Physical Education

Administration. Her name was Linda and she saw me as an observer, class member working with students, and teacher with examples/experiences to share with the class. She gave me feedback on occasion and invited me to participate in other Keene State College functions (i.e. mock interviews with physical education teacher education students preparing to graduate/start their job search)

### *Communities of Practice*

Communities of Practice were the University of Massachusetts at Amherst Teacher Education program, an Action Research course, Keene State College Physical Education Department, and Keene High School. Each community had different dynamics in regard to my roles and responsibilities. As a doctoral student at the University of Massachusetts at Amherst I was taking coursework and learning about research approaches that related to my future work as a teacher educator. In my action research course I was able to zoom in on my practicum at Keene State College by discussing ideas and starting points with a small critical friends group called my research notebook group. The research notebook group consisted of three students including myself and was an opportunity to brainstorm ideas and provide updates on progress with our individual action research studies. The actual action research course provided larger discussions around action research and required initial, interim, and final presentations to hold students accountable to making the steps of their action research public. The Physical Education Teacher Education Department and classrooms were in a large building called Spaulding Gymnasium. This large building housed a combination of fitness centers, gymnasiums, classrooms for physical education, and athletic offices. I had my own office in the same hallway as the Physical Education Teacher Education Faculty and I was introduced to everyone in that hallway.

### *Educational Situation*

My education situation was a combination of PE 376, my roles, my goals, important people, and the communities I interacted in during my practicum experience. Making sense of how my past experiences (researcher bio) interacted with this educational situation was the foundation for my investigation of communication.

Throughout my experience at Keene State College I was able to learn more about PE 376, better understand my roles as a teacher educator, assess my goals, look at the important people I work with, and identify the communities of practice in which I work. These factors helped me better understand the educational situation that I was studying for an action research project.

### Statement and Origin of Research Focus:

I believe that communication skills are an important part of developing communities of learners, building relationships with preservice teachers, and motivating preservice teachers to grow as professionals.

### *Purpose*

The purpose of this study was to examine *HOW* and *WHAT* I communicate as a teacher educator working with preservice teachers. The *HOW* describes the techniques I use to stimulate thinking, sharing, and questioning amongst the preservice teachers. Also, HOW I respect individual learners and try to create a community of learners. The *WHAT* represents the messages the teacher sends as a person and as a teacher. This includes teacher background, past experiences, artifacts, and beliefs.

### *Research Questions*

1. Do the preservice teachers at KSC feel that my verbal statements and questions "make sense" during seminar?
2. Do the preservice teachers at KSC feel that my feedback during post conferences is "valuable" to their development as a teacher?
3. How do the preservice teachers "translate" my body language during seminar or in the field?

### *Operational Definitions*

Operational definitions were developed for "make sense", "valuable", and "translate". The phrase "make sense" was used to help determine what was developmentally appropriate language. The word "valuable" was used to acknowledge feedback that was useful to preservice teachers as they practice planning, teaching, and assessing during the field experience at Keene High School. The term "translate" was placed in the research question to figure out if there was a connection or disconnection between verbal statements or written statements and body language. The word translate is open ended to cover student interpretation of what I am doing while I am listening or speaking. As an example I wonder if my body language is positive and supportive of my verbal communication or confusing and does not match the verbal communications I present during our interactions.

### *Area of Need*

The need for investigating my own work relates to a need for learning more about my strengths and weaknesses as a communicator. I feel that communication is very important in all educational situations and life situations. I have targeted communication skills as an area to explore because I observe different reactions and hear a variety of responses to my comments and questions as a facilitator during seminar and as a supervisor giving feedback at Keene High School. Sometimes it looks like I am making breakthroughs and sparking thinking while other times it appears that I am speaking a different language. The problem is that I feel that I am inconsistent with my delivery. An example is sometimes I walk away thinking "that was great and I am so happy" or "Wow,

it seemed like everyone was in outer space today". Also, past feedback from supervisors, colleagues, and students ranged from "You need to smile more" or "Sometimes you are way too serious" to "You do a great job as a facilitator" or "You ask great probing questions as a supervisor". Another layer is *WHAT* am I communicating to students as a person and a teacher which is unknown territory for me as a teacher.

In addition, I do not spend a great deal of time interacting with the preservice teachers in the PE 376 course over the span of a week so it is important for me to communicate well during post conferences and the weekly seminar. I believe that if I communicate using developmentally appropriate language for preservice teachers and connect my post conferences feedback to real life then I should develop strong relationships with students and improve the quality of the preservice teacher learning experience.

### Methods:

As a teacher and researcher interested in the quality of my own practice it was common for me to ask for feedback and self assess the strengths and weaknesses of weekly seminars and post conferences. Also, I felt it was important to model self assessment and self reflection so I would make some brief statements about my practice public and allow for opportunities to respond to or expand on my comments or I wonder questions. Activating the formal action research process included asking Donna for permission, asking for informed consent from students and Donna, and allowing opportunities for students to ask questions about the study. Data collection methods included emails, exit slips, a self assessment, a group interview with preservice teachers, and an interview with Donna.

### *Informed Consent*

I asked Donna if I could conduct an action research study that investigated my communication with preservice teachers during the PE 376 experience. Permission was granted and the consent form was reviewed by Donna before presentation to the preservice teachers. Time was allotted during a seminar to inform the students verbally and via a consent form.

### *Data Collection*

The core methods for collecting data include a self assessment, a group interview with preservice teachers, and an interview with Donna. An interview protocol was developed and used for self evaluation, the group interview with preservice teachers, and the interview with Donna. The protocol was modified slightly for each audience.

Other data collected include a research notebook, printed email exchanges, course documents, teacher generated materials, feedback sandwiches on observation forms, photovoice, exit slips completed by students, email communication between researcher and Donna along with researcher and preservice teachers. The research notebook documented my starting point for the study, my vision for the action research study, and progress of the study. Course documents include the PE 376 syllabus, course tools (*i.e.*

observation forms) and course assignments. Teacher generated materials were visuals and handouts that I integrated into the seminars. Feedback sandwiches were used as the way the observer presented three positive specific feedback statements and three corrective feedback statements/challenge questions. The sandwich represented the positioning of the statements so the flow was positive - corrective - positive. A photovoice was a class project that helped verify roles along with zoom in and out on the roles, goals, people, places, and communities being formed during my practicum. The photovoice helped pull the parts of the experience into a whole.

*Data Analysis*

A metaphor of communication as a “friendly volleyball game” was used to make sense of the educational situation. A volleyball game represented a collaborative exchange of ideas, statements, and questions. The word “friendly” was used to encourage social interaction and squash the idea of teacher educator against the preservice teachers. Open and axial coding was used to review the researcher self assessment and the interview transcriptions from the group interview with five preservice teachers and the interview with Donna. Data sources were organized as formative (during or after a game) and summative (At the end of the season) exchanges.

*METAPHOR*

**Communication between a TEACHER EDUCATOR and PRESERVICE TEACHERS is like a friendly *VOLLEYBALL MATCH***

**GOALS**

- Keep the ball in play by working with teammates and returning serve.
- Try to score a point

*RULES*

<i>Facilitator/Supervisor</i>	<i>Preservice teacher</i>
One team serves	ask questions
	make statements
	provide FB
	makes a gesture

*CHOICES OF SERVE*

<i>Facilitator/Supervisor</i>	<i>Preservice teacher</i>
Underhand - verbal	Underhand - verbal
Overhand – written	Overhand – written
<i>w/ or without non verbal</i>	<i>w/ or without non verbal</i>

*SKILLS*

<i>Facilitator/Supervisor</i>	<i>Preservice teacher</i>
<i>Responses to serve:</i>	<i>Responses to serve:</i>
BUMP – answer or ask questions	BUMP – answer or ask questions
SET – provide examples or share experiences	SET – provide examples or share experiences
COMBO – any combination	COMBO – any combination

SPIKE – offers a wild idea	SPIKE – offers a wild idea
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### *GAME PLAY*

<i>Facilitator/Supervisor</i>	<i>Preservice teacher</i>
Good rally – positive exchange	Good rally – positive exchange
Roadblocks to rally:	Roadblocks to rally:
- language of other team	- language of other team
- beliefs of other team	- beliefs of other team
- skill level of other team	- skill level of other team
- poor serve to other team	- poor serve to other team

### *SETTING*

<i>Facilitator/Supervisor</i>	<i>Preservice teacher</i>
Indoor – seminar at university/college	Indoor – seminar at university/college
Outdoor – lab setting at university/college	Outdoor – lab setting at university/college
Beach – in public schools	Beach – in public schools
Other – informal setting (i.e. halls, parking lot, office)	Other – informal setting (i.e. halls, parking lot, office)

### *SCORING*

- A point is scored when one team makes a big hit and it makes a meaningful impact on the other team

*Exchanges during or after a game with other team (FORMATIVE)*

**Sporting behavior** - Supervisor provides feedback sandwiches

### **Preservice teacher # 11 Volleyball Lesson**

#### Positive Characteristics

1. Nice job providing general and specific feedback to students in game play
2. Offered incentive in the form of a team point for good skill execution or movement during game play

#### Areas to Improve

1. Continue to experiment with ways to maintain attention during instruction and closure.
2. Provide clear expectations for what you are looking for in regard to skills used during game play.
3. Consider a poster or visual to help students having trouble understanding the rotation patterns.

#### Positive Characteristic

3. Good use of names throughout class.

### **Preservice teacher # 2 Volleyball Lesson**

#### Positive Characteristics

1. Good movement within the gym and identifying common problems to share with class. (i.e. "noone is bending their knees ...")

2. Provided a good demonstration that included a student using the proper cues for performing a set.

Areas to Improve

1. Organize groups in advance instead of taking time at the beginning of class.
2. Focus on QUALITY of skills being applied during game play.
3. Break up two regular size courts into four modified courts to zoom in on skill practice and maximum participation.

Positive Characteristic

3. Good wait time that allows students to think about their response to a question or think about their behavior.

**Preservice teacher # 9 Pickleball lesson**

Positive Characteristics

1. Your introduction and demonstration were clear.
2. Overall, tournament went smoothly as all students were on task and transitions/rotation was good.

Areas to Improve

1. Have fun with your teaching - sometimes you seem like you are going through the motions and other times you come to life and smile.
2. Set high expectations for skill execution/application during game play.
3. Focus on your supervision by keeping your back to the wall.

Positive Characteristic

3. Closing discussion went great because you built of student comments and concerns along with addressing things you were happy with.

**Preservice teacher # 3 Resist-a-ball lesson**

Positive Characteristics

1. Nice tone and appeared to be comfortable in lead teacher role
2. Provided clear expectations and made adjustments if students were not doing what you expected

Areas to Improve

1. Reinforce purpose of performing exercises and presenting exercises to classmates.
2. Consider back to wall (BTW) supervision/movement during routines instead of sitting on resist-a-ball
3. Think about your goals as a facilitator who is guiding rather than an instructor.

Positive Characteristic

3. Demonstrated good proximity with students not on task to show them you were paying attention.

**Preservice teacher # 7 Floor Hockey**

### Positive Characteristics

1. Nice job taking on the leadership role while cooperating teacher was absent. You provided organized learning experiences and made adjustments based on your expectations.
2. Held students accountable for keeping score during game play.

### Areas to Improve

1. Empower students to help with equipment set up and breakdown.
2. Improve your supervision of students by keeping your back to the wall and varying movement patterns around the gym.
3. Experiment with "FREEZING" students to provide positive specific or corrective feedback. Also, consider "FREEZING" students to have them re-enact something you observed that was great.

### Positive Characteristic

3. Acknowledged that students were expected to apply skills during floor hockey unit in actual game play.

**Lack of Sporting behavior** -Excerpt from an email from me to a preservice teacher:  
“Hi (preservice teacher # 4). Thanks for taking the time to talk to me at KHS this morning. I know it was a tough conversation as I started off by challenging you rather than recognizing the positive aspects of your teaching (i.e. your relationship with students, demonstrating good with-it-ness/knowing about what is happening in all corners of your learning space, and gaining/maintaining attention). The key reason for my challenge was for you to look more closely at the difference between students being HAPPY, BUSY, and GOOD in physical education versus students THINKING CRITICALLY AND LEARNING FROM GAMES and MOVEMENT in physical education. This is not easily achieved as a preservice teacher but worth thinking about and working toward during your practicum. Keep moving forward and think of each day at KHS as a positive experiment. Also, feel free to use or modify my Ultimate Frisbee lesson plan for Thursday. I am very impressed with what I have seen and heard from you and your classmates this semester and I think that all of you have great potential as future teachers :)”

-Eric

### *Self assessment during and after a game (FORMATIVE)*

#### Reflections on my **Tactical Games Model lab experience**

:) I am pleased with:

1. I had fun teaching my TGM lesson on Thursday and I think it was great for me to get in front of the class and teach. I felt it gave me some credibility as a PE teacher because they only see me in the classroom or on the side during my visits to KHS.
2. I thought I presented a clear cut TGM lesson that reinforced the parts of a TGM lesson, used some good questions, and built off the handout that I had student review.

3. I believe that the students have the basic tools and a visual model that allow them to experiment with TGM at KHS.

:\ Would change or need to take a closer look at:

1. Need to assess myself by asking KSC students what they thought about Thursday's seminar on TGM and need to establish myself as a resource for those students who want to experiment with TGM.
2. Think I need to re-emphasize the idea that skill practice is important and is built into the lesson and the use of questioning is key to student problem solving.
3. How will I get preservice teachers to look at/think about the big picture of PE that combines wellness, lifelong fitness, problem solving, skill development, and TGM without their brains overloading? Some of these factors are already built into TGM if it is taught properly and the NASPE standards link to TGM but how do I break it down into layers. This loops back to my comments about continuing to learn about what is developmentally appropriate for preservice teachers and builds on what you mentioned about learning more about a PETE program.

### Reflections on my seminar on **student equity in physical education**

Positive characteristics:

1. It looked like the students took the topic of equity as important
2. Students shared examples, experiences, and questions with one another
3. I felt the progression of tasks was appropriate (individual processing with handout, partners discussing one interesting thing, and then opening up to the class)

I wonder ?'s/thoughts for the future:

1. Why were some students hiding or not engaged in the class discussion? I should have asked why am I only hearing from some people and not everyone?
2. What are realistic goals for student leaning in a 45 minute seminar on equity or other topics? (I think of the seminar as a time to stimulate critical thinking amongst students
3. Wondering if I should have zoomed in more on SIZE, SKILL, and GENDER in physical education or planted seeds for students to think more globally about strategies and learning environment? I think I tried to balance the two and it will be nice to hear your opinion.

My goals for the seminar were:

- \* The students will think about the importance of equity in physical education and schools
- \* The students will share their beliefs about and experiences with equity
- \* The students will identify teaching strategies that would support equity within their physical education class.

*Observations/Comments from expert observer (FORMATIVE)*

Bravo on the following:

- good rapport with KHS faculty/staff
- good rapport with KSC practicum students and the KSC PE faculty and staff
- very thoughtful and organized
- well prepared
- knowledgeable about the content for which you are responsible
- you facilitate group discussions quite well
- you welcome students' ideas and feedback
- you are very open to constructive criticism and respond quite well
- tolerate my crazy schedule on Tuesdays and Thursdays with "grace and style"

Recommendations:

- at times, your presentation of materials is a bit wordy. (It would be just fine if we had more time for seminar)
- if time allows, perhaps work with me more on assessment and feedback on student work (essays, LP's, UP's, etc.)

Questions:

- What is your comfort level related to teaching (reviewing) lesson planning and unit planning?
- It is not evident to me that you have indepth knowledge of sports, games, dance, and exercise. What do you love to teach in these areas? A few students have asked me "What is Eric's thing?" "What is he good at?" Your Tactical Games Model lesson was a good step in clarifying this. You have used examples from your role as an administrator in some of our discussions, but have talked very little about your movement/teaching PE experiences.
- I am not sure that the above question/comment is important in your career path. Perhaps you and Judy might want to dicuss this? (In the KSC PETE program, most faculty teach some PE majors activity/pedagogy classes. If you were a faculty member in our program, what would you beg us to allow you to teach ... in any area (i.e. pedagogy, activity, phys. of ex.)? Remember a full load is 12 credits.
- What do you do for physical activity? As you know, we expect our students to model a healthy, active lifestyle. We should "walk the talk"

Categories that reflect my *self assessment of season, conversations about the season with other team, and observations/comments from expert observer (SUMMATIVE)*

List of categories involved with HOW and WHAT I communicate well as a Teacher Educator

- PROVIDE PURPOSEFUL WRITTEN MATERIALS
- SUMMARIZING & TYING THINGS TOGETHER
- MAKE REAL LIFE CONNECTIONS
- FACILITATING SEMINAR
- ENCOURAGE OTHERS TO FACILITATE
- BREAKING THINGS DOWN
- CONTINUE HAND MOTIONS
- ACT AS RESOURCE
- CARE ABOUT WHAT YOU DO
- PLAN
- OFFER DIFFERENT POINT OF VIEW
- RESPECT INDIVIDUAL LEARNERS AND THE LEARNING COMMUNITY
- BE HAPPY
- SHOW WELCOMING DEMEANOR
- SHARE TEACHING EXPERIENCE
- INITIATE POST CONFERENCES
- CHOOSE TYPES OF FEEDBACK
- USE WRITTEN FEEDBACK SANDWICHES
- BRAINSTORM IDEAS
- CHALLENGE STUDENTS
- DEVELOP AND ASK QUESTIONS
- APPEAR APPROACHABLE
- RECOGNIZE COMPETENCE
- FOLLOW UP (ME)
- FOLLOW UP (PRESERVICE T's)
- EXPERIMENT WITH IDEAS
- CAPTURE TEACHING

List of categories involved with HOW and WHAT I need to improve/consider as a Teacher Educator

- PRESENTING SOMETHING NEW (i.e. Research Poster)
- ATTENDING TO BASIC NEEDS
- CHECKING MATERIALS
- CONSIDER BIG TOPICS
- WATCH TERMINOLOGY
- USE EMAIL
- COLLABORATE MORE IF CO-TEACHING
- AVOID UNREALISTIC GOALS
- WATCH APPROACH TO POST CONFERENCES
- AVOID TOO MUCH FEEDBACK
- CONSIDER FOLLOW UP MEETINGS
- KNOW YOUR STUDENTS
- REFLECT ON APPROACH TOWARD PRACTICUM

- SHARE EXAMPLES FROM TEACHING EXPERIENCE
- SUPPORT EXPERIENCE (WITH ARTIFACTS)

The Findings:

The findings will be provide detail about my personal strengths and weaknesses discovered through self evaluation, a group interview with preservice teachers, and Also, an ideal "friendly volleyball game" type positive and an ideal "unfriendly volleyball game" type negative are provided as an wider view of the "friendly volleyball game" metaphor. A volleyball game is used to signify communication between a physical education teacher educator and preservice teacher(s) that occurs during seminar and/or in the field. Finally, a theory is provided based on my preliminary data analysis.

*PERSONAL STRENGTHS IN SEMINAR AND IN THE FIELD*

**Personal Strengths (SEMINAR)**

(How) - skills

- PROVIDE PURPOSEFUL WRITTEN MATERIALS (*teacher generated or a compilation of lists created in seminar*)

"Your handouts reinforced what we talked about in seminar" -

"In other classes we get stuff and don't really talk about it ...you talk about it and explain when and how it is used." -Mike

"Huge for you to give us the handout of what we discussed in seminar ...reinforces it in my brain" -Pat

"You always tell us why it is important and why we should use it" -Mike

"I also liked how you used different colors because we get a lot of paperwork" -Tina

"They loved this, the lesson plan for the tactical games lab, they liked that a lot and said it really helped them ..." -Donna

- SUMMARIZING & TYING THINGS TOGETHER

"You are very good at tying discussions back together...and refocusing the group" -Tina

"What some students tell me is they liked how you synthesized the things they did in seminar..." -Donna

- MAKE REAL LIFE CONNECTIONS

"Tactical Games Model...you talked about it, gave us a packet, and then we did it" -Matt

"I understood some parts vaguely and I was thinking it was over but then you came back and did all that stuff (lab on Tactical Games Model) it made so much more sense...and I got it" -Pat

"You also explained it and made us apply it...Tactical games you applied it, verbs for objectives you went over it, there was another sheet that described a previous lecture were seeing it and using it again"

-Mike

"A good example of when you were effective was the concrete lesson for TGM, very developmentally appropriate, simple background information, and they seemed to grasp the concept and they could use it" -Donna

"I really think that all the seminars that were really applied to their teaching had the most meaning for them and I think the language that you used was very good" -Donna

- FACILITATING SEMINAR

"They really liked the way you facilitated seminar, having the agenda because they like to know what is going on, they liked the prethinking exercises that you provided them with to write down ideas and they liked sharing things and writing them down on the newsprint/posters...and thought it was valuable" -Donna

- ENCOURAGE OTHERS TO FACILITATE

"If someone asks a question you do not necessarily answer it you throw it out to the group to brainstorm the answer which gets the seminars on track" -Tina

"Helps to facilitate...you start and we finish" -Mike

"I like the way you encourage others to facilitate because you don't just take on the leadership role all the time 'Ok I want others to facilitate'" -Pat

"It gives us personal experience being leaders of a group" - Pat

- BREAKING THINGS DOWN

"Someone asked an you then you broke it down" -Pat

"You were able to break it down and we were able to become more familiar" -Tina

"I think you did a good job keeping it at our level...did not go over our head and used admin terms that we had no idea what you were talking about" -Pat

"Made it so they had information/knowledge prior to, you showed them, and you used terms they are familiar with...teacher language" -Donna

- CONTINUE HAND MOTIONS

"Hand motions...always throwing them around instead of standing there with your arms crossed

(What) - messages

- ACT AS RESOURCE

"Easy to get tips and find ways to develop" -Matt

"You provided us with a list of verbs to use (for writing objectives) and it is on my bulletin board at home" -Tina

"I do know that in our course evaluations they mentioned that you are a very valuable part of the class" -Donna

- CARE ABOUT WHAT YOU DO

"(Thoughts about me investigating my communication skills)...shows that you care about what you are doing" -Tina

"You are treating us at the level we are at in our career and we can have this for when we get out of school" -Sarah

"I think you did a great job of being proactive with your communication with me, the students...I could see that it is something that is important to you" -Donna

- PLAN

"Seventy five percent of what you do you retain so you have done your teaching homework and it is another indicator of good teaching and different methods to appeal to different learners" - Tina

"You made lots of effort to be clear, focused, and organized" -Donna

- OFFER DIFFERENT POINT OF VIEW

"...you had a different perspective" -Mike

"It was beneficial for you to come in with your different point of view and styles" -Matt

- RESPECT INDIVIDUAL LEARNERS AND THE LEARNING COMMUNITY

"You sat amongst group and had students facilitate posters which said we are all communicating at the same level as opposed to standing in the front of the class" -Tina

"We feel like we are all working together brainstorming instead of listening and following your way of thinking" -Tina

"You are treating us at the level we are at in our career and we can this for when we get out of school" -Sarah

"They always appreciated how you valued their opinion...they knew you wanted their opinion and they felt good about that" -Donna

"You are giving some things back to them and giving them credit for their discussion" - Donna

- BE HAPPY

"You seem happy with what your doing which makes us enjoy it a little more" -Pat

"Instead of getting in front of the class and saying "This is what were doing today" you put some emotions on different things that makes you seem positive and enthusiastic about what you are saying and that helps us be involved and be engaged" -Pat

"When our authority figures are smiling it makes us more comfortable...if we see someone looks angry we don't want to say anything to offend them or set them off" -Pat

- SHOW WELCOMING DEMEANOR

"I think you have a welcoming demeanor but I am not a student...you don't wear a tie, look like a PE teacher, you move around, and you gesture and ask for input" -Donna

"Appear very consistent with what I would expect of a teacher educator in that setting" - Donna

- SHARE TEACHING EXPERIENCE

"You did quite a good job using some examples from your teaching with them, I think they were able to identify with your teaching experience..." -Donna

"Absolutely, your teaching experience was more visible in second half of the practicum...they talk about your ultimate frisbee lesson and one student mentioned 'clearly he must be a teacher (if he can come up with that so quickly)'..." -Donna

"So your credibility as a physical education teacher was much more evident in the second half...undergrads need to know that you have taught physical education" -Donna

### **Personal Strengths (IN THE FIELD)**

(How) - skills

- INITIATE POST CONFERENCES

"Learn what I can do to help the students better understand ..." -Sarah

"You asked us what we thought first" -Pat

"You asked them and if they didn't identify something you would provide cues ..." - Donna

- CHOOSE TYPES OF FEEDBACK

"Types of feedback were excellent and the way you gave them were great..." -Donna

"An example is when you talked about a closing discussion, you were specific 'nice closing discussion that built off of student comments and concerns'" -Donna

"You gave good feedback 'I saw you do these things', 'I heard you say these things'..." - Donna

"General comments with specific follow up" -Donna

- USE WRITTEN FEEDBACK SANDWICHES

"I liked the post conferences we did because you had a sheet with feedback (observation form) ...I like seeing what you said and working with it...used it for my next class" -Pat

"It helps seeing it over and over again because we are college students running around from Keene High School to classes...seeing it and saying I will try that next time" -Sarah

"Go back and look at them and see what we can improve on or what we have improved" - Mike

"I am not going to remember what you said the next night or a couple days later...I like seeing what you said and working with that" -Pat

"I thought you did a really nice job providing them with written feedback with the three points...three things they did well and three things to work on...they liked how you summarized those things" -Donna

- BRAINSTORM IDEAS

"You helped me figure out what was the best method for myself" - Matt

"I had to come up with a shorter version of my lesson and you helped me brainstorm an idea and you helped me get students involved in game play and figure out questions to use at the end" - Tina

- CHALLENGE STUDENTS

"You said 'I challenge you to learn this number of names by the end of class' and you come back to me 'did you do this or not?' and 'how did you do it?'" -Mike

"I heard the rumor you were challenging people to do that so I did it too" -Tina

"Positive thing you do is encourage us to try to get everyone involved...have us ask students on the sidelines 'Why don't you participate?' see what is going on in their lives instead of accepting they never participate"

"I think you did a nice job getting some students to think beyond the technical skills..." - Donna

- DEVELOP AND ASK QUESTIONS

"I ask questions that can be answered with yes or no but you would say 'What did you do to make this game successful?', 'What strategy did you use?', your great at asking questions. -Tina

"Nice job questioning students and getting them to talk about their teaching and if they did not come up with some ideas you had some good probing questions" -Donna

"Your follow up questions are really good during post conferences 'What could you do to make that more meaningful?'" -Donna

"Your questioning skills are very good, I have learned a great deal from you and I like your follow up"

-Donna

#### (What) - messages

- APPEAR APPROACHABLE

"I know I could approach you in the hallway" -Mike

"I can't think of any time where it did not seem that you were approachable...easy to talk to." -Pat

- RECOGNIZE COMPETENCE

""You let me know what I did that was very nice which increased my confidence and then asked me what I thought...You did not just come at me and make me feel like I was the worst teacher in the world" -Sarah

- FOLLOW UP (ME)

"You followed up on the notes and feedback too...my lesson we sat down and we set up two or three things you wanted me to do. I would do it and you would ask me how it went" -Matt

"Make an effort to keep in touch with us" -Tina

"If you had not followed up a lot of people would have had problems and a lot of people would not have been willing to try it ...I know some people have tried it during practicum" -Pat

- FOLLOW UP (PRESERVICE T's)

"They remember what you said saying 'Eric told me to work on these things and you noticed that I improved it'" -Donna

"I did see follow up to your feedback and they would mention to me what you said at the end...they were paying attention..." -Donna

- EXPERIMENT WITH IDEAS

"comments like 'See how this works.' helped a lot not only with teaching but getting to know you as a teacher" -Mike

- CAPTURE TEACHING

"Actually being there writing down as it happens instead of trying to remember...when it was happening so you were thinking about it ...in the moment" -Mike

#### *AREAS TO IMPROVE OR AREAS TO CONSIDER IN THE FUTURE*

##### **Areas to Improve/Consider in the Future (SEMINAR)**

#### (How) - skills

- PRESENTING SOMETHING NEW (i.e. Research Poster)

"I have never seen anything like this so I walked in and said 'What is this?'" -Sarah

"I enjoyed the day you showed your poster (research poster) ... but a lot of us were lost because we did not know what it was" Tina

"Maybe make better real life connections ...you may do this someday" -Tina

"One of those things that was a little over our head because we are not familiar with that aspect of the profession...not quite there yet" -

"Sometimes in seminar I could tell be faces that sometime the language was over their head like the run through of your poster presentation...some of the theoretical frameworks and other terms confusing and I could here them saying 'What does this mean?', 'Why would he do this'" -Donna

- ATTENDING TO BASIC NEEDS

"If this was your class and your students you would need to be thinking about what they need and in what order..." -Donna

"Some primary needs include class management, lesson planning, and unit planning" - Donna

"Assuring them in seminar that we will move toward and I may ask you about some higher order things if I think your ready so acknowledge that as a goal while they are working on the technical aspects of their teaching" -Donna

"Some students are thinking 'What do I need right now?'" -Donna

"Be sensitive to their basic needs especially if they have not taken Elementary Practicum which means this is their first practicum" -Donna

- CHECKING MATERIALS

"I am not sure they payed too much attention to the objectives sheet...from grading my lesson plans my observation is that some of them did not because..." -Donna

- CONSIDER BIG TOPICS

"I am not really sure if they got the equity piece...your worksheet would have been more meaningful if we had 2 hours so they could process a little more" -Donna

"One thing I normally do that I did not do this semester is a seminar on reflexivity and I am noticing that they are not getting to the things that I want them to reflect on" -Donna

- WATCH TERMINOLOGY

"I forgot what it was but I was saying 'huh?' but then you broke it down into more simpler terms" -Matt

"We had a different set of terms for systematic observation" -Tina

- USE EMAIL

"Emails to student accounts is huge because that has become our main way of communication...quick responses are huge too" -Pat

"Responses are a big thing...know that we are making an attempt (to communicate) as well" -Sarah

(What) - messages

- COLLABORATE MORE IF CO-TEACHING

"Sometimes it did not seem like you and Donna were knowing what the other was doing ... your both in this together instead of you doing your part or her doing her part" Tina

### Areas to Improve/Consider in the Future (IN THE FIELD)

(How) - skills

- AVOID UNREALISTIC GOALS

"You offered a few questions that were too in depth for the time I had for closure...we are used to quick closures and the cooperating teachers wanted us to shorten the time at the end...I had to find a compromise" -Tina

"We would like to do that (ask in depth questions) but as student teachers were not able to do that yet" -Tina

"I am in practicum, I am a preservice teacher, I am not going to do it great but the next time I am going to do it better" -Sarah

"You would observe them and then when I observed them the next day they would say Eric told me to be thinking about all these things and I can't think of all that" -Donna

"I think (preservice teacher # 2) was a little overwhelmed with the assessment piece but he did it stating 'Eric wants me to do this.' ... one recommendation is to challenge students but give them more information about how to do it" -Donna

- WATCH APPROACH TO POST CONFERENCES

"Some people are touchy when it comes to constructive criticism...many people having a tough time with constructive criticism...I liked it when you used 'I liked what you did well' first and then having students identify areas they did not do well" - Pat

"The main thing is to keep thinking this is our first time ever!!! teaching an entire unit!!! ever!!! we are preservice teachers and this is practicum where we are practicing and the constructive criticism is great but you need to get to know the students" -Sarah

"I like the idea of have them put it out there and you steer them" -Tina

"Make sure you get your point across and don't sugarcoat it for those students (who may be more sensitive toward constructive criticism)" -Pat/Matt

"You were a little harsh with the teacher for ... I agreed with you but I would not have phrased it the way you did because that teacher was devastated..." -Donna

- AVOID TOO MUCH FEEDBACK

"You gave a lot of feedback and the students benefited but they would be late for class...they respected you so they did not tell you they were late for class" -Donna

"All valuable, all right on but just a lot and you have to be sensitive with how much they can process" -Donna

"They like the three (things you did well) and three (areas to improve) and if you feel the need to expand say can you make a time to come visit me because I want to talk about..." -Donna

- CONSIDER FOLLOW UP MEETINGS

"Focus on one piece like gaining and maintaining attention to break down strategies and have the student figure out what might work best with his/her class" -Donna

"If you were teaching here students would be able to come to you and hang out in your office...that is why I have three extra chairs" -Donna

- KNOW YOUR STUDENTS

"Knowing your students and staying with your regular approach..." -Donna

- REFLECT ON APPROACH TOWARD PRACTICUM

"If our teachers let us know 'It is ok to make mistakes' we are going to feel ok making mistakes and trying new things in our classes... a lot of us are up tight saying 'we are going to do it wrong' or 'I may fail' -Pat

- SHARE EXAMPLES FROM TEACHING EXPERIENCE

"I wanted to see examples of lesson plans and unit plans" -Tina

"...to see something from someone who has actually gone out and started teaching" -Pat

"What do real ones look like?" -Matt

(What) - messages

- SUPPORT EXPERIENCE (WITH ARTIFACTS)

"It allows us to see how you have performed...it is getting us into your life and your way of thinking because we are able to see your work"-Tina

*IDEAL TYPE POSITIVE*

### **Ideal "Friendly Volleyball Game" Type Positive**

Characteristics of Ideal Teacher "Ideal Player" type positive:

- Good facilitator
- Resource for preservice teachers
- Cares about teaching
- Offers different points of view
- Appears happy to be a physical education teacher
- Shares teaching experiences (i.e. include examples and artifacts)
- Approachable during seminar, halls, and in the field
- Reflective on approaches toward overall practicum
- Shows emotion during presentation (i.e. hand motions, smiles)
- Knows his/her students

Types of Ideal Tasks "Ideal Strategies" type positive:

- Avoids unrealistic goals for students, seminar, and field experience
- Ties seminar discussions together
- Makes real life connections
- Allows others to facilitate and brainstorm ideas (i.e. let preservice teachers run the show at times)
- Break content down especially when presenting something new (i.e. research poster, new terminology)
- Planning reflect time and effort
- Uses a consistent approach for post conferences
- Provides purposeful written materials and written feedback sandwiches
- Avoids too much feedback
- Uses a combination of general and specific feedback
- Challenges students to experiment in the field
- Develops and asks good probing questions
- Uses email as viable form of communication with students
- Considers follow up meetings
- Collaborates with co-teacher if co-teaching

Ideal Learning Environment "Ideal Messages" Type positive:

- Respects individual learners and the learning community
- Expects the preservice teachers to follow up with feedback/apply new ideas
- Acknowledgement that practicum is practice and it is ok to make mistakes
- Basic needs are considered and higher order thinking is progressive

#### *IDEAL TYPE NEGATIVE*

##### **Ideal "Unfriendly Volleyball Game" Type Negative**

Characteristics of Ideal Teacher "Ideal Player" type negative:

- Command style teaching and lack of discussions
- Students not sure how to use teacher as resource
- Level of caring is not evident
- Offers one point of view
- Not happy or happy sometimes
- Teacher teaching experiences are not evident (lack of examples and artifacts)
- Approachable if preservice teachers think he/she is in a good mood
- May not reflect on approaches toward practicum
- Does not show emotion/lacks emotion during presentation (i.e. hand motions)
- Does not know students

Types of Ideal Tasks "Ideal Strategies" type negative:

- Unrealistic goals established for students, seminar, and field experience
- Not tying seminar discussions together which may lose student attention
- Not enough real life connections
- Does not allow preservice teachers to facilitate and limited opportunities to brainstorm ideas
- Presents big ideas without breaking down content into user friendly language (i.e. research poster, new terminology)
- Lack of planning is visible
- Inconsistent approach for conducting post conferences
- Provide written materials that are not meaningful
- Overloads students with too much feedback
- Uses general feedback only
- Does not challenge students to experiment/take risks in the field
- Limited use of questions during teacher student interactions
- Email is not viable form of communication with students
- No time for follow up meetings
- Co-teachers do own thing during co-teaching

Ideal Learning Environment "Ideal Messages" Type negative:

- Lack of respect for individual learners and the learning community
- Unclear expectations about the preservice teachers following up with feedback

- Tense experience where students are afraid to make mistakes
- Basic needs are not considered and higher order thinking is forced

All teachers and teacher educators should explore the skills and messages they communicate with their preservice teachers. As teacher educators interact with their preservice teachers they rely on a variety of communication skills (*HOW*) and convey messages (*WHAT*) about their experiences and beliefs. The skills used (*how you communicate*) and the messages (*what you communicate*) shape student views of the teacher, the tasks they are working on, and the overall learning environment or learning community.

#### Implications:

The implications of this study are tied to short term and long term goals. Also, there is generalizability in terms of teacher educators looking at *WHAT* and *HOW* they communicate. The “friendly Volleyball Game” Model can be used as an example of the interactions that occur between a teacher educator and preservice teachers.

#### *Short Term Goals as a teacher educator/volleyball player:*

- Tighten findings and make them public to the participants
- Celebrate strengths and challenge self to think about the areas of improvement/areas to consider identified by preservice teachers and Donna.

#### *Long Term Goals as a teacher educator/volleyball player:*

- Continue to consider the balance of skills and messages required to ensure a community of learners
- Strive for a position in teacher education that allows me to be part of the teacher education experience where I am able to observe student growth and satisfaction as a professional.

- Continue to experiment with my own practice and hold on to the following quote:  
*"Do not be too timid and squeamish about your actions. All life is an experiment."* Ralph Waldo Emerson

#### *Lifetime Enjoyment of Volleyball*

At the culmination of my practicum experience I was invited to participate with the Keene State PETE Faculty in conducting mock interviews with student teachers preparing to graduate. On the most basic level it was really fun to meet a new group of preservice teachers and to see their excitement to enter the field of teaching. Above and beyond my participation in the mock interview this event symbolized my acceptance as a member of the faculty and allowed me to participate in something greater than my PE 376

experience. Seeing the student teachers enthusiasm to enter the teaching profession and witnessing the pride of the faculty recognizing the growth and success of their students confirmed the importance of teaching.

Communication is a way of life and as teachers we are constantly sharing ideas, asking questions, and learning new things. Looking at the *HOW* and *WHAT* we communicate is an important part of the constant journey of teaching and learning!!

#### Appendix 1

#### **Informed Consent (Preservice Teachers)**

As a doctoral student in the Teacher Education and School Improvement Program at the University of Massachusetts, Amherst I am taking a variety of research courses. This spring I am taking an Action Research course at the same time that I am working at Keene State College (KSC) for a teacher education practicum. A requirement for my Action Research course is to design and implement a small scale study.

One of the key goals of action research is for teachers to investigate their own practice. Specifically, I am looking to better understand the strengths and weaknesses of my verbal and non-verbal communication skills as a teacher educator. I feel this is very important for all teachers so I am hoping to recognize ways to improve my verbal and non-verbal

communication skills based on self assessment and the feedback I gather from the individuals I work with during this practicum.

I have chosen to study and make meaning of the types of communication skills I use at KSC and Keene High School (KHS) because my main goal is to become a physical education teacher educator who communicates clearly as both a facilitator during seminars and as a supervisor in the field. I have chosen to ask you, the preservice teachers I work with to participate in this study because I am interested in getting your insight about your assessment of my communication skills at KSC and KHS.

My methods for collecting data will be as follows:

- 1. Self Evaluation**
- 2. Use of Exit Slips**
- 3. Audiotape a 45 minute group interview with volunteer preservice teachers**
- 4. Interview Donna at the end of my practicum experience**

Your role as a participant will be to share specific examples or questions, comments, and/or events that "made sense"/"did not make sense" or were "valuable"/"not valuable" to you as a preservice teacher during the group interview. All methods of data collection will be approved and coordinated with Donna Smyth, the lead teacher for PE 376. The group interviews will be tape recorded (*so the interviewer does not have to take notes and interview*). Any research data/information collected by the researcher will be used for professional use only. Pseudonyms will replace the first names of participants if the results of this study are presented. After analyzing/looking at the data that I will collect I will make decisions about what actions (*continue, modify, or change my practice*) to take in the future. Results of the study will be made available to all participants upon completion of the study.

I will make copies of the signed informed consent form for Donna Smyth and all KSC preservice teachers participating in this study. Your signature below acknowledges that you have read and understand the information provided in this letter. Participants have the right to end their participation at any time without penalty.

As a future physical education teacher educator, I believe that if I communicate effectively using developmentally appropriate language and connect post-conference feedback to real life it will enhance the learning and teaching experience for preservice teachers. This study will help me better understand what I think is happening and what is actually happening when I communicate with preservice teachers.

Participant signature: \_\_\_\_\_ Date: \_\_\_\_\_

Researcher signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Feel free to contact me with questions at (413) 687-3483 or [ecarpenter@educ.umass.edu](mailto:ecarpenter@educ.umass.edu)*  
-Eric Carpenter

Appendix 2  
**Informed Consent (Donna)**

As a doctoral student in the Teacher Education and School Improvement Program at the University of Massachusetts, Amherst I am taking a variety of research courses. This spring I am taking an Action Research course at the same time that I am working at Keene State College (KSC) for a teacher education practicum. A requirement for my Action Research course is to design and implement a small scale study.

One of the key goals of action research is for teachers to investigate their own practice. Specifically, I am looking to better understand the strengths and weaknesses of my verbal and non-verbal communication skills as a teacher educator. I feel this is very important for all teachers so I am hoping to recognize ways to improve my verbal and non-verbal communication skills based on self assessment and the feedback I gather from the individuals I work with during this practicum.

I have chosen to study and make meaning of the types of communication skills I use at KSC and Keene High School (KHS) because my main goal is to become a physical education teacher educator who communicates clearly as both a facilitator during seminars and as a supervisor in the field. I have chosen to ask you, my cooperating teacher educator because I am interested in getting your insight about your assessment of my communication skills with preservice teachers at KSC and KHS.

My methods for collecting data will be as follows:

- 1. Self Evaluation**
- 2. Use of Exit Slips**
- 3. Audiotape a 45 minute group interview with volunteer preservice teachers**
- 4. Interview Donna at the end of my practicum experience**

Your role as a participant will be to share specific examples or questions, comments, and/or events that you thought "made sense"/"did not make sense" or was "valuable"/"not valuable" to the preservice teachers during an interview with the researcher. Any research data/information collected by the researcher will be used for professional use only. Pseudonyms will replace the first names of participants if the results of this study are presented. After analyzing/looking at the data that I will collect I will make decisions about what actions (*continue, modify, or change my practice*) to take in the future. Results of the study will be made available to all participants upon completion of the study.

A copy of the signed informed consent will be made available for your records. Your signature below acknowledges that you have read and understand the information provided in this letter. Participants have the right to end their participation at any time without penalty.

As a future physical education teacher educator, I believe that if I communicate effectively using developmentally appropriate language and connect post-conference feedback to real life it will enhance the learning and teaching experience for preservice teachers. This study will help me better understand what I think is happening and what is actually happening when I communicate with preservice teachers.

Participant signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Researcher signature: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

*Feel free to contact me with questions at (413) 687-3483 or [ecarpenter@educ.umass.edu](mailto:ecarpenter@educ.umass.edu)*  
-Eric Carpenter

Appendix 3

**Interview questions**  
(*SELF EVALUATION*)

What do I think about wanting to investigate my communication skills as a teacher educator?

The following questions ask about my **verbal**, **written**, and **non verbal communication** skills during seminar at KSC and at KHS. Please be specific and try to provide examples.

SEMINAR

Can you think of specific examples of language used or statements made during seminar that "made sense" or "did not make sense" to preservice teachers?

How did you feel about the written material that was provided during seminars? Did it make sense and match up with the needs of preservice teacher?

What were your thoughts in regard to body language used during seminar?

How do you think you can improve communication with preservice teachers during future seminars?

#### *FIELD*

Can you think of specific examples of feedback in the field or during postconferences that seemed valuable to preservice teachers?

What did you think about the amount of feedback and/or the types or feedback you gave in the field or during post conferences?

What are some examples of feedback preservice teachers actually used or decided not to use?

Any comments on body language in the field or during post conferences?

How do you think you can improve your communication with preservice teachers in the field or during post conferences?

#### *OTHER*

Any other examples of things that seemed to "made sense" or "did not make sense" or information that appeared "valuable" or "not valuable"?

Is there anything that you did that made students say "I would do that with my students" or "I would not do that with my students"?

Do you think communication is more than verbal, written, and non verbal skills?

Any other things that you thought about regarding communication with preservice teachers during seminar, in the field, or in general?

Appendix 4

**Interview questions**  
(*PRESERVICE T'S* )

What do you think about me wanting to investigate my communication skills as a teacher educator?

The following questions ask about my **verbal**, **written**, and **non verbal communication** skills during seminar at KSC and at KHS. Please be specific and try to provide examples.

*SEMINAR*

Can you give me some specific examples of language I used or statements I made during seminar that "made sense" or "did not make sense" to you as a preservice teacher?

How did you feel about the written material that I provided during seminars? Did it make sense and match up with your needs as a preservice teacher?

What were your observations in regard to my body language during seminar?

How do you think I can improve my communication with preservice teachers during future seminars?

#### *FIELD*

Can you give me some specific examples of feedback in the field or during postconferences that was valuable to you as a preservice teacher?

What did you think about the amount of feedback and/or the types or feedback I gave you in the field or during post conferences?

What are some examples of feedback you actually used or decided not to use?

Any comments on my body language in the field or during post conferences?

How do you think I can improve my communication with preservice teachers in the field or during post conferences?

#### *OTHER*

Any other examples of things that "made sense" or "did not make sense" or information that was "valuable" or "not valuable"?

Is there anything that I did that made you say "I would do that with my students" or "I would not do that with my students"?

Do you think communication is more than verbal, written, and non verbal skills?

Any other things that you wanted to talk about or share regarding my communication with you/preservice teachers during seminar, in the field, or in general?

THANK YOU ALL FOR YOUR TIME !!!!!!!!!!!

Appendix 5

## **Interview questions** *(DONNA INTERVIEW)*

What do you think about me wanting to investigate my communication skills as a teacher educator?

The following questions ask about my **verbal**, **written**, and **non verbal communication** skills during seminar at KSC and at KHS. Please be specific and try to provide examples.

### SEMINAR

Can you give me some specific examples of language I used or statements I made during seminar that seemed to "make sense" or "did not make sense" to an audience of preservice teachers?

How did you feel about the written material that I provided during seminars? Did it make sense and match up with the needs of preservice teachers?

What were your observations in regard to my body language during seminar?

How do you think I can improve my communication with preservice teachers during future seminars?

### *FIELD*

Can you give me some specific examples of feedback I provided in the field or during postconferences that you felt was valuable for preservice teachers?

What did you think about the amount of feedback and/or the types or feedback I provided to preservice teachers in the field or during post conferences?

What are some examples of feedback I provided that you saw preservice teachers actually use or decided not to use?

Any comments on my body language in the field or during post conferences?

How do you think I can improve my communication with preservice teachers in the field or during post conferences?

### *OTHER*

Any other examples of things that "made sense" or "did not make sense" or information that was "valuable" or "not valuable"?

Is there anything that I did that made you say "I would do that with my students" or "I would not do that with my students"?

Any other things that you wanted to talk about or share regarding my communication with you/preservice teachers during seminar, in the field, or in general?

THANK YOU !!!!!!!!!!!

