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Empathy in Preservice Early Childhood Teachers

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EMPATHY IN PRESERVICE EARLY CHILDHOOD TEACHERS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

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Teacher empathy has been identified as an important factor in student achievement. Teacher preparatory programs recognize that empathy is a characteristic of a positive teacher disposition and necessary in developing teacher to student relationships. Programs acknowledge that empathy is important to the effectiveness of a teacher and are looking to incorporate empathy into teacher preparation. This qualitative study focused on exploring the correlation of a preservice teachers' self-reported level of empathy, observable empathy, and empathy evident through written reflection. The study participants included 23 preservice teachers enrolled or having completed a higher-level field experience in an early learning site. The three data sources were generated from a self-reported empathy survey, an observation of a videotaped lesson delivery of the participants, and their written lesson reflection based on the videotaped lesson. The triangulation of these data provided insights into the preservice teachers own understanding and awareness of their own level of empathy. The data gathered also suggests that empathy or lack of can be identified in preservice teachers. Possible interventions could apply to enhance a preservice teachers level of observable empathy, leading to more positive teacher to student relationships and student success.

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CHAPTER 1

DESCRIPTION OF THE STUDY

Empathy is perceived to be an important characteristic of teacher disposition and lesson delivery. Teacher empathy has been identified as an important factor in student achievement (Boyer, 2010; Gross, 2010; McCallister, 2000). The author of this study observed that preservice teachers enrolled in the early childhood classes displayed what appeared to be a wide range of empathy for the young students with whom they interact during field experiences.

Over the past several years the author noted during observations in early learning classrooms that preservice teachers with the most successful teaching experiences, were the ones that appeared to have a stronger empathetic connection and presence with the children in the classroom. Based on observation, they entered the classroom and immediately engaged the children, rather than sort their materials or confer with the classroom teachers. They engaged the children on their own level, stooping to talk to them, joining in the children's individualized activities, or assisting their morning routines. Conversations were child-centered and based on child choice. Children, instead of materials, were the teacher's task orientation.

The post field experience reflections written by the preservice teachers after lesson delivery in early learning sites revealed that those who were more successful indicated they were developing relationships with the children. They were making connections between the child's outcomes, the child's reactions to their delivery, the other students, and the classroom environment. Their reflections portrayed insight and

understanding when discussing children's reactions as to why the children may have reacted the way they did. They analyzed their students' motivation and behavior.

Conversely, the reflections of the less than successful preservice teachers focused on lesson delivery and procedures and what they could do to improve in those areas. The students in the classroom were mentioned mostly in terms of negative behavior. Little or no mention was given to the feelings and perceptions of the students. These were more reminiscent of self-reflection than perceived learning reflections.

Lacking research on the subject, the author began to consider that the presence or lack of empathy in the preservice teachers' disposition could be key to either their classroom failure or success. The preparation and ability level involved in preparing to teach appeared similar among the candidates. Technically, the lesson plans prepared by the preservice teachers to be taught in a preschool field experience were all based on the same standard and design form (Wiggins, 1998). After review and instructor approval, the lessons were all within acceptable parameters.

Determining the lesson plans were all within acceptable parameters led the author to consider the delivery of the lessons and the emotional climate of the room for answers to the disparity of the range of success among the preservice teachers. The author considers that empathy or the lack of it in a preservice teacher could be the factor that decides whether a teacher becomes an effective educator or merely qualified. For the purpose of this research, qualified is defined as meeting all guidelines and requirements for teacher certification in the state of Pennsylvania.

Statement of the Problem

Preservice teachers enrolled in teacher education programs receive instruction that is prescribed and approved by the institution they attend and by the agency that accredits the institution. All teacher candidates complete the same coursework designed to fulfill their particular area of certification. The qualified candidates must meet the requirement of the state to be certified. In Pennsylvania the requirements include a program of prescribed coursework, a minimum 3.0 GPA, and successful completion of a series of standardized tests (Pennsylvania Department of Education, 2012). Within this group of qualified preservice teacher candidates are pre-teachers that are perceived to be more or less successful when compared to their peers by the supervisor and co-operating teacher in the classroom despite the uniformity of their teacher training. Contemporary teacher preparation programs and accrediting bodies acknowledge that a teacher's disposition is a very important factor in their success or lack of success as an educator. INTASC and NCATE/CAEP are among accreditation agencies that address the need for assessing disposition. Most programs do not have instructional or assessment components that focus on disposition. Theoretical and empirical studies indicate there is reason to believe empathy is an important component to having an effective teachers disposition (Baum & Swick, 2008; Cooper, 2010). There is a lack of research that explores teachers recognizing their own level of empathy and the level of empathy being displayed in the classroom. This study intends to aid in filling this gap in the research.

Purpose of the Study

The purpose of this study is to explore the relationship between a preservice teacher's reported level of empathy, the variance of empathetic traits observed during

lesson delivery, and the presence or lack of empathy in the written self-reflections of the preservice teacher.

Research Questions

This study examined preservice teachers' relationship between their perceived empathy level, the incidence of perceived empathy viewed on video by an observer, and the presence of empathy in their lesson delivery reflections. Thus, the study focused on the following questions:

1. What is the relationship between preservice teachers' self-reported levels of empathy and the levels noted by an observer during lesson delivery?
2. What is the relationship between preservice teachers' self-reported empathy and empathy revealed in written reflections of the lesson delivery?
3. What is the correlation among a preservice teachers' self-reported level of empathy, observable empathy, and the written reflection of the lesson?

Hypothesis

It was hypothesized that preservice teachers report levels of empathy in themselves that are not related to the level of empathy perceived by an observer or evident in lesson delivery reflections.

Significance of the Study

Substantial research indicates students perform at a higher level and produce higher test scores when learning from an educator they perceive cares about and

understands them (Davis & Thomas, 1989; Good, 1984). Students perform at higher levels when the teacher portrays an understanding of the student's family and respects their beliefs (Dunkin & Biddle, 1984; Espinosa, 2002). Empathetic peer relationships among educators foster an environment where effective teaching can thrive. It is no longer effective or appropriate to incorporate teaching methods without demonstrating an effective disposition (Borich, 2011; Gage, 1985; Ornstein, 1986). Forrester, Kershaw, Moss, and Hughes (2007) and Shulman (2009) believe a component of dispositions is the portrayal of empathy.

This study focused on exploring the possible relationships between self-perceived levels of empathy and observable characteristics of empathy with the expectation it will provide valuable insights to teacher effectiveness. Very few studies research the plausibility of empathy training and the possibility such training would level the playing field and render all teachers successful when speaking of disposition (Hughes, 2011). This study endeavored to take the first step in this process.

If a preservice teacher's level of empathy can be affected by sharing empathetic teaching practices, methods and field experiences, the perception is, globally, teachers could be trained to portray similar levels of empathy. The premise of teacher training in empathetic characteristics would render the profession more effective as a whole.

Theoretical Framework

To better understand and identify empathy in educational settings, a general understanding of the term must be determined. There are numerous definitions and formative theories of empathy. Goleman (2006) and Noddings (2003) defined empathy as the ability to see and feel as if you are within another's thoughts. Empathy is seen as an

effective response or as self-projection into another's thoughts and feelings. It is believed that students who feel an empathetic connection with their teacher achieve at a higher rate.

In 1988, Wiggins constructed a commonly recognized definition of empathy related to education based on his educational research:

Empathy is a learned ability to grasp the world from someone else's point of view. It is the discipline of using one's imagination to see and feel as others see and feel. It is different from seeing in perspective, which is to see from a critical distance, to detach ourselves to see more objectively. With empathy, we see from inside the person's worldview; we embrace the insights that can be found in the subjective or aesthetic realm. (p. 56)

In addition to the Wiggins view of empathy, several other researchers define it in more detail. Tichtener (1909) translated the German word *Einfühlung* 'feeling into' and derived the English version, empathy. This view of empathy suggests that an individual feels the consequence of perceiving the feeling state of another accurately (Wispe, 1987). For instance, to empathetically share a joyful encounter one feels happiness. Conversely, to empathetically share a painful or depressing encounter the consequence would be to feel melancholy. Northen and Kurland (2001) quoted an anonymous English writer defining empathy as the ability "to see with the eyes of another, to hear with the ears of another, and to feel with the heart of another" (p.68). These definitions, while stated differently, lead one to the conclusion that empathy and empathetic feeling are based on a relationship or connection through experience, either real or perceived, which one feels

with another person. With this understanding, the question becomes where do these relationships and understandings originate and how can they be enhanced or exploited?

Although David Hume (1740/1964) and Adam Smith (1759/2002) were collaborators, they varied in their viewpoint as to the origin of empathy in society. Their differing schools of thought have divided modern theorists in beliefs and methods to procedurally incorporate empathy into educational systems.

According to Hume (1740/1964), empathy is based on an affective response whereby individuals assimilate another's emotional state and react to it. In this theory, sentiments play a forceful role in the development of empathy with shared sentiment as the communicative link between humans. This Hume school of thought follows the belief that the emotions people feel are externally experienced and then absorbed internally, rather than originating internally and then being nurtured by experiences. Hume (1740/1964) states this effect is demonstrated by a person's strong reaction to theatre or performance arts. As spectators are moved to rage, tears or joy, they are drawn into a sympathetic medium that mirrors real life situations and creates empathy for the duration of the performance. Hume believes that a human's empathetic conscience is a continually evolving direct emotional transference based on and continually changed by experience as it is presented. This empathic conscience is viewed in two parts: impressions are what humans feel and ideas are what follow the impressions. These parts, impressions and ideas, are based on situations one might not physically experience. Hume finds empathy to be fundamental in moral development and socialization.

In a slight variation, Adam Smith (1759/2002) believed that empathetic response involved the imagination of a person and his or her ability to self-project the feelings

another person might have. According to Ickes (2009), the combination of imagination and ability to self-project feelings leads to the theory of discrete subjectivity. The distinction between the Hume school of thought (1740/1964) and Smith's is that Smith (1759/2002) believed that empathy is based on the range of one's own imagination rather than transference of sentiment from another's experience, real or portrayed. Our ability to be empathetic therefore is only as broad as our imagination. Smith offered the analogy of watching someone being tortured and remaining at ease. Although there is discomfort in watching, one can never transfer what the tortured person is feeling, never having been tortured. The level of empathy in this situation can only be as strong as one's imagination is broad. Smith believed empathetic reactions were based on the ability to project one's self into the situation, rather than transference of a concept and that being deliberately cognitive of the event was the only way to react to it in an emotional manner. He felt the ability to project oneself into the event was the only means of creating an empathetic feeling. If one could be projected into the position of the person being tortured, empathy could be felt. If our imagination limits us to being an uncomfortable observer unable to project, we cannot reach an empathetic response.

While Hume and Smith thought differently about the origin of empathy, they agreed that empathetic response is based on reacting to an idea as opposed to experiencing it. Hume believed that an affective response was needed to relate to the experience where Smith thought a direct act of cognition was needed to relate to the experience.

Merleau-Ponty's (1962) views related to perception pull from both the Hume and Smith schools to attempt to solve the dilemma of understanding empathy. He viewed

humans as those whose boundaries were ambiguous and permeable. He viewed empathy not as a transference or imagination growth, but as a human interaction. There is a reciprocal interpersonal relationship established with no discrete limits. He believed, “we are collaborators for each other in consummate reciprocity” (p.354). He implied the need to discard separate self and embrace interaction between body-consciousness, thereby no longer imagining or transferring another’s feelings, rather participating anonymously. In his belief, empathy does not need to be identified as either cognitive or affective. Empathy, can be viewed as a qualitative experience, absorbed as a whole, it is inter-subjective. The compilation of the aforementioned theories and views create the framework for this study.

Methodology

This interpretive qualitative research study explores the relationship between preservice teachers’ reported empathy, observable empathy, and self-reflected empathy. Participants of this research include 23 preservice teachers enrolled in Field Experience III at a small private liberal arts college in Southwestern Pennsylvania. Field Experience III is conducted at a preschool situated within five miles of the college.

Instruments for this interpretive qualitative study include Empathy Quotient (EQ) (Baron-Cohen & Wheelwright, 2004), anecdotal observations conducted by researcher, and preservice teacher written reflections. The EQ survey contains a 60 item self-reflective survey.

Participants were asked to grant permission to the researcher to access particular course artifacts they have already submitted. These routinely submitted course artifacts include videotaped segments of their lessons filmed at the field sites and written

reflections from their perspective of the lesson delivery. The researcher, along with an outside observer, completed an observational inventory to tally instances of empathy characteristics identified in the video segments. Videotaped lesson delivery, as a tool for personal reflection is believed to be valuable in the development of teaching professionals (Wasburn-Moses, Kopp, & Hettersimer, 2012). Consent was obtained from the preschool director, preschool co-operating teacher, preservice teachers, Field III instructor, participating college Education Department chair, education department graduate student, and the participating college.

Definition of Terms

Baby Boom Generation refers to children born from 1946 through 1964.

Council for the Accreditation of Educator Preparation (CAEP) is the name of the accrediting body formerly known as National Council for the Accreditation of Teacher Education (NCATE). The change became official July 1, 2013. For purposes of clarification this paper will reference the accrediting body as NCATE/CAEP.

Collaborate is software that provides a synchronous online classroom experience for class meetings in real time with interactive teaching and presentation tools, along with face to face and voice opportunities.

Compassion is the sympathetic consciousness of a patient teacher that allows him/her to respond to children with tolerance and understanding.

Empathy is the ability to see and feel as if you are within another's thoughts and feelings (Goleman, 2006; Noddings, 2003).

Effective Lesson Delivery occurs when children are engaged in learning activities and successful at the formative assessments measuring understanding.

Emotional Intelligence is the ability to monitor one's own emotions as well as others (Goleman, 2006).

Field Experience III is experiential learning and supervised lesson delivery that takes place in an early learning site.

Gen-x Generation refers to children born from 1965 through 1981.

Lesson Delivery is the act of delivering a lesson to a group of students.

Lesson Delivery Reflection is the written thoughts reviewing and analyzing a teaching experience.

Millennial Generation refers to children born in or after the year 1982.

Moral Education includes but is not exclusive to teaching values, principles, and moral standards providing children with tools to build relationships.

Positive Relationship is characterized by allowing growth in all participants in a healthy and productive manner, based on trust, caring, and respect.

Preservice Teacher is a college student enrolled in a teacher educator program.

A Successful Preservice Teacher meets or exceeds guidelines for field experience.

Teacher-Child Relationship refers to the connection a teacher has with students in his or her class.

Teacher Disposition refers to positive characteristics that make up a teacher's attitude and persona.

Qualified indicates meeting all guidelines and requirements for teacher certification in the state of Pennsylvania.

Assumptions of the Study

Several assumptions have been identified in this research study. In this research study, it was presumed that:

- Empathy is an important component in teacher disposition,
- Participants are representative of preservice teachers enrolled in PreK-4 field experience,
- Participants were honest in their survey responses to the survey and responded to the best of their ability,
- Participants followed the curriculum and course requirements while designing and delivering instruction,
- Participants reflected honestly about their lesson delivery experience,
- The information and data gathered were accurate and complete,
- The data collected from the instruments were adequate for measuring the empathy of participants,
- The methodology for the research study was appropriate.

Delimitations of the Study

The focus of this research is on one component of a teacher's disposition, empathy. This research study will focus on students enrolled in a specific field experience course at a private western Pennsylvania liberal arts college. The participant group is comprised of PreK-4 education majors who have completed Level III Field Experience. The preservice teachers involved in Field Experience III construct and deliver their assigned lesson topics based on the requirements of the participating college's Education

Department and the Field III faculty. All preservice teachers enrolled in the PreK-4 major strand were invited to participate.

Limitations of the Study

Several limitations of this research study should be noted. Restricting the study to preservice teachers attending a western Pennsylvania Liberal Arts College limits the ability to generalize results beyond this higher education setting. Further limitations to the study include the subjectivity of the collection of qualitative research data through observations of empathetic qualities by an outside observer. The empathy survey instrument being used for this study as a base line is the EQ (Baron-Cohen & Wheelwright, 2004). It relies on the subjectivity of self-reporting data, which can be viewed as a limitation. Field experience exposed the preservice teachers to an early learning site. Consequently, preservice teachers enrolled in a different program or visiting different early learning sites may encounter different experiences and report/reflect varying empathetic relationships. A final limitation; the researcher is a full time faculty member at the liberal arts College where the study is taking place. While the researcher was not the field experience instructor for any of the students involved in the study and no longer teaches the course, the researcher was the original designer of the course.

Summary

As the nation continues to focus on student academic achievement and overall student satisfaction as a means to measure and assess teacher success and effectiveness, teacher preparatory programs need to re-examine their prescribed programs to provide tools to preservice teachers to develop and foster relationships that embody empathy (Vandell & Wolf, 2002).

Understanding the relationships among reported empathy levels, observable characteristics of empathy, and reflective dialogue that is empathetic would enhance one's ability to design learning experiences to foster the growth of or the presence of empathy in classroom interactions with children.

This study will add insight to the need in the field of teacher education design, practice, and assessment in the area of successful and effective teaching strategies and dispositions. Specifically, the focus of this study will explore: (a) the relationship between self-determined empathy levels and observable empathy during lesson delivery, (b) the relationship between the observable empathy during lesson delivery and (c) the preservice teachers' reported level of empathy in lesson delivery reflections.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The purpose of this literature review is to systematically explore empathy relative to education and teacher preparation. Assessment of Teacher Dispositions, a mixed methods research study by Singh and Stoloff (2008) suggested that empathy found in education is conducive to fostering a moral educational setting, teacher satisfaction, and student success. However, identifying and instilling empathy is subjective and difficult to assess. DeWaal (2009) defined empathy as, “ the capacity to (a) be affected by and share the emotional state of another, (b) assess the reasons for the other’s state, and (c) identify with the other, adopting his or her perspective” (p. 281). DellaMattera’s (2011) qualitative research based on grounded theory indicated that while teachers in early learning settings reported clearly that they modeled behavior and engaged in relationships as best practice for delivering instruction to young learners, their reflections of their own delivery did not reflect these practices.

This chapter will review existing research describing empathy and its implications found in an educational setting. First, this literature review will investigate empathy in education, commonly referred to as moral education and its attributes. Second, this literature review will examine the definition of a teacher’s disposition and synthesize the research regarding empathy in disposition. Third, the researcher will examine students’ success and the empirical research identifying crucial components of success. Finally, the literature review will explore how teacher candidates are instructed in teacher preparatory programs, by reviewing current methods utilized in teacher preparatory programs and how they are or are not suited to the millennial student. Then the researcher will synthesize methods of delivery embedded in teacher preparatory programs. In conclusion,

the chapter will include an examination of tools, methods, and inventories currently found in the preparation of teacher candidates and the value and validity of teacher candidate self-reflection.

Empathy in Education

Schertz (2006) discusses the disparity within the schools of thought concerning empathy and its human origins. Regardless of the controversy surrounding inserting, identifying, and assessing empathy in education, there has been a movement to include empathy as a subject taught in school curricula for the purpose of moral education (Verducci, 2000). Moral education, which includes empathy, is believed by many teacher educators to be crucial to the success of teachers and their effectiveness in the classroom. (Goleman, 2006; Noddings, 2003).

Research suggests that empathy is associated with a child's cognitive development, it facilitates interpersonal relationships, and influences people to engage in positive behavior. Development of this emotional skill begins with identifying and expressing emotions, while recognizing emotions in others. The pinnacle is the ability to attach or detach from emotions while maintaining the composure to monitor one's own emotions along with that of others while responding appropriately despite one's feelings. Developing empathy can be an involved process requiring specific opportunities for growth (Davis, 1980; Ickes, 2009; Mencl & May, 2009; Skinner & Spurgeon, 2005).

Student to student peer empathy is also thought to be a very important component leading to greater human understanding. As children learn from one another, empathetic insight assists them in understanding concepts from different viewpoints as well as realizing the potential impact these learning concepts can have. While empathy has been

assessed and identified in numerous ways including research studies, scales, and observational tools (Spreng, McKinnon, Mars, & Levine, 2009), few of these assessments have proven to be reliable. Reaching agreement on which measurement actually “measures” empathy is reliant on an individual researcher’s accepted definition. Selecting a assessment tool requires careful consideration of the setting, purpose, and subjects to be studied.

While it is evident that empathy is present in society and is a powerful educational motivation tool, it can be difficult to identify because it is demonstrated in a variety of elusive fashions. However, as difficult as it is to identify, it is apparent when empathy is absent in the classroom.

Moral Education

Supporters of moral education and early childhood education believe that empathy is crucial to the success of teachers, students, and the school climate in general. Empathy, along with compassion and the ability to read nonverbal clues, are components of a moral education. Lacking the ability to empathize can lead to societal aggression (Dobrich & Dranoff, 2003; Goleman, 2006; Noddings, 2003; Poppo, 2006; Sockett, 1993; Tom, 1984).

Poppo (2006) stated that incorporating “a pedagogy of compassion may be the greatest challenge for educators in our time” (p.32). Introducing empathy into the educational process has been approached through the constructs of emotional intelligence concepts and moral education. Empathy as a component of emotional intelligence is defined as understanding another’s feelings, being able to determine nonverbal communications, and respond to them (Goleman, 2006). This theory suggests that

empathy, along with compassion and character building, are seen as components of moral education. A study from Rutgers University (Dobrich & Dranoff, 2003) suggested that failure to feel empathy leads to the risk of victimization and aggression in society. In surveying adolescents that targeted peers with aggressive acts, results indicated a failure in empathetic response among the group of aggressors. Two of the recommendations of the study included identifying and rectifying empathy failure in adolescents. Poppo and other researchers support that empathy is a necessary element in the classroom.

Advocates of moral education, Noddings (2003), Sockett (1993), and Tom (1984) concur that teaching is a moral act. At the top of all pedagogical goals it is a teacher's responsibility to assist students in becoming good people. Integral to moral education is the component of developing empathetic relationships (Noddings, 2003). Pedagogical goals can only be achieved after a foundation of caring and trust has been built with students. As this trust is built, a dialogue develops and the communication between teacher and student expands. This relationship of caring allows the teacher to better meet the needs of the students (Tom, 1984). Fostering the characteristics to be taught in moral education requires an educator to model them for students. Students then understand and begin to exhibit caring in their own relationships (Sockett, 1993). It stands to reason that educators, regardless of their teaching level, should display empathy among and toward each other. Research, including Cooper's (2010) and Singh's (2007) grounded theory studies indicate that empathy is acquired through experience (Hen & Walter, 2012). In support of these findings the intent of this study was to explore the relationship between the empathy a preservice teacher feels he/she is displaying and what is being observed.

Interpersonal Relationships

Another exploration of empathy can be made through interpersonal relations. One's relationships with others as colleagues, co-workers, or fellow students can be influenced by one's empathy toward others. Foley, Levinson, and Hurtig (2000) and Conklin (2009) suggested that conducting internal research compassionately, objectively, and fairly from an insider perspective within a team or department can be transformative. Doing so offers the opportunity to see colleagues in a new light, with empathy, understanding, and respect. Groups of educators, brave enough to submit themselves to an inside researcher's scrutiny, open themselves to the greater possibility of a stronger more effective group, empathetic of each other's strengths, and needs. The perceived lack of empathy in a workplace is identified by Pearson, Anderson, and Porath (2000) through a five-year longitudinal study as workplace incivility. Incivility not only affects the person it is directed toward, it also disrupts work patterns and diminishes effectiveness of the group at large. Incivility leads to disconnection, breach of relationships, and loss of empathy. Their research revealed leaders may be insecure about addressing issues because the instigator's status might make the leader impervious to criticism, fear of the instigator, or unwillingness to expose interpersonal relations. The viral effect of incivility is that it spreads upward, outward, and downward and could eventually poison the entire system.

This exploration of workplace incivility leads naturally to the faculty-to-student component of an educational relationship. Again, although styles and delivery might be different, empathy remains the same from early childhood through higher education. Empathetic skills are related to teachers' attitudes (Strayer & Roberts, 2004). Parents and

teachers who spend a large amount of time with young children have an important role in the development of a child's empathetic skills (Hoffman, 2000). In research conducted by Ceylan (2009) the importance of preschool teachers to not only be knowledgeable, but also to love their profession, and establish empathetic relationships with the children was established.

On the other end of the spectrum, when conducting a study analyzing what college students found to be important qualities in their professors, Slate, LaPrairie, Schulte, and Onwuegbuzie (2009) found that empathy was among the most sought after traits. College students want to be cared about as people, not just students. The professors who were ranked as ineffective by the students were those who lacked in empathy. Demonstrating the trickledown effect of the lack of empathy, a study by Stanley Fish (2005) identified a movement known as "casual cruelty" (C2) in higher education students' evaluation of faculty. With the student as a consumer, more weight for promotion or tenure of instructors is given to student evaluations. A correlation between the students' less than complimentary and sometimes unkind review of faculty and the faculty who were determined to be less than empathetic is apparent. The review becomes a retaliatory measure for students who feel they were neglected, rather than a means of judiciary review of a faculty member's ability (Lindahl & Unger, 2010). Empathy is viewed as having such an important role in teacher education that many programs are including components to increase empathy skills in future teachers (Wigle & White, 1998).

Empathy Maturation

Research has shown that empathy increases with age and the ability to be empathetic develops slowly as experiences are gained (Eisenburg, Carlo, Murphy & Van Court, 1995). It is important that early on, student-to-student empathetic relationships are guided from an early age. Early experiences young children have in getting along, working together, and acceptance of others develop into perspective taking and emotional concern as adolescents (Davis & Franzoi, 1991). A danger in school culture that undermines empathetic development is the unwritten curriculum or culture of an educational setting. If the character, values, and traditions of a setting do not imply empathy, it is almost impossible to generate it within students. If a student's perceptions of a school setting are positive, they exhibit increased academic motivation and the need for disciplinary actions decreases. Self esteem and positive peer supportive relations are evident in such settings (Eisenberg, 2006). Barr and Higgins-D'Allessandro (2009) found positive student-peer relationships to be related to students' positive emotional concerns, moral motivation, and levels of empathy.

Through a comprehensive empathy literature review, Misch and Peloquin (2005) concluded that empathy is a convergence of information compiled through mutual interaction creating a relationship... "in which the behavioral, emotional, and cognitive signals of one participant are read and responded to by the other" (p.42).

For the purpose of this study, while no one definition seems to emerge, all definitions have similar characteristics. These definitions include being able to put oneself in another's shoes, and to understand the feelings of another. Early researchers

suggested that a locus of empathy occurs internally, externally, or through cognition combined with external experiences.

From research that examines interpersonal relations between colleagues, students and instructors, and within non-empathetic situations, elements of empathy can be identified as influencing factors of a person's reactions. The research studies synthesized within Table 1 reflect the positive effect the presence of empathy has on relationships, school culture, and educators.

Table 1

Research Findings in Educational Empathy

Variables	Studies	Findings
Longitudinal change in empathy and prosocial behavior in adolescents in a school culture.	Barr & Higgins-D'Alessandro (2009) Way & Robinson (2003) Longitudinal Studies	Longitudinal positive relationships were found between school culture and empathy.
Views of college students concerning their best and poorest professors through student evaluation.	Slate, LaPrairie, Schulte, & Onwuegbuxie (2009) Greimel-Fuhrmann & Geyer (2003) Correlational Studies	Best professors are not the most lenient but do exhibit empathy.
Developing empathy in teacher candidates through reflective essays and immersion trips.	Boyer (2010) Plante, Lackey, and Hwang (2009) Case Studies	Participating students rated higher on empathy scales posttest when compared to nonparticipants.
Measured 216 teachers' self-esteem and empathy skills through test measures.	Ceylon (2009) Mixed Methods Studies.	Positive relationship between self-esteem and empathy.

Ultimately, the question remains if the absence of empathy often results in negative responses and less than positive learning environments, then can the presence of empathy be better demonstrated and observed to help improve learning? Research clearly suggests that the value of emphatic teaching and moral education techniques in the classroom are imperative to improved education.

Teacher Disposition

There is a nationwide focus on student achievement at the forefront of educational discussions and movements to reform and improve education. The one predominant focus in the discussion has been that teachers are by far the factor that most enhances or retards student progress and achievement (Edick, Danielson, & Edwards, 2010; Wilson, 2005). Determining what constitutes a good teacher or good teaching is an ongoing issue and more often, an ongoing debate. Most schools of thought agree that quality teaching can be viewed in three parts: teacher knowledge, teacher skill, and teacher disposition (NCATE/CAEP, 2007; Thornton, 2006). At the center of the discussion and the focus of this research is the third component: teacher disposition. This review will offer definitions and views of teacher disposition, the dilemma of when and where it manifests throughout a career, and how it affects student achievement and growth.

Defining Disposition

Teacher disposition has been defined in many ways, most of which are decidedly vague, referring to teacher disposition in the context of a preservice teacher learning, or how to have an empathetic educator disposition. The National Council for Accreditation of Teacher Education (NCATE/CAEP) defines teacher disposition as: a teacher candidate's knowledge, skills, and disposition necessary to have a positive impact on P-12 learning. NCATE/CAEP articulates only two dispositions; the ideal of fairness in communications with children and teacher behavior that supports the belief that all children can learn. It does not require their assessment for compliance. NCATE/CAEP (2007) focused on values and commitments that define teacher performance.

Interstate Teacher Assessment and Support Consortium (InTASC) comprise ten teaching standards. Each standard is constructed with a performance, essential knowledge and critical disposition goal. The critical disposition area emphasizes teacher characteristics such as respect, responsibility, and making children feel valued. Disposition shares equal importance with teacher performance and knowledge.

The Elementary and Secondary Education Act (ESEA, 2012) defines a highly qualified teacher disposition as teachers who have obtained full state certification (through mainstream or alternative routes) and have passed a state teacher-licensing exam. This definition is contrary to most others that relate disposition to characteristics of personality and relationship. Outliers such as this definition only add to the confusion on defining a teacher disposition.

Hong and Shull (2009) define four dimensions of teacher disposition as:

- Responsiveness: actions and manners that show concern for the well being of the student.
- Relatedness: actions and manners that exhibit verbal and behavioral connections that are associated with forming a bond between student and teachers.
- Teaching Quality: actions and manners that exhibit concern for improving teaching and professional competencies.
- Student Treatment: actions and manners that exhibit recognition for the individual student as an entity.

Hong and Shull believe these four dimensions of teacher disposition are necessary to assist students in moving towards becoming self-determined and able to take on an adult societal role in society.

Others, like Ana Maria Villegas (2007) and Daniel Goleman (1995), focus on key aspects of disposition such as those that are related to social justice. Many models of teacher disposition are built around professional behaviors, self-reflection, ethics and equity, or dispositions in action.

The dilemma of defining, introducing, instructing, and maintaining a positive and effective teacher disposition becomes clear in the review of some of the currently accepted models. They are too numerous to be cohesive and are not supported by a standard method of instruction, assessment, or a plan to nurture a teacher's disposition over the course of a career. A review of the various models and the recommendations that accompany them, reveal strategies, suggestions, and approaches that align within the various schools of thought. Teacher education programs are generally agreed upon as the starting point and often times the ending point of developing teacher disposition. In their book, *Teacher Dispositions*, Koeppen and Davison-Jenkins (2007) outline their program goals and how they implement them in a Second Block setting to develop positive teacher dispositions in their candidates. Their program is based on a ten point disposition that includes: being prepared, attending class, responding to feedback, actively engaging in small/large class settings, all of which are decidedly aimed at preservice teachers. It is concerning that the majority of the studies and literature regarding strategies to develop a positive and effective teaching disposition are almost exclusively directed toward preservice teachers in college classroom settings or through observation (Baum & Swick,

2008; Rike, 2008; Ros-Voseles & Moss 2007; Weiner & Cohen 2003). The setting for this study is during field experience and includes perceptions' and input from the preservice teachers.

Research Related to Dispositions

Richhart (2001) stated that dispositions are learnable. He hypothesized that an intellectual being can form habits of a disposition even if they do not possess the traits naturally. He based these beliefs on Dewey's (1933) construct of the mind writings. These writings intimated that certain people with proper instruction and modeling could learn positive characteristics.

Applefield, Huber, and Moallern (2001) focused on Vygotsky and the Zone of Proximal Development (1962), placing preservice teachers in field experience with a mentor to assist in their teaching. The mentor evaluated the skill set of the preservice teacher and then remediated a plan to assist the preteacher in achieving success in the field placement.

Wasicsko (2001) found the work by Combs et al. (1969) provided the structure for preservice teachers to develop a clearer sense of who they were and how others saw them. Combs et al (1969) divided disposition into attitude toward self, attitude to student, and attitude toward to teaching. By defining these attitudes growth and change became possible.

Helm (2006) identified the relationship a student and teacher has as crucial to learning based on Vygotsky (1962) and his focus on relationships being integral to growth. Helm felt professors should not only mentor but also model how relationships can be forged in the best interest of students and learning.

Phelps (2006) designed a three-part system for addressing disposition training in preservice teachers based on Bandura's (1997) social cognitive learning theory and Piaget's (1958) cognitive-development theory. Preservice teachers had mentors who modeled dispositions in the classroom. The preservice teachers then reinforced their self-efficacy through reflection of their classroom experience and then continued to practice the dispositions that had been modeled for them by the mentors.

Pink (2006) looked at people in the workforce and their effectiveness. He determined that some preservice teachers are more proficient than others at understanding and motivating students. He attributed this success to the candidates possessing Gardner's (1983) Interpersonal Intelligence, which is to have the capacity to understand motivations of others. Those not successful would require training to become proficient in the skills associated with Interpersonal Intelligence.

Coberly and Cosgrove (2007) work was based on Bandura's self-efficacy theory (1997). Professors identified and defined dispositions for preservice teachers in classroom settings. The preservice teachers emulated the dispositions in their college classrooms and then in field experiences. Professors were able to support preservice teachers in developing self-efficacy and understanding their own disposition.

Johnson, Evers, and Vare (2009) developed a Matrix of Equity Indicators for the Moral Domain. This matrix was based on Kohlberg's stages of moral development (1984). The matrix consists of opportunities to observe multiple perspectives of achieving equity in the classroom. The preservice teachers then designed instruction that would compliment each scenario.

Shiveley and Misco (2010) built a four-step process for assessing and integrating disposition into teacher education using the work of Wasicsko (2001) as the foundation. Shiveley and Misco expanded Wasicsko's three-part definition of disposition into a four-part instructional process for teacher preparation programs. The four steps include, defining disposition, determining how disposition can be incorporated in the program, determining an assessment for disposition, and then collecting data to review and refocus the previous three steps for improvement.

Practicing Teachers

Qualitative research studies by Splitter (2010), Hong and Shull (2009), and Welch and Pitts (2010) focus on practicing and certified teachers and the importance of a positive and effective disposition that grows and matures with the teachers throughout their career. The NCATE/CAEP (2007) position statement of dispositions includes this passage: "Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice" (p. 19).

Students thrive under the tutelage of certain teachers and wane under others. Student surveys and polls from the earlier mentioned studies by Splitter (2010), Hong and Shull (2009), and Welch and Pitts (2010) indicated that children know what they need from a teacher to excel in a classroom setting. Students are looking for basic qualities in a teacher in regards to disposition:

- Provide timely and meaningful feedback
- Offer opportunities to make decisions
- Treat students as real human beings

Personal Belief Systems

The disparity between the murky definition and goals of teacher disposition, the fear of teachers losing themselves in a predetermined belief system, and the traits required by students to achieve are seemingly difficult to breach. Ritchhart (2001) suggested that the dilemma of managing belief systems might be managed and accomplished by looking at teacher disposition through ability and inclination. An educator does not need to abandon his or her personal belief system to be successful within another. A basic example of this belief struggle is to consider the social studies teacher that must teach the facts of Communism, slavery, and Nazism without inserting his or her own bias into the subject. The same can be said in matters of a personal nature and bias.

There are certain teaching ideals that create a positive learning environment and therefore manifest a teacher disposition. These include but are not exclusive to the ideals that all students can learn, expect the right to be valued, respected, encouraged, and interacted with through responsible, ethical teaching. As a profession, teachers should ensure these basic rights be afforded to all children regardless of personal beliefs or bias. Academic success is based on many factors the most important of which is the role of the teacher in the students' learning. While the example of the social studies teacher is extreme in pointing out the struggle of identifying one's personal bias and responsible teaching, the fact remains no one is without bias or predisposed ideas. Many predisposed ideas are ingrained from an early age and are only recognized through maturity and self-reflection. Focusing on the ability and the inclination to choose and filter positive, non-biased and appropriate experiences move teachers towards a portrayal of a positive

disposition. Incorporating this effective disposition into the classroom will ensure the success and positive self-image of students in their care.

Models of Teacher Disposition

Usher, Usher, and Usher (2003) formulated Five Dispositions of Effective Teachers:

1. Empathy
2. Positive View of Others
3. Positive View of Self
4. Authenticity
5. Meaningful Purpose and Vision

Dispositions are matured through experience and modeling. To promote growth of the five dispositions there must be an atmosphere that promotes involvement, relevant experiences must be provided, and have the opportunity for exploring personal meaning. The first of Ushers' (2003) dispositions empathy, is defined as seeing and accepting the other person's point of view. They believed that a true grasp of the learner's point of view, and an accurate communication of that understanding, is a most important key to establishing a significant teaching/learning relationship. A teacher commits to sensitivity and to establishing a relationship with each learner, sees that the beginning point of learning is dependent on a clear acceptance of the learner's private world of awareness at the time, and respects and accepts as real, each person's own unique perceptions.

Arslan and Arslan's (2012) survey research suggested that assessing disposition is very difficult as it not easily measurable. Disposition is closely related to one's belief system, which raises the question: Can it be altered through instruction? It also leads

back to the theoretical question; is teaching a calling? The assessment and measurement of these very personal traits has been interpreted as an attempt to scrutinize a teacher or teacher candidate's personality and moral stance under the guise of assessing their ability as a teacher. This leads to further questions: Are disposition and personality or personal beliefs one and the same? Can they be separate issues when they involve student achievement? (Gerdes, Lietz, & Segal, 2011; Splitter, 2010). Gardner's Multiple Intelligence Theory, specifically, the interpersonal category, suggests that empathy as an integral part of an intelligence, is weak in some and strong in others. Those individuals who are identified as interpersonal have strong communication skills, see situations through others' perspectives, and are able to assess others motivations and feelings. Although one is predisposed to these characteristics these skills develop over time and through gained experience. Interpersonal intelligence supports that empathetic skill sets should be able to be taught and empathy developed through instruction.

The British Columbia College of Teachers (BCCT, 2004) handed down a ruling, in regards to dispositions, "The proper place to draw the line is generally between belief and conduct. The freedom to hold beliefs is broader than the freedom to act on them" (p.43). Ruitenberg (2011) provided the final thought for this review of disposition; it is possible for educators to make their beliefs subservient and focus on their professional duties and beliefs to support student learning in the best interest of students.

Student Success

In reviewing research on students' success there is wide agreement among researchers that the teacher is a deciding factor. According to Wenzlaff (1998), teachers

must be more than mere “cogs” in the technical process of teaching. Content knowledge, course and lesson design, and strategies for delivery are crucial to the process of teaching. Without the support of an educator who has a positive relationship with the students, however, the process is incomplete and functions at a lower level of success. For the purpose of this study, a positive relationship is defined as one of open communication, emotional support, and an empathetic connection (Goleman, 1995; Noddings, 2003; Pianta, 1999).

Teacher-Child Relationships

Vygotsky’s (1986) Social Development Theory has provided the foundation for this research and the studies discussed in this review. Vygotsky (1978) concluded in his general genetic law of cultural development that any human development must first happen in a relationship setting between two or more individuals. He implied in an educational setting that a child has an unlimited potential if supported by relationships with caring and supportive teachers. Children must feel their teacher is empathetic and sensitive to their abilities in order to trust them to lead them through unknown material and experiences. The teacher must realize their most important role is to a social environment where all children feel cared for and confident (Bruner, 1996; Eun, 2010; Veresov, 1999). Studying Vygotsky’s educational theories Rogoff (1999) concluded that children and adults come into social interactions with different perspectives, varying interpretations, and personal views of concepts and tasks. An effective educator must not only be aware of his or her own set of perspectives but also have the ability to be cognizant of the possible interpretations the children in their classrooms are forming and

be able to respond to them in a manner that is supportive. The construct of a relationship between student and teacher is necessary for student learning and achievement.

Numerous research studies have explored the factors necessary to determine school success for students. Pianta and Stuhlman's (2004) mixed method study, as well as studies by Lyon (2002) and Ladd and Burgess (2001) found two emerging areas: early literacy along with language development and relationships. The locus of these studies is the exploration of teacher-child relationships and the influence of those that are beneficial or detrimental to student success. Successful outcomes in the areas of social and academic competence correlate with positive teacher-child relationships. First, within a positive relationship for children, the teacher models appropriate behavior and how to function in a relationship. Young children who share in such relationships become better equipped to form fitting peer relationships and friendships, have greater self-efficacy and are more willing to explore new opportunities presented in the school environment. Additionally, positive and supportive teacher-child relationships have the potential of negating previous unsupportive parent-child relationship. Children who are involved in positive teacher-child relationships are less negative about school and have fewer incidents of disruptive behavior (Gregory & Weinstein, 2004; Hamer & Pianta, 2001; Meehan, Hughes, & Cavell, 2003).

Greenberg, Speltz, and Deklyn (1993) suggested teacher-child relationships serve a regulatory function in children's social and emotional development. This would suggest the possibility of a teacher exerting a positive or negative influence on a child. In studies of teacher-child relationships a criticism is that teachers' perceptions of the relationship they share with their students are not necessarily the perceptions the students

hold. Hamre's and Pianta's (2001) quantitative research findings stated that children who perceive a negative relationship with their teacher(s) have exhibited long term behavioral or attendance issues. Conversely, children perceiving a positive relationship more successfully adjusted to the school environment in the long term, even though the teacher reported negative relationships.

Relationship Studies

Rosenthal's and Jacobson's (1968) findings in the "Pygmalion" study brings to light the fashion in which teachers' perception of and relationship with students can significantly predict student success. In the study it was shown when a teacher has expectations of success or failure for a student based on prior knowledge, the beliefs held by the teacher influence the success of the children. Within the confines of the study, teachers were told certain children were high achievers and others were average. The teacher expectations were conveyed to the students through their relationship with them. Findings indicated the students' success was commensurate with the teachers' perceptions, rather than their actual abilities. Rosenthal's study led to studies and professional development focusing on the importance of student to teacher relationships and relationship building.

In the 1960s Jane Elliott, an elementary teacher, conducted the "blue eyes, brown eyes" experiment in her classroom. Students were told that those with a particular eye color were "superior" to another eye color. The "superior students" were given specific tasks and privileges for the week. They performed better academically than their peers regardless of their prior class standing. The students' success or failure was attributed to the relationship the teacher established with them as a group.

Bandura's (1997) concept of self-efficacy denotes that individuals, in this case students of like abilities will achieve varying levels of success based on their levels of self-efficacy. A child's self-efficacy is largely based on the messages he/she receives from adults with whom they have positive or negative relationships. A teacher enhances or hinders a child's ability to be successful by the relationship the child perceives he/she has with that teacher. A positive teacher-child relationship produces:

1. Increased levels of interest, enjoyment, and involvement in class
2. Increased levels of academic success
3. Decreased levels of negative classroom behavior. (Phelan, Davidson, Locke, & Thanh, 1992; Murray, 2002).

Bandura (1977) believed that a child is likely to imitate and then adopt behaviors that they experience. Positive, supportive, caring, and reciprocal relationships provide children a foundation for meaningful learning experiences. The modeling and adopting of behavior happens between a child and their teacher in an educational setting. The child needs to be able to connect and identify with the teacher to facilitate this adoption.

Thornton (2006) reported the findings of a three-year study on the effect of teacher disposition relative to student success. Their research overwhelmingly supports the fact that students felt some teachers impacted them in a more positive engaging manner than others. The attributes of supportive teachers were discovered through student surveys and interviews. Positive attributes included teachers who focused on learning rather than testing, helped more, talked to them, figured things out together, trusted them to make decisions, expected them to be smart, and let them work together.

Current PreK Teacher Preparation

Instruction for Millennials

In designing the most effective teacher-preparation program, one must consider the styles of learning that best suit the students enrolled in the program along with the recommendations of an accrediting agency. Currently, the majority of students enrolled in teacher preparation programs, with the exception of post-baccalaureates and non-traditional students, are known as Millennials. Oblinger (2013) identifies Millennials as the generation born in or after 1982. Higher education institutions find that Millennials require a teacher preparatory program that suits their unique style of learning if they are to be successful. Distinct learning styles found among Millennials, as opposed to those of the Gen-X or Boomer generations, are the preferences for group activity, teamwork, structure, innovative technology, and a heavy focus on experiential activities over theoretical pursuits (Howe & Strauss, 2000; Raines, 2002). Frand (2000) determined there are ten attributes in the Millennials' mindset. The range of this study falls within two of the attributes: doing is more important than knowing; and learning more closely resembles Nintendo than logic. Millennials are not focused on the acquisition of facts that can be easily accessed from a mobile device. For those students it is unnecessary or inefficient to memorize facts immediately available. They require a series of actions that will help them formulate their own working knowledge. They are willing to access this knowledge in what can be considered a trial and error method, much like playing a Nintendo game.

Satisfying the need to educate and prepare teachers on the millennial learning style has resulted in teacher educator programs that offer expanded field opportunities,

even beyond those that existed for Gen-X or Boomer generations. Educational researchers have long looked at field experience as the most valuable tool for training future teachers (Darling-Hammond & Bransford, 2005; Wasburn-Moses, Kopp, & Hetttersimer, 2012; Wilson, Flodin, & Ferrinin-Mundy, 2001). The proclivity for field experience is, by far, regarded as a component on which success hinges for those of the Millennial generation.

Field Experience as Instruction

Correspondingly, Mezirow's (1991) Transformative Learning empirical study, put forth the idea that adults learn by building on their accumulated experiences to design complex frameworks from which they reference knowledge. Teacher educators often find themselves overwhelmed with content and delivery, so consumed by the process of lesson delivery, they are unaware of whether or not students are engaged and learning (Snyder, 2012). In order to optimize practice opportunities for preservice teachers in delivering content and developing relationships with children, institutions of higher education have deepened the experiential component of teacher education. By 1985 more than 35 states required prestudent teaching experiences to be added to teacher preparatory programs thus accommodating the learning style of the Millennial student (Metcalf & Kalich, 1996; Morris, Pannell, & Houghton, 1985). To adhere to increasing accreditation recommendations for experiential learning and field experiences, the incidence of field experiences and the variation of field sites continues to expand throughout teacher preparation programs.

With the focus on field experience and its importance to teacher success and fostering longevity in the profession among Millennial candidates, it follows that

accrediting agencies require institutions to make the field experience components meaningful and worthwhile, deepening the growth and learning of the student teacher. NCATE/CAEP, for one, has determined that factual knowledge alone is insufficient in training teacher candidates. NCATE/CAEP requires evidence that a candidate is gaining knowledge, skills, and dispositions necessary to have a positive impact. NCATE/CAEP released a statement encouraging institutions to measure dispositions through observational methods in field experiences (NCATE/CAEP, 2007). In 2010, the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning along with the American Association of College of Teacher Education looked into developing clinically-based teacher preparation programs and strongly recommended increased clinical practices, linking field experiences to student achievement, teacher retention, and teacher perception of preparedness (Rabe, 2012; Wiseman, 2012). Research studies have indicated that field experiences are thought of in positive terms by preservice teachers if they offer actual class setting experience or confirm, for some early in their program, that teaching is or is not for them (Gomez, Strage, Knutson, Miller, & Garcia-Nevarez, 2009; Malone, Jines, & Stalling, 2002; Sanholtz, 2011). Designing field experience for the Millennial teacher candidate includes: immersion in field experiences as early in the program as possible, integrating the experiences into methods coursework, ensuring that the experiences are sequential, hands on and deepen in skills and strategies. The experiences should be in a range of settings and should increase in responsibility as students' program progresses (Wilson, 2005).

Fostering Empathy

Young adults also need to have empathy fostered in them. Preservice teachers who were not given empathetic role models and climates in which to grow and learn will find it difficult to cultivate an empathetic disposition towards children, peers, and families. In studies conducted with the purpose of developing empathy in preservice teachers through reflective essays and immersion trips to poverty-stricken areas, preservice teachers who had such experiences rated higher than those who did not (Boyer, 2010).

Another attempt to increase the level of empathy as a condition of teacher disposition was described in the study by Kidd, Sanchez, and Thorp (2008). Participants were preservice teachers from socio-economic and cultural backgrounds different than the students in their assigned field experience placements. The preservice teachers were administered pre-surveys and post-surveys to measure influence on their disposition. Following the pretest they were invited to hear and read stories about the backgrounds of the students' families. Post-surveys showed a positive shift in the perceptions of the preservice teachers and an elevated level of empathy for the students and families.

In an alternate study, 216 practicing teachers measured their levels of self-esteem and empathy skill sets through a self-test measurement survey. The study found a positive correlation between self-esteem and empathy. In other words, those with a positive self-image found it easier to be empathetic towards others (Ceylon, 2009).

Self-Efficacy

Preservice teachers develop an increased sense of self-esteem or self-efficacy through successful field experiences. While impossible to measure accurately, the

increased sense of one's ability to deliver effective instruction manifests itself as an observable increase in self-confidence evident through instruction, management, and student engagement (Hoy & Spero, 2005; Jamil, Downer, & Pianta, 2012). Preservice teachers with high self-efficacy mature into novice teachers better suited to meet the challenges faced in the early years of teaching (Keigher, 2010; Knobloch & Whittington, 2002). Bandura (1997) correlated a low sense of self-efficacy with the inability to successfully deal with the domains of instruction, management, and student engagement. Preservice teacher candidates' growth in self-efficacy correlates with the development of a teacher's disposition, the dispositional characteristic of empathy being the focus of this study. Empathy for children and the concern for their welfare is the core of effective teaching. A candidate must be able to identify when a child is in distress due to situations such as being uncomfortable in the class setting, with class material, or arrive at school in a distressed state, and respond in a manner that is appropriate. Candidates rely on field experiences to provide opportunities to develop this level of human understanding and maturation in interactions. A less experienced candidate might struggle with teaching content material as they find themselves in new placements, while at the same time they find themselves caring for and understanding the students in their care. They might discover relating to young children difficult while struggling with the new challenges they are facing. The preservice teachers tend to focus inward on themselves rather than on their relationships with students. (Bergman & Bergman, 2010; Boyer, 2010; Jalongo, Stevenson, Davis, & Stanek, 2010). As teacher candidates acquire more experience, they mature in their relationship skills. In matters of empathy Sutton (2001) felt the...“problem has never been managing professionals, but unleashing them” (p. 113).

Particular types and styles of delivery lend themselves to creating an empathic response, therefore fostering a relationship, more than other models.

Instruction Delivery

Including opportunities to develop empathetic responses in lesson delivery is important to the development of preservice teachers' preparation. Offering frameworks of personality theory and theoretical frameworks of lesson delivery are methods of doing so.

Erikson Theory of Psychosocial Development

Erik Erikson's Theory of Psychosocial Development (2011) is a recognized theory of development. Erikson believed that personalities developed in methodical stages.

Table 2

Erikson: Theory of Psychosocial Development

Stage	Basic Conflict	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Children develop a sense of trust when caregivers provide reliability and affection. Lack of leads to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Children need to develop a sense of personal control and develop independence to feel autonomy. Failure results in shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Children need to assert power and control over their environment to achieve a sense of purpose. Exerting too much power causes feelings of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	Children need to cope with new academic and social challenges to feel competent. Failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Teens need to develop a sense of self to successfully stay true to themselves. Failure leads to a weak sense of self and role confusion.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Young adults need to form intimate and loving relationships to forge strong relationships while failure results in isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Adults need to generate or nurture things that outlast them, having children or creating positive change to feel accomplished. Failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Older adults need to look back on life with fulfillment to feel a sense of wisdom. Failure results in bitterness and despair.

Note. Adapted from “Theories of Development: Concepts and Applications,” by W. Crain, 2011, p. 286. Boston: MA Prentice Hall.

Erikson defined ego identity as a conscious sense of self that changes through new experiences and develops through social interactions. Moving through Erikson’s stages is based on the individual feeling competent in each stage. Achieving competence or self-efficacy allows an individual to grow and advance to the next stage once mastery has occurred. When conflict arises in any stage, an individual will reach a successful or unsuccessful resolution. During times of conflict the possibility of psychological growth

is quite high. Individuals rely on empathetic support and guidance from others to assist them in advancing through the stages. This is especially true of young children moving through the first three stages of development. It is imperative that adults understand their role in supporting children through the various stages so they successfully pass through them and mature (Graves & Larkin, 2006; Studer, 2006). Supportive teacher-child relationships are integral in a child moving through Erikson's stages. Erikson held the belief those social experiences created an impact that lasted throughout a lifetime. This concept is in keeping with the theory that field experience is invaluable to the development of teacher disposition, that increased experience strengthens self-efficacy, both of which are thought to deepen empathetic characteristics and relationships (Shiveley & Misco, 2010). Jamil, Downer, and Pianta's (2012) quantitative research indicated teacher candidates ranked field experiences among the most valuable instructional opportunities.

Fred Rogers

Mister Fred Rogers, best known as the creator and host of Mister Rogers Neighborhood, spent his life working to improve the lives of children. He worked with and was a student of child psychologist, Dr. Margaret McFarland who was the Director of the Arsenal Family and Children's Center at the University of Pittsburgh where Dr. Benjamin Spock, the center's founder, was a faculty member. It was there that Fred Rogers began his professional relationship with Dr. McFarland that lasted more than thirty years. Through the partnership he came to know Erik Erikson who was a frequent visitor to the center as both an observer and lecturer.

Fred Rogers incorporated the work of Erikson in his delivery of information during episodes of Mister Rogers Neighborhood. Honing his skills to best serve children, a specific delivery framework emerged. The delivery tenets developed from Fred Rogers' beliefs in what was important for all people to develop: self-worth, empathy, and understanding. By consistently working within this framework Rogers was steadfast in disseminating information in an empathetic fashion that supported the tenets and they are:

1. Consistency
2. Emotional Response
3. Personal Reflections
4. Building Relationships
5. Natural Instructional Pacing
6. Creative Expansion
7. Examine Thought Processes
8. Confidence

The steps for delivery of content shape an experience that builds relationships rich in understanding and empathy. A child feels supported through each stage of the conflicts Erikson's theory describes (Ent, & Beining, 2012; Sharapon, 2007; Spitz, 2007).

Inserting these 8 tenets of delivery into teacher preparation programs and practicing them in lesson delivery in field experiences frames a teacher candidate's understandings to construct meaningful experiences that build his or her self-efficacy and focus on teacher-child relationships.

Preservice Teaching Observation Tools

Given the focus placed on teacher disposition and assessment for increased achievement, the tools used for observation in the field should be reflective of the skill sets being measured. With the dearth of tools available to assess disposition the only safeguard in place is licensure exams to prohibit teachers with negative dispositions from entering the field if they happen to fail (Wayda and Lund, 2005).

Many currently utilized assessments are based on the Danielson (2013) Framework for Teaching Evaluation Instrument. Danielson designed a four-domain instrument that includes planning and preparation, classroom environment, professional responsibilities, and instruction. The components of each domain are the basis for rubrics to scaffold the learning of preservice teachers from simple to complex skills and relationships. Entities choose how this might best be accomplished given their own set of circumstances. Danielson's framework is the foundation from which to construct education programs.

Mixed method research conducted by Ellis, Lee, and Wiley (2012) reported assessment instruments most frequently identified by institutions involved a faculty observer and a teacher candidate. Most candidates indicated they did not involve self-assessment or reflective writing.

A sampling of measurements of disposition designed and utilized by various higher education institutions in response to the requirement that assesses disposition are shown in table 3.

Table 3

Measurements of Disposition, Sampling

Higher Education Program	Assessment	Research
St. Bonaventure University	Yellow flag system. 3 yellow flags received through faculty observation, not allowed to student teach and possibly removed from program.	Burke (2002)
Idaho State University	Screens for positive disposition before granting program admission.	Denner, Salzman, & Newsome (2001)
Ball State University	Rubric distributed at program start. Self-analysis inventory given. Becomes a screening tool throughout program.	Wayda & Lund (2005)
Arkansas State	Teacher Disposition Form Detailed criteria for eight major descriptors.	Stewart & Davis (2009)
Indiana University of Pennsylvania	Conceptual framework of proficiencies guide students' program. Assessment through coaching, feedback, and self-reflection.	Kerr & Dils (2011)
University of Tampa	Disposition Assessment utilized by supervisors to admit, retain, or dismiss teacher candidates.	Johnston, Almerico, Henriott, & Shapiro (2011)

Gerdes, Lietz, and Segal's (2011) phenomenological study of empathy self-assessment suggests that empathy can be measured in both a valid and reliable manner. The result is an inventory, Empathy Assessment Index (EAI). The self-report tool is believed to be a foundation for the measure of empathy and has been utilized in the field of social work. Gerdes, Lietz, and Segal (2011) aspire to format EAI to support assessment of teacher dispositions.

Assessing Field Experience

Sanholtz's (2011) five-year social constructivist research focused on the importance of preservice teachers' written lesson reflections to assess field teachings. Findings indicated preservice teachers generally matured in their reflections, initially focusing on instruction and classroom management systems at the beginning of field experience to determining activities that were effective or not effective. The preservice teachers began to focus on student understanding, engagement, and emotional responses, supporting the premise that empathy is developmental (Cooper, 2010; Gardner, 1999).

Second Life

Mahon, Bryant, Brown, and Kim's (2010) mixed- method study explored the use of Second Life to instruct and assess the preservice teachers' classroom management. Simulated classrooms with prescribed "issues" were designed and preservice teacher avatars were placed in them. Results indicated there was merit in the study, which provided insight for future teacher simulation experiences. Conversely, preservice teachers viewed the simulation as "gaming" and did not respond to it as a serious classroom exercise. Supervisors spent otherwise valuable coaching opportunities chastising preservice teachers about making their avatars fly and other implausible game-like behaviors.

Assessment Rubrics

A qualitative study reported that preservice teachers felt the amount of supervision time allotted to them by their supervisors in observation and coaching was inadequate to support their learning (Margolis, 2006). Supervisors reported in order to assess fieldwork observations they were inundated with bulky rubrics aligned to

standards, to the point they were obliged to ignore relational aspects of teaching and focus only on mechanics.

Video Review

Evans, Williams, and Metcalf (2010) conducted a pilot study assigning preservice teacher pairs to video one another delivering lessons during field experience. The preservice teachers viewed their own lessons for self-reflection, each other's for peer review, and then with their supervisor for coaching. Findings suggested a marked improvement in addressing teacher dispositional behaviors over peers from previous semesters not using video.

Blogs

Anderson and Matkin's (2011) qualitative study of using Web 2.0 blogs as a means for preservice teacher reflection and peer support resulted in inconclusive findings. Some students became deeply reflective of their instruction, techniques, and teacher-student relationships as the semester progressed, while others never moved from a historical recounting of what occurred during lesson delivery. Similarly, some students responded with insights and suggestions for their peers while others responded with meaningless platitudes, such as "good job," offering no insights. Other students neglected to participate in the blogs or peer responses, citing they forgot.

Summary

Empathy is important as a component in a teachers' disposition and in supporting student achievement (Hamre & Pianta, 2001; Hunter, 2009). Possessing an empathetic disposition allows one to respond to another person's spoken and unspoken feelings while understanding the concerns that are behind the feelings. Lacking these

commiserative feelings leads to misreading feelings, intentions, and causes one to respond to stereotypes of people rather than to individuals (Goleman, 2006). In education this faux pas translates to misjudging children or reacting to all children in the same manner. Children succeed when they perceive a positive teacher-child connection.

Dispositions are difficult to define and the personality traits associated with disposition, such as empathy are even more difficult to measure. Empathy or the lack of is easily recognized through classroom observation. Instilling and measuring it in teacher educator programs is best accomplished through field experiences and self-reflection. Certain instructional delivery systems and means of self-reflection are being instituted by higher education to satisfy accreditations requiring it.

Considerable exploration of the literature suggests that the perception of empathy as a component of a teachers' disposition is valuable in supporting student success, is elusive to measure, is commensurate with self-efficacy, and may be possible to increase through knowledge and experiences. Thus, this research study will explore the relationship of reported empathy, observable empathy, and self-reflected empathy in preservice teachers.

CHAPTER 3

METHODOLOGY

Many educators perceive empathy as an important component in the success of students. This study was an attempt to examine the relationship among a preservice teacher's reported empathy and empathy observed by the researcher during lesson delivery.

This chapter describes the design and methodology of this research study, which explores the relationship among a preservice teacher's reported level of empathy, observable empathy, and self-reflected empathy. An interpretive qualitative design approach was used to respond to the research questions.

This chapter also provides the purpose of the study and the research questions. The setting and population are outlined, and the methods and procedures for data collection are detailed. Data collection instruments are defined. Finally, data analysis is addressed.

Purpose of the Study

The purpose of this study was to explore the relationship between a preservice teacher's reported level of empathy, the variance of empathetic traits observed during lesson delivery, and the presence or lack of empathy in the written self-reflections of the preservice teacher.

Research Questions

Hughes' (2011) longitudinal study indicated that students' perception of their relationships with their teachers significantly impacted self-views of education, behavior, and academic success. Studies suggest that perceptions of the same relationship often

differ, as they are positioned from an individual's point of view (Gest, Domitrich, & Welsh, 2005; McElhaney, Antonishak, & Allen, 2008; Murray, Murray, & Waas, 2008; Rey et al., 2007). When a student perceives the relationship to be positive and perceives empathy from the teacher, it may be enough to positively affect the student. Empirical studies suggest the correlation between students' perceptions of a positive relationship with their teacher and success, support preservice teacher training in teacher-student relationships (Gest et al., 2005; McElhaney et al., 2008; Murray et al., 2008; Rey et al., 2007). Few studies have evaluated teacher preparatory programs to determine if preservice teachers are given the tools to recreate the perception or reality of positive empathetic relationships. For a program to incorporate instruction in empathy, an understanding of a preservice teachers' relationship with personal empathy must be determined. Therefore, this qualitative study concentrates on the following questions:

1. What is the relationship between preservice teachers' self-reported levels of empathy and the levels noted by an observer during lesson delivery?
2. What is the relationship between preservice teachers' self-reported empathy and empathy revealed in written reflections of the lesson delivery?
3. What is the correlation among a preservice teachers' self-reported level of empathy, observable empathy, and the written reflection of the lesson?

Table 4 illustrates the affiliation of the research questions, the goals of this study, and the data collection methods.

Table 4

Research Question Matrix

Research question	Goal of research study	Data collection method
What is the relationship between preservice teachers' reported levels of empathy and the levels noted by an observer during lesson delivery?	To compare the commonalities and differences in perspective of the preservice teacher and observer.	Analysis of data from empathy survey and analysis and coding of lesson delivery video.
What is the relationship between preservice teachers' reported empathy and empathy revealed in written reflections of lesson delivery?	To identify any correlation between the preservice teacher's self-perception of empathy and the content of the lesson reflection.	Analysis of data from empathy survey and coding of written lesson reflections.
What is the correlation among a preservice teachers' reported empathy, observable empathy, and the written reflection of the lesson?	To determine the links or disparities in the triangulation of reported empathy, observable empathy, and written lesson reflection.	Compilation and analysis of the empathy survey, coded video and coded lesson reflections.

Interpretive Qualitative Design

An interpretive qualitative approach to research intends to explore and interpret the understandings and perceptions of the participants. The researcher was interested in how the participants view their experiences (Onion, 2014). The goal of interpretive qualitative research is to determine the commonalities shared by participants regardless of their individual differences in background or experience (Cresswell, 2013; Rowland, 2005). Interpretive qualitative research is characterized by certain features:

- Emphasis on understanding phenomenon from its own perspective;
- Exploratory, open research questions;
- Special strategies to enhance design;
- Success determined by discovery of something new (Elliott & Timulak, 2005).

The design of an interpretive qualitative research study is individualized to accommodate the research that is being explored. Interpretive qualitative design research strives to understand how the participants make meaning out of a situation, the researcher interprets the perceptions, the research is open-ended, and the outcome is descriptive in nature (Merriam, 2002; Prasad, 2006). The goal is to understand the beliefs, processes, and perceptions of the participants. The outcome reflects larger groups of society.

This study utilized an interpretive approach to explore the correlation between a preservice teacher's reported level of empathy, observable empathy, and the empathy present in the written lesson reflection. This open-ended approach assisted the researcher in understanding a preservice teacher's perception of one's empathy when interfacing with children in a classroom setting. This understanding will guide instructional strategies in the training and supervision of preservice teachers.

The several forms of data collected substantiated the responses based on the participants' experiences and perceptions. Incorporating numerous forms of data increased the relationship the researcher has with the participants through the data. In interpretive study, the researcher becomes the research tool and develops a form of intimacy with the participants. A characteristic of this research is the intimate relationship between researcher and participants (Cresswell, 2103).

The methods of data collection in this interpretive research facilitated a deep understanding of the participants. Cultivating and developing a relationship with the participants in the online meeting boosted the participants' willingness to participate in the study. The interpretive qualitative approach supported the researcher in showing a rich and balanced view of the phenomenon (Elliott & Timulak, 2005).

Context of the Study

After obtaining IRB approval from the Institutional Review Board at Indiana University of Pennsylvania (IUP), and the study site, the researcher began the process of securing participants from Wizard College, in western Pennsylvania. The college website fact sheet indicates that this is a private liberal arts college. The total enrollment is 1800 students, both undergraduate and graduate. The male to female ratio is 52 to 48. There is one faculty member to every 13 students. The Education Department, housed in the School of Social Science, Communication, and Education, offers six areas of undergraduate education certification and seven graduate programs in education.

After receiving approval from the study site, the researcher canvassed the preservice, Pre K-4 teacher certification majors who are enrolled for the fall semester, 2014, seeking participants for the study. Wizard College Pre K-4 preservice teachers

participate in many field experience opportunities. Those petitioned for this study have completed a higher-level field experience that takes place in an early learning setting for fourteen consecutive weeks. This is the final and most intense of the field experiences leading up to prestudent teaching.

After IRB approval from Indiana University of Pennsylvania, which included Wizard College site approval, the researcher then contacted the appropriate Institutional Research Board personnel within Wizard College to provide approval of the study. The researcher chose to conduct this research at Wizard College, based on the researcher's current employment at the college. The researcher's interest in this particular area of research was conceived from an interest developed while serving as an instructor in the education program. The program provides more than the required field hours determined by the state and therefore provides more opportunity for preservice teachers to interface with students in classroom settings.

Sampling Procedure

Purposeful sampling was utilized to acquire an adequate number of participants to support the objectives and inform the outcomes of the study. The study sample included 24 preservice teachers who are currently enrolled in the Pre K-4 certification program. Inviting students from the past four semesters to participate in the study achieved the desired number of participants. Purposeful sampling was utilized in the selection of the Pre K-4 preservice teachers to ensure the integrity of this research through an adequate number of commonalities shared among participants:

- 1) Completion of advanced field experience.

2) Completion of lower level methods courses and the required assignments of the courses.

3) Placement in a common early learning site for field experience.

Members of the candidate pool range in age from 20 to 40 years old, and include both male and female students.

After receiving IRB approval the researcher secured signed permission and confidentiality from all participants. This included the Chair of Wizard College's education department, course instructor, graduate assistant, preschool director, preschool teacher, and outside researcher. The researcher met with each of these individuals, shared the letter of intent that included an overview of the intended study, outlined their intended role, and secured a signed letter of permission/confidentiality. These letters are found in the Appendices of this document.

Through the chair of the department, the researcher gained access to the students who have completed the field experience course during a Collaborate session commonly held as support to the student teaching experience. Education students attending Wizard College are familiar and comfortable with Collaborate software as a means of classroom interfacing. Education students deliver instruction through Collaborate in a lower level field experience to satisfy course requirements. Collaborate software provides an online classroom meeting space. The space has audio and visual capabilities. The sessions can be held synchronously, allowing students to actually meet in a virtual setting. The instructor delivers instruction and has the ability to speak with students or respond to their questions. It is often used in webinar offerings.

Once all the above permissions were secured the researcher conferred with the department chair and determined the date and time of the online Collaborate class meeting with the preservice teachers at which time the researcher and the graduate assistant introduced the study and collected the agreement to participate and administered the Empathy Quotient online.

The researcher provided an attachment packet containing a letter introducing the researcher and the intent of the study, informed consent documents, and instructions for the submission of the survey tool. The students who chose to participate electronically signed a consent form, one was given to the researcher, and the other kept in the participants' possession.

The graduate assistant in the education department agreed to participate in this study in hopes to gain the understanding of the process of educational research. She agreed to sign a confidentiality agreement. The graduate assistant has no power or authority over the students eligible to participate in the study. The researcher has no power or authority over the graduate assistant in any capacity.

The department chair introduced the researcher at the conclusion of the online class meeting. At that point the researcher thanked the students for their time and invited them to participate in the doctoral research that explored the relationship a preservice teacher has with the students to whom they are delivering instruction. The researcher shared the Letter of Intent to Participate on the whiteboard section of Collaborate for the class to see. The researcher explained that their actual involvement ended with the Collaborate session. They were asked to complete an online 60 question survey at the conclusion of the discussion and to agree to share two previously submitted Field

Experience III documents for review, a video of lesson delivery during Field Experience III and a written lesson review of the same delivery. They were told the three pieces of data would be reviewed to further understand the relationships that develop through delivered instruction. After answering any questions that were posed, the researcher introduced the graduate assistant to them and logged off the Collaborate session. The graduate assistant then asked if there are any additional questions, answered those questions, and then invited anyone not interested in participating to log off the Collaborate session. The remaining students were given the Letter of Intent pdf sign able download. The graduate assistant explained that once they signed and submitted the permission they would be linked out of Collaborate to a Qualtrics survey. They would electronically sign and submit to the link provided. The submission confirmation included a link directly tied to the Empathy Quotient Survey. Once the participants completed the survey it was submitted and retrieved by the graduate assistant.

The graduate assistant then assigned a pseudonym to each participant and presented the signed Letters of Intent, videos, written reflections, and assigned pseudonyms to the researcher. The pseudonyms protected the participants' identities.

Protection of Participants

Pseudonyms were used in reporting data to ensure the confidentiality of the participants. Additionally, no information was or will be provided that would identify the college, course instructor, early learning site, or any personnel associated with the college during this study. Although the researcher is a faculty member at this college, the participants have completed all courses offered by the instructor. The researcher has no influence on grading the participants at this point in their programs. All participants in

this study are adults and there are no known or anticipated risks to participating in this research. Every participant has received an informed consent document that clearly outlines the voluntary nature of participating in this research and specifically details the option to recuse him or herself from the study at any point by contacting the researcher, or the graduate assistant, with no explanation or notice. The informed consent document provided procedures that ensure confidentiality, safe storage of recorded data, procedure for voluntary withdrawal from the study if so desired, and the assurance that there are no known risks involved in participating. Participants have been made aware of the possibility that the data collected during this study may be used in future conferences, publications, or presentations. All data collected during the study will be secured in a locked file in the researcher's home for the required period of three years.

There were a small number of potential concerns surrounding the course artifacts and the initial collection for field experience. There was a potential for capturing or identifying children's images or voices on video while recording lesson delivery. Student partners enrolled in Field Experience III filmed video of lesson delivery. A Sony flip camera, shared by pairs of preservice teachers was used to videotape lesson delivery. The partner held the camera following the preservice teacher through his or her lesson delivery to a small group (3-5 preschoolers). The intention and purpose of the video for the course was to film the preservice teacher for self-reflection purposes. It was not to film the children in the classroom. The camera was not stationary and did not use a wide lens; it had a narrow focused view of the preservice teacher. The camera was hand held in order to follow the preservice teacher through the lesson.

The sole interest and focus of this study was to observe the level of empathy the preservice teacher is perceived to portray. No data were collected or reviewed with focus placed on the preschooler. The graduate assistant screened video to eliminate accidental videotaped preschoolers. It is not the intention of the researcher to research, review, or include any information related to the preschoolers. The preservice teachers alone are the subjects of this study.

While there is a chance that children's voices were audible on the video there was little or no risk of identifying the children if their voices are heard. The preservice teachers only have lists of first names not family names, the researcher does not know anyone who has children enrolled in the program, and the outside researcher is unaware of the site being utilized. The preservice teachers were the only subjects of research and interest in this study, no interest or procedure of this study involved the preschool children.

There was a potential for the graduate assistant to feel coerced to participate. In response, the graduate assistant works under contract to the chair. She was not required or expected to assist any other faculty member. There was no perception of coercion on the part of the graduate assistant; the chair has made the point very clearly to the faculty that the graduate assistant answers to her requests alone. The graduate assistant has expressed an interest in future doctoral work and embraces the opportunity to gain the experience and knowledge assisting in this study will provide. She is planning to add this experience to her vitae.

Instrumentation

Instrument 1: Empathy Quotient (EQ) Survey

Baron-Cohen constructed the Empathy Quotient in 2004 in response to the shortcomings of existing measures of empathy (Baron-Cohen & Wheelwright, 2004). The survey consists of 60 situational statements that include four response choices ranging from strongly agree to strongly disagree. Twenty of the statements have been identified as “filler statements” to alleviate the survey participant from a single minded focus on empathy (Baron-Cohen, 2004). The filler statements have been identified as: 2, 3, 5, 7, 9, 13, 16, 17, 20, 23, 24, 30, 31, 33, 40, 45, 47, 51, 53, and 56. These statements will not be considered in the review and analysis of the data, as they have no impact on the participant’s score on the survey. The statements were designed to measure both cognitive and emotional/affective empathy. The evaluation key for the EQ survey assigns a point value of 0, 1, or 2 to the various responses. These scores are added and then interpreted in the following ways:

- 0 - 32 = low empathy
- 33 – 52 = average empathy
- 53 – 63 = above average empathy
- 64 – 80 = very high empathy
- 80 is maximum

Examples of statements and response options include:

1. I can easily tell if someone want to enter into a conversation.

strongly	slightly	slightly	strongly
agree	agree	agree	agree

2. I find it hard to know what to do in a social situation.

strongly	slightly	slightly	strongly
agree	agree	agree	agree

When analyzed through the Rasch model the EQ survey was determined to possess an item reliability of 0.99, which points to a highly cohesive group of items. The personal reliability was estimated to be 0.92, which indicates a well-designed instrument. There are no substantial deviations from the expectations of most items (Allison et al., 2011). Permission was granted to use the Baron-Cohen Empathy Quotient survey for educational research purposes through the Autism Research Center (ARC), University of Cambridge.

Instrument 2: Video of Lesson Delivery

Experts in the field of teacher education agree that field experience is by far the most meaningful learning experience for preservice teachers (Wilson, Flodin, & Ferrini-Mundy, 2001). The utilization of video to observe and reflect on field experience has become highly respected and valued in the past 15 years (Evans, Williams, & Metcalf, 2010; Grossman, 2005; Tripp & Rich, 2012). Observing preservice teachers deliver lessons in a field placement setting is an invaluable tool for supervisors to determine strengths and weaknesses in candidates. Capizzi, Wehby, and Sandmel (2010) and Rathel, Drasgow, and Christle's (2008) qualitative research included viewing videotaped lessons and coding observable behaviors. In this study, the researcher and an outside observer reviewed and coded observable empathy in videotaped lessons submitted by the participants. Coding was completed using the Empathy Observation Review (EOR), located in the Appendix E. Participants and the course instructor were asked to grant consent to access the videos for the researcher to view and code. The videos of the preservice teachers participating in field experiences are routinely filmed for the purpose of personal reflection and are considered to be artifacts of the course. The cameras are

focused on the preservice teacher, not on the preschool children in the classroom, preserving their anonymity. The graduate assistant was directed to screen the videos prior to submission to assure no preschool child has inadvertently been videotaped. The preservice teachers view the video as the tool on which they base their written reflections. The researcher was looking for the physical and verbal cues of an empathetic response. These were tallied on the EOR checklist along with anecdotal comments. Example characteristics included in the checklist:

- Eye contact with a student responding to a question
- Appropriate verbal response to student dialogue
- Body language

Identifying Empathy

Empathy is an internal state that is expressed through external clues. It is learned through experiences and modeling of empathetic characteristics that occur through various relationships. Children advancing through Erikson's Stages of Development move from Autonomy vs. Shame into Initiative vs. guilt develop different levels of empathetic awareness (Erikson). Young children become familiar with empathy embedded in their everyday school encounters with their teachers. These are the same cues and characteristics that faculty in teacher preparatory programs look for when observing lesson delivery. There are cues that denote an empathetic disposition. These cues can be non-verbal, verbal, or physical in nature. Empathetic effective teachers model these behaviors every day in classrooms (Findley, Girardi, & Coplan, 2006; Porath & Pearson, 2013).

Research by Davis (1980), Sanson-Fisher, and Poole (1978), and Stepian and Baernstein (2006) identified distinguishing qualities of empathy. Attentive listening behaviors, including facing the speaker and maintaining eye contact indicate the listener is present in the moment and what the speaker has to say is worthy of their time. Responding to what the speaker has said without minimizing or negating their feelings, without offering a personal story with a larger issue to diminish their feelings, and not passing judgment. Validation of someone's feelings rather than trying to change them, for instance, from grieving to accepting, is an empathetic response.

Physical placement is important in demonstrating empathy. Placing oneself at eye level with the speaker conveys you respect them and are open to the feelings and thoughts they are sharing. Towering over a child forcing them to tilt their head back in order to make eye contact indicates control, not empathy, much the same way as a judges' bench is higher than the courtroom. Physical affection such a touch on the arm or shoulder, holding a hand, or a quick hug offered at appropriate times during a shared conversation or exchange demonstrate empathy and support for the speaker. It nonverbally conveys to a child that they are not alone, not being judged, and can safely continue to share.

Offering assistance or support when someone needs help, feels they need, or doesn't realize they need it, is an empathetic response. The gesture can range from simple to complex, and will sometimes not be accepted. Just offering to help is enough to allow someone to move through whatever their issue is.

Children learn by example and by taking cues from adults. This was proven in Bandura's (1961) Bo Bo Doll study when a group of preschool aged children were

exposed to an adult interacting violently with an inflatable doll. Results of the study indicated that most of the children responded to the same doll violently for one of two reasons; they were modeling the adult's behavior, assuming the actions were acceptable or that they were being given a set of instructions to follow in their interactions with the doll.

The onus of responsibility for educators is to model positive traits such as empathy for students. The verbal or non-verbal narrative should include, that everything that happens is not about you alone, you have a choice about how you react to events, and that it is important to care about people. Educators need to be familiar with and understand empathetic characteristics in order to model them (Office of Child Development, 2009).

Instrument 3: Preservice Teacher Written Self-Reflection

Written reflections are required of all preservice teachers participating in field experience at Wizard College. Self-assessment or reflection has been defined as a means for preservice teachers to reflect on their work and performance to determine strengths and weaknesses and to enhance growth as an educator (Dogani, 2008; Koutsoupidou, 2010). Dewey (1933) defined reflection as “active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the light of the grounds to which it tends” (p. 118). The researcher requested the course instructor and participants to grant access to electronically submitted written lesson reflections that are considered course artifacts from the preservice teachers. Prompts to guide the reflections are in place within the assignments of this field experience. Preservice teachers review video of themselves to construct the reflections.

The reflection rubric can be found listed as Appendix F. These reflections were reviewed and coded by the researcher for empathetic response and traits indicating empathy for the preschool students. Examples of empathetic responses or traits sought:

- Reference to the children's reaction to the material
- Reference to the children's engagement with the material

Procedures

Contacting Participants

After receiving IRB approval from both higher education institutions, the researcher sought the cooperation of the department chair and the course instructor to provide access to the preservice teachers and to field experience course artifacts. Arrangements were made for the chair to introduce the researcher to the past Field Experience III, preservice teachers at the conclusion of an online Collaborate meeting. The researcher took this opportunity to explain the intent of the study. The following steps were taken:

1. Preservice teachers having completed Field Experience III participated in an online class session held through Collaborate software. At the conclusion of the session the department chair introduced the researcher and invited potential participants to listen as the researcher introduced herself and explained the purpose of the study and the importance of their participation.
2. The researcher then provided an attachment containing a letter providing the scope of participation requested, details regarding the data collection methods, and consent form (See Appendices A: *Letter to Potential Participants* and B: *Informed Consent Form*). The letter informed participants of the procedures in

place for maintaining confidentiality, any future use of the data, and how to withdraw from the study at any point. The letter described the data the researcher was requesting. Attention was directed to ensuring potential participants' understanding that they were not obligated in any way to participate in the study and should not feel coerced to. Additionally, they were advised on several occasions they might choose to opt out at any time during the study. (See Appendix A: *Letter to Potential Participants*). The opting out option was written in the letter to potential participants and was verbally explained by the researcher and then again by the graduate assistant. The researcher then offered participants the opportunity to review the documents and ask any questions they might have.

3. The researcher then introduced the graduate assistant and logged off the online classroom, as did the department chair.
4. Each online attendee received an electronic copy of the informed consent document to indicate their agreement to participate in the study in an online PDF format. Consent to participate did encompass; completion of the Empathy Quotient (EQ) Survey at the end of the session, permission to access their videotaped lesson delivery, and written lesson reflection. Students not interested in participating left the online room at this time.
5. Participants electronically signed and returned one copy of the informed consent document to be kept in the possession of the researcher. A second copy was for the participant's own files. (See Appendix B: *Informed Consent Form*).

6. The participants were directed to the link to complete the Empathy Quotient (EQ) Survey (See Appendix C: *Empathy Quotient Survey*). All consent documentation collected by the graduate assistant will be kept in the researcher's possession and locked in a secure file in the researcher's home for three years.

Collecting the Empathy Quotient (EQ) Survey Data

The following procedure took place for the participants who have opted to participate in the study:

1. At the conclusion of the initial informational session, after the graduate assistant received the signed informed consent forms, via online submission, the graduate assistant printed and placed them in a sealed envelope to protect the participants' identities (see: Consent Process).
2. Students not interested in participating left the online classroom.
3. Through Collaborate the graduate assistant provided the link to the participants for the EQ Survey. Participants who agreed to participate completed the survey at this time.
4. On the day consent was signed, the participants were reminded that should they choose to submit an EQ Survey, the survey would be scored and included in the study. Additionally, their identity would be protected by pseudonym when reporting results.

All surveys collected were held by the researcher to ensure the confidentiality of the participants, the college, and college personnel concerning their participation in the study.

The surveys were kept in a locked file in the researcher's home for a period of three years, after which time they will be carefully destroyed.

Collecting the Video Submission

Working in collaboration with the course instructor, the researcher established a protocol for collection of the videotaped lesson submissions that are considered to be course artifacts. The following steps were established for those participants who have agreed to participate in data collection:

1. Preservice teachers who have agreed to participate in this phase will have recorded themselves delivering instruction at their field placement during the time of their enrollment in field experience.
2. Participants agreed to allow their previously submitted videos artifacts become data in this study.
3. The graduate assistant collected the video submissions that are considered course artifacts from the course instructor. She then selected the video of the students who have consented to participate.
4. The graduate assistant viewed the videos of each participant and selected only video lesson delivery that protects the anonymity of all preschool children involved in the lesson. Each participant had 10 videos from which to choose one. The choice was made on the first video viewed that does not inadvertently capture an identifiable image of a preschooler. In the unlikely event one could not be chosen to fit these criteria the participant was not be included in the study.

5. The graduate student uploaded the video to a private google docs account provided to her by the researcher, and label each with a pseudonym by an agreed upon date.
6. The researcher and outside observer were given access to the video by the graduate assistant when the review of potential video was complete.
7. On the day consent was signed, the participants were reminded that should they choose to participate in this study, the video would be reviewed and coded. Additionally, their identity would be protected by pseudonym when reporting results.
8. The graduate assistant then returned all video to the course instructor protecting the identity of all participants and non-participants.

All video submissions collected will be held by the researcher to ensure the confidentiality of the participants, the college, and college personnel concerning their participation in the study. The video submissions will be kept in a locked file in the researcher's home for a period of at least three years, after which time they will be carefully destroyed.

Collecting Written Lesson Delivery Reflections

To provide an additional source of data reflecting the participants' presence of empathy during delivery, the researcher requested access to the written lesson reflection, considered being a course artifact, reflective of the videotaped lesson submitted. To impact the participants as minimally as possible, after review of the required course reflection embedded in the field experience course, the researcher adopted it for the study. Those participants agreeing to participate in the study were informed that

participation would include access to the written reflection that complements the video submitted.

Steps to collect the written reflection included:

1. The graduate assistant collected all electronic written reflections submitted to the field experience instructor for the last four semesters. She then sorted the submissions of the participants.
2. The graduate assistant matched the video submission with the reflection and constructed an electronic file of written reflections labeled by pseudonym.
3. This electronic file was then forwarded to the researcher for analysis.
4. The graduate assistant then returned all written reflection files to the course instructor protecting the identity of all participants and non-participants.

All written reflection submissions collected will be held by the researcher to ensure the confidentiality of the participants, the college, and college personnel concerning their participation in the study. The written reflection submissions will be kept in a locked file in the researcher's home for a period of at least three years, after which time they will be carefully destroyed.

Data Analysis

The researcher chose to include the instruments in this study based on the information that each would provide in exploring the relationship of the participants' perceptions and the researcher's observations to support and increase the validity of the findings.

Throughout the review of the literature it has been reported that while the absence of empathy in an educator is fairly evident, determining the presence of

empathy can be difficult. The observable cues can be varied and in some cases are attributes of other personality qualities, in addition to empathy. The researcher sought characteristics linked to empathy in the form of behaviors from a number of qualitative research studies whose goal was to identify empathy in educators. Gerdes, Lietz, and Segal (2011) created the Empathy Assessment Index (EAI), a five-construct framework that included:

- Affective response (AR)
- Perspective taking (PT)
- Self-awareness (SA)
- Emotion regulation (ER)
- Empathetic attitudes (EA)

Each of the constructs has observable cues attached to it for monitoring purposes. Cooper's (2010) empirical study established characteristics of Empathy in Teaching to measure degree of empathy in teacher participants. They are organized in fundamental, profound, and functional empathy. It is a complex measure with numerous subsets and observable characteristics of empathy. Hunter (2009) compiled a list of observable characteristics taken from her synthesis of the available research. Hen and Walter (2012) constructed a teaching model for raising empathy awareness in preservice teachers that includes a descriptive section of observable characteristics and the accompanying assessments. The researcher began by comparing the various studies for commonalities among the characteristics and then determined the ones that were compatible with the framework of this study. Weighing the descriptors that presented themselves through the literature review and considering the procedure for data collection, the researcher

constructed The Empathy Observation Review (EOR), a tool to note incidents of observable empathy during lesson delivery (See Appendix: The Empathy Observation Review). The descriptors integrated in the review are not grouped in any sequence and the opportunity for notation is available as qualitative research demands allowing open-ended results. Table 5 provides a summary of the commonalities found within the resources used to develop the EOR for this study.

Table 5

Summary of Commonalities in Resources used to create EOR

Empathy Assessment Index Gerdes, Lietz, and Segal (2011)	<p><u>Affective Response (AR)</u> Involuntary physiological reactions to another person when observing/listening to them.</p> <p><u>Perspective Taking (PT)</u> Imagining and verbalizing another's situation from the "inside" out.</p> <p><u>Self-awareness (SA)</u> Verbalize identifying with another's situation while maintaining appropriate boundaries.</p> <p><u>Emotion Regulation (ER)</u> Ability to control one's own emotional response to another's emotion during interaction</p> <p><u>Empathetic Attitudes (EA)</u> Variation in the physical/verbal response to particular sets social attitudes and beliefs.</p>				
Characteristics of Empathy in Teaching and Learning Cooper (2010)	<p><u>Fundamental:</u></p> <table border="0"> <tr> <td data-bbox="667 1241 924 1394"> <p>1. <u>Initial Characteristics</u></p> <ul style="list-style-type: none"> * accepting and open * giving attention * listening, * showing enthusiasm * positive approach </td><td data-bbox="1068 1241 1308 1415"> <p>2. <u>Communication</u></p> <ul style="list-style-type: none"> * facial expressions and interaction * gestures, body language, and movement * height and distance * language and tone of voice </td></tr> </table> <p><u>Functional:</u></p> <table border="0"> <tr> <td data-bbox="667 1476 899 1530"> <p>1. <u>Group/Whole Class Relationships</u></p> </td><td data-bbox="1068 1476 1433 1650"> <p>2. <u>Encouraging the Perspective of Others in Groups</u></p> <ul style="list-style-type: none"> * boundary setting * rules * discipline * fairness * manners </td></tr> </table> <p>3. <u>Mental Groupings</u></p> <ul style="list-style-type: none"> * child type * cultural differences * teaching groups different * gender <p><u>Profound:</u></p>	<p>1. <u>Initial Characteristics</u></p> <ul style="list-style-type: none"> * accepting and open * giving attention * listening, * showing enthusiasm * positive approach 	<p>2. <u>Communication</u></p> <ul style="list-style-type: none"> * facial expressions and interaction * gestures, body language, and movement * height and distance * language and tone of voice 	<p>1. <u>Group/Whole Class Relationships</u></p>	<p>2. <u>Encouraging the Perspective of Others in Groups</u></p> <ul style="list-style-type: none"> * boundary setting * rules * discipline * fairness * manners
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<p>1. <u>Group/Whole Class Relationships</u></p>	<p>2. <u>Encouraging the Perspective of Others in Groups</u></p> <ul style="list-style-type: none"> * boundary setting * rules * discipline * fairness * manners 				

1. Developing Positive Interaction

- * happiness, fun, humor
- * liking, loving, seeing the good
- * mask negative emotions
- * time-givers, sole attention
- * physical contact
- * relaxed, comfortable, informal climate

2. Understanding, Self, Others, and Explaining Understanding

- * self-knowledge
- * being me, being human
- * get inside
- * understanding, deeper knowledge
- * explain why

3. Appreciation of Relationships

- * staff relationships
- * parent-teacher relationship
- * understand peer relationships
- * resources, environment

4. Breadth and Depth of Empathy

- * all children
- * children who were easier to empathize with
- * children who were more difficult to empathize with
- * individual
- * meeting needs
- * difference

5. Act and Take Responsibility

- * solution-seeking
- * persistence, self-sacrifice
- * protect
- * perceive more deeply

6. Richly Adaptive and Integrated Concept

- * adapt to both individual and environment
- * high eventual expectations
- * personal, academic link
- * holistic view
- * bridging

7. Moral Aspects

- * conceptions of morality
- * moral, empathetic link
- * modeling morality

Empathy in Education

Hunter (2009)

Facial Expressions

Listening, noticing, and interpreting verbal and nonverbal cues

Allows student expression

Usage and encouragement of “I” statements

Sherborne Development Movement (SDM)

Hen and Walter (2012)

Shared relationships

Assess student awareness

“With” relationships

Assess how the students feel

Feelings

Awareness of Emotions

Body parts in relation to space and others

Assess body image and self-feeling

The researcher met with the outside reviewer, Dr. Cohen to review the Empathy Observation Review (EOR) and its intended use. They came to an understanding as to what each category refers to and its interpretations. The researcher did not discuss video

with the reviewer to ensure the other did not influence their perceptions. The outside reviewer watched each video and recorded his observations on the EOR. These observations were shared with the researcher for analysis.

Dr. Cohen is a highly respected and beloved educator, well known throughout the county for his sense of fairness, duty, and ability to connect with people. His experience and many achievements made him a reliable, ethical, trustworthy, and able to understand empathy as it is portrayed. His illustrious career has been based on service to the community. He has been an elementary educator, building principal, director of elementary education, and student teaching supervisor at Wizard College prior to his second career retirement. He is the founder and former director of a recognized science program and recognized as a Master Teacher. He has been a Red Cross volunteer, held many positions in the local Art Conservation Trust, is active in his parish council and as a Eucharistic Minister, and most recently very active in Friends of Flight 93, holding various positions including board member. He has been married to his wife for 50 years, has 2 daughters, and 2 grandsons.

Understanding Qualitative Research

Qualitative research is identified by the reflexivity of the researcher. Researchers share how their background informs their interpretation of the study and what they can achieve from the study (Cresswell, 2013; Lofland, & Lofland, 1995; Marshall & Rossman, 2010). Qualitative researchers gather data through multiple methods. The data collected are analyzed both inductively and deductively. The researcher builds themes and patterns in a flexible approach to data analysis. Qualitative data are not fixed and are

dependent on the constructs of the participants that can change over time. Data are reported in emergent and broadly descriptive forms (Cresswell, 2013; Merriam, 2002).

Interpretive qualitative researchers strive to understand phenomena through the perceptions and meanings of the participants in their natural settings. The researcher never takes a neutral stance, but is influenced and guided by the relationship of the theory and practice being studied (Orlikowski & Baroudi, 1991). These are among the features that distinguish qualitative interpretive research from quantitative research.

A thorough qualitative study requires the collection of extensive amounts of data from numerous collection methods. This study of perceived empathy collected data through the EQ Survey to determine a baseline, observations and analysis of videotaped lesson delivery, and reviewed and interpreted written lesson delivery reflections. The voluminous amount of data was inductively reduced and sorted into a collection matrix, which enabled the researcher to move the data into emerging categories. The developing themes were interpreted in light of the researcher's perception of the theoretical literature.

Methods of Analysis

The study consisted of two data analysis methods. Content analysis of the data collected through the video observation was based on descriptive and reflective notes referencing each video. These notations were detailed to provide the data necessary for identifying words and emerging concepts, as well as drawing inferences. An initial set of categories derived from the Emotional Observation Review (EOR) was utilized to sort the concepts and inferences. This data was viewed and notated by the researcher and an outside observer to ensure non biased interpretation of the video. This data was then

transformed to a matrix and interpretations were derived from the merging of data in the matrix.

The researcher then extracted data from the written lesson delivery reflections guided by the recommendations of Charmaz (2006). The researcher exercised flexibility through open coding of the written reflections of the preservice teachers. Coding consisted of a combination of descriptive and open codes, phrasing and meanings used by participants (Creswell, 2013), names extracted from educational terminology, or labels created by the researcher to best describe the information. The researcher coded line by line, through notation, and by emerging themes. All original submissions remained intact to preserve the integrity of the data collected. The multiple coding strategies enhanced the emergence of participant-driven themes within the consideration of the framework of the study. All emerging themes and categories were transformed from a collation of data to the researcher's interpretation of the data in narrative form, within the construct of the study.

The researcher reviewed all interpreted and coded data, describing the characteristics of the themes that emerged and the correlation to the research questions (Charmaz, 2006). Ultimately, the researcher explored the relationships between the categories of data to frame the interpretation of the participants' perspectives within the framework of the study problem and responded to the research questions.

Data Quality

Rigor

Qualitative research is recognized as an in-depth study into one phenomenon, as opposed to a quantitative study that tends to generalize findings across large numbers of

subjects. Thomas and Magilvy (2011) correlate rigor in qualitative studies to validity in quantitative studies (Eisner, 1998). Lincoln and Guba (1985), pioneers of rigor as trustworthiness in qualitative research, determined rigor provides an abundance of detail, allowing for replication of a study with a different sample. The Lincoln and Guba (1985) model of trustworthiness in qualitative research is comprised of four components: credibility; transferability, dependability; and conformability.

Credibility in an interpretive qualitative study is established by checking the data for representativeness. Credibility can be established through reflexivity, member checking, or peer debriefing (Holloway, 1997). Reflexivity and peer debriefing was the method of establishing credibility in this study. The researcher spent a credible amount of time and effort interpreting the perceptions of the participants of the study. Within the participants' consent it was explained that the researcher will be sharing the research findings with a former colleague knowledgeable in qualitative design and the field of education to ensure the interpretation of the researcher aligns logically with the data and not the researcher's beliefs. This former colleague agreed to maintain the confidentiality of the participants and the study. Furthermore, the outside researcher viewed the video labeled with the pseudonyms of the participants, preserving their anonymity.

Transferability reflects the extent of applicability of the findings with other participants or contexts (Lincoln & Guba, 1985). Repeating a study with a new population is possible through dense description of the population studied along with demographic and geographic description. This study will provide transferability in Chapter 5 when potential applications and transference of the research will be discussed.

Dependability is established when another researcher can logically follow the decisions made by the researcher. The evaluation process includes:

- raw data
- data reduction and analysis products
- data reconstruction and synthesis products
- process notes
- communication of techniques to ensure credibility

Sharing the analysis phase with a peer and providing a descriptive study that can be repeated to determine if similar results are an outcome. Repeat a study, not replicate a study, is the terminology in qualitative research because perspective is unique to an individual (Thomas & Magilvy, 2011). Participant and researcher perspective is a pillar of qualitative research. This study did include peer participation in the analysis of the reduced data. It is the researcher's intent to repeat the study in future research.

Confirmability manifests itself when credibility, transferability, and dependability have been established (Johns, 2009). The researcher maintains the ability to follow the data, openness to results, and critical awareness of his or her own perceptions. The intent of the researcher is to establish the previous criteria of rigor along with framework of confirmability. The researcher may question the participants to gain understanding if unclear of their perception. Jansen and Peshkin (1992) view researcher subjectivity as desirable quality in a qualitative study. Perceptions of the researcher bring insight and uniqueness to understanding a phenomenon.

Triangulation

Trustworthiness of interpretation increases and supports the findings of the study through triangulation, incorporating multiple data sources, researchers, or methods. In *The Research Act* by Norman Denzin (1989), four types of triangulation are articulated. Source triangulation is the incorporation of multiple sources of data. Research includes several different participant groups, sites or programs to understand a phenomenon. Investigator triangulation uses more than one researcher to gather or analyze data. Comparison of perceptions is possible to determine consistency. Theory triangulation explores multiple theories or perspectives to understand data. Research is interpreted against the backdrop of accepted theory generated by respected theorists from their respective fields. Methodological triangulation is the incorporation of various data collection modes, such as surveys, observations, interviews, and document collection.

This study incorporated investigator and methodological triangulation to deepen the rigor of the study. Investigator triangulation was incorporated through the addition of a peer analyst to review the reduced data. Methodological triangulation was incorporated through multiple data source modes, specifically, survey, observation, and document collection.

The interpretations and conclusions of this study were collated in a narrative that relies heavily upon and was drawn through the lens of the participating preservice teachers and their perceptions of empathy in the study setting.

Trustworthiness

Qualitative research demands the principal investigator identify biases, assumptions and beliefs at the commencement of the study. The researcher's position as a

college preservice teacher instructor deepens the understanding and awareness of the topic of the study. With that awareness an inevitable bias through classroom experiences and prior field supervision is possible, however, every effort was made to consider the bias and focus on objectivity. Inviting a peer analyst reduced the possibility of bias influencing the findings. It was evident in the findings that the voice and perceptions of the participants are accurately reported.

Summary

This chapter described the design and methodology of this research to examine the relationship between preservice teachers' perception of their own empathy and their portrayed empathy observed by an analyst. An interpretive qualitative approach was chosen to provide a thorough examination of the participants' perceptions.

This study focused on participants who are preservice teachers who have completed Field Experience III within an Early Childhood PreK-4 teacher education program. Data was collected through the Empathy Quotient Survey (EQ), videotaped observations of lesson delivery by the participants, and the lesson reflection completed after lesson delivery.

Participation in this study was completely voluntary. Any participant was able to completely withdraw at any time during collection of data. Participants from the study were assigned pseudonyms to preserve confidentiality. Chapter 4 shares the results of the data collection and analysis to establish the relationship between the problem, purpose, and research questions of the study.

CHAPTER 4

DATA AND ANALYSIS

The intention of this study was to explore the relationship between a preservice teacher's reported level of empathy, the variance of empathetic traits observed during lesson delivery, and the presence or lack of empathy in the written self-reflections of the preservice teacher. Data were collected utilizing a qualitative research style to enable the researcher to explore the relationship the preservice teachers had with empathy. Although this study was designed and intended to be solely a qualitative study as those data were being analyzed it became apparent there was an opportunity for statistical data to be included. The decision was made post hoc to explore and include the data in the findings of the study. This chapter outlines the qualitative and quantitative analysis and findings of this study as they relate to the research questions that prompted this study:

1. What is the relationship between preservice teachers' self-reported levels of empathy and the levels noted by an observer during lesson delivery?
2. What is the relationship between preservice teachers' self-reported empathy and empathy revealed in written reflections of the lesson delivery?
3. What is the correlation among a preservice teachers' self-reported level of empathy, observable empathy, and the written reflection of the lesson?

The data were collected using the Empathy Quotient (EQ) survey, review of videotaped lesson delivery through the use of Empathy Observer Report (EOR) and open coding and interpretation of written lesson reflections. The survey questions were delivered through Qualtrics and intended to gather information regarding the preservice teachers' reported empathy. Videotaped lesson delivery and written lesson reflections were course artifacts from a field experience common to all participants and accessed through the course instructor. Twenty-three students voluntarily participated in the survey and granted access to their video delivery and written reflections for the purpose of the study.

The purpose of the EQ survey was to gain an understanding of the level of empathy the preservice teachers' reported. Determining an empathy level to be explored in relation to the observable characteristics of empathy preservice teachers' portrayed while delivering a lesson was the second purpose. The purpose of collecting the videotaped lessons and the written reflections for open coding was to enable the researcher to explore the data through triangulation of the information. The findings of this study are presented by the data analysis of each collection instrument in the context of the research questions as an entity to avoid redundancy and to present a full scope of the findings.

Description of Participants

The participants in this study included 23 early childhood preservice teachers (PreK-4th grade certification) having completed Field Experience III, a course that combines classroom methods instruction with teaching opportunities in an early learning setting. These students are all enrolled at Wizard College (pseudonym), a small private

liberal arts college located in western Pennsylvania. The sample represents approximately 25% of the total student enrollment in the bachelor degree early childhood teacher education program. The gender distribution for the sample was distributed unevenly with 18 female and five male participants. The dominant age range of 92% of the participants was 19-22 years old, 2% of the sample indicated the 26-30 range, and 2% indicated the over 31-35 range. Overwhelmingly the majority of the sample was born in or after the year, 1982 and is considered to be of the Millennial generation. One member of the sample was born between the years 1965 and 1981, and is considered to be of the Gen-X generation. Tables 6 and 7 illustrate the general characteristics of the sample gender and age based on an agreement to participate in the study

Table 6

Summary Statistics for Participants' Gender

Response	Frequency	Percent
Female	18	78.26
Male	5	21.74
Total	23	100.00

Table 7

Summary Statistics for Participants' Age

Response	Frequency	Percent
19-22	21	91.30
23-25	0	0
26-30	1	4.35
30-40	1	4.35
Total	23	100.00%

To provide data in support of the purpose of the study exploring empathy in preservice teachers, the participants were asked to complete the EQ (Empathy Quotient)

survey. This survey provided the reported level of empathy of each participant. Of the 23 participants, two reported in the low empathy category, thirteen reported in the average empathy category, five reported in the above average empathy category, and three reported in the very high empathy category.

Further analysis revealed the two participants in the low empathy category were female. Of the thirteen participants in the average empathy category, five were male and eight were female. The five participants in the above average empathy category were all female. The three participants in the very high empathy category were female.

Analysis of the age distribution revealed that the two participants in the low empathy category were in the 19-22 age bracket. Of the 13 participants in the average empathy category 11 were in the 19-22 age bracket, one was in the 26-30 age bracket, and one was in the 30-40 age bracket. The five participants in the above average category were in the 19-22 age bracket. The three participants in the high empathy were in the 19-22 age bracket. Reflective of the initial EQ pilot study conducted by Baron-Cohen and Wheelwright (2004), the male participants in the sample of this study all reported in the average empathy category, on the average lower than many female participants.

Results

Empathy Quotient (EQ) Survey

Baron-Cohen and Wainwright developed the EQ from both an affective and cognitive approach. They determined the affective definition of empathy as the emotional response to another person's state. The cognitive definition of empathy was to understand another person's feelings. The EQ was designed with 40 statements connected with empathetic response and 20 filler statements to distract the survey taker from a singular

focus on empathy. The statements are not separated into affective and cognitive areas due to the fact the designers found each question related to empathy co-existed in both the affective and cognitive domains. The definition of empathy that formed the survey was as follows: “Empathy is the drive or ability to attribute mental states to the another person/animal, and entails an appropriate affective response in the observer to the other person’s mental state” (Baron-Cohen & Wheelwright, 2004).

Responses to the empathy survey were varied. Some statements received as few as 11-13 participants indicating some empathetic connection when responding to the statement as indicated in Table 8.

Table 8

Statements Receiving Few Response Rate

	strongly agree	slightly agree	slightly disagree	strongly disagree
I am able to make decisions without being influenced by people's feelings.			7	5
When I talk to people, I tend to talk about their experiences rather than my own.	1	12		
I don't consciously work out the rules of social situations.	1	10		

On other statements all or nearly all of the 23 participants chose answers indicating an empathetic response as indicated in Table 9.

Table 9

Statements Receiving High Response Rate

	strongly agree	slightly agree	slightly disagree	strongly disagree
Friendships and relationships are just too difficult, so I tend not to bother with them.			4	18
I am quick to spot when someone in a group is feeling awkward or uncomfortable.	7	15		
Other people tell me I am good at understanding how they are feeling and what they are thinking.	8	15		
It upsets me to see animals in pain.	7	15		
I can easily tell if someone else is interested or bored with what I am saying.	9	13		
Friends usually talk to me about their problems as they say I am very understanding.	11	2		
I can sense if I am intruding, even if the other person doesn't tell me.	9	14		
Other people often say that I am insensitive, though I don't always see why.			8	14

The number of responses indicating an empathetic connection for individual participants is illustrated in Figure 1. Pseudonyms are being used in place of the participants' names.

The pseudonyms are indicative of the participants' gender so that results can be analyzed with respect to gender.

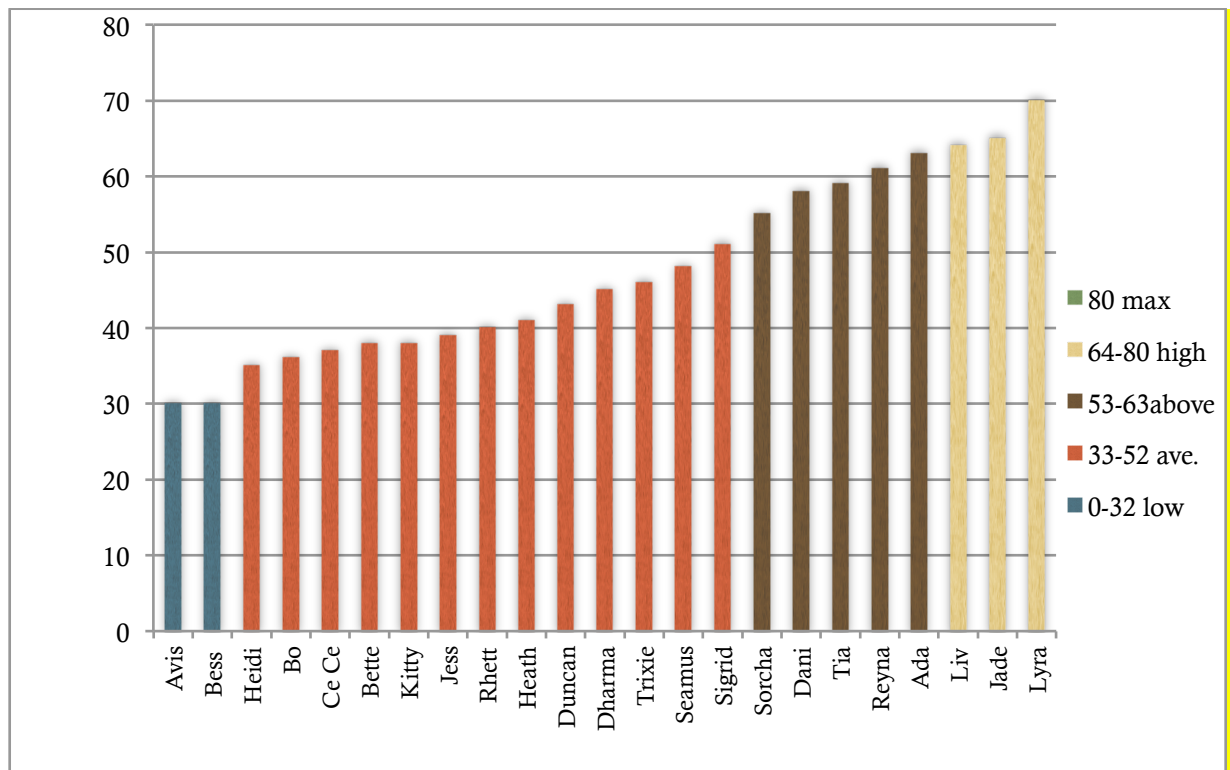


Figure 1. Summary of total participants individual scores.

Video Observation Using Empathy Observation Review (EOR)

The Empathy Observation Review was designed for use in this study. It was constructed through drawing observable empathy characteristics from previous studies found in Table 5, in Chapter 3. An outside observer was invited to review and respond to 13 of the videotaped lessons, chosen randomly among the sample, as a means to affirm the lack of bias by the researcher in reviewing the video. The principal researcher invited the outside researcher to deepen the validity of the study and to disclose any potential bias on the part of the principal researcher by participating. After each observer individually reviewed half of the videos, the principal researcher compared the two sets of responses to ascertain the EOR was being utilized in the same manner. The EOR allows for open-ended responses resulting in varied comments by the two reviewers.

However, the researchers' comments were aligned in direction and meaning. The reviewers' conclusions on the video observations were reflective of each other and aligned within their observation commentary. It was a determination of the researcher to ask for comments rather than tally marks for incidence of occurrence. The descriptive quality of comments adds to the richness of the qualitative exploration.

The observable characteristics such as eye contact, proximity to children, physical contact are physical characteristics that are objective, the preservice teacher is either committing them or not. Subjective characteristics such as facial expressions, tone of voice, and body language are subject to the researchers' observations and personal standards. The most subjective characteristics on the EOR include classroom management, equal attention to children, enthusiasm, encouragement, and response to nonverbal clues. With the close alignment of the two sets of observational comments the researcher felt confident in reviewing the remaining video and reporting the findings of the EOR. A sampling of the EOR and the aligned comments are in table 11.

Table 10

Excerpt from Empathy Observation Review

Observable Characteristics	Comments and Observations
Eye Contact	Preservice teacher focused on the two closest children in the group. Never looked beyond.
Body Language	Sat leaning forward in a chair with arms crossed against torso entire lesson.
Enthusiastic	Very animated in voice and action during lesson intro.

Written Lesson Reflection Interpretation with Open Coding

As part of the field experience course students' videotaped themselves teaching small groups of preschool children. The students then watched the videotape of their own lesson delivery and wrote a reflection of the lesson. The written lesson reflections

correlated with the videotaped lesson delivery of each participant. The researcher interpreted the reflections through coding the participants' words, phrases, or statements that were found in the reflection. The codes emerged and were represented through descriptive codes; those that summarize, and initial codes; based on first impression (Saldana, 2008). The two types of codes were interpreted into like-categories and then named as themes. The themes are representative of the comments and reflections of the participants. The researcher created and labeled a coding symbol on each statement in the written reflections that indicated an empathetic/non-empathetic response as they emerged. Table 11 lists the categories that emerged from the reflections.

Table 11

Initial Codes for Written Reflection Interpretation

Category	Coding Symbol
Teacher as a success	TS
Teacher not at fault	TNF
Beyond the teacher's control in the teachers' opinion	BTC
Teacher should have instead	TSH
Teacher will change next time	TWC
Teacher disappointed in self	TDT
Teacher disappointed in students	TDS
Students had fun	SHF
Students didn't listen	SDL
Students misbehaved	SM
Students didn't understand	SU
Students engaged	SE
Students enjoyed	SEY
We enjoyed lesson	WEL
Students given choice	SGC
Needed an assistant	NA
I had planned but	IHPB
Individualized learning	IL
Lesson went as planned	LWAP
Lesson did not go as planned because of students	LDNGP

Upon completion of coding the written reflections, the following themes emerged from the review of the categories:

- Theme One: Preservice teacher accomplishments, mainly “I” statements.
- Theme Two: Preservice teacher missteps and/or plans to change or rectify next field visit.
- Theme Three: Preservice teacher victim of circumstances and no plan to change.
- Theme Four: Students disengaged or disruptive for various reasons, not of the teacher’s responsibility.
- Theme Five: Students having engaged in the lesson.
- Theme Six: Students and teachers mutually engaged and collaborative.

Results from Research Questions

Research Question One

What is the relationship between preservice teachers’ self-reported levels of empathy and the levels noted by an observer during lesson delivery?

Data reviewed in response to question one included the Empathy Quotient (EQ) survey completed by each participant and an observational review of a videotaped lesson of each participant. The data from those two sources was investigated in relation to each other. The Empathy Observation Review (EOR) found in Appendix E was designed to use in the observations of the videotaped lessons. The researchers’ interpretation of the level of empathy observed did not align in all cases with the self-reported empathy of the preservice teachers. Figure 2 reflects the placement of the preservice teachers in rank

order from lowest to highest self-reported empathy level, in comparison with, the researchers rank order from lowest observed empathy to highest observed empathy level. Only one data source was driving each of the lists in Figure 2. Many of the preservice teachers are placed in a similar ranking looking at each data source individually. Some of the outliers are recognizable when exploring the correlation of these data.

EQ	EOR
Avis	Bess
Bess	Lyra
Heidi	Avis
Bo	Bette
Ce Ce	Kitty
Bette	Ce Ce
Kitty	Jess
Jess	Bo
Rhett	Rhett
Heath	Trixie
Duncan	Sigrid
Dharma	Heath
Trixie	Heidi
Seamus	Duncan
Sigrid	Tia
Sorcha	Sorcha
Dani	Reyna
Tia	Dharma
Reyna	Jade
Ada	Seamus
Liv	Dani
Jade	Ada
Lyra	Liv

Figure 2. Comparison of EQ and EOR Results. Rank order of the self-reported Empathy Quotient (EQ) results compared to a rank order of observable empathy conducted by the researchers.

In order to answer the first research question quantitatively, the correlation between the rank order groups of the EQ and the EOR were calculated using a Spearman Rank correlation coefficient. Between EQ and EOR an r value of .616 was obtained.

Research Question Two

What is the relationship between preservice teachers' self-reported empathy and empathy revealed in written reflections of the lesson delivery?

Data reviewed in response to question two included the Empathy Quotient (EQ) survey completed by each participant and a written reflection constructed by the participant after reviewing a videotape of a lesson they taught. The EQ survey was scored in accordance with the survey design and the written reflection was coded utilizing a series of open and descriptive codes that emerged from the written reflections. Table 11 outlines the list of codes that emerged from the reflections. From these codes six themes presented themselves. A participant is placed in a Theme based on the highest number of coding symbols on the written reflection connected to that particular theme. Every participant had coding symbols reflective of more than one theme. No participants had coding symbols representative of all six themes. The description of each theme that emerged from the coding symbols is described here.

Theme one: Preservice teacher accomplishments, mainly "I" statements. This particular theme can be viewed as low empathetic response if the "I" statements recorded are solely focused on the perceptions and well-being of the preservice teacher. "I really liked my lesson, my experiment was great." Conversely, if the "I" statements from the

reflections are related to the students' perceptions and well-being Theme One was viewed as high in empathic response. "I felt the students responded to the water experiment."

Theme two: Preservice teacher missteps and/or plans to change or rectify next field visit. This Theme emerged from the coding of the written reflections as low in empathetic response when the reflections indicated the changes would create a better scenario for the preservice teacher, "Choosing an easier book to read would have been easier for me." Theme two was viewed in a high empathetic response when the reflections indicated the plan to change would benefit the students, "Choosing a book that is large enough for all the children to view and enjoy would make the lesson more effective."

Theme three: Preservice teacher victim of circumstance and no plan to change. Preservice teacher looks everywhere but to themselves to lay blame for what they view as unforeseen and uncontrollable circumstance that caused their lesson to be less than they hoped. "It would have been a good lesson if, it wasn't so loud in the room," or "If the preservice teacher next to me wouldn't have been doing a science experiment, my kids would have listened to me,"

Theme four: Students disengaged or disruptive for various reasons, not of the teacher's responsibility. Preservice teacher owns no responsibility in any less than attentive or less than positive behavior exhibited by the students. Preservice teacher portrays that what they are or are not providing in the lesson is separate from the children's behavior. "They were getting out of their seats and talking over me, while I talked to them for fifteen minutes about rain forests."

Theme five: Students having and/or engaged in the lesson. This theme pulled together descriptors regarding children engaging in the lesson. Many times the reflections that were in Theme Five included, “The children were engaged in...” or “The children participated in...”

Theme six: Students and teachers mutually engaged and collaborative. Preservice teachers reflected statements that indicated a relationship with the students. The success or failure of the lesson was reviewed with a sense of collaboration. “We worked through the steps of the experiment” or “We didn’t realize our time was up, we were all having such fun.”

Looking at the reflections through the lens of the themes afforded the opportunity of comparing the written reflection to the EQ in a notable manner. The researcher read the reflections and created the codes found in Table 11 as they emerged from the statements in the reflections. The codes are descriptive of the actual wording in the reflections. Tallying the type of statement codes was the indicator of which theme or themes the reflection was indicative. The researcher then compared the preservice teachers’ self-reported level of empathy to what was observable to draw conclusions found later in this chapter.

In order to answer the second research question quantitatively, the correlation between the rank order groups of the EQ and the written lesson reflections (WLR) listed from fewest empathic indicators to most were calculated using a Spearman Rank correlation coefficient. Between EQ and WLR an r value of .75 was obtained.

Research Question Three

What is the correlation among a preservice teachers' self-reported level of empathy, observable empathy, and the written reflection of the lesson?

Data were reviewed in the context of the first two research questions and correlated and interpreted for the third. Reporting on the correlation of the relationships explored in the study was in the context of the levels of empathy that were determined by the participants responding to the EQ survey. Each level of reported empathy was viewed in a grouping of participants with like response categories.

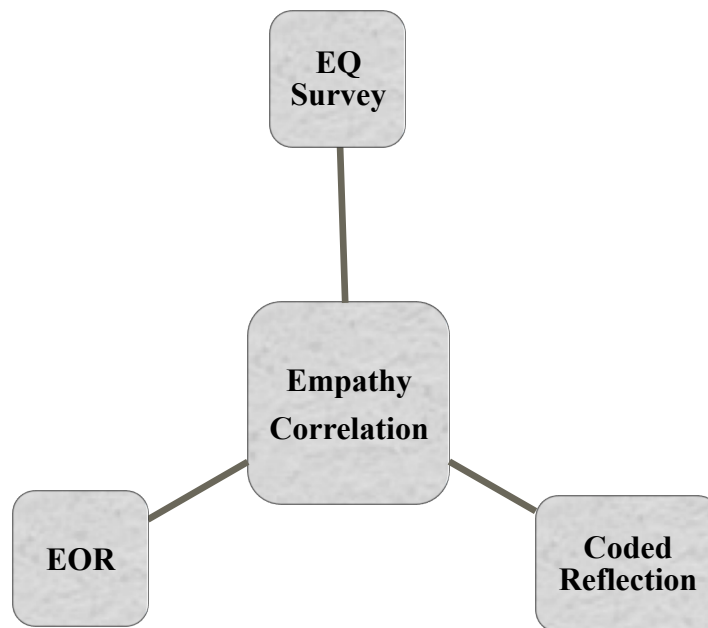


Figure 3. Process correlating data collected.

Gender aligned pseudonyms were assigned to all participants and were used in all reporting. Data were reviewed and correlations emerged. The examples found in this document are not all inclusive, but represent a cross-section of the extensive data collected and analyzed.

Group Self-Reported Low Empathy

Avis reported in the slightly agree column on statements on the EQ survey:

- I find it difficult to explain to others things that I understand easily, when they don't understand it first time.
- It is hard for me to see why some things upset people so much.

Avis reported slightly disagree to these statements:

- I find it easy to put myself in somebody else's shoes.
- I can usually appreciate the other person's viewpoint, even if I don't agree with it.

Both the videotaped and outside researcher reviewed Avis's video and noted behaviors that were aligned with low-empathy. Both noted a lack of proximity to the children. As they moved towards her she continually backed away. The researchers' noted, "limited" and "little" enthusiasm shown, and that she never addressed individual children or responded to individual questions; it was as if they were not heard. Coding the written reflection revealed that Theme One was most heavily represented with many "I" statements and accomplishments reported by Avis. "I did well," "I added in," and "I felt it went well." Theme Three, Teacher was Victimized, was also represented, "too little time," "I only got half way through because of," and, "the other teachers were loud." Avis's self-report, EOR, and written reflection are aligned and in agreement with low empathy characteristics.

Bess reported in the slightly disagree column to these among other statements:

- I can pick up quickly if someone says one thing but means another.
- I find it easy to put myself in somebody else's shoes.
- I am good at predicting how someone will feel.

- It upsets me to see animals in pain.

The principal researcher reviewed Bess's video and observed that Bess never looked up from her notes when addressing the children, she repeated, "no, no," anytime the children misunderstood directions and then appeared to become frustrated saying, "no never mind." Bess moved through her lesson with no pause or hesitation, when the children raised questions, they were brushed aside. Coding the reflection revealed Theme Four, the Children were at Fault, to be the predominate theme. Comments included, "kept getting up and talking," "wanted them to listen but they wouldn't," and "I gave up and didn't play the game, they wouldn't have gained anything from it."

Observations of lesson delivery of these participants were in alignment with the report of low empathy. They were observed providing the information to students but demonstrated very little connection to students. Avis never addressed the students individually or used their names and ignored their questions as she delivered instruction. Bess kept her head down reading her notes as she delivered instruction, Bess became frustrated when the children didn't understand her directions and Avis was upset the students didn't complete her assignment. Avis's Theme One reflection, was heavily weighted with "I" statements that suggested she felt the lesson went well. She made no mention of the children's possible perceptions. The issues she did comment on were related to problems beyond her control in her perception, Theme Three, including running out of time allotted and distractions. Bess shared in reflection that she felt frustrated with her lesson and blamed her perceived failure on the children, Theme Four, never mentioning any personal responsibility.

The three data sources reviewed for these participants aligned with low empathy characteristics. The two preservice teachers in this low empathy group were consistent. They self-reported, were observed, and reflected low empathy. Their focus was on themselves and how this experience affected them as individuals. They appeared unaware that they had not included any perceptions of the children or that their entire focus was on self.

Groups Self-Reported Average Empathy

Participants who self-reported in the average empathy level on the survey comprised the largest participant group. Thirteen of the twenty-three self-reporting scored in this range. All of the male participants reported in this group, as did the two non-traditional students. Within the grouping, three smaller groups emerged that were aligned within the three data sources and very similar to each other, irrespective of gender. Additionally, there were three individuals, who had a higher reported empathy level than what was observed on the EOR and coded in the reflections by the researchers. One participant in this grouping self-reported a lower empathy level than the level of empathy observed on the EOR and coded on the written reflection.

Group self-reported low-average empathy. Heidi, Bo, Ce Ce, Bette, and Kitty all reported within three points of each other. Heidi and Bette responded with little or no empathy to a number of the same statements. They slightly agreed to these statements:

- I find it difficult to explain to others things that I understand easily, when they don't understand it first time.
- I often find it difficult to judge if something is rude or polite.
- When I was a child, I enjoyed cutting up worms to see what would happen.

- I find it easy to put myself in somebody else's shoes.

Heidi and Bette slightly disagreed to these statements:

- When I talk to people, I tend to talk about their experiences rather than my own.
- I am good at predicting what someone will do.

Ce Ce, Bo, and Kitty all responded strongly disagree to:

- Friendships and relationships are just too difficult, so I tend not to bother with them.

They slightly disagreed to:

- I find it easy to put myself in somebody else's shoes.
- I am good at predicting what someone will do.

All five participants responded strongly agree to:

- I really enjoy caring for other people.

Heidi, Bo, Ce Ce, Bette, and Kitty all struggled with their lesson delivery. Heidi, Bo, Bette, and Kitty all were very focused on moving through the lessons, commenting on the students and site issues as detractors to their personal success. Both researchers observed video of Bette, Bo, and Ce Ce and noted similar occurrences. The researchers agreed that Bette showed “limited” and “very little” encouragement, had an “impatient” quality to her voice, and did not respond to individual children. Bette’s reflection of the same lesson coded predominately into Themes Three and Four. Her comments included, “I didn’t know,” “Other than that it was good,” and “they started getting out of control.” Bo was observed as having “distributed eye contact” and “kept eye contact with all,” but both researchers agreed Bo had very little change of tone, limited enthusiasm, and displayed minimal encouragement. Bo’s reflection coded predominately into Theme Two

and Four. He was not pleased with his delivery and planned to change it but still felt it was mostly the fault of the students. “In my opinion the students didn’t try” and “I would introduce the lesson differently.” Ce Ce was observed by both researchers’ making eye contact with the preservice teacher filming the lesson. She did most of the talking and answered her own questions for the children. The researchers’ notes aligned in that Ce Ce focused most of her attention on one girl in the group. Ce Ce did kneel down to the children’s level at one point in the lesson. Ce Ce’s reflection was coded predominately in Theme Three. “The center didn’t have the book I wanted,” “I couldn’t find the right stickers,” and “the other children in the room were a distraction.”

The principal researcher observed Heidi and Kitty. Heidi, a non-traditional student had all her materials ready for her lesson, introduced the lesson, and established rules with the children in an engaging manner. Heidi began by explaining a squirrel in a tree puppet would “stay out” if they were quiet and “go in” if they were not listening. She then explained the lesson to her group of four students in a calm voice making eye contact with the group. When the students began to act outside of Heidi’s parameters and forgot the directions, Heidi’s voice became agitated and she started moving through the activities at a rapid rate without responding to the children and hastened the end of her lesson. Heidi’s reflection coded predominately in Theme Four, placing the onus on the children. “I would have preferred doing the hands-on activity but there was too much chaos,” and “I should have had a classroom assistant so I could run the show while they maintained control of the chaos.” During Kitty’s observation she was observed saying, “Behave, hey, hey, listen to me.” She read a book cover to cover without pause, ignoring children’s questions and comments. Many were unable to see the book. During the

activity she focused her attention on one child out of the four in the group. Kitty's reflection coded predominately in Theme Four. Her comments included, "I wanted them to clap to the story but they wouldn't," "they were very distracting." One of her comments outside of the parameters of Theme Four was "the students really enjoyed the lesson."

This subset of five preservice teachers coded heavily in Theme Four, Students disengaged or disruptive for various reasons, not of the teacher's responsibility. They displayed few characteristics of empathy in their delivery. Their focus was on them completing the delivery of a lesson. They became visibly and verbally frustrated when they felt they were being impeded. These five preservice teachers' data were all in alignment with their average scores on the low side of the category measuring empathy.

Group self-reported middle-average empathy. The middle subset of the average empathy category consisted of Jess and Rhett. Rhett is a non-traditional student. Jess and Rhett had EQ data that was similar to each other. They responded to these EQ statements, slightly disagree:

- I can tell if someone is masking his or her true emotion.
- I am good at predicting how someone will feel.

They responded slightly agree to these statements:

- It is hard for me to see why some things upset people so much.
- People often tell me that I went too far in driving my point home in a discussion.

Both of these preservice teachers coded into Theme One, Preservice Teacher Accomplishments, mainly "I" statements. Jess and Rhett were both observed to be pleasant at the start of the lesson. Jess was observed making faces for the camera on more

than ten instances during the filming. Her focus was on the materials she created for the lesson rather than the children. She ignored a boy at the table who was very disinterested. Jess coded exclusively in Theme One, focus on the teacher being predominant. The one page reflection had nineteen “I” statements in it and no statements referring to the children. “I put,” “I knew,” “I am becoming more aware,” “I wish.” Rhett allowed for no wait time in delivery, answering his own questions. His delivery was almost exclusively direct instruction. As the children lost interest he transitioned from happy to irritable. When he needed to have the children move he lost control and raised his voice to say “stop, no running.” His reflection coded in Theme One and Theme Two. “I taught a good lesson,” “I learned,” “I prepared,” “I believe I was effective.” He did have a number of suggestions for self-improvement that included, providing back up for his technology and stronger material construction. Rhett never mentioned in his reflection plans for expanding the scope of the “I.” statements to include children’s perceptions, which would reference a concern for the children’s perceptions. Reflections revealed that both Jess and Rhett felt they had delivered good lessons. Neither Jess nor Rhett mentioned the children in their reflections of their teaching experience. Their reflections hinted that they were oblivious to the students’ perceptions of the lesson.

Group self-reported high-average empathy. Heath, Duncan, and Dharma were the highest ranked grouping in the average category, sharing characteristics of empathy or the lack of empathy. This grouping shared one statement that lacked empathy on the EQ. They all responded with slightly disagree to:

- I tend to get emotionally involved with a friend's problems.

They were in strong disagreement to these statements that imply a lack of empathy:

- Other people often say that I am insensitive, though I don't always see why.
- I often find it difficult to judge if something is rude or polite.

Duncan, Heath, and Dharma. Duncan and Dharma were found to be Theme One, “I” statements. However in these instances, the “I” statements demonstrated empathetic qualities. Both observers reviewed Duncan’s video. Both felt he demonstrated he was listening to the students by his physical and verbal responses. He had good eye contact with all students and used his physical presence by kneeling next to the table, leaning forward to listen, and to touch a child on the shoulder whose attention was waning. Duncan’s reflection coded in Theme One. Duncan had many “I” statements, such as, “I had my students,” “I was impressed with the students,” and “I was able to adapt.” The Principal researcher reviewed Heath’s video. Heath maintained eye contact with his whole group while calming a student that was unable to sit through the lesson. Heath had him become the helper, which gave the child a new focus. As the children were losing interest in the activity, Heath began to move through the remaining steps very quickly to bring the lesson to a premature conclusion. Heath coded exclusively in Theme Two, teacher plans to change or rectify. “My biggest issue,” “It would have gone better if I,” and “I had trouble... and should have.” Dharma’s videotaped delivery was reviewed by the Principal researcher who described her tone to be friendly and interested. She modeled the activity for the children and then talked them through each step of the mapping lesson. She engaged children in conversation sharing her personal experiences with mapping. Dharma’s reflection coded into Theme One, “I” statements. “I loved teaching these students,” “I was happy I related...for them,” “I didn’t consider and should have.” Dharma’s Theme One “I” statements were not egocentric but outwardly

focused to include the students. These three participants demonstrated an awareness of empathy and some empathetic characteristics in their delivery and reflection that match the scores they reported. Observation of these three preservice teachers provided insight that they engaged children in a friendly manner, maintained a connection through eye contact, and seemed to enjoy being there. This subset was able to focus outward on the children rather than themselves. Their elevated average score was in alignment with their written reflection and what was observed.

Of the three participants whose data didn't align in this group, Trixie and Sigrid reported empathy on a higher level than the researchers observed and reported. Both Trixie and Sigrid responded to these EQ statements with strongly agree:

- I can easily tell if someone else wants to enter a conversation.
- I can easily tell if someone else is interested or bored with what I am saying.

They both strongly disagree to this statement:

- I find it difficult to explain to others things that I understand easily, when they don't understand it first time.

Trixie's video was reviewed for comments by the principal researcher. Trixie's voice was toneless except when she sharply corrected a child, "put your bum in that chair." She made little effort to share the book pages so the whole group could see it. Her focus was only on the two children closest to her. Trixie allowed for no wait time for responses to her questions and answered one child with, "that's wrong." Trixie's reflection was coded predominately in Theme One and Four. "I pointed out the title," "I had to keep asking," and "one of the students wasn't interested in the book so I let him sit." Both researchers viewed Sigrid's video and agreed in their comments that she looked

past the children to a point on the left wall every time she spoke. She ignored the fact that the children had lost interest in a very long song she was playing for them to dance to and continued on till the end of the song with only one child remaining in the dance. Her voice was strong and she spoke quickly when she addressed the children. Sigrid was enthusiastic about her activities long after the children had lost focus. “Ignored little boy that sat out,” and “kept dancing despite the fact the children had stopped” were comments made by the researchers. Sigrid’s reflection coded into Theme One and Four, the same as Trixie did. “I think the lesson went well,” “I knew they would enjoy,” and “students kept sitting down...got bored.” Both reported high in the category of average empathy but Sigrid and Trixie reported themselves to be at the high end of the average category of empathy, however they reflected in a manner that suggested very few empathetic characteristics. Trixie and Sigrid demonstrated through lesson delivery, a lack of empathy and no connection to what really happened from the children’s perspective, based on the review of their written reflection. The observations of their lesson delivery were in alignment with their reflections but not with the level of empathy reported. The last participant in the average empathy category is Seamus. His EQ survey ranked between Trixie and Sigrid’s. Seamus is a traditional student. Seamus scored an empathetic response on most of statements in the survey including these examples. He also answered slightly agree to the first statement and slightly disagree to the remaining statements:

- I am able to make decisions without being influenced by people's feelings.
- I don't consciously work out the rules of social situations.
- I tend to get emotionally involved with a friend's problems.

He answered the majority in the slightly agree/disagree categories. Among the minority he answered strongly agree were:

- I can easily tell if someone else wants to enter a conversation.
- I can pick up quickly if someone says one thing but means another.
- I am quick to spot when someone in a group is feeling awkward or uncomfortable.

Both researchers reviewed Seamus's video of lesson delivery and felt he gave equal attention to all children. Seamus "broadly smiled" and "openly smiled and even chuckled." Seamus issued "clear directions," "well thought out directions," and conveyed he "really enjoyed," "clearly enjoyed" being in the class. Seamus's reflection was coded Theme One. He indicated, "I could have modeled," "I thought the students did a great job," and "I believe I could have done better." Both researchers felt they saw many characteristics of empathy in Seamus's video. Seamus did not self-report as highly empathetic on the survey, yet in his reflection of his videotaped lesson the researchers coded many empathetic indicators. Both researchers felt they had observed many empathetic qualities when they reviewed his videotape. The correlation between the data does not align for Seamus but in this instance his written reflection and lesson delivery observation was indicative of a high level of empathy, while his report of empathy level was at the higher end of the average category. Seamus's reflection was coded Theme One with his "I" statements being decidedly empathetic.

Group Self-Reported Above Average Empathy

Five participants reported in the above average empathy range on the EQ survey. Three of the five responded in the same manner to a substantial number of strongly agree or strongly disagree statements.

Reyna, Tia, and Sorcha responded to these statements as strongly agree:

- I can usually appreciate the other person's viewpoint, even if I don't agree with it.
- Friends usually talk to me about their problems as they say I am very understanding.

Strongly disagree statements in common include:

- People sometimes tell me that I have gone too far with teasing.
- Other people often say that I am insensitive, though I don't always see why.
- If I see a stranger in a group, I think that it is up to them to make an effort to join in.
- I find it difficult to explain to others things that I understand easily, when they don't understand it first time.

The first group of three scored on the lower end of the category. Reyna and Tia, traditional students, had written reflections that reflected Theme Five, students having and/or been engaged in the lesson. The students reporting at this level of empathy were the first to acknowledge student engagement in their reflections. Both researchers' reviewed Reyna's video for empathy characteristics. They both observed Reyna making and maintaining eye contact with the children in the group. Reyna's tone was "conversational," "varied and pleasant," and "ignored first sign of bad behavior and then redirected with a touch on the arm," and "re-engaged a child that had lost attention by a

touch on the arm.” Reyna’s reflection coded in as Theme Five. The “students exceeded my expectations,” “The students enjoyed,” and “The students loved this!” All three data sources in Reyna’s case were aligned. She portrayed the empathy she reported and reflected on. The Principal researcher reviewed Tia’s video. Tia responded to children’s questions with noncommittal answers such as, “mmm...maybe,” and “well, OK.” She sat back from the table, arms crossed in front of her, which added distance from the children. At one point she commented, “Are you going to listen?” She showed some enthusiasm after the children became vested in the activity. Tia’s written reflection coded as Theme Four and Theme Five dependent on the point in the reflection. Tia reflected, “The students seemed to enjoy,” and “The students were very engaged.” She also reflected, “They were distracted,” and “The students were difficult to manage.” Tia self-reported above average empathy and her written reflection partially indicated Theme Five, students engaged, which reflects awareness of the perceptions of the children. Her observation did substantiate neither the high average empathy report nor the Theme Five reflection. On observation Tia was ambivalent about the lesson and reluctant to engage the children. Her body language was not welcoming and verbal responses noncommittal. She did gain some enthusiasm when the children responded to a portion of the delivery. The enthusiasm was all children driven as opposed to teacher driven. The principal researcher reviewed Sorcha’s video and observed that she sat with the students in close proximity, she leaned towards them to maintain a connection, and had good eye contact with the group. At one point two girls at the end of the table became disengaged and Sorcha chose to ignore them through the completion of the lesson. Sorcha’s lesson reflection was coded into Theme One. Her “I” statements were directed towards her own

feelings, “ I’m really happy,” “I only had one little part slightly off track,” and “ I felt it was really exciting.” Sorcha displayed characteristics of empathy but only to certain students in her group. This selection of who receives empathy belies the above average empathy report.

Dani and Ada, both traditional students, are the top two in the above average category of the EQ survey. Of many statements they had in common are, strongly agree to:

- Friends usually talk to me about their problems as they say I am very understanding.
- I can sense if I am intruding, even if the other person doesn't tell me.

Both researchers observed Dani’s video and noted she sat with the children and used broad sweeping arm gestures to illustrate points. She leaned forward to close the gap between herself and the children. She set expectations by reminding them of a transition at the beginning of the lesson and then using as needed. “One, two, three all eyes on me.” Theme Five emerged when coding Dani’s written reflection. “the students were engaged,” and the “students really enjoyed the rain simulation.” Ada’s video was reviewed by the principal researcher who observed Ada sitting on the floor in circle time with the students. Eventually, one student ended up leaning against Ada’s side. She invited the students to stand, stretch, and sit criss-cross applesauce to reposition them. Her tone was enthusiastic and varied. She made eye contact with the whole group. Themes Two and Five were most evident in Ada’s reflection. “I need a better way,” and “ I should have.” Supporting Theme Five, “Students had individual maps to follow as we worked on a class map.” Both Dani and Ada’s data aligned. Dani and Ada

wrote reflections indicative of mostly Theme Five. They both made numerous comments regarding the students' perceptions of the lesson. They reported high EQ scores and demonstrated on video and in reflection many characteristics of empathy. All three data sources aligned with these preservice teachers indicating they not only report an above average empathy level but they also portray one in the classroom.

Group Self- Reported High Empathy

The final three traditional preservice teachers reported and were noted to be in the high empathy category on the EQ survey. Liv and Jade reported one point apart on the survey. The participants responded to most of the statements in the same manner. Here is an example of a slightly disagree response:

- I find it difficult to explain to others things that I understand easily, when they don't understand it first time.

The principal researcher observed Liv's video and that she found Liv to be "quite expressive," "her eyes swept the children," and "She granted wait time, encouraging the other children to listen." Liv, "differentiated instruction for the students as she assessed their abilities." Liv's written reflection coded into Theme Six, where students and teacher are mutually engaged and working collaboratively. "During review, I instantly recognized different levels of achievement," I was able to make some changes while teaching to accommodate," and "I was able to challenge the children at their own levels and engage them in the activity." Liv used the word, "we" throughout her reflection of the lesson. She used the phrases, "as we completed," and "we had a great time." The observation verified the reflection; the preservice teacher and the children were all engaged in the learning and all enjoying the experience together. Both researchers

reviewed Jade's video agreeing that she maintained eye contact with all students and modulated her tone of voice as appropriate. She sat among the children and entered into the activity. Jade was "very encouraging, offering smiles as she called each child for a turn." Jade "leaned slightly toward each student as they took their turns drawing everyone's attention to that student." She offered adequate wait time with her questions. Theme One and Theme Five were very evident in Jade's written reflection. "I think it was good," "I tried to pick," and "I think I need to add." Jade reflected, "the students were very engaged in the activity, choosing rooms to visit." In the observation it was obvious the children were engaged with the activity and with Jade. They responded to her requests and offered suggestions. Jade listened to the students and responded to them, while encouraging the other students to listen and participate also.

Lyra was the final participant. She scored five points above the next highest score giving her a score of 70, ten points below the maximum EQ score. Some of Lyra's survey responses included, to strongly agree:

- If anyone asked me if I like their haircut, I would reply truthfully, even if I didn't like it.
- I am able to make decisions without being influenced by people's feelings.

And strongly disagree:

- I don't consciously work out the rules of social situations.

The observation of Lyra's lesson did align with some Theme Three comments in her reflection, "The children were difficult," and they "They didn't focus on their work," but not with her report of high empathy. The principal researcher reviewed Lyra's video and noticed that Lyra never made eye contact with the children. She was focused on a

spot some where above their heads for the duration of the lesson. She stood at one end of a preschool table and held a book at her shoulder height and read it to the children. At the end of the book she lowered it to her side, a child reached for it and Lyra proceeded to struggle to take it from the child. She dumped a bag of paper squares in the middle of the table and became frustrated, scooping them off the table when the preschoolers reached for them all at once. Lyra's reflection was coded into Theme One. Her comments in the reflection were turned towards self, which does not align with the high empathy category. Theme One was represented by, "I think my lesson went well," "I asked a question they could link to 'Frozen,' a movie I love." In Lyra's review the reported empathy did not correlate with the observed empathy observed in her video or coded empathy from her reflection. There was a very obvious disconnect with Lyra and her perception of her own level of empathy and what she was actually portraying to the children. Lyra felt that the lesson was delivered well and the children were very receptive.

The researcher sorted the written reflections based on themes and incidence from what was perceived by the researcher to be low to high empathy. This ranked order was based on the number of empathic statements coded and then tallied in each reflection. This list, Table 12, was correlated with the EQ survey results and the EOR forms.

Table 12

Summary of Written Reflection Scores

Ranked Low to High Empathy	Participant
	Bess
	Avis
	Lyra
	Heidi
	Bette
	Kitty
	CeCe
	Bo
	Jess
	Rhett
	Sigrid
	Trixie
	Heath
	Duncan
	Dharma
	Tia
	Sorcha
	Seamus
	Reyna
	Dani
	Ada
	Jade
	Liv

The order of the participants from low to high empathy visually organizes this correlation with the EQ survey. The researcher assigned names to the categories that emerged from the correlation of the three data and placed the preservice teachers in that rank order. Figure 3 reflects the participants from low to high empathy based on the researchers' interpretation of those data.

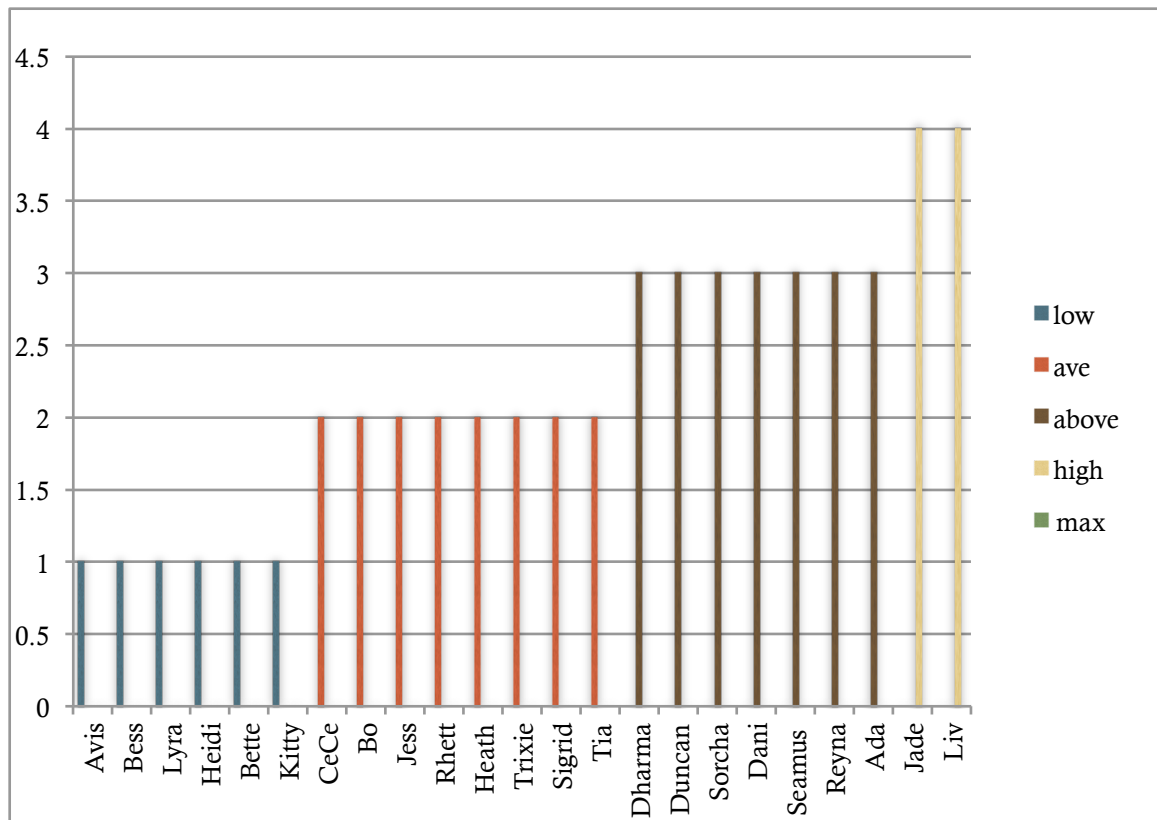


Figure 4. Correlation of the three data sources. Interpretation of EQ survey, videotapes, and written reflections of participants. Ranked order of participants from low to high empathy.

In order to answer the third research question quantitatively, the correlation between the rank order groups of the EOR and the written lesson reflections (WLR) listed from fewest empathic indicators to most were calculated using a Spearman Rank correlation coefficient. Between EOR and WLR an r value of .937 was obtained.

Summary of Findings

In this chapter, the researcher described the qualitative research methods and research instruments used to explore the research questions driving this study:

1. What is the relationship between preservice teachers' self-reported levels of empathy and the levels noted by an observer during lesson delivery?
2. What is the relationship between preservice teachers' self-reported empathy and empathy revealed in written reflections of the lesson delivery?
3. What is the correlation among a preservice teachers' self-reported level of empathy, observable empathy, and the written reflection of the lesson?

This chapter also describes the procedures applied to analyze those data collected from the EQ survey, the videotaped lesson observations, and the written reflections. The results from the analysis of the EQ survey, the videotaped lesson observations are described and illustrated. Analyses of the qualitative data suggest that many preservice teachers are able to self-report the level of empathy they are portraying in their teaching and their written reflection of the lesson. The data suggest that some preservice teachers are unaware and overstating the reported level of empathy when comparing the observable level of empathy in their lesson delivery and written reflections. The data indicates that occasionally preservice teachers are unaware and understating the reported level of empathy when comparing the observable level of empathy during lesson delivery

and in their written reflection of the lesson. Lastly, the data indicate that the discrepancy between reported empathy and observable empathy can range from slight to great.

CHAPTER 5

SUMMARY, CONCLUSION, RECOMMENDATIONS

A major goal of teacher preparatory programs is to develop positive teacher dispositions in teacher candidates. Teacher training programs acknowledge the importance of teacher disposition and recognize the importance of teacher-student relationships in student success. Empathy is recognized to be an important characteristic of teacher disposition and is crucial to student achievement (Boyer, 2010; Gross, 2010; McCallister, 2010). Empathetic peer relationships among educators foster an environment where effective teaching can occur. Delivering instruction without demonstrating an effective disposition is no longer acceptable (Borich, 2011; Gage, 1985; Ornstein, 1986). Most teacher education programs do not have instructional or assessment components in their programs related to empathy. The first step in the process of including empathy in the curriculum is to explore teachers recognizing their own level of empathy and the level they display in the classroom. This study is meant to fill the gap in the research related to empathy portrayal. The purpose of this study was to explore the relationship between a preservice teacher's reported level of empathy, the variance of empathetic traits observed during lesson delivery, and the presence or lack of empathy in the written self-reflections of the preservice teacher. The following research questions guided this study:

1. What is the relationship between preservice teachers' self-reported levels of empathy and the levels noted by an observer during lesson delivery?

2. What is the relationship between preservice teachers' self-reported empathy and empathy revealed in written reflections of the lesson delivery?
3. What is the correlation among a preservice teachers' self-reported level of empathy, observable empathy, and the written reflection of the lesson?

In answering these questions the researcher was able to gain insight into perceptions preservice teachers might have regarding their own empathy and their observable empathy. The results of this study provide insight into a preservice teachers' understanding of empathy, their relationship to their own empathy in correlation to what they are displaying in the classroom, and how this information can provide a foundation for preservice teacher training in empathy.

The results of this study will inform discussions regarding significant changes in teacher education programs to meet the growing accreditation and societal demands for educators to possess more effective dispositions in order to foster more empathic relationships, thus rendering students more successful in school systems. For preservice teachers this study offers an opportunity to become aware of an important issue facing teacher education as the momentum grows to instill empathy training into teacher preparation programs. The purpose of Chapter 5 is to summarize this research study, discuss the findings and data interpretations, and provide recommendations for further research and implementation.

Summary of Theoretical Framework

This study was constructed from a framework of theories including moral education, teacher disposition, student success, current Pre K-4 teacher education, and the importance of empathic relationships to growth and success in all of these arenas. Intertwining these interrelated resources provided the basis for the researcher to explore and understand the perceptions of the preservice teachers in relation to their own reported empathy and their observable empathy.

Through a qualitative methodology, the researcher examined the relationship preservice teachers' have to reported empathy and the empathy observed in their lesson delivery, and the empathy found in written lesson reflections.

Summary of the Research Methodology

A qualitative methodology was employed for this study. This method was chosen because it allowed for using a variety of instruments to look at empathy from different perspectives. This permitted individualities and patterns related to preservice teachers to be revealed in a detailed manner (Cresswell, 2013). A purposeful sampling was employed to afford the researcher with an adequate number of study participants who have the commonalities of:

- a) having enrolled or completed a higher level field experience and
- b) completion of lower level methods courses and the required assignments of the courses, and
- c) placement in a common early learning site for field experience.

The sample consisted of a total of 23 preservice teachers enrolled or having completed field experience within a private liberal arts college teacher preparation

program. All but two of the participants were of traditional college undergraduate age and the two were non-traditional students.

Three data collection instruments were used for this study:

- Empathy Quotient survey (Baron-Cohen & Wheelwright, 2004).
- Observation of videotaped lesson delivery.
- Submission of a written lesson reflection.

The sample was introduced to the study and given the opportunity to volunteer to participate in all three data collections or to opt out of the study. The 23 participants were the volunteers from the sample group of 25. Although the study sample was not large, using three forms of data collection provided the researcher opportunities to triangulate the data for greater reliability (Denzin, 1989). An outside researcher added to the validity of the study. The qualitative nature of the research provided opportunity to gain insights into each participant that a larger study might prohibit (Prasad, 2006). A discussion of the results, limitations of the study, conclusions, and recommendations follows.

Limitations

Possible limitations of this study that should be considered that might have affected the results are that the participants go to college in a private religious setting, in a rural area. This group may not be representative of all preservice early childhood teachers. The age group of the participants is one that is known to be egocentric in nature. Preservice teachers being observed for a grade might shift their focus from where it would normally be. Individual writing ability and particular reflection response prompts may produce results that are not what the writer intends.

Conclusions

Participants responded to a survey self-determining their existing empathy levels and submitted a videotaped lesson delivery and a written lesson reflection. The survey and procedures of the data collection and analysis are described in Chapter 3 and the results are described in Chapter 4. The results of the survey provided the reported level of empathy for each participant. The written reflections were reviewed and open-coded. Themes emerged from these codes and are used to describe characteristics embodied by the participants. The origin and design of the themes is outlined in Chapter 4. The themes that emerged are:

- Theme One: Preservice teacher accomplishments, mainly “I” statements.
- Theme Two: Preservice teacher missteps and/or plans to change or rectify next field visit.
- Theme Three: Preservice teacher victim of circumstances and no plan to change.
- Theme Four: Students disengaged or disruptive for various reasons, not of the teacher’s responsibility.
- Theme Five: Students having and/or engaged in the lesson.
- Theme Six: Students and teachers mutually engaged and collaborative.

After the data had been analyzed for individual participants the overall trends that emerged were explored. It was apparent in reviewing the three data sources for this study that some relationships emerged. Triangulating the reported empathy, the written reflection, and the observation constructed a clear vignette of each preservice teacher and their empathy correlation. Reviewing the interpretations of the data revealed that the

many of the participants had data that aligned as far as self-reported empathy in the preservice teacher and empathy observed. The trend for participants whose data did not correlate seemed to be that the empathy observed was in most cases less than the empathy reported or reflected. This leads to the implication that preservice teachers generally feel they are portraying higher levels of empathy than are observable. A written reflection is considered by Dewey (1933) and Dogani (2008) as a supportive tool for preservice teachers to use determine strengths and weaknesses and to promote self-growth in their teaching ability. If the reflection is not reflective of observable behavior there is decided room for improvement and understanding. When looked at in correlation with observable behavior or reflective anecdotes the responses to the statements on the EQ survey revealed clues to these behaviors. It appears some of the statements elicited a response that the preservice teacher might have assumed was the “correct” one by societal terms. For instance, all participants responded that they agreed they, *really enjoyed caring for people*. Other considerations to be aware of when looking at individual preservice teachers would be the writing ability of the student. Is their written reflection a true reflection of their experience or of their writing ability and attention to detail?

Low Empathy Insights

The preservice teachers who reported lower levels of empathy showed more tendencies towards egocentric reflections and observable behaviors that were connected to themselves, such as frustration with the students or happiness with their own accomplishments. Some of their responses to the statements in the Empathy Quotient (EQ) survey, described in Chapter 3, support these behaviors. For instance, preservice

teachers who reported low empathy responded that they find it difficult to walk in another's shoes and have a difficult time predicting how someone will feel.

The low empathy group and the first two subsets of the average empathy group placed the focus on themselves, how well they did, what they accomplished, and how they felt. Bandura's (1997) concept of self-efficacy denotes a child's self-efficacy is based largely on the messages received from the adults around them and the positive or negative relationships they have. These preservice teachers were observed as having their focus turned inwards towards themselves and their goal of delivering instruction. They were solely focused on this end. The attention they afforded the children turned less than positive when their goal was compromised. If any of them reflected on the children it was in a negative manner and reflective of how they affected the success of the preservice teacher. Thus far, the preservice teachers examined have demonstrated many egocentric characteristics.

Average Empathy Insights

Preservice teachers that reported average levels of empathy were divided between egocentric behaviors, blaming, or self-recrimination about ability. This was the largest group of participants and it spanned a wider range of behavior than some of the other groupings. The two participants that agreed with this statement, *I find it difficult to explain to others things that I understand easily, when they don't understand it first time*, became very frustrated with the students when they didn't respond in the manner the preservice teacher desired. The preservice teachers in this group that commented on the children not listening or being cooperative disagreed with the statement, *I find it easy to put myself in somebody else's shoes*. The preservice teachers in the middle of the average

empathy group responded they disagreed with; *I am good at predicting how someone will feel*. They struggled with choosing appropriate instruction for the children in their groups. One was oblivious to their feelings and one was irritated by the children's response. The preservice teachers in this group reported that they considered themselves to be very empathetic people. Their written reflections did not echo this level of empathy and their observations clearly indicated a much lower empathy level. They demonstrated little regard for the children's perceptions or feelings. Wenzlaff (1998) cautioned that teachers must be more than "cogs" and engage with children not merely engage in the technical process of teaching. The disconnect between what they thought occurred and what actually occurred was obvious. This group was most concerned with the process of teaching. There was a subset at the high end of the average empathy range that was the first to acknowledge student engagement in their written reflections. This group was determined through data analysis to be fairly accurate in self-reporting the same level of empathy that was observed, and also coded through the reflection. Observation of these three preservice teachers provided insight that they engaged children in a friendly manner, maintained a connection through eye contact, and seemed to enjoy being there. This subset was able to focus outward on the children rather than themselves. Davis (1980) spoke of eye contact and listening behaviors of the teacher as important in developing empathy in children. These skill sets were emerging in data from this grouping. Their elevated average score was in alignment with their written reflection and what was observed.

High Empathy Insights

The above and high average empathy preservice teachers based on self-report, as a whole were able to connect with the children and work on relationship building.

Fostering empathy requires teachers to model the characteristics associated with empathy and allowing children opportunities to practice these skills (Sockett, 1993; Tom, 1984).

This group was animated in their physical gestures, appropriate and reachable in their physical presence, prepared for their lesson delivery, and portrayed enjoyment of the children. Ceylon (2009) focuses on the importance of teachers building relationships, loving their profession, along with being knowledgeable.

Outliers of the Study

While the majority of the participants followed a general trend of having some understanding of their own empathy whether it was low or high, there were outliers that should be mentioned further.

Seamus, a traditional student, was the preservice teacher who reported average empathy but was observed exhibiting many empathetic traits and reflected empathetic comments. In analyzing his reported empathy he answered 57 out 60 questions in a manner that signified empathy and received a score signifying empathy. He chose to respond in many *slightly agree* or *slightly disagree* categories rather than *strongly*, receiving a lesser point value. He did respond strongly to; *I am quick to spot when someone in a group is feeling awkward or uncomfortable*. This was evident in the way he interfaced with the children, being certain he was clear and they understood, smiling, and making the children feel welcomed. His data did not align, but his written reflection and lesson delivery observation was indicative of a high level of empathy, while his report of

empathy level was at the higher end of the average category. Seamus's reflection was coded Theme One with his "I" statements being decidedly empathetic. Seamus stated, "I believe I could have done better" and "I thought the students did a great job." With Seamus, characteristics of empathy were evident in his relationship with the children. Children must be involved in a comfortable and positive relationship to learn and grow (Vygotsky, 1978). Two-way communication was seen in the connection he made with the students. His eye contact, body language, tone of voice, and smiling face made the children comfortable. He gave easy well thought out instructions that the children could follow and made them feel confident. He re-explained, re-directed, and praised when appropriate, which made the students feel safe. Everything Seamus did was with the students in mind. He was the only preservice teacher self-reporting average empathy that clearly portrayed empathy in his delivery and reflection. Ritchhart (2001) looked at empathy and teacher disposition as a balance of ability and inclination. Seamus self-reported an average empathy level but was able to portray a higher one to benefit the students. The researchers felt Seamus had a higher level of empathy than he self-reported and then came to the realization; perhaps he was able to portray a higher level than he does possess because he is responsible and realizes what children need to achieve. Ruitenberg (2011) felt it was possible for educators to make their beliefs subservient and focus on their professional duties in the best interest of children. A study by Shapiro and Hunt (2005) in which actors were hired to teach empathetic response to medical students reported the perceptions of the families was that they engaged in a better relationship with the medical students after they received the acting tips.

Liv was the second outliers. Theme Six, Students and teachers mutually engaged and collaborative, emerged from Liv's written reflection. Ushers' (2003) defined disposition as seeing and accepting another's viewpoint. Empathy is one of the five dispositions. Liv stated, "During review, I instantly recognized different levels of achievement," "I was able to make some changes while teaching to accommodate," and "I was able to challenge the children at their own levels and engage them in the activity." Liv used the word, "we" throughout her reflection of the lesson. She used the phrases, "as we completed," and "we had a great time." The observation verified the reflection; the preservice teacher and the children were all engaged in the learning and all enjoying the experience together. Liv was conscious of the different ability levels and accommodated the students. She treated them respectfully and they in turn did the same. Stepien and Baernstein (2006) identified qualities of empathy, which Liv embodied. She placed herself eye level, indicating respect for the children and openness towards them. Liv listened attentively to the children and encouraged the students to listen as well. She was engaged and enjoying the experience and monitoring the needs of the students to ensure they were doing the same. Hamer and Pianta (2001) suggested that children feel positive about school and are less disruptive and more engaged if involved in positive teacher-student interactions. Liv was unknowingly modeling many characteristics associated with empathy for her group of students. The data set connected with Liv was aligned. The reported empathy, written reflection, and observation all indicated high empathy traits.

Lyra is the last of the outliers. Lyra was the highest scoring preservice teacher in the report phase of the study. Her report tallied at 70 points, which is considered high empathy. Review of Lyra's written reflection yielded a coding that aligned with Theme

One and Theme Three. Her comments in the reflection were turned towards self, which does not align with the high empathy category. Lyra stated, “ I think my lesson went well,” and “ I asked a question they could link to ‘Frozen,’ a movie love.” The observation of Lyra’s lesson did align with the Theme Three comments in her reflection, “The children were difficult,” and they “ They didn’t focus on their work,” but not with her report of high empathy. Lyra looked off in the distance, never making eye contact with the children. They were seated at a preschool table as she stood at the end and read a book to them that she held at shoulder height. Sanson, Fisher, and Poole (1978) suggested that this behavior of towering over children indicates control, not empathy. She dumped a bag of paper squares on the table and became frustrated when the students all reached for them. There was a very obvious disconnect with Lyra and her perception of her own level of empathy and what she was actually portraying to the children. Her interactions with the children were very in line with the preservice teachers who reported in the lowest empathy and category, yet she felt she was in the high empathy category and in her view, the lesson went well. The children’s perception of the same experience did not play into her thoughts regarding the lesson.

Lyra appears to have responded to the survey with socially accepted answers in mind. Goleman (1995) focuses on being aware of professional behaviors, ethics and equity and dispositions in action. But also the ability to enact these qualities, not have an awareness of them. The majority of her responses are scored with the highest point value. Lyra agreed to two statements that contradicted her other responses and ultimately provided insight into her beliefs. *If anyone asked me if I liked their haircut, I would reply truthfully, even if I didn’t like it, and I am able to make decisions without being*

influenced by people's feelings. Lyra delivered her lesson without consideration of the perspective of the children, even in the physical sense of standing over them with a book, resulting in some not seeing it and others craning their necks to see. Ickes (2009) and Mencl and May (2009) allow that empathy can be a process requiring specific opportunities for growth.

Post Hoc Decision

As analysis of the data was being conducted it became apparent that although the study was designed to be qualitative in nature that there were statistical opportunities presenting themselves that appeared to be significant. A post hoc decision was made to include statistical analysis to support the research questions. The Spearman Rank correlation coefficient was used on these data sets.

Recommendations

Practice

The relationship among the three data sources did not become a formula for diagnosing preservice teachers and their relationship with empathy. They did provide insight when analyzing the relationship among the three data sources. Wayda and Lund (2005) noted there is a dearth of assessments for components of empathy. This study shows the data derived from the three collection tools would have been misleading if used in isolation in many cases, but combined, provided useful insight. Possible prescriptive interventions could be designed for preservice teachers based on the triangulation of these tools in order to foster positive relationships between teacher and student. Positive relationships between teachers and students are crucial to academic success. All of the preservice teachers in this study have achieved all the goals necessary

to continue on and become educators. Some will be more effective than others in the cultivating empathetic relationships in their classrooms. The question is whether will the preservice teachers that displayed egocentric behaviors will be able to move through the stage to a more mature one given appropriate interventions.

Instructional Ideas

Teacher education programs may benefit by adopting the process of data collection utilized in this study and adapting it to become a procedure in a field experience. The study's procedures to determine a preservice teacher's level of empathy could also be utilized to facilitate growth in the area of empathy. Higher education institutions basing their education field experiences on the Danielson Model (2013) could benefit from the addition of this process as supplemental. The EQ survey provided self-report of the preservice teachers empathy level. The written reflection provided invaluable insight to the preservice teachers' perception of what took place during their lesson delivery. The observation of the videotaped lesson provided a vignette of the preservice teacher interfacing with the students. This observation allowed for another perception of the interaction between the preservice teacher and the students (Evans, Williams, & Metcalf, 2010). Video review seems preferable to a face-to-face observation. The preservice teacher is more apt to act as they naturally would for a fellow student as opposed to a supervisor or professor. Correlating the three pieces of data creates a multi-dimensional picture of the preservice teacher's self-reported empathy level in relation to observable empathy and to empathy that is revealed in written self-reflection. This approach could be viewed as a formative assessment (Margolis, 2006). Triangulating these three sources of data as a point of reference would allow an intervention plan of

instruction to be implemented. Possible interventions that are research-based would be scenario explorations, extended field experiences, ethnographic studies, and additional training in child development, teaching strategies, relationship building, and acting lessons (Cooper, 2010; Goleman, 2006; Sanholtz, 2011).

Specific behaviors and skill sets that could be prescribed for individual teacher candidates to improve observable, perceived empathy could include active listening skills such as wait time after posing a question, responding specifically to the child's response as opposed to a general phrase such as, "good job", and maintain eye contact with the child that is speaking. Emotional response techniques taught could include the validation of a child's feelings, for instance commiserating with a crying child rather than suggesting they, "don't cry" or sharing a common personal experience with a child. Physical techniques that indicate empathy that could be taught would be body placement in comparison to children, eye contact, sweeping a group with eye contact, body stance, and tone and volume of voice. Providing a written reflection outline that included prompts to elicit empathic responses would heighten the preservice teachers awareness of empathy. Including prompts that refer to the students and their perceptions and reactions to the lesson and the teacher would focus the preservice teachers thoughts in the direction of the student as well as themselves.

Repeating the formative assessment midway through a semester or program of study would report on the progress, if any, the preservice teacher has made in the area of empathetic relationships. Research supports that success in the area of teacher-student relationships leads to student achievement (Boyer, 2010). It is the intention of this researcher to approach her higher education affiliation to consider the institution and

adoption of this triangulation into the teacher preparation program to identify and foster empathy growth among the teacher candidates. Additionally, this process would provide an assessment of disposition satisfying program requirements.

Future Research

The researcher of this study maintains that empathy is crucial in developing successful teacher-student relationships that lead to student success. Therefore, this premise should hold true at all academic levels. Adding to the body of work regarding empathy further research could be focused at many levels and teacher-student relationships in future research.

As a follow-up to this current research, the researcher intends to request from the participants of this study access to them in one to three years to complete a follow up study replicating the data collection used in this study. The researcher is interested in the insights such a follow-up study would provide as to the growth, stagnation, or regression shown by the original participants.

This study had the limitation of being conducted at a small private institution, which offered a small sample with few variations among the demographics of the participants. Replicating the study with a sample that included a larger male representation or a wider age range would provide an opportunity to determine if these variables would result in a significant difference in outcomes.

It is as important for novice and veteran teachers to be effective in building relationships that lead to student success as it is for preservice teachers. An opportunity for research and to deepen the understanding of empathy would be to replicate this study with a group of novice teachers, in the field one to three years, and a group of veteran

teachers, in the field more than five years, and correlate the findings with the conclusions of this current study.

The relationship between a cooperating teacher and a student teacher is another area of study interest for empathic relationships. These all-important partnerships can prove to be positive or negative experiences for both participants. Conducting a study with this group would provide insight into the interactions that occur between the student teacher and the cooperating teacher. An addition to this study could be including cooperating teachers that have also participated in the veteran teacher study. Exploring the correlation of the data gathered for a teacher involved in both studies would provide information answering the question; What is the relationship of teacher's reported level of empathy to the written reflections and the observable empathy shown to a group of students and to a student teacher?

Lastly, conducting a study of empathic relationships at a higher education level with faculty that instruct in teacher preparation programs and the preservice teachers in their classes. Do empathy level and/or observable empathy increase with age, educational level, or experiential level? Or is it determined at some stage in young adulthood? Is more or less empathy observable as the age of the student in the student-teacher relationship increases?

It is widely agreed upon and has been proven in many research studies that empathy is crucial to the success of students. Young children as well as adults learn through modeling and scaffolding of learning (Bruner, 1966; Vygotsky, 1962). This suggests that if cooperating teachers and higher education faculty are of low or average empathy it is very difficult for the students in the teacher education programs to rise

above these same levels when they are prepared for the classroom. This also suggests that remediation in the form of professional development might be a possibility to rectify groups or individuals that are determined to be of low empathy.

Observing an early learning, elementary, middle, high school, higher education classroom or cooperative learning situation it is obvious to an observer the classrooms that foster empathic relationships and the ones that do not. Conversations, interactions, and engagement are observed in these settings. Empathic relationships between teachers and students foster an environment where children are more engaged and successful (Bandura, 1997; Erikson, 2011; Vygotsky, 1978). This study provided insight on identifying empathy and fostering the increase in a teacher's level of observable empathy to increase the number of classrooms that provide empathic teacher to student relationships and an empathic environment.

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Appendix A

Letter to Potential Participants



Indiana University of Pennsylvania

Dear Preservice Teacher,

I am a student in the Curriculum and Instruction doctoral program at Indiana University of Pennsylvania. I am conducting a research study to fulfill the requirements of my program. This letter serves as a formal invitation requesting your participation in this study. The following information is outlined so that you may make an informed decision regarding your participation in this study.

The purpose of this study is to explore the relationship that develops through the delivery of instruction.

As a current preservice teacher and future educator lending your voice to this study is important in understanding the importance of relationships in education. I hope you will consider participating in this study.

If you choose to participate please keep the copy of the consent form included during this session. During the Collaborate session lead by an education department graduate assistant, you will be receiving instructions on electronically signing and sending the second copy of the consent. Your personal information and identity will not be revealed and will be kept in strictest confidence. A pseudonym will be assigned to you for data analysis purposes. Saint Vincent College will not be informed of your decision to participate or not in this study. Any communication will be treated in the same manner in regards to confidentiality.

Please be aware, should you consent to participate, any or all of the information gathered during the course of this study may be used in whole or part for publication in professional journals or used as part of a professional presentation in the future. The graduate assistant, researcher, and external researcher, former faculty member, Dr. Gene Leonard, will keep your identity confidential.

In compliance with federal regulations, your informed consent, along with all research data will be stored in locked storage in my Pennsylvania home for a minimum of at least three years.

Upon your consent, participation in this study will include three methods of data collection.

- Method one will be a sixty question Empathy Quotient Survey made available at the conclusion of this Collaborate session.
- Method two will be the collection of video previously submitted as a course artifact of one of your Field Experience III lesson deliveries. The graduate assistant with the cooperation of the course instructor will gather and submit this. Only video focused on you will be used in this study. The researcher is not including the preschool children in any aspect of this study.
- Method three will be submission of a previously written self-reflection for the video

- chosen for submission. The graduate assistant with the cooperation of the

Thank you for your time and consideration of this study. It is greatly appreciated. Please do not hesitate to contact me with any questions or concerns.

Sincerely,

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This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects
 724.357.7730.

Appendix B Informed Consent Form



Indiana University of Pennsylvania

Voluntary Consent Form

I have read and understand the information in this letter. I consent to volunteer for this study. I understand my responses are completely confidential and that I have the right to withdraw at any time. I may withdraw from the study by contacting through personal conversation, emailing, phoning, or written communication the principal investigator, the graduate assistant or the faculty sponsor at the provided contact information.

Name: _____

Address: _____

Email: _____

Phone: _____ Age: _____

I consent to participate in this study, understanding it includes:

Empathy Quotient (EQ) Survey completion

Video submission permission

Written Lesson Reflection submission permission

Signature of
Participant _____

I certify that I have explained to the participating individuals the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, and have answered any questions that have been raised.

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**This project has been approved by the Indiana University of Pennsylvania Institutional Review
Board for the Protection of Human Subjects.
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Appendix C
Letter Form College Site Department Chair



SAINT VINCENT COLLEGE

September 24, 2014

To Whom It May Concern:

I am writing to grant permission for Ms. Kathleen Beining to use the student information necessary to complete her dissertation research as per indicated in her Instructional Research Board application.

Ms. Kathleen Beining is a full-time employee working in the Saint Vincent College Education Department. She has my full support to complete her research as directed.

If you have any questions pertaining to this matter, please do not hesitate to contact me at the information below.

Yours truly,

A handwritten signature in cursive script, appearing to read "V. Ent".

Dr. Veronica Ent

Education Department Chairperson
Saint Vincent College
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Latrobe, PA 15650
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Appendix D Empathy Quotient (EQ) Survey				
1. I can easily tell if someone else wants to enter a conversation	strongly agree	slightly agree	slightly disagree	
2. I prefer animals to humans.	strongly agree	slightly agree	slightly disagree	strongly disagree
3. I try to keep up with the current trends and fashions.	strongly agree	slightly agree	slightly disagree	strongly disagree
4. I find it difficult to explain to others things that I understand easily, when they don't understand it first time.	strongly agree	slightly agree	slightly disagree	strongly disagree
5. I dream most nights.	strongly agree	slightly agree	slightly disagree	strongly disagree
6. I really enjoy caring for other people.	strongly agree	slightly agree	slightly disagree	strongly disagree
7. I try to solve my own problems rather than discussing them with others.	strongly agree	slightly agree	slightly disagree	strongly disagree
8. I find it hard to know what to do in a social situation.	strongly agree	slightly agree	slightly disagree	strongly disagree
9. I am at my best first thing in the morning.	strongly agree	slightly agree	slightly disagree	strongly disagree
10. People often tell me that I went too far in driving my point home in a discussion.	strongly agree	slightly agree	slightly disagree	strongly disagree
11. It doesn't bother me too much if I am late meeting a friend.	strongly agree	slightly agree	slightly disagree	strongly disagree
12. Friendships and relationships are just too difficult, so I tend not to bother with them.	strongly agree	slightly agree	slightly disagree	strongly disagree
13. I would never break a law, no matter how minor.	strongly agree	slightly agree	slightly disagree	strongly disagree
14. I often find it difficult to judge if something is rude or polite.	strongly agree	slightly agree	slightly disagree	strongly disagree
15. In a conversation, I tend to focus on my own thoughts rather than on what my listener might be thinking.	strongly agree	slightly agree	slightly disagree	strongly disagree
16. I prefer practical jokes to verbal humor.	strongly agree	slightly agree	slightly disagree	strongly disagree
17. I live life for today rather than the future.	strongly agree	slightly agree	slightly disagree	strongly disagree
18. When I was a child, I enjoyed cutting up worms to see what would happen.	strongly agree	slightly agree	slightly disagree	strongly disagree
19. I can pick up quickly if someone says one thing but means another.	strongly agree	slightly agree	slightly disagree	strongly disagree
20. I tend to have very strong opinions about morality.	strongly agree	slightly agree	slightly disagree	strongly disagree
21. It is hard for me to see why some	strongly	slightly	slightly	strongly

things upset people so much.	agree	agree	disagree	disagree
22. I find it easy to put myself in somebody else's shoes.	strongly agree	slightly agree	slightly disagree	strongly disagree
23. I think that good manners are the most important thing a parent can teach their child.	strongly agree	slightly agree	slightly disagree	strongly disagree
24. I like to do things on the spur of the moment.	strongly agree	slightly agree	slightly disagree	strongly disagree
25. I am good at predicting how someone will feel.	strongly agree	slightly agree	slightly disagree	strongly disagree
26. I am quick to spot when someone in a group is feeling awkward or uncomfortable.	strongly agree	slightly agree	slightly disagree	strongly disagree
27. If I say something that someone else is offended by, I think that that's their problem, not mine.	strongly agree	slightly agree	slightly disagree	strongly disagree
28. If anyone asked me if I liked their haircut, I would reply truthfully, even if I didn't like it.	strongly agree	slightly agree	slightly disagree	strongly disagree
29. I can't always see why someone should have felt offended by a remark.	strongly agree	slightly agree	slightly disagree	strongly disagree
30. People often tell me that I am very unpredictable.	strongly agree	slightly agree	slightly disagree	strongly disagree
31. I enjoy being the centre of attention at any social gathering.	strongly agree	slightly agree	slightly disagree	strongly disagree
32. Seeing people cry doesn't really upset me.	strongly agree	slightly agree	slightly disagree	strongly disagree
33. I enjoy having discussions about politics.	strongly agree	slightly agree	slightly disagree	strongly disagree
34. I am very blunt, which some people take to be rudeness, even though this is unintentional.	strongly agree	slightly agree	slightly disagree	strongly disagree
35. I don't tend to find social situations confusing.	strongly agree	slightly agree	slightly disagree	strongly disagree
36. Other people tell me I am good at understanding how they are feeling and what they are thinking.	strongly agree	slightly agree	slightly disagree	strongly disagree
37. When I talk to people, I tend to talk about their experiences rather than my own.	strongly agree	slightly agree	slightly disagree	strongly disagree
38. It upsets me to see an animal in pain.	strongly agree	slightly agree	slightly disagree	strongly disagree
39. I am able to make decisions without being influenced by people's feelings.	strongly agree	slightly agree	slightly disagree	strongly disagree
40. I can't relax until I have done everything I had planned to do that day.	strongly agree	slightly agree	slightly disagree	strongly disagree
41. I can easily tell if someone else is interested or bored with what I am saying.	strongly agree	slightly agree	slightly disagree	strongly disagree
42. I get upset if I see people suffering on news programs.	strongly agree	slightly agree	slightly disagree	strongly disagree
43. Friends usually talk to me about their problems as they say that I am very understanding.	strongly agree	slightly agree	slightly disagree	strongly disagree
44. I can sense if I am intruding, even	strongly	slightly	slightly	strongly

if the other person doesn't tell me.	agree	agree	disagree	disagree
45. I often start new hobbies but quickly become bored with them and move on to something else.	strongly agree	slightly agree	slightly disagree	strongly disagree
46. People sometimes tell me that I have gone too far with teasing.	strongly agree	slightly agree	slightly disagree	strongly disagree
47. I would be too nervous to go on a big rollercoaster.	strongly agree	slightly agree	slightly disagree	strongly disagree
48. Other people often say that I am insensitive, though I don't always see why.	strongly agree	slightly agree	slightly disagree	strongly disagree
49. If I see a stranger in a group, I think that it is up to them to make an effort to join in.	strongly agree	slightly agree	slightly disagree	strongly disagree
50. I usually stay emotionally detached when watching a film.	strongly agree	slightly agree	slightly disagree	strongly disagree
51. I like to be very organized in day to day life and often make lists of the chores I have to do.	strongly agree	slightly agree	slightly disagree	strongly disagree
52. I can tune into how someone else feels rapidly and intuitively.	strongly agree	slightly agree	slightly disagree	strongly disagree
53. I don't like to take risks.	strongly agree	slightly agree	slightly disagree	strongly disagree
54. I can easily work out what another person might want to talk about.	strongly agree	slightly agree	slightly disagree	strongly disagree
55. I can tell if someone is masking their true emotion.	strongly agree	slightly agree	slightly disagree	strongly disagree
56. Before making a decision I always weigh up the pros and cons.	strongly agree	slightly agree	slightly disagree	strongly disagree
57. I don't consciously work out the rules of social situations.	strongly agree	slightly agree	slightly disagree	strongly disagree
58. I am good at predicting what someone will do.	strongly agree	slightly agree	slightly disagree	strongly disagree
59. I tend to get emotionally involved with a friend's problems.	strongly agree	slightly agree	slightly disagree	strongly disagree
60. I can usually appreciate the other person's viewpoint, even if I don't agree with it.	strongly agree	slightly agree	slightly disagree	strongly disagree

Appendix E

Empathy Observation Review

Reviewer_____

Date_____

Subject_____

OBSERVABLE CHARACTERISTICS	COMMENTS AND OBSERVATIONS
Facial expressions	
Eye contact	
Listening/wait time	
Tone of voice	
Proximity to children	
Physical contact	
Body Language	
Classroom Management	
Equal attention to all children	
Enthusiastic	
Encouraging	
Responds to nonverbal cues.	
Other	

Appendix F
ED 318 Field Experience
Written Reflection Rubric

Lesson Introduction:

- ❖ Did the students demonstrate understanding of what the big idea and the “I” statement meant?
- ❖ Was I clear and using “kid friendly” language?
- ❖ How did the students respond to the transition after the introduction?
- ❖ Do you feel the children understood the purpose of the introduction?
- ❖ Overall impression of the introduction experience.

Lesson:

- How clear were the directions you gave during your lesson?
- Were the children engaged in the learning?
- Were the activities age- appropriate?
- Do you feel the children understood the purpose of the lesson?
- Overall impression of the lesson.

Closure:

- Did your closure review and conclude the learning?
- Did the closure feel natural to the lesson?
- Do you feel the children understood the purpose of the closure?
- Overall impression of the closure.

Overall

- What worked well with the experience?
- What could have been improved?
- If asked the same questions how would the children respond?