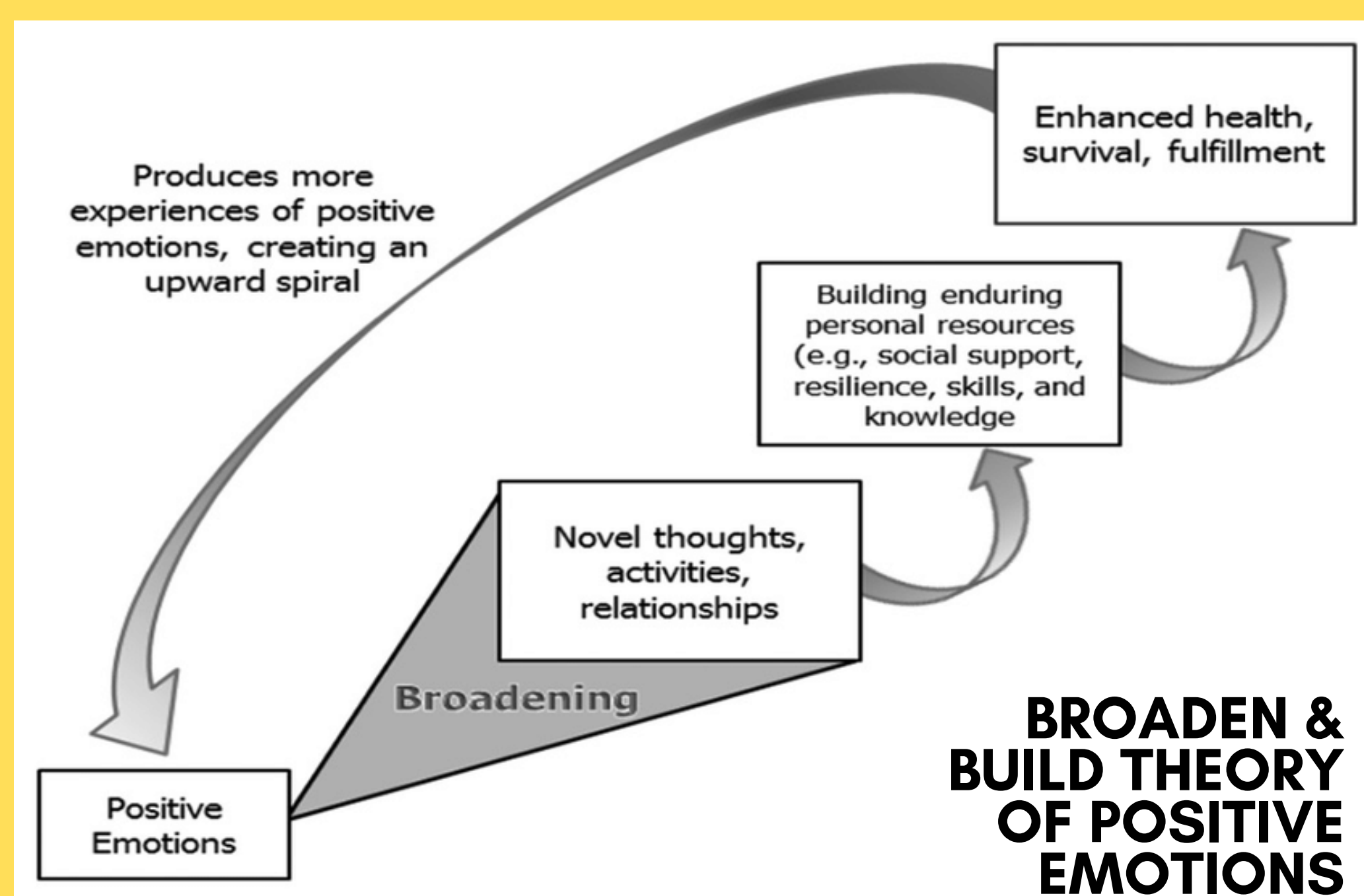


# LEADING WITH POSITIVE EMOTIONS

Examining SBAE University Supervisors' Feedback Through a Positive Psychology Framework

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The Broaden and Build Theory emphasizes the importance of positive emotions to an individual's ability to see possibilities and broaden their horizons. Fredrickson (2001)

The additive process of positive emotions and experiences encourages action, problem-solving, and long-term flourishing for the recipient; and the presence of positive emotions are catalytic to both the immediate and long-term expansion of thinking and problem solving amid challenging situations. Fredrickson (2001)

## INTRODUCTION

Teacher education research raises questions about how feedback processes work, and if the supervisors' practices work.

(Darling-Hammond & Bransford, 2007; Sklar, 1996).

Despite being highly valued, university supervisors in school-based agricultural education (SBAE) have received limited attention (Fitz & Miller, 2003).

SBAE university supervisors have been urged to examine their practices and expected to create positive field experiences for teacher candidates (Fitz & Miller, 2003; Rubenstein & Thoron, 2013).

Yet, SBAE literature sparingly associates the feedback process common to supervision with positive language and instead suggests more emphasis on critique and evaluation (Paulsen et al., 2016; Shoulders et al., 2016)

## PRIDE

*I need them to hear-on that first visit-I'm proud of you. We are headed in the right direction. We're on a journey together....That's that constant reminder that this is not a high stakes, summative-you passed or you failed-I'm proud of you. You're on the right track.*

Interview 03/15

## HOPE

*I had days as a teacher where I went home and I was like: Well today I was not a good teacher; tomorrow I need to do this. Helping them get to that point where they can say, 'and tomorrow'...to know that you could do better, and that you can do better.*

Interview 01/26

## GRATITUDE

*The opportunity to go in and share someone's developmental experience isn't just rewarding. It's an expression of thanks, and there's a lot of responsibility in that. The responsibility to be gentle with someone else's experience, cognizant of someone else's growth, and oriented toward the reality of what it takes to do well when you're borrowing someone else's kids. It's a responsibility to engage with gratitude, something I really failed at as an ungrateful little undergrad.*

Interview 05/03

## CONSIDERATIONS

What role do positive emotions have in your practice?

What would you learn about your own practice of supervision if you observed yourself?

Do teacher candidates see themselves as capable of identifying and generating positive experiences for themselves, and across their career?

## METHODS

(Greenwald, 2004; Lortie, 2003; van Manen, 1990)

**Hermeneutic Phenomenology**  
**Purposive & Snowball Sampling**  
 Six SBAE university supervisors of teacher candidates from 4 different institutions.

**Phenomenological Interviewing** (Frechette et al., 2020)

- **Interview 1: Semi-Structured Interview**
  - Participants reflected on their past experiences with the phenomena of feedback
- **Interview 2: Think-Aloud-Activity**
  - Participants described their supervision strategies and goals related to and upcoming visit with a teacher candidate; participants made additional meaning of their intentions
- **Observation**
  - Participants recorded between 1-4 post-observation conferences with a teacher candidate.
- **Interview 3: Video Stimulated Recall**
  - Participants reflected on their observation, identified time stamps for discussion, and made additional meaning through dialogue with the researcher.

### Data Corpus

25+ interviews and observations were collected over five months

### Analysis

Transcripts of interviews, reflexive memos and field notes were coded to aid theme development

Unique to this study, supervisors recorded and reflected on their own practices of supervision in terms of their own improvement and gathering of evidence of their effectiveness, as opposed to the teacher candidate's effectiveness.

Are supervisors engaged reflection and analysis of their own practice for continuous development like they expect their teacher candidates?

## CONCLUSIONS

Through positive reflection and attention to positive experiences, university supervisors empower teacher candidates to broaden their thinking and awareness, and build upon their strengths to become more resilient teachers in the future.

These supervisors' conveyed positive emotions of interest, hope, and pride in their teacher candidates throughout the process to build more enduring resources and a felt sense of confidence in their teacher candidate's present and future.

Broaden and Build Theory evident within the experiences of these supervisors:

- desire for a positive mindset, (Rubenstein & Thoron, 2013)
- perception of how positivity can undo tension, (Palmer & Peter, 2010)
- lead toward more teacher candidate driven reflection, (Fitz & Miller, 2003).
- an accumulation of resources to persist.

## BROADEN & BUILD

*Being able to identify for yourself-what am I doing right- moves you forward, and helps you want to take that next step. It helps you build little successes that continue to snowball. And I don't let them couch it. They need to be in the habit of owning it.*

Interview 03/07

AMUSEMENT  
 GRATITUDE  
 INTEREST  
 PRIDE  
 HOPE  
 JOY