

University of Vermont

UVM ScholarWorks

Graduate College Dissertations and Theses

Dissertations and Theses

2017

Examining The Socialization Of Physical Education Teachers: A Case Study

Thomas Matthew Geisler
University of Vermont

Follow this and additional works at: <https://scholarworks.uvm.edu/graddis>



Part of the [Educational Sociology Commons](#), and the [Health and Physical Education Commons](#)

Recommended Citation

Geisler, Thomas Matthew, "Examining The Socialization Of Physical Education Teachers: A Case Study" (2017). *Graduate College Dissertations and Theses*. 725.
<https://scholarworks.uvm.edu/graddis/725>

This Dissertation is brought to you for free and open access by the Dissertations and Theses at UVM ScholarWorks. It has been accepted for inclusion in Graduate College Dissertations and Theses by an authorized administrator of UVM ScholarWorks. For more information, please contact scholarworks@uvm.edu.

EXAMINING THE SOCIALIZATION OF PHYSICAL EDUCATION TEACHERS:
A CASE STUDY

A Dissertation Presented

by

Thomas M. Geisler

to

The Faculty of the Graduate College

of

The University of Vermont

In Partial Fulfillment of the Requirements
For the Degree of Doctor of Education
Specializing in Educational Leadership and Policy Studies

May, 2017

Defense Date: March 23, 2017
Dissertation Examination Committee:

Judith A. Aiken, Ed.D., Advisor
Betsy Hoza, Ph.D., Chairperson
Colby Kervick, Ed.D.
Alan Tinkler, Ph.D.
Cynthia J. Forehand, Ph.D., Dean of the Graduate College

Abstract

In the last thirty years childhood obesity and inactivity rates in the United States have increased at alarming rates (Ogden, Carroll, Kit, & Flegal, 2014). In response to this, physical education curriculum is shifting to focus more on health promotion rather than competitive team sports and game play. This focus is reflected in the recently revised K-12 physical education national content standards and learning outcomes and is impacting how colleges are preparing future teachers (SHAPE America (Organization), Couturier, Chepko, & Holt/Hale, 2014). Changing how physical education is taught can be challenging for teacher educators, in part due to the fact that students' deeply held beliefs about the purposes of physical education are often based on years of experience in traditional, PK-12, sports-based physical education programs (Placek et al., 1995).

The purpose of this study was to explore how teacher candidates and recent graduates experience the process of occupational socialization into their profession as physical education teachers. Utilizing occupational socialization theory, this study examined factors that impacted participants' teaching perspectives and explored the beliefs they held about the goals and purposes of PK-12 physical education. The adoption of the national physical education standards by the Vermont Agency of Education, along with recent legislation (Act 77) that is changing the way schools prepare PK-12 students for college and careers, make the Vermont context a rich setting.

This phenomenological case study was set within a small public university located in Vermont in the United States during the summer and fall of 2016. The units of analysis included five freshman year physical education candidates, five junior year physical education candidates, and five recent graduates, also from the same institution, who were employed as Vermont physical education teachers. Three secondary participants included a Vermont principal and two physical education teacher education faculty members. Data collection methods included eighteen semi-structured interviews and document review of course syllabi and student assessments. Findings suggested that participants: 1) enter the field with teaching orientations rather than coaching orientations, 2) believe that the purpose of physical education is lifelong health and wellness, 3) develop innovative teaching perspectives during teacher education that persist into teaching careers, and 4) identify as agents of change in the field of physical education. Understanding how students are socialized into careers as physical education teachers may inform the decision-making for physical education teacher education faculty and PK-12 physical education teachers.

DEDICATION

To Brady and Erin.

ACKNOWLEDGEMENTS

This endeavor would not have been possible without the guidance, support and willing participation of many people.

First, I would like to thank my advisor Dr. Judith Aiken for her expert guidance throughout this entire process. She pushed me to make this project the best it could be while also providing dedicated support.

I would also like to thank the other members of my committee: Dr. Betsy Hoza, Dr. Colby Kervick and Dr. Alan Tinkler, for their time, expertise, energy and willingness to serve on my committee.

This study would not have been possible without the insightful thoughts, offered so generously by the study's participants. I am thankful for their invaluable perspectives.

Finally, I would like to thank my wife Michele for her support during this long endeavor.

TABLE OF CONTENTS

	Page
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
CHAPTER 1: INTRODUCTION.....	1
1.1 Problem.....	1
1.2 Contextual Background.....	2
1.3 Theoretical Framework.....	4
1.4 Purpose.....	8
1.5 Research Questions.....	8
1.6 Significance.....	8
CHAPTER 2: LITERATURE REVIEW.....	10
2.1 Purpose.....	10
2.2 Historical Foundations of Physical Education.....	12
2.2.1 The Gymnastics Era.....	13
2.2.2 The Progressive Era.....	14
2.2.3 The Post-World War II Era.....	17
2.2.4 The Modern Era, Post-1970.....	19
2.2.5 Summary.....	20
2.3 Theoretical Framework of Occupational Socialization.....	21
2.3.1 Acculturation Phase of Teacher Socialization.....	23

2.3.2 Professional Phase of Teacher Socialization.....	28
2.3.3 Organizational Phase of Teacher Socialization.....	33
2.3.4 Summary of Findings.....	39
CHAPTER 3: RESEARCH METHODOLOGY.....	41
3.1 Research Questions.....	41
3.2 Qualitative Research Design.....	41
3.3 Rationale for Phenomenological Case Study.....	42
3.4 Researcher Approach and Identity.....	44
3.5 Setting and Participants.....	45
3.6 Sampling and Recruitment.....	46
3.6.1 Sampling and Recruitment in the Acculturation Phase.....	47
3.6.2 Sampling and Recruitment in the Professional Phase.....	49
3.6.3 Sampling and Recruitment in the Organizational Phase.....	49
3.6.4 Sampling and Recruitment of Secondary Participants.....	50
3.7 Delimitations.....	51
3.8 Data Collection Methods.....	52
3.8.1 Semi-Structured Interviews.....	52
3.8.1.1 Primary Participant Interviews.....	52
3.8.1.2 Secondary Participant Interviews.....	53
3.8.2 Document Review.....	54
3.9 Data Analysis Procedures.....	54
3.9.1 Memos and Transcriptions.....	54
3.9.2 Coding.....	55

3.9.3 Data Displays and Frequency Charts.....	56
3.9.4 Flip Charts.....	56
3.9.5 Document Review and Content Analysis.....	57
3.10 Trustworthiness: Credibility and Dependability.....	59
3.10.1 Credibility.....	59
3.10.2 Dependability.....	60
3.11 Human Subjects / IRB.....	60
3.12 Limitations.....	61
3.13 Chapter Summary.....	61
CHAPTER 4: FINDINGS AND ANALYSIS.....	63
4.1 Theme 1: Recruitment: Sports, Fun and People.....	64
4.1.1 Sports.....	65
4.1.1.1 Acculturation.....	65
4.1.1.2 Professional.....	66
4.1.1.3 Organizational.....	67
4.1.2 Fun in Physical Education.....	67
4.1.2.1 Acculturation.....	67
4.1.2.2 Professional.....	68
4.1.2.3 Organizational.....	68
4.1.3 People: Influential Mentors.....	70
4.1.3.1 Acculturation.....	70
4.1.3.2 Professional.....	70
4.1.3.3 Organizational.....	72

4.1.4 People: Desire to Work with Children.....	73
4.1.4.1 Acculturation.....	73
4.1.4.2 Professional.....	74
4.1.4.3 Organizational.....	75
4.2 Theme 2: Wellness for Life.....	77
4.2.1 Wellness for Life: Acculturation Case.....	77
4.2.2 Wellness for Life: Professional Case.....	79
4.2.3 Connections to Document Analysis Data.....	81
4.2.4 Wellness for Life Organizational Case.....	83
4.3 Theme 3: Developing a Teaching Perspective Watching, Learning, Doing..	85
4.3.1 Developing a Teaching Perspective: Watching.....	88
4.3.2 Developing a Teaching Perspective: Learning.....	90
4.3.3 Developing a Teaching Perspective: Doing.....	92
4.3.4 Learning: Professional.....	94
4.3.5 Learning: Organizational.....	97
4.3.6 Doing: Organizational.....	100
4.4 Theme 4: Agents of Change in Physical Education.....	109
4.4.1 Agents of Change in Physical Education (Acculturation).....	110
4.4.2 Agents of Change in Physical Education (Professional).....	112
4.4.3 Agents of Change in Physical Education (Organizational).....	113
4.5 Analysis and Interpretation.....	115
4.5.1 Theme 1: Recruitment: Sports, Fun and People.....	116
4.5.1.1 Sports.....	116

4.5.1.2 Fun in Physical Education.....	119
4.5.1.3 Mentors and a Desire to Work with Children.....	121
4.5.2 Theme 2: Wellness for Life.....	123
4.5.2.1 Acculturation.....	123
4.5.2.2 Professional and Organizational.....	126
4.5.3 Theme 3: Developing a Teaching Perspective: Watching, Learning, Doing.....	127
4.5.3.1 Developing a Teaching Perspective: Watching.....	127
4.5.3.2 Developing a Teaching Perspective: Learning.....	128
4.5.3.3 Developing a Teaching Perspective: Doing.....	129
4.5.4 Theme 4: Agents of Change in Physical Education.....	131
4.5.5 Chapter Conclusion.....	134
CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	137
5.1 Discussion of Findings.....	137
5.1.1 Theme 1: Recruitment: Sports, Fun and People.....	138
5.1.2 Theme 2: Wellness for Life.....	139
5.1.3 Theme 3: Developing a Teaching Perspective: Watching, Learning, Doing.....	141
5.1.4 Theme 4 Agents of Change in Physical Education.....	142
5.2 Addressing Limitations.....	143
5.3 Recommendations for Future Practice.....	143
5.3.1 Recommendations for PETE programs.....	144
5.3.2 Recommendations for K-12 PE Teachers and Administrators.....	146
5.3.3 Recommendations for Future Research.....	147

5.3.4 Policy Recommendations.....	149
5.4 Researcher Reflection.....	150
REFERENCES.....	155
APPENDICES.....	160
Appendix A. Interview Protocol: Acculturation.....	160
Appendix B. Interview Protocol: Professional Socialization.....	162
Appendix C. Interview Protocol: Organizational Socialization.....	164
Appendix D. Interview Protocol: Faculty (Acculturation).....	166
Appendix E. Interview Protocol: Faculty (Professional Socialization).....	167
Appendix F: Interview Protocol: Principal (Organizational Socialization).....	168
Appendix G: Letter of Consent.....	169
Appendix H: Recruitment Letter.....	170
Appendix I: Coding Legend/Schema.....	171
Appendix J: Selected Studies Related to Acculturation.....	176
Appendix K: Selected Studies Related to Professional Socialization.....	178
Appendix L: Selected Studies Related to Organizational Socialization.....	181

LIST OF TABLES

	Page
Table 1: Participant Description Data.....	46
Table 2: Document Review: Course Syllabi.....	57
Table 3: Document Review: Student Assessments.....	59
Table 4: Data Summary Table: Decision to Enter the Field.....	76
Table 5: Data Summary Table: Goals and Purposes of Physical Education.....	85
Table 6: Data Summary Table: Development of Teaching Perspective: Acculturation...94	
Table 7: Data Summary Table: Development of Teaching Perspective: Prof/Org.....	109
Table 8: Data Summary Table: Custodial and Innovative Teaching Orientations.....	115

LIST OF FIGURES

	Page
Figure 1: Conceptual Framework of Occupational Socialization Theory	7

CHAPTER 1: INTRODUCTION

1.1 Problem

The United States is losing the battle against childhood inactivity and obesity. In the past thirty years childhood obesity has tripled in children and quadrupled in adolescents. By 2012 more than one-third of children and adolescents were described as overweight or obese (Ogden, Carroll, Kit, & Flegal, 2014). Partly in response to these health concerns, revisions to the Physical Education National Standards have redefined the goals and purposes of PE as a way to combat the obesity crisis and its associated health and economic costs. In 2014, The Society of Health and Physical Educators (SHAPE America) stated, “The goal of PE is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity” (p.11). In addition, the Centers for Disease Control and Prevention (2011) identified public school PE programs as an ideal setting to promote healthy lifestyles, and PE teachers as primary catalysts for fighting childhood inactivity (Hodges, Kulinna, van der Mars, Kwon, & Lee, 2015). At the state level, it is worth exploring how this philosophical shift towards physical education may be occurring within the local context of Vermont. In 2014, the Vermont Agency of Education replaced the state standards for physical education with the national standards. This decision was made in part because the national standard’s emphasis on lifetime health and wellness aligns well with the 2013 passing of Act 77 in Vermont, which requires schools to use proficiency-based assessments, develop personalized learning plans, provide flexible pathways to graduation and incorporate transferrable skills into learning outcomes in order to prepare students for success after high school.

However, these standards and state education mandates, which aim to improve both the PK-12 physical education curriculum and the preparation of physical educators for our schools, (among other things) has not necessarily translated into the goals and aspirations of those who seek to become teachers of physical education. Many college undergraduates enter physical education teacher education (PETE) programs with the belief that PE curriculum consists of playing competitive sports games and that physical educators enter teaching mainly so they can coach (Hushman, Napper-Owen, & Hushman, 2013). These findings suggest that the United States is in the midst of a paradigm shift regarding beliefs towards the roles, purposes, and perceptions of K-12 physical education and physical education teachers.

1.2 Contextual Background

Knowledge about learners is critical in order for effective teaching and student learning to occur at all levels of education, PK-16 (McCullick, Lux, Belcher, & Davies, 2012). Understanding student backgrounds and current levels of knowledge, skills, and dispositions allows teachers to plan and modify instruction to maximize student learning. Included in this plan is the need to understand the values and beliefs students hold toward their learning and career selections. Thus, it is important for teacher education faculty to understand how students' experiences in PK-12 physical education shape their beliefs, ideas, and perspectives towards the purposes and expectations of teaching or becoming teachers in PE (Templin & Schempp, 1989). As pointed out by Danziger 1971, teacher socialization is a process whereby individuals become participating members of the teaching profession. In other words, how have these aspiring teachers been socialized into their vision or mission as PE teachers?

Research on PE teacher socialization received much attention in the mid-eighties and then again in the mid-nineties; however, the research in this area since 2000 has received limited review and synthesis (McCullick, et al., 2012). Interestingly, there appears to be limited research at the same time the new standards for physical education have emerged. Examining this gap in research may provide teacher education faculty, graduate students, PK-12 PE teachers, and student teaching mentors with an updated profile of how today's physical education teacher education (PETE) major is socialized. Perhaps this knowledge could be used to inform decision-making for PETE curriculum and help beginning teachers better survive the demanding first years of teaching.

In addition to improving teacher preparation curriculum so that the new standards and purposes of physical education are implemented and practiced, there is also a related issue and challenge of high teacher turnover in our public schools. According to Ingersoll (2003) as many as forty-six percent of all public school teachers, including physical educators, leave the profession within the first five years. Examining the effectiveness of teacher education programs through the lens of occupational socialization theory is one way to help improve teacher quality and reduce teacher attrition (Lawson, 1983a, 1983b). The importance of investigating the relationship between teacher socialization and teacher education is further supported by Lortie's (1975) suggestion that personal experiences in schools, first as students, and later as teachers, influence teaching even more than formal teacher education programs. This is particularly the case in physical education (PE) where occupational socialization theory suggests that learning to teach PE is a complex socialization process (Templin & Schempp, 1989).

1.3 Theoretical Framework

Occupational socialization is a process by which a person is trained and learns the roles, expectations, and values associated with a profession. (Stroot, Faucette, & Schwager, 1993) Research specific to the socialization of physical education teachers extends back over forty years and is largely based on Lawson's (1983a, 1983b) three-part theoretical model of acculturation, professional socialization, and organizational socialization. Also important to the development of Lawson's model of teacher socialization in PE, was the influence of Lortie's (1975) examination of teacher socialization. Understanding all three components of occupational socialization theory is critical as they are interrelated and occur simultaneously (Lawson, 1983a). A conceptual map of this theoretical framework can be found in figure 1.

Acculturation refers to the phase of teacher socialization that happens 12-15 years preceding college entry and is also termed the recruitment phase (Hutchinson, 1993). Acculturation occurs through individual's interactions with teachers, coaches, parents, and other influential socializing agents during childhood (Templin & Richards, 2014). During this phase individuals develop strong beliefs, expectations, and values towards the purposes of physical education and teaching. This process happens primarily through years of observation as K-12 students and is what Lortie (1975) calls the apprenticeship of observation, by which prospective teachers learn about teaching simply by watching for many years. The apprenticeship of observation informs an individual's subjective warrant, which Lawson (1983a) describes as each person's perceptions of the requirements for teaching in schools. Although these beliefs are deeply rooted, they do not provide recruits with a complete understanding of the technical culture of teaching

because they are solely based on student experiences, not teacher experiences (Templin & Schempp, 1989).

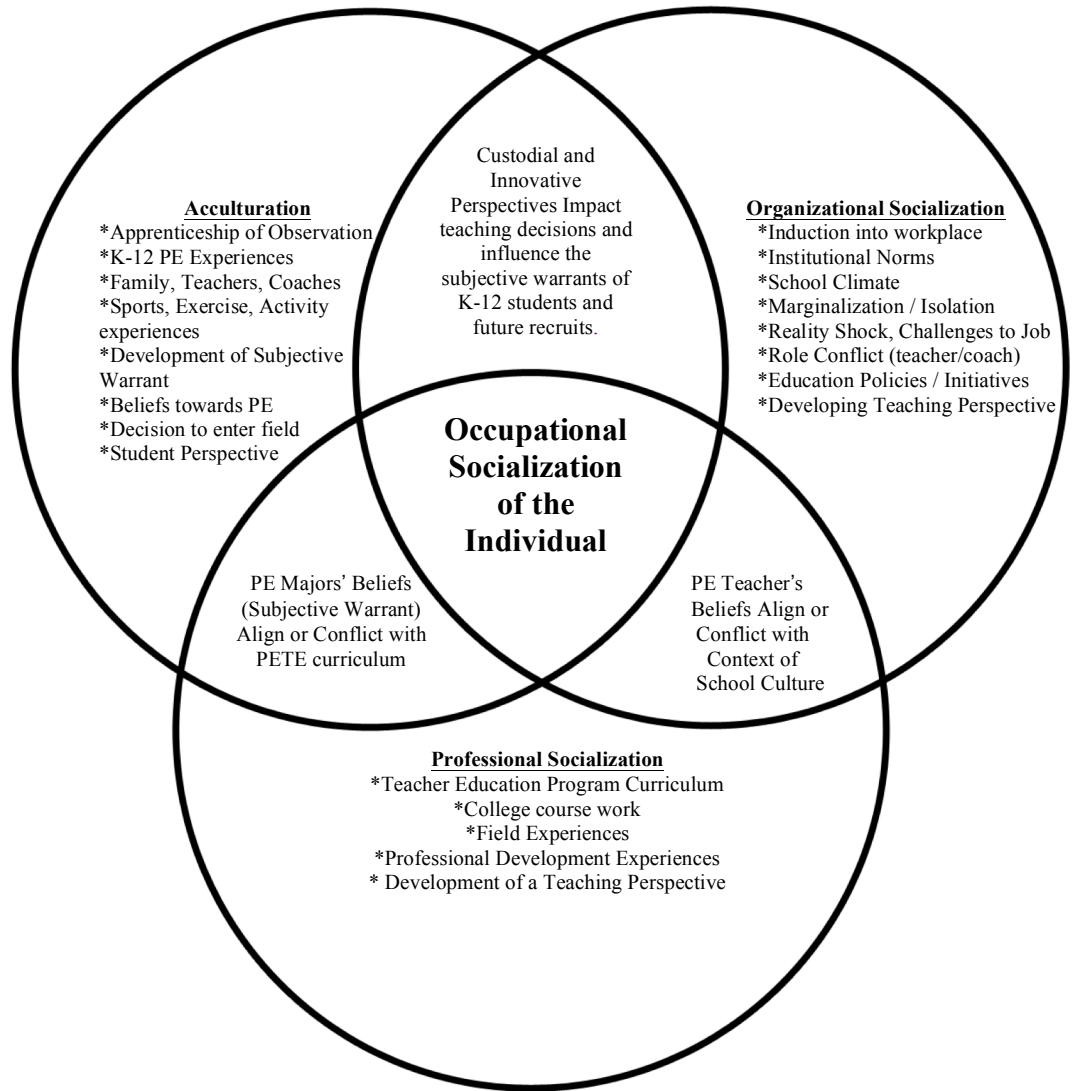
Professional socialization occurs when students enter a formal PETE program (Richards, Gaudreault, & Templin, 2014). It is here that individuals experience the technical culture of teaching. Through coursework and field experiences in PE, professional socialization attempts to develop within the individual the knowledge, skills, and dispositions required for effective instruction (Richards, Gaudreault, & Templin, 2014). Students begin to accept or reject new learning as it relates to their subjective warrants. In this phase students may adopt custodial or innovative orientations towards teaching (Lawson, 1983a). Custodial orientations seek to reproduce their own student experiences, while innovative orientations seek to transform physical education (Placek, Dodds, Doolittle, Portman, Ratliffe, & Pinkham, 1995). Still, some students take on a fence-sitting orientation of temporary compliance in order to get through the professional socialization phase, after which they will choose a custodial or innovative orientation upon entering the workplace (Lawson, 1983a). The subjective warrants of pre-service teachers can pose challenges for PETE faculty because student beliefs may not align with teacher education curriculum.

The third phase is organizational socialization, which occurs in schools when new teachers start their careers, and is characterized by learning the ropes of the job, and conforming to institutional norms in order to feel accepted (Templin & Schempp, 1989). Often this transition is rocky, as new teachers may feel marginalized and isolated within the school, experience role conflict (if they are also coaching), and reality shock, from large class sizes and limited resources (Zeichner & Tabachnick, 1981; Curtner-Smith,

Hastie & Kinchin, 2008; Blackenship & Coleman, 2009). Teachers who enter the field with innovative teaching orientations may struggle if their colleagues, or the larger school culture maintains custodial orientations that seek to maintain the status quo (Curtner-Smith, 2001; H. Lawson A., 1989). Few will try to redefine the context in which they teach because it is risky to challenge the practices and norms of more experienced colleagues (Williams & Williamson, 1998). Some will take a more strategic response by putting on hold what they learned in their PETE program until a later time when they feel more empowered to challenge institutional norms (Lacey, 1977). Sadly, many beginning teachers become accustomed to custodial teacher orientations and give up their innovative perspective. This is commonly referred to as a washout effect and explains in part why knowledge and skills learned in PETE programs may not reach K-12 students (Blankenship & Coleman, 2009).

Occupational socialization is the theoretical foundation that guides this study. It explains how teachers are trained and how all three elements of the theory are distinct yet also connected. The research questions and aims of this study focus on all three phases of the socialization process: acculturation, professional, and organizational. This theoretical framework serves as the foundation for examining how PE majors from one institution undergo all three phases of teacher socialization. Figure 1. provides a visual of this theoretical framework. Each circle represents one phase of occupational socialization. The interconnectedness of each phase is depicted in the areas where the phases overlap. The process of occupational socialization for the individual is captured inside the region where all three phases connect.

Figure 1. Conceptual Framework for Occupational Socialization Theory
(Adapted from Lawson, 1983a)



1.4 Purpose

The purpose of this study was to explore how students and recent graduates from the same physical education teacher preparation program, perceive their movement through all three phases of physical education teacher socialization, and to better understand how this complex phenomenon occurs. A case study design with a phenomenological approach was used, and that involved the collection of semi-structured interview data and document review. The sample population and units of analysis consisted of five entering freshman, five juniors, and five new teachers who are in their first five years of service. These fifteen participants attend or graduated from the same physical education teacher education program at a small public university located in Vermont. Three secondary participants included a Vermont Principal and two faculty members who teach in the same physical education teacher education program.

1.5 Research Questions

Three research questions guided this study. 1) Why does one become a physical education teacher? 2) What do freshmen, juniors, and new teachers, respectively, believe to be the goals and purposes of PK-12 physical education? 3) What socialization processes are involved in the development of one's teaching perspective? Two sub-questions based on the theory of occupational socialization, also guided this study. 4) How does a physical education teacher preparation program contribute to the occupational socialization of its students? 5) How do Vermont PK-12 school settings impact the occupational socialization and teaching behaviors of physical educators in their first five years of service?

1.6 Significance

Preparing pre-service physical education students to be effective teachers while guiding their professional philosophies and beliefs is challenging work for PETE faculty. The aim of this study was to better understand who our future physical educators are and how they undergo the process of teacher socialization. Findings from this study may help PETE faculty better understand how physical education majors undergo teacher socialization. This study has the potential to inform new curricula, learning objectives, and instructional strategies to improve teacher training effectiveness. Consequently, it may help future PE teachers make a more successful transition into a long and fruitful teaching career. Also, teachers may be better prepared to help their students meet the SHAPE National Standards in new and creative ways that also meet the goals and requirements of Vermont's Act 77 legislation. Ultimately, the aim of this study is to make a contribution towards improving PK-12 PE programs, through improved teacher education, so that children learn how to be active and healthy throughout their lives.

CHAPTER 2: LITERATURE REVIEW

2.1 Purpose

Occupational socialization refers to the complex process by which individuals learn the roles, expectations, and values required for a specific occupation (Stroot et al., 1993). In the field of education, teaching comes with its own processes for socialization, and in the case of physical education the process is even further specified (Lawson, 1983a). The purpose of this review is to examine and synthesize a variety of literature that explores how physical education teachers undergo the process of teacher socialization. Research on the history of physical education in American schools and Occupational Socialization Theory, provide the organizational framework for this literature review.

The first theme is a brief examination of the history of physical education in the United States. This section looks at the origins and evolutions of physical education programs in the public school system. Particular attention focuses on significant historical events, educational reforms, and influential leaders that served as catalysts for both positive and negative developments within the discipline. By understanding the evolution of physical education in schools, we may better understand how and why PE programs and teachers look as they do today. Specifically, we are seeing an alignment between childhood obesity and inactivity, and the newly revised K-12 national physical education content standards. This area of research suggests that the current goals and purposes of PE have shifted from an overemphasis on traditional team sport game play to teaching students the knowledge, skills, and attitudes necessary for living a healthful and active life. This research strand clarifies the mission of today's physical education

programs, and justifies its goals and purposes as critically important to the current needs of society. Understanding the PE story in America will provide a critical lens and conceptual foundation necessary for understanding how PE teachers are socialized.

The second major area of review is about research conducted on the socialization of physical education teachers. A particular focus will fall under the theoretical framework of occupational socialization, which includes the acculturation, professional socialization, and organizational socialization phases. Research on the acculturation phase seeks to understand the background experiences that attracted PE teachers to the field. These studies usually examine data retrospectively by asking undergraduates or in-service teachers to reflect back on their K-12 student experiences. Studying high school students while they are still in the acculturation phase is ideal, but also difficult because many have not yet decided on PE nor have they officially entered a PETE program. Research on the professional socialization phase oftentimes looks at issues around teacher education effectiveness. These studies attempt to measure specific curriculum sequences, learning objectives, course assessments, and field experiences that contribute to high quality teacher preparation. Finally, research on the organizational phase looks at the wide range of socialization issues within the K-12 school context. Some studies focus on the early period of induction, while others try to understand what happens to teachers over the course of a thirty-year career. It is common to see retrospective studies with this population as they have lived through the other phases already.

Criteria for articles included in this review were: peer reviewed empirical studies, peer reviewed literature reviews, and peer reviewed scholarly articles. All of the literature was published in English language journals. Some of the journals I selected

included: The Journal of Physical Education, Recreation and Dance; The Journal of Teaching Physical Education; Research Quarterly for Exercise and Sport; Quest; The Physical Educator; Sport Education and Society; Physical Education and Sport Pedagogy; European Physical Education Review; Teacher Education Quarterly; and Teaching and Teacher Education.

2.2 Historical Foundations of Physical Education

We can only begin to form a complete and accurate picture of socialization into physical education when we understand the historical foundations of the field. Closely related to our understanding of how individuals are socialized into physical education is our understanding of its roots and how it has changed overtime. Without this historical perspective it is difficult to accurately assess the current conditions in PE. Lawson (1998) points out:

The loss of a historical perspective exacts significant toll... without a sense of history, they [researchers and professionals] are likely to become prisoners of the here and now. In an institutionalized field, these orientations and practices are passed on to the next generation. When this intergenerational transmission occurs, the problem of ahistorical, technical tinkering becomes all the more difficult to reverse (p. 5-6).

A better sense of history may help today's researchers and professionals readdress contemporary physical education curriculum and pedagogy, which is closely connected to our perceptions towards the purposes of PE and the role of the PE teacher.

This section will explore the literature specific to four major time periods in the development of physical education in the United States: The German and Swedish

Gymnastics Era, 1850-1900, the Progressive Era, 1900-1930, the Post WWII Era, 1945-1965, and the modern era, post-1970. Although historical influences can be traced back to modern Europe, the Middle Ages, and ancient Greece and Rome, the focus here is on the emergence of physical education in American schools.

2.2.1 The Gymnastics Era

Similar to today, the early focus of physical education in America was to improve the overall health of students. The original pioneers in physical education were medical doctors not educators, who created curriculum that consisted of courses in hygiene, physiology, and exercise (Mechikoff & Estes, 2005). These doctors were responding to the proliferation of infectious disease and illnesses exacerbated by post-Civil War urbanization and a lack of medicinal cures at the time. In November of 1885, forty-nine people, mostly physicians gathered to discuss the importance of making physical education a legitimate profession. This provided a starting point for the body of knowledge in physical education, which focused on health promotion and disease prevention. This meeting also resulted in the founding of a new professional organization, the American Association for the Advancement of Physical Education (AAAPE) (Mechikoff & Estes, 2005).

Their curriculum mainly relied on the gymnastics systems brought over from Germany and Sweden and was based on the idea that personal health and well-being can be achieved through vigorous exercise (Trost, 2004). Interestingly, these physical education programs developed under heated philosophical debate. Advocates argued so strongly for these alternative approaches to gymnastics that their debates became known as the battle of the systems (Weston, 1962). While the German system emphasized

muscular strength, discipline and a somewhat militaristic method of instruction, the Swedish system was known as medical gymnastics, emphasizing health promotion, and a therapeutic or aesthetic value to movement (Ennis, 2006). Despite the conflicting philosophies these two gymnastics systems dominated early curriculum in American physical education and serve as the foundational starting point for the field.

2.2.2 The Progressive Era

However, in the early 1900s this vigorous gymnastics approach declined in popularity (Halsey, 1964). Trainers struggled to keep students motivated in these programs because they required obedience and strict discipline. Also, poor performances on fitness assessments by WWI draftees raised questions about the actual effectiveness of these approaches (Halsey, 1964). As pointed out by Halsey (1964), most significant was the influence of progressive educators such as John Dewey who advocated for a more enjoyable and innovative approach to physical education, including a diversified curriculum of recreation that connected to the larger life outside of school (Ennis, 2006).

In the late 1920s (as cited in Mechikoff & Estes, 2005) four physicians, Clark W. Hetherington, Luther H. Gullick, R. Tait McKenzie, and Thomas D. Wood proposed a new curricular philosophy for physical education, which broke away from the rigid gymnastics systems approach and embraced the progressive philosophy. Thomas D. Wood was particularly instrumental in articulating this approach in a text he co-authored entitled, *The New Physical Education: A Program of Naturalized Activities in Education Toward Citizenship* (Wood & Cassidy, 1927). According to Weston (1962), this program emphasized the education of the whole child, training for the development of democratic citizens, and a philosophical shift that sought to teach movement for expression outside

of school, such as home, work, and vocational pursuits during leisure time. Curricular choices were expanded to sports and games, rhythmic activities, dance, and selected gymnastics progressions based on educational objectives (Weston, 1962). The influence of the progressive movement on expanding the role of physical education as an academic subject in schools was significant. The role of children's play was regarded as an important factor in a child's ability to learn (Mechikoff & Estes, 2005).

As a result of these progressive changes in thought, play became a fundamental component to the development of the whole child and this new curriculum integrated the mind and body so that play became a valuable educational experience rather than just an activity in and of itself (Mechikoff & Estes, 2005). The goals of this program went beyond just the development of the physical body to further include the education of the mind through physical activity (Mechikoff & Estes, 2005).

In addition to valuing the educational merits of play and social development, it is at this critical stage that we also see sports emerge as a prominent component of physical education curriculum (Mechikoff & Estes, 2005). While health and hygiene served as the major focus of physical education for decades leading up to this point, the goals and purposes now shift from personal health and well-being through exercise and fitness, to social objectives achieved through sports and games (Mechikoff & Estes, 2005). This resulted in a new pedagogical emphasis on teaching sport skills and most curriculums reflected sport content rather than recreation or lifetime pursuits. While sports curriculum was not outlined in the *New Physical Education: A Program of Naturalized Activities in Education Toward Citizenship* (Wood & Cassidy, 1927), nor articulated by the progressives as an area to emphasize over others, it took on the greatest role in school

physical education content (Mechikoff & Estes, 2005). This movement resulted in a burgeoning of public school physical education programs in America after WWI. In fact, the progressives' influential reform efforts were partly responsible for an overexpansion of the field of physical education that went beyond what the profession's limited resources could handle (Mechikoff & Estes, 2005).

During the 1920s twenty-eight states implemented legislation that required physical education in public schools (Barbuto, 1999). With this expansion of physical education programs there arose a need for more teacher education programs. In answer to this demand, colleges and universities quickly established physical education departments that offered degrees so that individuals could become employed in schools (Mechikoff & Estes, 2005). Unfortunately, there was a lack of qualified instructors at the college level so many unqualified individuals were given administrative appointments to lead college physical education programs. In most cases, colleges turned to their growing athletic departments to use coaches to fill these positions. Mechikoff and Estes (2005) point out how dire the situation was:

In 1929, a survey was published that found that out of 177 physical education directors surveyed, only twenty-three had majored in physical education in college. Only four had earned master's degrees in the field of education. Success as a football coach was the lone requirement for many of these 'directors.' Of all the fields of higher education, physical education shows the largest number of members with the rank of professor who only have a bachelor's degree or no degree whatever (p. 236).

The profession suffered a huge blow when physical education departments at colleges and universities appointed coaches to train future generations of physical educators. This phenomenon of coaches unwittingly steering the future of physical education eroded the many contributions of early physicians and educational reformers and put physical education on a trajectory that differed from the vision of health promotion, disease prevention and lifetime physical activity.

In the 1920s and 1930s college athletic programs and physical education programs were routinely organized within the same department and contributed to the public perception that athletics and physical education were synonymous (Mechikoff & Estes, 2005). A look at this literature explains why even today, on campuses all over the United States, many athletic departments and physical education programs are housed within the same buildings. It also explains why teaching sport skills became the predominant instructional method in PE. As interest in competitive sports at this time exploded in American society, physical education departments took on somewhat of a support role to athletics (Mechikoff & Estes, 2005).

As progressive education leaders endorsed the educational benefits of physical education it appeared that the discipline was at the precipice of great advancement. Ironically, the opposite occurred. Excessive growth without a qualified and educated workforce to support it caused unintentional consequences that moved the field in a haphazard and unplanned direction. Instead of using sport, through education, for the betterment of people, people were being used, through physical education and athletics, for the advancement of sport (Mechikoff & Estes, 2005).

2.2.3 The Post-World War II Era

The emphasis on traditional team sports as the main curricular focus and priority in physical education remained consistent between and after WWI and WWII and earned a stronghold in American physical education for decades to come (Mechikoff & Estes, 2005). However, questions about the role of competitive sports in physical education remained steady too (Trost, 2004). After WWII physical education programs underwent a renewed interest in fitness.

Reports from selective service examinations revealed that many drafted men were not in sound physical condition, which stimulated physical training programs in the military and highlighted the importance of fitness for national security. In a study by Kraus & Hirschland, (1954), data from the Kraus-Weber Minimal Muscular Fitness Test indicated that American children were weaker than European children. This cause for concern led President Eisenhower to establish the President's Council on Youth Fitness, the forerunner to today's President's Council on Fitness, Sport, and Nutrition (Wuest, 2012). These events had a major impact on physical education programs as more formalized conditioning programs sought to improve the fitness levels of American youth. Such programs, mainly reserved for boys only, often resembled military, drill-oriented calisthenics and gymnastics, reminiscent of the old German gymnastics programs.

Similar to ways in which competitive sports in PE were often used to advance athletic programs rather than achieve learning objectives in physical, mental, and social development, fitness was reemphasized for nationalistic concerns rather than for the health promotion and disease prevention of children. Physical education programs,

predominately taught by coaches, became known for rigorous calisthenics, fitness testing and competitive team sports.

The emergence of fitness in schools during the 1950s coincided with a concern that American students were also falling behind other countries in math and science (Ennis, 2006). As the cold war heightened, politicians argued for more academic time in schools, particularly in math and science. After the Soviet Union's launching of Sputnik in 1957, schools were criticized for having weak curricula and in some cases blamed for losing the "space race" (Ennis, 2006). What followed was an increase in the allotment of time and resources targeted for math, language arts, and science, at the expense of other disciplines such as physical education, art, and music.

2.2.4 The Modern Era, Post-1970

Although the concern for increasing academic learning in areas of math, science and language arts in American schools during the 1960s, 1970s and beyond, continued to threaten and marginalize physical education programs; at the same time, it also spurred PE scholars to strengthen, develop and articulate the educational value of PE (Ennis, 2006). Theoretically based curriculum, with taxonomy levels, learning outcomes, rich content and eventually state and national standards, emerged in research articles and teaching methodology textbooks during this era (Ennis, 2006). The emergence of movement education at the elementary level with a conceptual theme based curriculum was proposed as an alternative to isolated sport units. More recently, pedagogists have offered a new generation of teaching models for PE which address individual interests, lifetime activities, social responsibility, and lifetime fitness for health to name a few (Ennis, 2006).

Physical Education leaders have argued that PE is a vital component to the education of the whole child and they have worked hard to keep PE curriculum, instruction, and content theory on par with the standards of other disciplines (Ennis, 2006). However, since many entering students want to coach, and believe that PE is about traditional team sports, implementing new curricular models that focus on lifetime health promotion is challenging.

2.2.5 Summary

During the nineteenth century the major public concern was health (Mechikoff & Estes, 2005). Ironically, the rationale for physical education has returned to that of the 1800s when medical doctors saw the purpose of physical education as contributing to health promotion and disease prevention. Although infectious disease has been replaced by chronic disease, resulting mainly from obesity and physical inactivity, the overall problem is the same today. As progressives influenced school reform, widespread legislation was passed that required school physical education in most states (Mechikoff & Estes, 2005). However, this well-intentioned policy-making resulted in something unexpected. Competitive athletics and physical education departments merged (Mechikoff & Estes, 2005). Due to a shortage in trained physical educators, coaches became the PE instructors and the content reflected their sport knowledge. Many physical educators felt that the profession was being undermined by coaches with no teacher training and PE was being used to justify athletic growth in colleges, universities, and schools (Mechikoff & Estes, 2005).

Scholars have recently argued that the legacy of sport-based physical education programs is partially to blame for low physical activity levels today. Azzarito and

Solmon (2005), suggest that declines in youth physical activity are associated with problems inherent in sport-based approaches to physical education. Many students in these programs see competitive sports and physical activity as one in the same, and so negative experiences in one results in disinterest and lack of participation in the other.

2.3 Theoretical Framework of Occupational Socialization

Occupational socialization is a process by which a person is trained and learns the roles, expectations, and values associated with a profession (Stroot et al., 1993).

Research specific to the socialization of physical education teachers extends back over forty years and is largely based on Lawson's (1983a, 1983b) three-part theoretical model of acculturation, professional socialization, and organizational socialization. Also important to the development of Lawson's model of teacher socialization in PE, was Lortie's (1975) examination of teacher socialization.

Before exploring specific research studies it is important to first examine the theoretical works that provided much of the foundation for this area of inquiry. Particularly through the 1980s and 1990s, a growing body of research created new knowledge and perspectives towards teacher socialization in physical education. However, other publications such as literature reviews, theoretical models, and monographs published prior to and within this period of empirical growth, provided shared language and a synthesis of findings that helped guide and inform the greater body of research studies. This section will describe some of the scholarship that helped lay the foundation for many research studies and also helped make sense of the numerous studies that flooded the literature about teacher socialization.

Lawson (1983a) recognized a need to develop a theoretical model of teacher socialization in physical education in response to the growing research in this area. He realized that without a theoretical model, “investigators will not see the forest because of their attention to a single tree” (Lawson, 1983a). As a result he wrote two pieces in 1983 that aimed to synthesize the existing research with an eye toward a theoretical model of teacher socialization in physical education. To do this he divided up the wide conceptual landscape of teacher socialization into smaller parts. The first monograph included a discussion of recruitment into the profession and teacher education training. His second piece focused on the socialization process that occurs during entry into schools as teachers. He concluded with implications for the entire three-part framework of teacher socialization.

Lawson’s contribution to this field of research, from these two monographs alone, is hard to measure due to its enormity. These two pieces are cited in almost every single PE teacher socialization study from that time forward, and continue to provide a model to help investigators understand this complex process. Central to Lawson’s theoretical framework was Lortie’s (1975) landmark study, *Schoolteacher: A Sociological Study*. From Lortie, Lawson applied the constructs of the ‘apprenticeship of observation’ and the ‘subjective warrant’ to his model of teacher socialization in physical education. The apprenticeship of observation happens primarily through years of observation as PK-12 students, by which prospective teachers learn about teaching simply by watching for many years. The apprenticeship of observation informs an individual’s “subjective warrant,” which is described as each person’s perceptions of the requirements for teaching in schools (Lortie, 1975). These two terms are central to understanding

Lawson's (1983a) acculturation phase, which is sometimes referred to as the recruitment phase.

2.3.1 Acculturation Phase of Teacher Socialization

As mentioned earlier, acculturation refers to the phase of teacher socialization that happens in the years preceding college entry and is also termed the recruitment phase (Hutchinson, 1993). Acculturation occurs primarily through individual's observations of teachers and other influential socializing agents during K-12 physical education experiences (Templin & Richards, 2014). During this phase individuals develop strong beliefs, expectations, and values towards the purposes of physical education and teaching. This perspective is often problematic because these beliefs are deeply rooted and therefore difficult to change. In addition, these notions do not provide recruits with a complete understanding of the technical culture of teaching, and are solely based on student experiences, not teacher experiences (Templin & Schempp, 1989).

There has been little change in the last forty years regarding the research questions that investigators have been asking specific to acculturation. Why does one become a teacher of physical education? What background experiences have influenced one's entrance into physical education? What do entering physical education students believe to be the purposes and goals of PK-12 physical education? These questions are essentially still being asked today. What has changed to some degree is the purpose or context of studies, and some of the findings.

Early researchers were simply interested in finding out more information about these future physical educators. Over time a consistent profile emerged; entrance into the field was largely based on sports experiences in and out of school, and a desire to coach

(Placek et al., 1995; Stroot, 1993; Schempp & Templin, 1989). There was little to no evidence that the majority of future physical educators were entering the field based on an interest in developing the knowledge, skills, and attitudes necessary for health promotion and lifetime physical activity.

Later, between 2000-2015, researchers became increasingly curious whether or not the modern day PETE major was any different in their acculturation from their predecessors (McCullick, Lux, Belcher, & Davies, 2012; O'Bryant, O'Sullivan, & Raudensky, 2000; Ronspies, 2011; Spittle, Jackson, & Casey, 2009; Spittle, Petering, Kremer, & Spittle, 2012). The results of these studies indicated that perhaps a slight shift in acculturation was occurring. For example, McCullick, et al., (2012), in a study of new recruits, found that participants expressed a disconnect between coaching and teaching. In other words they were entering the field to teach rather than coach. In a study of eight PETE students, O'Bryant et al., (2000) found that participants were also committed to teaching over that of coaching and to helping young people appreciate the importance of physical activity. Also, Ronspies, (2011) found that although sport experiences served as an avenue into the field, her participant had a teaching orientation. What follows is a more detailed review of selected studies focused on the acculturation phase of teacher socialization into physical education.

Templin, Woodford, & Mulling (1982), analyzed data from three previous acculturation studies in an effort to determine what attracted and facilitated physical education students' occupational choice. They used Lorties' (1975) model of Occupational Choice and Anticipatory Socialization as their theoretical framework. The three data sets included a study with 120 students, a study with 223 students and a study

with 21 students. The majority of these students were enrolled in PETE programs at large Midwestern universities while a smaller percent of the participants were enrolled at universities in New England (T. Templin J., Woodford, & Mulling, Carol, 1982). Data collection came from surveys and interviews. Their results suggested that these recruits tended to possess five common characteristics: 1) an interest in interpersonal work and service to others, 2) continued association with sports, 3) time compatibility (short hours, vacation time, long summers), 4) job security, 5) ease of entrance into the field (Templin, et al., 1982). In their discussion, the authors identified a need for making academic requirements more rigorous for entrance into PETE programs. This study created a portrayal of the PE student as someone who is interested in working with people, including children, being active in sports, having a lot of time off, and an easy academic preparation program. The researchers also concluded that many students end up in PE as a second option because they fell short in meeting the academic requirements in other programs.

Hutchinson (1993) conducted interviews and role-plays with ten high school students who had indicated a strong interest in becoming physical education teachers. Her purpose was to investigate these students' perspectives on the role of physical education teachers. She found that these students possessed a limited, custodial view of teaching, which was based mainly on their observations (Hutchinson, 1993). Participants perspectives included: 1) physical education exists to accommodate athletics, 2) a custodial orientation that seeks to reproduce their school experience upon entrance into teaching, 3) shallow approach to curriculum, 4) perception that planning is unnecessary, 5) regard student participation as student learning (Hutchinson, 1993, pp. 349-350). The

author included in her discussion a concern that if these students' perspectives go unchanged, they will perpetuate a teaching force already stereotyped as "rolling out the ball," particularly at the high school level (Hutchinson, 1993). This study is unique to the literature on acculturation because it is one of the few that sampled high school students. The data most commonly collected in acculturation studies is done so retrospectively with college students and teachers.

Placek, et al., 1995 published a study specific to acculturation using a data set from a larger, previous study that was conducted in 1991. Their purpose was to describe recruits' background and beliefs about the purposes for physical education (Placek et al., 1995). Participants included 476 physical education students from universities in various regions across the United States and the data was collected from a 51-item forced response survey/questionnaire (Placek et al., 1995). Findings indicated that students believed that the purpose of PE is mostly learning sport skills and most want to coach. Interestingly, the researchers suggested that a de facto national curriculum exists (Placek et al., 1995). In their results, students from all over the country reported very similar content experiences in PK-12 physical education, which reflected a multi-activity, competitive team sport curriculum that differed significantly from the curriculum espoused in many teacher education programs (Placek et al., 1995).

The three studies described above helped cement a profile of the entering physical education major regarding their beliefs, backgrounds, and reasons for choosing the profession. In the following three studies, (McCullick et al., 2012; O'Bryant et al., 2000; Ronspies, 2011) a slight shift begins to emerge regarding the acculturation of future physical education teachers.

The first study (O'Bryant et al., 2000) demonstrated a possible shift in acculturation. This study sought to identify factors that attracted graduate students to pursue a career in PE and what beliefs they held about PE and PE teachers. Participants included 8 graduate level students pursuing master degrees in Physical Education and the investigators grounded this study in Lawson's (1983a, 1983b) Occupational Socialization Theory. Findings indicated that participants were committed to teaching over that of coaching and for the purpose of helping young people appreciate the importance of physical activity (O'Bryant et al., 2000). This shift provided much hope and interest in the possibility that students entering the field in 2000 possessed views more aligned with the professoriate than those of students in the prior two decades. However, because this study's participants consisted of a small sample of graduate students, findings warranted caution.

In another study by Ronspies (2011), of which the results provided both hope and caution, the purpose was to identify what attracted a single participant to physical education, identify what situational and social factors facilitated the career choice, and identify the beliefs of the participant about what it meant to be a physical educator (Ronspies, 2011). Based on the theoretical framework of Lawson (1983a, 1983b), one 46 year old, non-traditional physical education student, completed several qualitative protocols, including, an autobiographical form, interviews, teaching observation, and Rainbow of Life Roles form (Ronspies, 2011). From this data, results indicated that the participant had a student-centered approach to teaching, family members and past coaches were significant motivators to enter the profession, and although sport experiences served as an avenue into the field, the participant possessed a clear teaching

orientation, as opposed to a coaching orientation (Ronspies, 2011). While this study signals potential shifts, there are clear limitations as well. The fact that the participant is a non-traditional, 46 year old student is one limitation, not to mention the small sample size as well.

The aim of a study by McCullick et al., (2012) was to update the portrait of the PETE student, including demographics, motivations for choosing PE, and beliefs about the purposes of PE. Using Teacher Socialization (Lortie, 1975) as the primary theoretical framework, investigators used a 34-item, open-ended questionnaire form 798 PETE majors from all over the United States except Hawaii and Mississippi (McCullick et al., 2012). The findings yielded four themes: 1) students are paternally altruistic, meaning they are interested in helping people, 2) students possess paradoxical professional positions, meaning they come from traditional PE backgrounds yet they also want to elevate the profession and improve how it is perceived by others, 3) students own vocational aptitudes, meaning their professional and personal identities are the same, and 4) students see a disconnect between coaching and teaching (McCullick et al., 2012). These findings suggest that there are longstanding beliefs that haven't changed, in addition to clear indicators that suggest a slight shift may be occurring.

2.3.2 Professional Phase of Teacher Socialization

As mentioned previously, the professional socialization phase occurs when students enter a formal PETE program and it is here that individuals experience the technical culture of teaching (Richards, Gaudreault, & Templin, 2014). Physical education teacher education programs strive to develop the knowledge, skills and dispositions necessary for candidates to deliver quality physical education programming

in the K-12 setting (Richards, Gaudreault, & Templin, 2014). Through coursework and field experiences students begin to accept or reject messages espoused during teacher preparation. In this phase students may adopt custodial or innovative orientations towards teaching (Lawson, 1983a). Custodial orientations seek to reproduce one's own student experiences, while innovative orientations seek to transform physical education (Placek, et al., 1995). Some students may take on a fence-sitting orientation of temporary compliance as a persistence strategy during the professional socialization phase. Later, these individuals will choose a custodial or innovative orientation when they enter the workplace (Lawson, 1983a). The perspectives that pre-service candidates bring to the professional socialization phase can prove challenging because their beliefs may not align with teacher education curriculum.

Professional socialization studies attempt to understand how individuals who have made a commitment to teaching physical education by enrolling in teacher training programs, acquire the skills, knowledge, values, and dispositions so essential to the work of being a physical educator (Schempp & Templin, 1989). It is assumed that through PETE programs students are prepared for an effective career teaching physical education (Templin & Richards, 2014). However, with some exceptions aside, there is considerable evidence to indicate that teacher education programs are ineffective when it comes to altering students' pre-determined beliefs regarding what it means to be a physical educator (Curtner-Smith, 1999). It is here, in the professional socialization stage, where investigators grapple with questions regarding the stability of beliefs in recruits. While some studies suggest student beliefs are quite unstable, other studies suggest that beliefs

prove quite stable over time and that eventually teaching behaviors are related more to acculturation experiences than professional socialization experiences (Placek, 1983).

One area of focus within the professional socialization phase relates to perceptions about one's teaching – both successful and unsuccessful (Solmon and Ashy, 1995; Wright, Grenier, & Channell, 2015). In these two studies results suggested that the field experience component of methods courses can change one's beliefs and values. In addition, one's perception of success shifts from that of pupil enjoyment to pupil learning.

Much of this research is influenced by a study done by Placek (1983) in which she investigated the perceptions that twenty-nine PETE students held regarding their successes and failings during early field and student teaching experiences. Data was collected from the participants through interviews, and after they completed critical incident reports on what they perceived to be a successful teaching episode and an unsuccessful teaching episode (Placek, 1983). The results indicated that these PETE students were mostly concerned about keeping pupils busy, happy, and good, to the detriment of meeting learning objectives (Placek, 1983). For the majority (83%) of these PE majors, pupil success was reflected in the degree to which they had fun or enjoyed themselves during the lesson.

In 1993, Doolittle, Dodds, and Placek investigated three PE majors during their teacher preparation program, to see if their beliefs changed, relative to the goals and purposes of PE. They used an initial questionnaire, interviews, and written class assignments to collect data. The results indicated that based on acculturation, students differed in their beliefs regarding the purposes of PE. They adopted some PETE

messages and rejected others based largely on their pre-existing notions (Doolittle, Placek, & Dodds, 1993). In this study, the results suggest that the degree to which students' beliefs align with that of the PETE program is arbitrarily related to the pre-existing background perceptions.

A similarly related study in the same year by Solmon and Ashy (1993) investigated the value orientations of sixteen pre-service teachers enrolled in an elementary methods course. They collected data from a value orientations inventory scale; course-writing assignments, field observations, and field notes (Solmon and Ashy, 1993). The results suggested that students entered field experiences with defined values, but they changed during the semester. The researchers proposed that the beliefs of recruits may not actually be stable and methods courses can perhaps change students' value systems and beliefs (Solmon and Ashy, 1993).

Curtner-Smith (1996) looked at impact of an early field experience on twenty-eight PE majors' beliefs about teaching. The researcher used critical incident forms and a questionnaire to collect data. Findings from participants revealed that students were initially concerned with management, but also instruction, motivation, student enthusiasm, and to a lesser extent, lesson outcomes. Eventually, they became more concerned with teaching effectiveness. These results suggest that student beliefs may change during a progression of supervised field experiences and that how field experiences are administered in PETE programs is worth considerable thought.

Continuing with this same line of inquiry, a study by Wright et al., (2015) set out to describe PE students' perceptions of their own teaching experiences during field experiences and student teaching. Investigators grounded this study in the theoretical

framework of Occupational Socialization Theory (Lawson, 1983b). Participants included 58 PE students from a public university in the Northeast of the United States, and data was collected using tape-recorded post-teaching conferences, including 28 early placement transcripts, and 48 student teacher transcripts, for a total of 108 transcripts (Wright et al., 2015). Findings suggested that students felt better about their lessons as they moved from early field experiences to subsequent student teaching experiences. A common theme that emerged in the data was that students perceived success related to issues of pupils not participants and changed over time from a focus on pupil enjoyment to pupil learning.

Further, Hushman et al., (2013) investigated the process of conceptual change related to PETE program experiences in both the classroom and in field experiences. This study utilized a different theoretical framework from studies previously mentioned. These researchers applied Thomas Kuhn's (1962) theory of conceptual change as a way to examine how preservice teachers may or may not change their beliefs regarding the goals and purposes of physical education. Primary and secondary participants were included in the study. The primary group consisted of two PE majors who were participating in a student teaching practicum. Secondary participants included cooperating teachers and university supervisors (Hushman et al., 2013). Data were collected using interviews, observations, documentation and physical artifacts such as student teacher journals. Findings indicated that while one student demonstrated a successful conceptual change, the other did not (Hushman et al., 2013). The researchers attributed the influence of teaching practices at the field site as a major factor explaining why the participant failed to demonstrate a successful conceptual change.

While it appears possible that there is a body of research supporting the notion that student beliefs are unstable during teacher training, and therefore can be changed, it also seems apparent that field experiences and the influence of workplace factors play a significant role in teacher actions and decisions. Implications for PETE programs may point to curricular and instructional efforts that would not only change beliefs, but also alter them to the degree where they could withstand the forces of organizational socialization. A four-year seminar series may be one model that would help better prepare students for the challenges that wait for them during teacher induction (Richards, Gaudreault, & Templin, 2014). While it is vital that PETE students learn the technical skills of teaching, if they are not also prepared for the realities of school life, and equipped with strategies to navigate marginality and other challenges, they will be less likely to implement all that they learned in teacher training (Richards et al., 2014). These issues and concerns lead into the third phase of occupational socialization: organizational socialization.

2.3.3 Organizational Phase of Teacher Socialization

Organizational socialization occurs in schools when new teachers start their careers and is characterized by figuring out how to do your job and conforming to institutional norms in order to feel accepted (Templin & Schempp, 1989). A number of researchers have pointed out that this transition is challenging for beginning teachers who may feel isolated within the school, experience role conflict (if they are also coaching), and reality shock, from large class sizes and limited resources (Zeichner & Tabachnick, 1981; Curtner-Smith, Hastie & Kinchin, 2008; Blackenship & Coleman, 2009). Teachers with innovative teaching orientations may struggle if their colleagues, or the

larger school culture maintains custodial orientations that seek to maintain the status quo (Curtner-Smith, 2001; Lawson, 1989). Several studies have shown that few attempt to change the way physical education is taught in their school because of the socio-political risk associated with challenging the practices and norms of veteran colleagues (Lacey, 1977; Williams & Williamson, 1998). Some may take a more strategic response by putting on hold what they learned in their PETE program until a later time when they feel more empowered to challenge institutional norms. In reality, many beginning teachers become accustomed to custodial teacher orientations and give up their innovative perspective. This is commonly referred to as a washout effect and explains in part why knowledge and skills learned in PETE programs may not reach K-12 students (Blankenship & Coleman, 2009). The following studies focus on these issues that occur within the organizational phase of teacher socialization.

Macdonald (1999), investigated whether experienced physical education teachers perceived the same frustrations and negative orientations as beginning teachers. The study used a sample of eleven physical education teachers all of whom had at least fifteen years of experience and data collection consisted of in-depth interviews (Macdonald, 1999). Findings demonstrated that for these teachers working conditions and orientations are more supportive and positive than those reported by beginning physical educators. Teachers were concerned about learning and did not see their work as boring. However, the results did suggest that they felt somewhat isolated and insufficiently challenged. Overall, the professional satisfaction levels reported by these experienced teachers can be instructive for improving the working conditions of all teachers. This could be

particularly important for new teachers who are trying to implement innovative models of instruction in schools that have a custodial orientation to curriculum and instruction.

Another study by Curtner-Smith, Hastie and Kinchin (2008) looked at this very issue. These researchers wanted to understand how beginning teachers implemented a sport education model. They used Lawson's (1983b) Occupational Socialization Theory as their theoretical framework. Participants included ten beginning PE teachers in either their first or second years and were purposefully selected because it was considered likely that they would attempt to utilize the sport education model in their teaching. Six of the teachers were American (five males and one female) and taught in the southeastern United States while four of the teachers were British (two males and two females) and taught in southern England (Curtner-Smith et al., 2008). Data were collected using semi-structured interviews. The results suggested that the teachers' delivery of the sport education curricular model varied based on their acculturation, teacher education, and/or working conditions. Three versions of the model were observed: full, watered-down, and cafeteria-style. The researchers hypothesized that the degree to which this model is implemented is directly related to teachers' acculturation experiences, more so than even their professional socialization (Curtner-Smith et al., 2008). Further, they noted that the results suggest that sport education model delivery is more likely in teachers with teaching oriented perspectives rather than coaching oriented perspectives.

This study suggests that a washout effect may be influenced not only by workplace factors, but also by acculturation experiences. In fact, these two stages of teacher socialization when combined have the potential to erase socialization that occurred during teacher preparation.

Blankenship and Coleman (2009), tried to determine the extent of washout in two beginning teachers and identify workplace conditions that impacted washout. This study applied Lawson's (1989) workplace conditions framework as its theoretical framework. The participants in this study were two elementary teachers in their first and second years of teaching (Blankenship & Coleman, 2009). Data collection consisted of interviews, videotaped lessons, field notes, documents, and survey instruments. The results suggested that there were several factors that contributed to washout and several factors that inhibited washout (Blankenship & Coleman, 2009). Factors that contributed to washout included poor facilities and equipment, lack of prestige and respect, and desire for student acceptance. Factors that inhibited washout were team teaching, a new gym that came later in the school year, administrative support (principal), and a sense of freedom and autonomy regarding content selection and instructional methods (Blankenship & Coleman, 2009). Implications for PETE programs were numerous, but mostly focused on strategies that new teachers could employ to be proactive facing challenging workplace conditions.

Mandated mentoring programs are one widely used initiative by schools as a strategy for providing enhanced support for beginning teachers. The following study by Richards and Templin (2011) investigated the efficacy of one such program by exploring the socialization of one first year physical education teacher as she experienced a formal state-mandated induction assistance program. This study cited Occupational Socialization Theory (Lawson, 1983a) as the theoretical framework. The primary participant was one first year physical education teacher, and the secondary participants included her mentor teacher, principal, and assistant superintendent (Richards &

Templin, 2011). Data collection consisted of interviews and document analysis. The results indicated that the participant rejected the state mandated induction program because it was not specific to PE, but was successfully inducted in an informal manner by her colleagues (Richards & Templin, 2011). The authors recommend that for induction programs to be most effective they should provide content-specific support, opportunities for new teachers to engage in the larger school community, and individualized programs that take into account teacher's voices (Richards & Templin, 2011)

Stylianou, Hodges, Kulinna, Cothran, and Kwon (2013) looked at teacher's perspectives towards their own teaching through the use of metaphors. These researchers were interested in examining in-service PE teachers' initial (before teaching), current, and ideal metaphors of teaching, including related factors, and potential differences in participant metaphors based on teaching experience (Stylianou et al., 2013).

Occupational Socialization Theory (Lawson, 1983a) was applied as the theoretical framework for this study. Participants included 66 PE teachers from Southwest and Midwest regions of the United States. A mixed-methods design was adopted for this study and data was collected using a survey with close-ended and short-answer questions, and teacher interviews (Stylianou et al., 2013). Results suggested that teachers mainly described their initial teaching metaphors as guiding students, their current metaphors for teaching as providing tools for students, and their ideal metaphors for teaching as nurturing students, providing tools for students, and engaging students in the community (Stylianou et al., 2013). These results indicate that teachers may conceptualize their early career instruction as teacher-oriented, only to shift later in their career to a more student-

oriented approach. This study supports occupational socialization theory by suggesting that teacher's perspectives in the organizational phase continue to develop over time.

During the 1980s and 1990s much of the research consistently showed that many physical education majors entered the field mainly due to their love of sport and interest in coaching (Lawson, 1982, 1983; Placek et al., 1995). For many it appeared that teaching physical education was a career contingency for coaching. At the turn of the century this area of research quieted, perhaps indicating a certain degree of saturation and for the next decade the findings from the 1980s and 1990s prevailed. However, Pike and Fletcher, 2012 recognized the need for a new synthesis of literature that explored the physical education teacher socialization research between 2000-2012.

The purpose of their literature review was to examine: (a) the extent to which research has documented changes in the nature of socialization since 2000, (b) why change may have occurred, and (c), implications for teacher education, PK-12 schools, and teaching physical education (Pike & Fletcher, 2014). Their methodology included an examination of 33 peer-reviewed empirical studies and then coding those materials using themes generated by the findings (Pike & Fletcher, 2014). This process yielded four themes which coincide with stages of teacher socialization to include: 1) who teaches and why, 2) socialization in teacher education, 3) induction, and 4) beyond induction (Pike & Fletcher, 2014). Their findings indicate that today's PETE student possess an increasingly progressive teaching orientation as compared to the previous generation of coaching oriented recruits (Pike & Fletcher, 2014). Another finding was that there has been limited attention paid to teacher socialization induction and beyond. More research has focused on recruitment, teacher education, and early induction, than

on changes that occur during long-term teaching careers (Pike & Fletcher, 2014). The third major finding they noted was that the vast majority of the studies between 2000-2012 have been qualitative with a focus on only a few participants. They point out here that a need for quantitative studies may exist and could enhance the literature by providing generalizable findings, with broad-based patterns across diverse contexts and institutions (Pike & Fletcher, 2014).

2.3.4 Summary of Findings

Inspired in part by Lawson's model, researchers' contributions towards physical education teacher socialization flourished during the 1980s and 1990s. Much of this research suggested that physical education has a unique context when compared to the classroom teacher. Two major findings emerged during this period of research.

First, researchers originally viewed teacher socialization from a functionalist perspective, whereby students were essentially actors of compliance, and socialization was a process that happened to them. Yet, with the proliferation of new research a dialectical perspective emerged, which viewed students as active agents in the socialization process. This view posited that an individual could produce, create, and determine his or her own behavior (Templin, et al., 1982). The dialectical perspective suggests that there is negotiation and interplay between society and the individual. Therefore, physical education teachers play a role in determining their own actions. In addition, Lawson (1983a) offered a dialectical perspective when he suggested that physical education students adopt custodial, innovative, or fence-sitting orientations towards teaching during their professional training. Custodial orientations seek to reproduce student experiences, while innovative orientations seek to change and

potentially transform physical education practices (Placek et al., (1995). Still, some students take on a fence-sitting orientation of temporary compliance in order to get through the professional socialization phase, after which they will choose a custodial or innovative orientation upon entering the workplace (Lawson, 1983a).

Second, investigators found that many prospective and current physical education teachers possessed a coaching orientation, which meant that their decision to enter the field, and their beliefs towards the purposes of PE were aligned more with their experiences in sports and coaching rather than with physical education and teaching. Lawson and others concluded that teachers who held coaching orientations were also more likely to hold custodial perspectives, resulting in a partial induction into the teaching profession (Lawson, 1983a; Stroot, 1993; Schempp & Templin, 1989). Consequently, researchers concluded that many physical education teacher education programs were unsuccessful in changing the students' beliefs about longstanding teaching practices in physical education.

CHAPTER 3: RESEARCH METHODOLOGY

The purpose of this phenomenological case study was to explore how physical education teacher socialization occurs at a small public university, located in the northeastern state of Vermont in the United States. This chapter presents the methodology for the study, including the research questions, research design and research tradition of inquiry, sampling and population, data collection, and analyses. Trustworthiness, credibility, dependability, and human subject compliance issues are also discussed.

3.1 Research Questions

This study was guided by the following research questions: (1) Why does one become a physical education teacher? 2) What do freshmen, juniors, and new teachers, respectively, believe to be the goals and purposes of PK-12 physical education? 3) What socialization processes are involved in the development of one's teaching perspective? Two sub-questions, based on the theory of occupational socialization, also guided this study. (4) How might a physical education teacher preparation program contribute to the occupational socialization of its students? (5) How might Vermont PK-12 school settings impact the occupational socialization and teaching behaviors of physical educators in their first five years of service?

3.2 Qualitative Research Design

To better understand why PETE recruits decided to become physical educators, and how their socialization into physical education occurs, required an in-depth investigation into the multiple and complex factors which influenced their beliefs. Such an endeavor was far from black and white and required research methods that describe,

interpret, and rely on participants' views and the cultural and social norms that influenced those views (Creswell, 2013). Qualitative research methods provided data needed to describe, explain, and answer this study's research questions. Qualitative research is conducted for a variety of reasons. It helps the researcher explore and understand a complex problem or issue and provides a better picture of trends, relationships, and processes that characterize human experiences (Creswell, 2013). Since occupational socialization is a theoretical process that characterizes human experiences, qualitative research methods were an excellent fit for this study.

These aims contrast with those objectives often found in quantitative research design. Quantitative research seeks to define and distinguish relationships between variables by testing a hypothesis in order to establish facts or understand a cause and effect phenomenon (Bloomberg & Volpe, 2012). This study's research design sought to uncover the meaningful and elusive subjective world by describing and interpreting rather than quantifying and measuring.

Qualitative research methods are also important when interpreting a variety of different human perspectives. This study sought to understand the participants' beliefs and experiences about physical education, why they decided to enter that field and how they may be experiencing socialization into the field in three stages. Qualitative research methods are well suited to truly describe and understand such complexities.

3.3 Rationale for Phenomenological Case Study

The specific qualitative research tradition used in this study was a case study design with a phenomenological perspective. Case study research has several defining characteristics. First, the researcher must identify and define the case and its boundaries.

It could be a person, a group, an organization, a community, a relationship or a decision making process (Creswell, 2013). Another component of a case study is that it describes an in depth understanding of the topic through a variety of data sources. This case study utilized multiple data sources by interviewing eighteen participants with six different interview protocols, all of which are included in the appendix. Document examination of course syllabi and student assessments were also explored as additional data sources.

This case is more deeply understood by applying and acknowledging a phenomenological approach. Phenomenology seeks to describe the common meanings among individuals who share a similar experience or phenomenon (Creswell, 2013). In this case the phenomenon is one's occupational socialization into a career teaching physical education. The theoretical framework upon which this case is based, occupational socialization, is also the phenomenon. It essentially describes a phenomenon that certain individuals undergo. The units of analysis all share experiences within this framework (phenomenon) that when reduced to individual experiences may describe a more universal reality among this group. Therefore, it is worth mentioning that phenomenology is a critically vital methodological approach within this case study design.

Overall, this study sought to understand what individuals in three distinct phases of occupational socialization believe to be the purposes of physical education and what experiences and factors shape those beliefs. Also, this case explores the degree to which beliefs are congruent or incongruent with faculty and program objectives, and the perspective of a Vermont Principal. Including these three secondary participant interviews increased the potential for more robust data analysis. Interview protocol

forms included the questions and spaces to write answers and comments. The interviews were audio recorded, but the forms served as a good backup tool for keeping the interviews organized. These interview protocols can be found in Appendix A-F.

3.4 Researcher Approach and Identity

The research paradigm used in this study was an interpretivist, social constructivist approach (Tashakkori & Teddlie, 2010). The rationale behind this perspective was driven by an aim to understand the world in which we live and work. This approach takes into consideration the development of complex, multiple meanings and viewpoints. Therefore the research questions that guide this study are broad and open-ended. They tend to focus on how the cultural backgrounds and historical influences of participants shape their interpretations of the research questions.

As I began this research study it was clear that my own researcher lens, background beliefs, and potential biases could influence the results. It was important therefore to recognize the perspective that I brought to this study and identify myself as a researcher. Trustworthiness in a research study is not only limited to methods and procedures. Particularly in qualitative studies, the researcher can strengthen the trustworthiness of the overall research project by identifying his or her beliefs and background experiences.

I see the world through the lens of a teacher and life-long learner. I grew up in a family of teachers and became a teacher myself. From my life experiences I formed a belief, which I carry with me everyday, that people can learn and grow in transformative ways when they receive guidance and demonstrate effort towards something they deem relevant. My research interest revolves around this belief. As someone who prepares

future physical educators, I believe strongly in the critical role that quality physical education can play in the development of the whole child. I believe that if children acquire the knowledge, skills, and attitudes necessary for lifetime health and fitness, their quality of life can be improved. Through my research I hope to share the relevance of this axiology with others.

I also view my research topic through the belief that deliberate, positive change is possible in the field of education. Further, research findings and learning are two vehicles through which positive change can occur. These strong beliefs have shaped my research. Consequently, I was cognizant of my beliefs and biases as I attempted to truly understand my participants' beliefs and biases. By approaching this research with an attitude of understanding, rather than judgment, my aim was to be more effective in finding answers to the research questions.

3.5 Setting and Participants

This case study took place during the summer and fall of 2016 at a small public university in Vermont. University enrollment is a little over 2,000 students, with Vermont residents comprising almost 70 percent of the student population. The physical education program, which maintains an average enrollment of approximately 50 students, is part of a larger department that includes undergraduate degree programs in Athletic Training, Health Education, and Sport Administration, as well as a Masters Degree in Athletic Leadership. The overall enrollment of this department is about 250 students. Eight full-time faculty teach in the department along with approximately forty part-time faculty. In addition, the department offers minors in Physical Education, Health, Fitness Sports Science, Coaching, and Adventure Recreation. The physical education program is

nationally accredited and students who meet all of the requirements are recommended for PK-12 Vermont teacher licensure. Students must complete eighty hours of field experiences in schools prior to the student teaching practicum. While the majority of students are Vermont residents, out of state physical education majors mostly come from New York, New Jersey, and the other New England states.

3.6 Sampling and Recruitment

An important element of this study was the selection and recruitment of the population. In order to capture participants’ perspectives within the three phases of occupational socialization, sampling was extremely important to the integrity of the findings. Participants included five first-year freshmen PE students, five third-year PE students, and five recent (five years) graduates from the same program who are currently teaching physical education in Vermont schools. Each group was tied to the theoretical framework of occupational socialization that guides this study. In addition, the secondary participants were also tied to the theoretical framework. The faculty member who teaches and advises the freshmen PE students provides important data collection in the acculturation phase. The faculty member who serves as the PETE program coordinator offers an invaluable perspective to the professional phase. Finally, the Vermont Principal adds to the organizational phase perspective. Table 1. provides a description of the study participants.

Table 1. Participant Description Data

Pseudonym	Case Group	Gender	Description
Gary	Acculturation	Male	College Freshman, Physical Education Major from Vermont
Eric	Acculturation	Male	College Freshman, Physical Education Major from Vermont
Bob	Acculturation	Male	College Freshman, Physical Education Major from Vermont
Sean	Acculturation	Male	College Freshman, Physical Education Major from Vermont
Frank	Acculturation	Male	College Freshman, Physical Education Major from Vermont
Ellen	Professional	Female	Senior Physical Education Major from Vermont

Will	Professional	Male	Senior Physical Education Major from Vermont
Chris	Professional	Male	Senior Physical Education Major from Vermont
Wendy	Professional	Female	Junior Physical Education Major from Vermont
Yvonne	Professional	Female	Junior Physical Education Major from Vermont
Mark	Organizational	Male	Vermont Middle School Physical Education Teacher 5 years
Greg	Organizational	Male	Vermont High School Physical Education Teacher – 1 year
Scott	Organizational	Male	Vermont Elementary Physical Education Teacher – 3 years
Paul	Organizational	Male	Vermont High School Physical Education Teacher – 1 year
Tom	Organizational	Male	Vermont Elementary Physical Education Teacher – 4 years
Cindy	Faculty	Female	Professor and Freshman Seminar Instructor
Pam	Faculty	Female	Professor, PETE Program Coordinator
Oliver	Principal	Male	Vermont High School Principal

3.6.1 Sampling and Recruitment in the Acculturation Phase

The in-coming freshman participants provided a real-time snapshot of the acculturation phase of occupational socialization. True acculturation exists in a tightly bound, almost liminal state that is ideally measured between high school graduation and college enrollment. When students begin college course work, acculturation becomes intertwined with professional socialization. Sampling PETE students to measure acculturation is problematic because the researcher will also be inadvertently measuring the effects of professional socialization. Surprisingly, most acculturation research is retrospective as it asks college students or teachers to remember back to PK-12 PE experiences (Richards, 2015). Using a sample of high school students could provide valuable information purely about acculturation, however delineating individuals who eventually enroll in PETE programs from those who do not is nearly impossible. Consequently, the ideal population for measuring acculturation is one that has enrolled in a college PETE program but has not yet started coursework. As a result, this study used purposeful sampling (Miles, Huberman, & Saldaña, 2014) by identifying all students who register as PE majors during their summer orientation program with the goal of gaining consent from five. I arranged for a colleague to distribute research information forms to

students. Initial recruitment information from a faculty member who was not involved with the study was vital. This measure was put in place to protect students from feeling any pressure to participate. This form can be found in Appendix H. Included on these forms is the follow up information for any student interested in being a participant.

Participants were chosen to best fit with each phase of occupational socialization. I knew the acculturation group (in-coming Freshman PE Majors), had the most challenging sampling criteria. It was critical to capture the perspectives of students who were PE majors, but who had not yet taken any college courses. As planned, a colleague distributed a recruitment letter to these students during two separate sessions of freshmen orientation in June and July with the goal of gaining consent from five students. Fortunately five out of eighteen students agreed to be participants. I was able to interview one of the five participants the week before classes started. This participant was interviewed at his former high school. Unfortunately the other four could not be interviewed before the start of the semester. However, I was able to interview those four students during the first week of classes, all on campus. This case group's interviews were approximately thirty minutes in length.

Although I was unable to conduct four of the five interviews prior to the semester start, the time frame was still extremely valuable because of how early it was in their professional socialization phase. I would argue that little to no professional socialization occurs in the first couple days of college. The other fortunate outcome from this sample population was that all five participants were from Vermont and attended Vermont public high schools. This helps lay the foundation for a phenomenological case study bounded within Vermont.

3.6.2 Sampling and Recruitment in the Professional Phase

For the professional phase, my goal was to gain consent from another group of five students. Seven students who were three or four years into the program but had not yet started the student-teaching practicum received a research information form from the program coordinator with follow up information if they were willing to participate. Similar to the acculturation group, initial recruitment information came from an uninvolved faculty member who was not connected to the study. Again, this measure was put in place to protect students from feeling any pressure to participate by removing the primary investigator from the initial request for participation. This case group is important to understanding professional socialization because they are right in the middle of this phase. They are learning how to develop lesson and unit plans, based on the national standards. They have reflected on the purposes of physical education and they are developing theoretically driven teaching philosophies.

Recruitment of the professional socialization group was successful as I received consent from five volunteer participants. All five participants in the professional phase were Vermont residents who attended PK-12 schools in Vermont. Three of the participants were interviewed at the university case site. One participant was interviewed near her hometown at a different university where I reserved a meeting room in the campus library. The last participant was interviewed at a public library near the location of his summer job. The interviews were approximately forty-five minutes long.

3.6.3 Sampling and Recruitment in the Organizational Phase

For the organizational socialization case, I again had the program coordinator send a research information form to seven students who have teaching jobs in Vermont

and graduated from the university within five years. Fortunately five recruits agreed to participate. Two of those five students grew up outside of Vermont, attending PK-12 schools in Connecticut and New Jersey respectively. Three of the participants were interviewed at the schools where they teach and the other two were interviewed at the university case site. Interviews lasted approximately sixty minutes on average.

3.6.4 Sampling and Recruitment of Secondary Participants

In addition, the secondary participants each aligned with one phase of occupational socialization theory. Two PETE faculty members and a Vermont high school Principal each received a research information sheet that described the purpose of the study along with a request for volunteer participation. Due to the fact that these recruits were not students they were contacted directly by the principal investigator.

One physical education teacher education faculty member teaches the first-year Introduction to Teaching Health and Physical Education seminar to new PE majors. The interview protocol for this participant can be found in Appendix D and this participant was asked questions about student beliefs, initial receptivity to teacher education curriculum, course assignments, and student backgrounds in PE. This interview occurred in a classroom at the university case site and lasted about an hour and a half.

The next secondary participant interviewed was the Coordinator for the Physical Education Teacher Education program at the same university. The interview protocol for this participant is located in Appendix E and aligned with the professional phase of socialization. Questions focused on the program mission, curriculum, student beliefs, and student growth over time. This participant was also interviewed at the university case site in my office and the interview was one hour in length.

Finally, the Vermont High School Principal participant aligned with the organizational phase by providing a school leadership perspective. This interview protocol is found in Appendix F. It provided data about PE curriculum, mentoring opportunities for new teachers, and the effects of Act 77 implementation on teacher induction. The interview took place at this participants' school in a meeting room inside the library and lasted approximately ninety minutes.

Drawing upon the perspectives of those responsible for the preparation of physical education teachers, as well as a public school Principal, provided additional data sources that enhanced a deeper understanding of the research questions. These teacher educators provided a faculty perspective on students and the technical side of their teaching and curriculum while the school Principal provided data from an administrative leadership point of view. As a result, these participants were directly tied to each phase of occupation socialization theory.

3.7 Delimitations

Delimitations make clear to the reader the boundaries of the study by identifying factors such as the problem, time and location of the study, sample population and any other parameters that the researcher sets in order to limit the scope of the study (Bloomberg & Volpe, 2012). The delimitations of this study include the location and setting, timeframe of data collection, which captured distinct snapshots in each phase of teacher socialization and sampling criteria of participants involved in the case. These factors limit the scope and establish the boundaries of the study. Organizing participants into three separate case groups within the larger case allowed this study to capture all three phases of socialization simultaneously and within a clearly defined setting.

3.8 Data Collection Methods

Data was collected from eighteen semi-structured interviews, which taken together correspond to the three phases of occupational socialization theory. In addition, document review of course syllabi and student work was conducted. What follows is a brief discussion of the two data collection methods that were used in this study.

3.8.1 Semi Structured Interviews

The data collection methods used for this study included the administering of six semi-structured interviews to eighteen participants. The six different interview protocols were designed to answer the same research questions but from multiple perspectives. Utilizing varied data sources was an important consideration in data collection and data analysis, as it provided rich potential for informative findings.

3.8.1.1 Primary Participant Interviews

Interviewing the primary participants provided information about the participants' PK-12 school physical education programs and their beliefs towards the goals and purposes of PK-12 physical education. This information was important for understanding the nature of their experiences and the type of physical education programs they were exposed to and influenced by as students. The interview protocols also focused on each participants' specific phase of occupational socialization theory. Interviews provided data that was rich in description and helped to understand the contexts in which respondents addressed the problem or issue of teacher socialization into physical education (Creswell, 2013). The interviews provided a broad and deep picture of how the participants' physical education experiences contributed to their beliefs about the purposes of physical education. These data also brought sports experiences and coaching

aspirations into the equation and examined how those factors are involved. In the interviews I asked a lot of background, experience, and opinion/value questions. These questions were designed to get at the participants' beliefs and the roots of those beliefs.

3.8.1.2 Secondary Participant Interviews

The interview questions differed between the students (Appendix A and B) teachers (Appendix C), and the teacher educators and Principal (Appendix D, E and F). The faculty members were asked questions about their perceptions towards students and questions about their program curriculum. A few examples of these questions follow below. Describe your degree of familiarity with your students' PK-12 physical education experiences? To what degree are your students receptive to the program curriculum? Can you talk about ways in which your class incorporates the PE National Standards into the course objectives? What types of changes, if any, do you see in your students' beliefs towards PE during their four years?

Here are a few examples of questions that were asked of the Principal. Can you talk about what systems or structures, if any, are in place at your school, which are designed to support new teachers? Can you tell me about any professional development opportunities that exist at your school for physical education teachers? Can you discuss the degree to which your PE Department has developed or been a part of Personalized Learning Plans (PLPs)? Can you discuss the degree to which your PE Department has developed or is using proficiency-based grading? How, if at all, are educational changes required as part of Act 77 changing how physical educators think about curriculum, instruction, and assessment? In your mind, what do you see as the goals and purposes of

physical education? Have you seen the perceptions towards the value of PE change during your career, and if so, how?

3.8.2 Document Review

In addition to semi-structured interviews, document review was included in the data collection methods. This provided multiple and varied data sources aimed at providing a more rich cross-case analysis with increased opportunities for triangulation. As a result, data from two course syllabi and corresponding examples of student work from two different assignments were collected, which provided more opportunities to analyze different and multiple data sources within and across cases. A more detailed description of this process is discussed in the following section on data analysis procedures.

3.9 Data Analysis Procedures

The challenge throughout data analysis is making sense of such a large amount of data in an effort to address the study's research questions (Bloomberg & Volpe, 2012). Reducing data by categorizing it into a framework of patterns that lead to themes can be overwhelming. In this case study the timing of multiple interviews overlapped each other or occurred simultaneously, making the data analysis process one that reflected analytic circles rather than a fixed linear approach. Creswell (2013) refers to this as the data analysis spiral and describes this process as an iterative approach where the researcher is moving forward and circling back through the data several times. What follows is a description of the iterative process that characterized the data analysis procedures in this study.

3.9.1 Memos and Transcriptions

Immediately after collecting data from each interview I wrote memo number one. This memo consisted of short notes based on initial thoughts, ideas, and reactions to the interviews. It was an informal writing and thinking activity that helped make better sense of the interviews while also facilitating the documentation and cataloging of information that may have otherwise been forgotten. Next, a professional transcriber, who provided a signed agreement of confidentiality, transcribed the recorded interviews. The transcriber was emailed the recorded interviews through a secure file-transfer service immediately after they were completed. These audio files were coded for anonymity and stored in a password-protected storage device to ensure the security of the data. After the data was cleaned the transcriptions were read repeatedly while I simultaneously wrote memos and notes in the margins. This step helped me understand and get to know the data more closely.

3.9.2 Coding

The next step in the data analysis process consisted of assigning codes to the data. I starting out using a-priori (pre-existing) codes based on the strong body of research that was explored in the literature review process. Some of this study's a-priori codes included: desire to coach, sports experiences, enjoyment of PE, and influence of a mentor. These codes specifically related to research question one, which explored factors that attracted participants to the field. Emergent codes (Creswell, 2013) are those that appear during data analysis. I also relied on emergent codes because I wanted the interview data to speak for itself without relying entirely on findings from past research. As this process unfolded I was able to identify both the a-priori codes and emerging codes by reviewing the data multiple times and underlining codes by color. One hundred

thirteen codes were then clustered and classified into various categories and descriptors to help make sense of the findings. In this step a coding legend/schema was created and it is included in Appendix I.

3.9.3 Data Displays and Frequency Charts

Next, I attempted to describe broader themes that came out of the codes and categories and look for ways that they might relate to the theoretical framework within and across cases. By creating data summary tables (see chapter 4) that represented the salient themes, clusters and codes that emerged through the data analysis, I was able to conduct cross-case analysis. The degree to which similar or different themes emerged from the data was more easily understood by creating these data displays that compared clusters and codes with the frequency of participant responses. Again, the purpose of creating these visuals was to add to the depth of analysis. The data summary tables were organized by cases so that it was possible to see similarities and differences within and across case groups. Creating data summary tables also helped me to collapse some of my original codes and themes. I began to see that certain codes and categories could be merged into a more holistic theme that captured the big picture of what the data was saying. These data tables are included in Chapter 4 where I discuss the findings and interpretations more closely.

3.9.4 Flip Charts

In the next phase of analysis I created flip charts that aligned research questions, categorical frameworks, case groups and codes. Within each flip chart I cut direct quotations from the transcriptions and pasted them into the appropriate categorical bin. I continued to reflect back on the data display charts and the original transcriptions to

ensure that the frequency of participant responses agreed with the quotations posted in the flip charts. This process was instrumental in reducing the data and helping me become even more familiar and connected to it.

3.9.5 Document Review

Four documents were also reviewed. Two of these documents included the course syllabi for PED 1015 Introduction to Teaching Health and Physical Education and PED 4030 Organization and Administration of Physical Education Programs. PED 1015 is a first-year seminar course that freshmen take during the fall of their first semester. Cindy is the instructor for this course and I was able to attain her course syllabus and examples of student work directly from her. The other course is a senior level requirement and I was also able to attain the course syllabus and student assessment samples within the department.

Document review of the syllabi consisted of comparing course objectives to the study's research questions and themes. Additionally, I compared selected course objectives to a specific component of the teacher education program (PE content course, methods course, or field experience). In all cases these objectives aligned with PE content courses, also referred to as professional core courses. Table 2. provides a data display of this process.

Table 2.

**Document Review Data Summary: Course Syllabi
Research Question #3: What factors impact one's teaching perspective?**

Course #	Course Title	Content Reviewed: Selected Course Objectives	Component of Teacher Education	Related Themes
PED 1015	Introduction to Teaching Health and Physical Education	*Students will discuss <u>the nature of contemporary PE</u> and show how it has evolved during the past five decades.	Professional Core: PE Content Course	#2 Wellness for Life

		*Students will explore <u>issues, challenges and future trends</u> in the fields of physical education.	Professional Core: PE Content Course	#4 Agents of Change in PE
		*Students will identify career opportunities; self-assess strengths, interests, goals and career preferences, understand professional preparation. curriculum; and understand the importance of leadership and professionalism in one's field.	Professional Core: PE Content Course	#3 Developing a teaching perspective, #4 Agents of Change in PE
PED 4030	Organization & Administration of Physical Education	*Students will identify the theoretical foundations of leadership and develop a personal philosophy applied to physical education programming.	Professional Core: PE Content Course	#2 Wellness for Life, #4 Agents of Change in PE
		*Students will demonstrate knowledge of the planning aspects of administration, which include mission statements, goals and objectives; curriculum; grading/evaluation policies and procedures; and behavior management plans.	Professional Core: PE Content Course	#2 Wellness for Life, #3 Developing a teaching perspective, #4 Agents of Change in PE

In addition, the two assessments that were reviewed consisted of the culminating assignments for both of these courses. The freshmen students in PED 1015 were asked to write about their beliefs towards the goals and purposes of physical education and how they see themselves achieving these goals as future professionals. In PED 4030, the senior students completed a project where they had to design a physical education program, including goals, objectives, curriculum, budget and equipment, grading, etc.... This project challenged upper level undergraduates to apply their learning from this course and the program. These assessments were analyzed in relation to research question number 2, which focuses on one's beliefs about the goals and purposes of physical education. Relevant and direct quotations were identified from the student's assessments and categorized into the flip chart. The four student assessments that were obtained for document review came from participants in the study. They included Gary

and Bob from the acculturation case and Yvonne and Wendy from the professional case.

Table 3. provides a data display of this process.

Table 3.

Document Review Data Summary: Student Assessments
Research Question #2: What are the Goals and Purposes of Physical Education?

Pseudonyms	Course #	Course Title	Assessment	Goals and Purposes of PE Evident in Paper/Project		
				Sports	Lifetime Activities	Health Fitness
Gary	PED 1015	Intro to PE	Mission Statement Paper		X	X
Bob	PED 1015	Intro to PE	Mission Statement Paper		X	X
Yvonne	PED 4030	Organization & Administration of PE	Final Project		X	X
Wendy	PED 4030	Organization & Administration of PE	Final Project		X	X
TOTAL (4)				0 (0%)	4 (100%)	4 (100%)

3.10 Trustworthiness: Credibility and Dependability

Qualitative researchers are challenged to protect against the potential for bias in the design, implementation and analysis of their research studies. Trustworthiness refers to the degree that something measures up to what the researcher says it measures, which includes issues of credibility and dependability (Bloomberg & Volpe, 2012).

3.10.1 Credibility

Credibility (or validity) refers to the accuracy of the findings in relation to the researcher, participants and the reader (Bloomberg & Volpe, 2012). Already included in this report was a section on my identity as a researcher. That section identified and discussed my values and beliefs in an effort to strengthen this study’s objectivity and help to control and minimize potential researcher bias. In addition, member checks were conducted within each case group so that participants could confirm the accuracy of the

data collected during the interviews. One additional strategy that strengthened the credibility of this study was triangulation. Triangulation refers to the process by which researchers use evidence from different data sources to document codes or themes (Creswell, 2013). This study used data across three case groups to triangulate evidence. In addition, the three secondary participant interviews provided additional data connected to the study's theoretical framework. Finally, by including document review this study incorporated a variety of data sources, such as course objectives and student work.

3.10.2 Dependability

Dependability (or reliability) refers to the consistency of measures or the extent to which findings can be replicated or transferred to similar studies (Bloomberg & Volpe, 2012). In other words, dependability is concerned with consistent research practices over time and across methods (Miles, Huberman, & Saldeña, 2014). Establishing clear research questions, defining the role of the researcher and specifying its theoretical constructs have strengthened this study's dependability. Another strategy for improving consistency included the use of thick descriptions that allowed readers to potentially decide if the information could be transferred to other settings. This study's transferability is enhanced by the detailed descriptions of the setting and context of all three case groups.

3.11 Human Subjects / IRB

A research proposal for this study was submitted to the Institutional Review Board (IRB) at the sponsor institution upon approval of the dissertation proposal defense. IRB approval was based on assurances within the proposal that participants would be informed of the study's purpose and personal confidentiality would be protected at all

times. Respondents provided their contact information through a third party and only if they were willing to be interviewed. Participants were provided a pseudonym, and interview data was stripped of all identifiable information. A participant chart matching each participant to his or her pseudonym was kept separate from the qualitative interview data in a password-protected storage database rather than on the researcher's computer.

3.12 Limitations

This study contains limitations some of which are based on the nature of qualitative research methods in general and some of which result in the study's research design. Qualitative research does present issues around subjectivity because analysis depends on the decision-making of one individual, the researcher (Bloomberg & Volpe, 2012). Despite this, efforts to maintain trustworthiness and reduce researcher bias have been accounted for in this study. Attention to the interrelationship between research questions, research design, data collection methods and data analysis was critical to this study's overall research design. One limitation of this study is the fact that the findings are not generalizable. However, they may be transferrable to similar contexts. Based on thorough analysis and interpretation, connections from elements and ideas within this study may be applied to similar or related conditions that exist in other settings. Additional limitations include a small sample size of eighteen participants and problems that could result from self-reported interview data. Finally, the fact that this case study was bounded within one institution could be considered another limitation.

3.13 Chapter Summary

This chapter presented the research methodology for a qualitative case study, which sought to understand why individuals decided to become physical education

teachers, what beliefs they held regarding the purposes of K-12 physical education and finally, what factors impacted their teaching perspectives through all three phases of occupational socialization. Included in this chapter was the presentation of the research questions, research design, researcher identity, setting and participants, sampling and recruitment, data collection and analysis, trustworthiness, human subject/IRB, and limitations of the study. One objective of this study is that the findings presented in Chapters 4 and 5 influence or inform decision-making regarding physical education teacher preparation curriculum at other institutions.

CHAPTER 4: FINDINGS AND ANALYSIS

The purpose of this phenomenological case study was to explore the process of physical education teacher socialization at a small public university in the northeastern state of Vermont. The goal of the research was to better understand factors that influence one's teaching perspective through three phases of occupational socialization – acculturation, professional and organizational. The study was guided by a number of questions:

- 1) Why does one become a physical education teacher?
- 2) What do freshmen, juniors, and new teachers, respectively, believe to be the goals and purposes of PK-12 physical education?
- 3) What socialization processes are involved in the development of one's teaching perspective?
- 4) How does a physical education teacher preparation program contribute to the occupational socialization of its students?
- 5) How do Vermont PK-12 school settings impact the occupational socialization and teaching behaviors of physical educators in their first five years of service?

Participants included five in-coming freshman physical education majors, five junior or senior-year physical education majors, and five recent graduates currently teaching PE in a Vermont public school. Also interviewed were two faculty members who teach in the PETE program and a Vermont high school Principal. Data was collected through eighteen semi-structured interviews and document review of course syllabi and student assessments. The findings that emerged from the study are intended to help physical

education teacher educators consider the impact of teacher socialization as their students arrive, move through, and graduate from their PETE program.

In this chapter I will present the findings and themes that emerged from the data analysis, which include: 1) Recruitment: Sports, Fun and People, 2) Wellness for Life, 3) Developing a Teaching Perspective: Watching, Learning, Doing, 4) Agents of change in Physical Education. For each finding and theme I will thoroughly describe individual participant responses to the interview questions through discussion and use of direct quotations. In addition, some findings will utilize document review of course syllabi and examples of student work.

Following the discussion of findings and themes, I will provide an analysis and interpretation of the findings with the hope of illuminating some deeper and more precise meaning behind what was found. In this section I will illustrate similarities and differences within and across the different case groups of the study by utilizing data displays that provide a visual explanation of the findings in addition to the written analysis. I will also examine data from course syllabi and student work in order to add an additional layer of analysis.

4.1 Theme One - Recruitment: Sports, Fun and People

This theme emerged from findings that came from research question #1: What factors influence one's decision to enter into a physical education teacher education program? The results led to several interesting sub-categories or descriptors. A majority (13 of 15 [87%]) of participants indicated that sport experiences were a reason for becoming a physical education teacher, while another (13 of 15 [87%]) said they liked working with children, and (10 of 15 [67%]) had positive K-12 PE experiences. At the

same time many participants (12 of 15 [80%]) credited the influence of a teacher, coach, or family member. Table four provides an overall data summary display of the results for this theme. What follows is a more detailed discussion of each one of these sub-themes of recruitment into physical education.

4.1.1 Sports

4.1.1.1 Acculturation Case

Not surprising, because it was consistent with findings cited in the literature review, was the fact that almost 90% of participants attributed their love for and background experiences in competitive sports and athletic programs as a reason for becoming a physical education teacher (Templin et al., 1982; Spittle et al., 2008; Ronspies, 2011).

In the acculturation group all five participants, when asked what attracted them to a career in physical education, attributed their background in athletics as one reason for choosing PE as a career. Gary was clear about this aspect, responding, “My background in sports, yeah background in athletics plays a major role, it influenced my decision to become a PE teacher heavily.” Eric said, “I’ve been an athlete my whole life. I played soccer, basketball and baseball, all the way up through, from like 4th grade to senior in high school. It influenced my decision big time.” Bob offers a similar perspective and shared:

I’ve always liked playing sports and everything as a kid, so I always played sports. I guess that I’ve played sports since like, I think I started playing soccer when I was like five and I did T-ball and I played basketball when I was probably five as well. I’ve just always been playing sports.

Sean adds to this sentiment and stated, “Well generally I’m pretty good at sports. I played three sports throughout high school. It’s been huge. I just love being around sports. I love playing sports and watching sports and everything about it.” Finally, Frank also made it clear that sports were a major contributing factor in his decision:

Well let’s see. Sports have always been a big part of my life. I started off in elementary school playing soccer and played soccer through, ‘til 7th grade in middle school. Wrestling. Started wrestling and wrestling has probably been the biggest thing in my life since 8th grade. I think that’s what ultimately brought on the idea of being a physical education teacher.

4.1.1.2 Professional Case

In the professional group participants also attributed sports as a reason for entering the field. Ellen talked about having “a lot of experience playing tons of sports growing up.” Will made it clear that sports were a huge factor in his decision and stated:

Yeah, absolutely. I always played sports growing up and it’s something that I’ve always enjoyed doing so I figured that if I enjoy doing it now, I will always enjoy doing it. So yea definitely playing sports was a huge factor for me to be a PE teacher.

Chris added how he, “always played three sports” and it “had a pretty big influence.”

Yvonne commented, “I grew up around sports and I was athletic. Yeah it definitely influenced my decision.”

While sport background is clearly a strong factor for this group (4 out of 5) they also reported other factors in addition to having a sports background. It was interesting that whereby the acculturation group talked mainly about sports being a deciding factor

to major in PE, participants from the professional group offered a broader and deeper perspective than the acculturation group by tying other factors of influence into their decision besides just sports background. For example, all of them (5 out of 5) attributed their decision to the fact that they liked working with children and most of them (4 out of 5) mentioned the influence of a mentor as being another factor.

4.1.1.3 Organizational Case

Four out of five participants in the organizational socialization group also related their background in sport to be a major part of their decision to enter into a career teaching PE. Mark recounted how he played on a number of sports teams that included, “soccer, golf, and football” and how they “connected” him to PE. Although Scott described the influence of sport as something from the past, however, he did share that this factor, “no longer drives his perspective.” As he stated:

When I first got into it I didn't know the teaching aspect of it, the teaching side of it. I thought it would just be what I imagined from the student side where you get to hang out with students and sometimes play sports and games with them and have fun throughout your day.

Finally, Tom remembers how he wanted “to do something that I loved” stating, “basketball and track were things that I enjoyed so that's what kind of made me want to do it.” In summary, the data reveals that for all fifteen participants across each case group, a background in sports was one reason for their decision to teach PE.

4.1.2 Fun in Physical Education Classes

4.1.2.1 Acculturation Case

Ten out of fifteen (67%) participants attributed their positive attitudes towards physical education and the fun they had in PE class as significant factors that influenced their decisions to enter the field. In the acculturation group three out of five responded in this way. Gary summed it up in one word, “Enjoyment.” Bob added that he, “liked PE” and that “it gives you a chance to have fun and a break from classes.” Sean makes a clear connection between his love for PE and his decision to become a physical education teacher. “I’ve always liked being active and I’ve always loved physical education class, so I thought that was the right major for me to do and I’m excited.”

4.1.2.2 Professional Case

In the professional socialization group three out of the five participants reported that their enjoyment of PE class was a reason for becoming a PE teacher. Ellen was clear about this idea and stated:

Well, growing up I always, I was really hyperactive and kind of like, I was one of the trouble kids sometimes. I liked phys ed because I was able to get out the extra energy that I needed to get out... I think I always had fun when I was little in phys ed.

Will remembered how he always “looked forward to going to PE” as it was something “he loved to do.” Chris and Yvonne echoed similar findings. Chris responded that “he always loved PE” and all through school his classes “were fun.” Yvonne added, “So I was kind of like that gym class hero, and it was kinda like a place where I could leave struggles behind and just like have fun with my friends and really connect with people on a different level.”

4.1.2.3 Organizational Case

In the organizational socialization group three out of five participants connected the fun or enjoyment of their PE experience to their decision to become a PE teacher. Respondents repeatedly talked about how they “loved PE” and how they always “looked forward” to this class; one stated that PE was their “favorite subject in school growing up.” Scott went on to say:

We only had it I believe twice a week but I just distinctly remember being excited to get out of the classroom and start to move and play with my friends and be active and have fun, and that never really changed through elementary and through high school. Kinda stayed the same all the way through.

Cindy offered her perspective from that of a faculty member and stated:

Okay, if we were to speak specifically about our first year students, so coming to [the university], many are choosing physical education because they had a good physical education experience in school. They like to go to PE. It’s gonna be one of their favorite classes in a day.

4.1.3 People: Influential Mentors and Desire to Work with Children

The impact of influential people was the final factor that influenced participants’ decisions to teach physical education. A majority, 80% (twelve out of fifteen) of the respondents, talked about mentors: coaches, teachers, family members who inspired them to pursue a career teaching PE. In addition, another 87% (thirteen out of fifteen) identified how much they like working with children as a significant factor. If these two categories were merged together, mentors and/or children impacted or attracted 100% (fifteen out of fifteen) of the participants to enter into a career teaching physical education.

4.1.3.1 Mentors and the Acculturation Case

Gary talked about one of his physical education teachers. “I wouldn’t mind being like Mr. C. He’s a pretty admirable guy. Everybody respects him. Likes him as a teacher.” Sean adds, “It’s been huge because my phys ed teacher was also my basketball coach.” Eric described his connection to teaching as being related to his mother’s career as an educator. “My mom was a teacher so that could have an effect on it too.”

Similarly, Frank also links his decision to teach with his mom’s position as a special education teacher:

I used to not know what I wanted to do. I thought about being a special educator maybe. My mom’s a special educator and that’s why. Maybe a history teacher. I loved history in high school. But then I decided this summer, or like a year ago I was like well, I’m very passionate about fitness so why don’t I just do PE? And that’s how I guess I ended up here.

For Frank and Eric, their mother’s work as a teacher seemed to open up the door to teaching in general as a career option, but it was just a matter of finding the right discipline within education that fit best.

4.1.3.2 Mentors and the Professional Case

In the professional socialization group Will described the significant impact that coaches and teachers had on him, especially regarding the relational aspect of their influence:

I’d say what attracted me to the field of physical education was being influenced by teachers in my past, mostly my elementary teacher.... Also, coaches from my past have influenced me to want to help people and be involved with people ‘cuz

they're somebody that have, that have helped me a lot in the past.... Just having those coaches growing up made me like they're important to me in life and influenced me in my characteristics a lot, so I'd say that it was an influence. Coaches I've had play a big impact on me, and just like making me feel good and like I don't know, I felt like I learned a lot about life experience and stuff like that where I was involved with my coaches or my elementary PE teacher.... I don't know, for me I felt like I was whole when I was with my coaches or teachers. They, I don't know, just make me feel whole I guess. I don't know.

Similar to Eric and Frank in the acculturation case group, Chris identified his mother's career as a teacher as an influencing factor to his decision to teach PE. "My mom is a teacher so like seeing her schedule and like how she's had time to go to her kids, like sporting events." Wendy offered an interesting insight because she changed her major after her freshman year from exercise science to physical education. She attributes a course she took and more specifically the professor she had as the deciding factor for changing her major:

Well that would be I took Professor W's Wellness for Life class and he talked a lot about PE, if you're interested in this, if you're interested in working with kids, I'm like, I have such a soft spot for overweight children and childhood obesity, so the more he talked about that, the more I was like, yeah, I want to be in PE and Health and I like to do all this and help my community and to inform them and get them to understand how to be healthier and how to be more like productive members of society and not be sick all the time and overweight.

Yvonne also talked about the influence of two teachers during her K-12 experience. One was at the elementary level and the other was at the high school level:

Elementary I had a woman, Miss W, she was like awesome. She just was like peppy and got us going and found what excited us and she made activities that connect with our health class really well and I think that's what really kinda started it because like 5th grade she was still my PE teacher so I really looked up to her and if it was my birthday, I would always give her the extra cupcake and stuff like that. I remember one thing she did, is a heart unit and she made mats in different colors, like the flow of blood and the scooters were different and it was just like, I really remember the activities she did and why she did them... In high school we had a teacher. He was awesome. He was a lot older than any teacher in the school but he was always doing activities with us, like running around, playing football, always belaying us for rock climbing. It was just awesome to see that, at his age, he still had a love and a passion for it and I still see him at the conferences.

4.1.3.3 Mentors and the Organizational Case

In the organizational socialization group four out of five participants talked about the influence of a teacher, coach, or family member as a deciding factor for becoming a PE teacher. Mark credits the impact of a coach/teacher:

I think the main reason that I got into the field of PE was my high school PE teacher, who was also my football coach, and we had, he was my position's coach, so we had a close relationship. He was a great PE teacher and through conversations with him, and a lot of other teachers who really recognized an

ability in me to connect with people and to teach, regardless of what I was teaching, I think between the people who told me I was great at teaching and then the experience that he exposed me to, I kind of put the two together and said I would love to teach sport skills and activities and health and wellness.

Greg had a similar response, stating that, “it was my teachers in high school” and that “they really encouraged me to do it and they were the guys in the school that everyone would have a good time with.” Paul also talked about the influence of his family and coaches. “Well one big thing is my mom and my family. We have, my mom and my aunt and uncle are all phys ed teachers, so it’s definitely in our family. In elementary school I actually had my mom for PE.” He went on to say that, “coaches made a big impact on my life and I knew phys ed was always there so I picked that.” Finally, Tom offers a similar perspective about the impact of a family member:

So my father was an elementary PE teacher for 17 years and going into college I wanted to be a business major, actually, and I went to a couple of summer camps with my dad and that kind of changed my whole view on what I wanted to do.

While the influence of mentors is clearly an important finding, the results also suggest that many participants were drawn to the field because they enjoy working with children and want to be a positive role model themselves.

4.1.4 People: Desire to Work with Children

4.1.4.1 Desire to Work with Children: Acculturation Case

From the acculturation group, Gary talked about his desire to make a positive difference in the lives of children. “My passion is to help the future youth and work in the same school for 10, 20 years so I get to know a certain community, I especially want to

teach kids who are less fortunate.” Eric offers a similar perspective and relates his part-time work experiences to his desire to teach PE:

I like helping kids. Like I worked at a recreational program for the past three years where I watched kids during the summer and we do activities during the day and stuff like that and I really enjoyed that. So being able to find a way to continue doing stuff like that is really what I was looking for and I feel like physical education would be the general way of doing it.

Bob clearly articulates the impact of his summer job on his desire to teach PE:

I like kids and working with kids over the summer. I just worked at a camp with kids and it was fun and so I just kind of, I just thought that if you were to mix both together, it would be like a phys ed major and a great career for me.

Frank’s attraction to the field comes from an interest in serving as a positive mentor. “I want to be a PE teacher where students feel close to me, like they can actually talk to me and I can help them with their issues.”

4.1.4.2 Desire to Work with Children: Professional Case

In the professional case group all five participants spoke about the enjoyment they get from working with children. Ellen described the positive feelings she gets with students stating that, “when I’m with kids I’m really personable and I really like the age when they’re middle school or younger because they’re so impressionable and they’re easy to talk to and get along with” and that “I just enjoy working with kids in general.” Will reflected back to high school and described an experiential learning opportunity that helped him realize that he enjoyed working with kids:

Working with children is something that I find rewarding. In high school we had a class called community based learning where we were put in the field to just kind of test run an occupation that we were interested in and at first I wanted to be a homeroom teacher for elementary and I started out doing that and decided that I didn't really like it a whole lot, so I started going to the PE classes with the kids and I found out that I really liked that so I just kept doing that and then I started focusing on PE.

Similarly, Wendy talks about an influential high school experience that involved working with kids:

My softball coach in high school was also a middle school PE teacher and when I didn't have class, I'd go down and help her with her class but I never thought about becoming a teacher but I had that little bit of experience and I was just kind of like, you know, I think I would be good at this...the more I thought about it, I was like, you know, I would love to do that. I love working with kids, I love being active so I thought it would be a great fit.

Chris sees in himself an ability to “work well with children” and makes the point that “if you're a teacher, no matter what subject, you have to be able to work with kids.” Yvonne connects her love of sports, physical education and working with kids as reasons for entering the field. “And then growing up I started really like loving, being, enjoying time with kids and I think it was the perfect combination for me.”

4.1.4.3 Desire to Work with Children: Organizational Case

In the organizational group Greg, Scott, Paul and Tom talked about the positive influence they feel towards teaching PE because of the enjoyment that comes from

working with children. Greg stated that, “I love the students. I think they’re a lot of fun” and in relation to his first year teaching experience he adds that seeing student growth was “very rewarding.” Paul adds that “one of the highlights is getting those kids that were literally in tears and having them enjoy class, and they actually were coming into the wellness room after school by the end of the year by themselves to do that, so that was one big thing” and he goes on to say, “it’s nice because you get to build relationships with them.” Finally, Tom points out, “I’ve always been really good with kids” and that “I wanted to do something that I loved and it was working with kids.”

In summary, findings from this study suggest that recruitment into the field of physical education for these fifteen participants was largely determined by four factors. These included: a background in sports; enjoyable experiences in K-12 physical education classes; the influence of mentors and a desire to work with children.

Table 4.

Data Summary Table:

Category 1: Decision to Enter Physical Education Teacher Education Program
RQ #1: What factors influence one’s decision to enter a physical education teacher education program?

Category 1: Descriptors								
Pseudonym	Influence of Teacher Coach Family	Back-ground in Sport	Liked PE	Desire to Coach	Like Working with Children	Want to Teach	Easy Job Good Benefit	Health Fitness Passion
Acculturation Group								
Gary	X	X	X		X	X	X	
Eric	X	X		X	X	X		
Bob		X	X	X	X			
Sean	X	X	X	X		X		
Frank	X				X	X		X
Professional Group								
Ellen		X	X		X			X
Will	X	X	X		X	X		
Chris	X	X	X	X	X		X	

Wendy	X				X			X
Yvonne	X	X	X		X	X		
Organizational Group								
Mark	X	X	X			X		
Greg	X		X		X			
Scott		X	X		X			
Paul	X	X		X	X			
Tom	X	X			X			
TOTAL (15)	12/15 (80%)	13/15 (87%)	10/15 (60%)	5/15 (33%)	13/15 (87%)	7/15 (47%)	2/15 (17%)	3/15 (18%)

4.2 Theme Two: Wellness for Life

This theme emerged from data collected on research question number two: What do freshmen, juniors and new teachers, respectively, believe to be the goals and purposes of PK-12 physical education? The overall findings suggest that health and fitness is a common goal for the overwhelming majority of the participants (14 of 15 [93%]). All five participants (100%) in the organizational group identified health, fitness and lifetime activities as important curricular components, while (2 of 5 [40%] spoke about sport skill development and having a fun positive experience in PE. All five participants (100%) in the professional group identified health and fitness, while (2 of 5 [40%]) mentioned lifetime activities, sport skill development or having fun. In the acculturation group (4 of 5 [80%]) of participants identified health and fitness and (0 of 5 [0%]) participants listed lifetime activities. Sport skill development came up once (20%) and having fun twice (40%).

4.2.1 Wellness for Life: Acculturation Case

In the acculturation group Gary talked about the importance of sport skill development and having fun and he suggested, “Enjoyment, fun. Wanting to always come to PE class. That’s what I used to do when I was a kid. That’s all I waited for.

Every week. And sports skills, see what they have a passion for. Hopefully use it in a positive way.” Gary demonstrated a student oriented-perspective here, which is typical for the acculturation phase, when he articulated a teaching perspective based solely on what he liked as a student. Bob also mentioned fun, and added that getting kids active is also important:

I guess just to get kids in school active who may not always be active all of the time, so at least they have a chance to be active even though they don't on their own. It gives them a chance to have fun and a break from class.

Eric identifies with a health and activity-based purpose to PE as well:

Mine would be to keep kids active and it seems like that's starting to go away generally in the U.S. rather than what it used to be. You want to see kids get more activity 'cuz a lot of kids just sit around and play video games and not do anything.

Sean offered a similar perspective:

Well, I don't know, I think it's really important for teenagers and kids to be in really good shape, to be healthy, and I think in the United States that's obviously not how it is, in a lot of places, and I think if kids and teens like had more opportunities to do physical education more, than it would just help them overall be a healthier person.

Frank also believed that PE should be provided to improve the health and fitness of students:

We have a problem in the U.S. right now which is no one really knows how to be healthy. We have just a lack of knowledge there. I think we have to, and my goal

is to help spread knowledge about how to be healthy, how you should exercise. And how you should eat.

4.2.2 Wellness for Life: Professional Case

In the professional group all five (100%) participants suggested that health and fitness was the primary purpose of PE. Chris and Wendy mentioned lifetime activities and Chris and Will also identified sport skill development as a key goal. Ellen emphasized the importance of getting kids healthy, especially in response to the problems she sees with childhood wellness during her experiences working with young people:

Well I think the goals overall was to number one, get kids healthy if possible and to teach them how they can be healthy throughout their life. And that's the main goal 'cuz I'm seeing so many kids working with my camp and after school that don't have those skills. You know we have kids who are 7 and 8 years old and can't skip. So it's kind of like, it's worrisome and I think that's the main goal for phys ed... Some of the kids that I've worked with I'm curious what they're doing in phys ed because some of them can't even do pushups and they're 9 and 10 years old. They should be able to. I'm curious what else is going to happen to help this generation be more active.

Will also made clear his view that the purpose of physical education is shifting to address a generation of children who are living increasingly sedentary lifestyles:

I mean I guess just developing motor skills, cognitive skills, affective skills to allow students to participate in lifelong fitness or sports or whatever their interests are, maybe do a little bit of everything so students can find something that they enjoy, that's not, you know, today's age is playing video games, watching TV, so

much technology based. Now I feel like the more that we can do getting outside or just moving in general is one of my main goals and show children that there's more to life than what they're accustomed to.

Chris offered a similar perspective to Will, pointing out that in his opinion, physical education programs should help teach children a variety of ways to manage their lifetime health and wellness and avoid stereotypical practices that simply emphasis competitive game-play:

I think the purpose of teaching PE is like to educate kids at a young age and to continue up through, so they learn like the proper like healthy life active habits and to get away from like a throw the ball out program. So it's important, I think it's important to have a mix of activities, more like your recreational leisure activities. And also to teach kids like skills that are used throughout their life, not just like play ball.

Wendy articulated a similar perspective regarding the goals and purposes of K-12 physical education. She went further by stressing the importance of helping students find activities that allow them to achieve and maintain a health-enhancing level of fitness, especially activities that provide alternative options from traditional team sports:

I see it as like teaches kids, well not just kids, like anyone I guess, how to be healthy and how to find an active lifestyle that works for them and teaching them the importance of it too, 'cuz a lot of people are like, oh I don't like basketball, I don't like soccer, so I don't want to participate in PE but like it's so much more than just games. As a future teacher I want my students to be so excited to come

to my class. So I would love to introduce kids to different lifetime activities ‘cuz that’s like been a big focus in all the classes, is moving to lifetime activities. Finally, Yvonne stated that, “having students learn what physical activity is and just knowing what is healthy for them and like what they can do to get there”.

4.2.3 Connections to Document Review Data

Also reviewed was the course syllabus and student work from PED 4030: Organization and Administration of Physical Education, which is a course that juniors and seniors take. In the syllabus under course objectives two learning outcomes focused on developing personal beliefs towards physical education and applying those beliefs on the job:

Upon completion of this course students will: 1) Identify the theoretical foundations of leadership and develop a personal philosophy applied to the organization and administration of physical education programming; 2) Demonstrate knowledge of the planning aspects of administration, which include mission statements, goals and objectives, curriculum, grading and evaluation and behavior management plans.

For the final project in this course students were asked to create a model physical education program. This included the development of goals and objectives, curriculum, grading procedures, budgeting for equipment and everything necessary to run a physical education program. The following is an excerpt from Yvonne’s mission statement:

This physical education program is based upon the gaining of knowledge and skills that are the foundation for engaging in physical activity. The mission of physical education is to allow all students to sustain regular, lifelong physical

activity as the foundation for a healthy, productive life. Physical education is a sequential education program based on activities that are undertaken in an active, caring, supportive and positive atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation. The goal of this program is to guide young lives towards healthy and active futures.

In Wendy's final project she defines her program's mission, goals and objectives, which are aligned with the SHAPE standards:

Our mission is to promote physical activity through meaningful physical education experiences that encourage students to be physically active for life. The following standards serve as program goals. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. There are five program objectives. (1) Students will practice a variety of motor skills and movement patterns throughout the year that will serve as a base for other skills they may learn in the future. (2) Students will practice a variety of motor skills and movement patterns by using a variety of equipment set forth by the physical education teacher. (3) Students will demonstrate the ability to work together cooperatively and respectfully during each class period. (4) Students will contribute to the classroom environment by following the expectations of listening while the teacher is talking, and conversing appropriately with their

fellow classmates. (5) Students will participate in a variety of activities and recognize how these activities benefit their health.

In this assignment Yvonne and Wendy designed programs that aligned with the same beliefs about physical education that they articulated in their interviews. In addition, these ideas connect to the physical education national standards that seek to promote lifetime activity and healthy behaviors.

To summarize, the findings suggest that during the professional phase of occupational socialization, participants reported significant learning that ultimately reflected their views on the goals and purposes of physical education. These participants clearly communicated that teaching students how to be healthy throughout life is the primary goal of physical education.

4.2.4 Wellness for Life: Organizational Case

In the organizational case group all (5 out of 5 [100%]) of the participants identified learning objectives in the areas of fitness and lifetime activities when discussing the goals and purposes of K-12 physical education programs. Greg's response, for example focused on health and lifetime activities:

Personally, lifetime fitness. We want students to be able to implement some sort of health plan for themselves and there's actually in that portfolio, there's a health, a diet aspect. Just to be able to take care of themselves. Things they can do without having a gym membership and just be able to find hobbies and things to keep their wellness. That's our huge goal and focus.

Scott described the goals of his elementary PE program as being foundational, or providing building blocks for a lifetime of physical activity. “I want them to develop skill coordination, motor skills, things they are going to need for the rest of their life and make the connection where they can take that outside of school, not just twice a week in PE.” Paul’s response demonstrates a similar perspective and articulates some of the same concerns that Ellen expressed in the professional case group about the role of PE in addressing widespread deficiencies in children’s fitness levels:

The one biggest thing is just exposing them to many different lifetime activities. I think exposing them to different things like that is good, and then I just think, in general, a healthier, fitter lifestyle. Like I have kids that can’t do pushups so we focus on things like that. We do the fitness testing which I’m just trying to get them into a healthier lifestyle.

In summary, Tom’s perspective echoes the ideas of the other respondents and adds an additional insight about the importance of helping students develop positive feelings towards physical activity:

I’m trying to teach a game or an activity that a kid enjoys. That’s what I focus on, lifetime activities. When you leave PE class with a bad attitude about maybe they were lifting weights, or they were just running the whole time or the mile run, and I like, I think that throughout their life, they’re gonna connect exercise with a bad feeling that they had and so I want them to think of physical activity as something fun that they did in PE and so that they enjoy it, just enjoy it.

The findings in theme two reveal that an overwhelming majority (14 out of 15 [93%]) of the participants in this study saw health and fitness as the purpose of K-12

physical education. In addition, all (5 out of 5 [100%]) of the participants in the organizational case group identified lifetime activities as a curriculum outcome.

Table 5.

**Data Summary Table:
Perceived Goals and Purposes of K-12 Physical Education
RQ #2: What do freshman, juniors, and new teachers, respectively, believe to be the goals and purposes of PK-12 physical education?**

Category 2: Descriptors				
Pseudonym	Health and Fitness	Lifetime Activities	Sport Skill Development	Fun Positive Experience
Acculturation Case				
Gary			X	X
Eric	X			
Bob	X			X
Sean	X			
Frank	X			
Case Totals	4/5 (80%)	0/5 (0%)	1/5 (20%)	2/5 (40%)
Professional Socialization Case				
Ellen	X			
Will	X		X	
Chris	X	X	X	
Wendy	X	X		X
Yvonne	X			X
Case Totals	5/5 (100%)	2/5 (40%)	2/5 (40%)	2/5 (40%)
Organizational Socialization Case				
Mark	X	X	X	
Greg	X	X		
Scott	X	X	X	X
Paul	X	X		
Tom	X	X		X
Case Totals	5/5 (100%)	5/5 (100%)	2/5 (40%)	2/5 (40%)
Cross Case Totals (15)	14/15 (93%)	7/15 (41%)	5/15 (33%)	6/15 (40%)

4.3 Theme Three: Developing a Teaching Perspective: Watching, Learning, Doing

Through years of observation as K-12 students, individuals enter teacher education programs having already developed strong beliefs, expectations, and values towards the purposes of physical education and teaching (Lawson, 1983a). Professional socialization occurs when students enter an undergraduate teacher education program and undergo formal training in the technical culture of teaching physical education (Richards, Gaudreault, & Templin, 2014). Early induction experiences in schools as licensed teachers can further impact the perspectives of new teachers. This study sought to examine the teaching perspectives of fifteen individuals from the same physical education teacher preparation program within all three stages of occupational socialization. One of the study's goals was to identify factors that impacted or contributed to these participants' teaching perspectives. As a result, three themes emerged from the data, illuminating the idea that in general, one's teaching perspective can develop over time through experiences watching teachers, learning about teaching and doing the work of a teacher.

The following research questions guided this section. What socialization processes are involved in the development of one's teaching perspective through all three stages of teacher socialization? How does a physical education teacher preparation program contribute to the occupational socialization of its students? How do Vermont PK-12 school settings impact the occupational socialization and teaching behaviors of physical educators in their first five years of service?

Initially, participants in all three case groups were asked to talk about their K-12 background experiences in physical education. The reason for this is because those experiences contribute heavily to the formation of initial beliefs towards teaching (Lortie,

1975; Lawson, 1983a). It is important to note that while these beliefs are deeply rooted, individuals in the acculturation phase still have a student perspective. As one moves into the professional socialization phase background experiences in K-12 PE often persist despite the efforts of teacher educators to impact these deeply formed beliefs (Richards, Gaudreault, & Templin, 2014). That is why participants were asked to describe their K-12 physical education experiences. This information was necessary to understand the contextual factors that are critical as one transitions from a student perspective to a teacher perspective. Findings from this area indicate that during K-12 physical education, all 15 participants (100%) experienced a competitive team sport curriculum and grades were determined by managerial factors such as dressing out, attendance and participation, rather than meeting learning outcomes through assessments.

Next, the professional and organizational case groups were asked about factors that impacted their teaching perspective. Participants talked mostly about three factors that had an impact on the development of their teaching perspective during the professional phase. This included physical education content courses, teaching methods courses, and field experiences. The majority (9 of 10 [90%]) of participants identified methods courses and field experiences as having the greatest impact on one's teaching perspective, while half of them (5 of 10 [50%]) discussed the impact of professional physical education content courses.

Finally, the organizational case group was asked to describe factors in their current teaching positions that have impacted their teaching perspectives. They talked about their programs and what they look like. Given the current major policy change in the State of Vermont, participants in this group were also asked to talk about the impact

of Act 77 legislation on their teaching. Table 6 and Table 7 provide a visual of the data that emerged from these interview protocols.

4.3.1 Developing a Teaching Perspective: Watching (Acculturation Case)

Gary described team sports and fitness education as key components of his high school and elementary PE experience. “In high school Fitnessgram and lots of games. Fitnessgram was really really big. And then I don’t know, basketball, pickle ball, badminton, and speedball. Warm-ups centered around fitness. In elementary a lot of knockout basketball. I don’t remember too much.” Eric describes his K-12 PE experiences in detail:

So K through third grade I had the same teacher the whole time. We did a wide range of things. We did a two-week rock-climbing unit on our climbing wall. And we would do a lot of general sports, like soccer. We’d do kickball. A lot of random games. In high school my teacher was at the end of his career and he would teach the old fashioned way so we would have, we’d do a sport for four weeks or something like that, and then we would have a test on it and we’d have pre-quizzes throughout that thing and we would get graded on that and participation. Then senior year he retired and we got a new teacher. I had already found the interest in phys ed teaching so I would, when I’d have study halls or stuff like that, I would go in and sit in on his classes and I would either participate in the class or just sit there and watch and talk to him about what it’s like and stuff like that, and the way he taught was so much different than the other guy that retired.

Bob stated that while in high school and middle school, sports seemed to be the mainstay of the curriculum. He stated, “We did just like sports so it’d be like volleyball would be one unit, and it would be soccer, tennis, whatever, floor hockey... For grading most of it was like participation and showing up.” Sean discussed a similar experience:

In high school we did a lot of different stuff. We were tested, we had heart rate monitors and we were tested on that. We’d do like a cardio workout. We’d do running and stuff which I never really loved to do but it was good for me. And we’d do, we had a weightlifting unit I guess and then we’d have a basketball unit. We did ultimate Frisbee. We did badminton and volleyball, things like that. Maybe like three or four days a week we had to wear heart rate monitors and if you didn’t keep it at a certain level, then you weren’t getting a good grade. We were graded on participation. You can lose points if you didn’t come dressed ready. If you’re wearing like jeans or whatever. They’d take points away for that. They didn’t really mark anything on skill level. It was really just like participation and how hard you tried.

The value of fitness however, was not lost on these participants. Frank, for example, talked about his PE experiences as being “fantastic.” He went on to say:

It was all games and everything. But also the fitnessgram, PACER and everything. I did pretty well in that. That was fun. And middle school the PE program was like games. In high school they had a big range of classes. They had health classes, health and fitness classes, and then a class with games. Pickle ball, badminton, archery, floor hockey, basketball, football, just basic stuff. There

were tests based around the games, how much knowledge you have of it. And grades were based on some participation too.

In summary, all of the acculturation case participants experienced some team sports as part of their PE program. To a lesser extent, fitness and lifetime activities were also discussed. Grading was based almost entirely on managerial tasks such as dressing for class, participation and effort.

4.3.2 Developing a Teaching Perspective: Watching (Professional Case)

In the professional case group the responses were very similar to those in the acculturation case group. Team sports dominated curriculum, while dressing out and participation served as the main determinants for grades. Ellen described her physical education experiences in just this way:

Elementary was a lot of sport specific stuff. We didn't do a lot of skill building that we learned like in classes in college. We didn't do a lot of sequential stuff. It'd be basketball for three weeks and that you kind of get thrown into it and then another thing. When I got older, it was middle school and high school was more individual sports. We were graded on showing up, only in high school or late middle school we were graded on attendance, changing and effort. Mostly participation.

Will describes a very similar experience to Ellen. "I don't remember focusing on like particular skills, like trapping or kicking or something like that. It was more like what you typically expect so you typically roll the balls out, let's play, floor hockey, let's play soccer or whatever." Chris described his elementary experiences as being game-based and his high school experiences were characterized by competitive team sports. "So

elementary, let's see. We played a variety of games. In high school, there was a lot of team stuff. Team sports like flag football, soccer, and handball. More competitive team sports. And grading was based on changing and participation." Wendy described her elementary experience as a movement-based program, and her middle school and high school experiences were loosely organized games and sport units:

When I was a lot younger we did skipping, jumping, pretending we're little animals. It's funny 'cuz now I'm like, oh I know why we do that and then once I got into middle school, you pretty much played dodge ball every day. High School I took PE freshman year and we did a lot of different sports units. For grading it was all like by participation so if you dressed for class and participated, like you got a good grade but if you didn't show up, if you didn't dress, or if you didn't participate, then you didn't.

Yvonne describes a somewhat similar experience where she had a movement-based elementary program, followed by a disappointing middle school program, but then a high school program that focused on lifetime activities:

In Elementary school I really remember the activities that she did and why she did them. She would show videos and demonstrate skills so it was like reaching the kinesthetic to like auditory and visual learners. Middle school was not my prime for PE. We had a teacher that just sat on the side. What you think like your stereotypical gym teacher would be is like overweight, not involved, just kind of give us a game to do and I think that's where it like disappointed me and it was like I don't, it kind of set my standard like I never want to be that person. In high school we had an awesome teacher. He did a lot of individual sports, which is

like a big push now, which was cool. We only had one tennis court in my whole entire town but he always made sure we did a tennis unit and a golf unit and we always did snowshoeing or cross country skiing. There was such a variety, which was awesome and he didn't like tend to do the sports that were being taught at school so it wasn't like a basketball unit. For grading middle school was mostly participation and high school was also participation but we had after every unit, we had some type of closing, like if it was a test or exam or a paper, and at the end, we had to keep a journal of what we did outside of class and then at the end we had to write a paper in how the components of health and fitness were used throughout the semester.

4.3.3 Developing a Teaching Perspective: Watching (Organizational Case)

In the organizational case group participants reflected back to their K-12 PE experiences too. Greg talked about having choice at the high school level:

So the way it worked, before each unit would start we would have options. We'd have like three options 'cuz we had three teachers and one teacher would have one of the units and everyone would sign up for a unit that they liked. You had to have one weight-room unit per semester, year. So there was no avoiding that, but that was nice having the selection piece 'cuz then you're actually playing with your peers that wanted to do that I guess. And so we would do like badminton, soccer, tennis, volleyball, football, tchoukball, speedball, stuff like that.

Paul spoke of his experiences, particularly being in large classes at the high school level:

In elementary school I remember a rollerblading unit once a year and then probably field day. Every year the whole school did a field day so it was just fun

but I just remember being active, like a lot, and there's always a reward system. High school was good. We had big classes. We had like between 100 and 200 kids in each class so they'd split it up. There'd be different options each time but it was definitely not a lot of skill teaching. It was just a lot of very quick review and get into game playing. For grading the big thing was changing and participating so if you change and at least attempt it, you were fine.

Finally Tom describes the differences between his elementary and high school experiences. He noticed a stark contrast between his teachers and expressed a feeling of disappointment towards his high school physical education experience:

I remember my elementary PE experience more than my high school. My high school experience was not as great as my elementary school. We had two really good teachers and I remember doing tournaments and badminton and field hockey tournaments, track, relay races, and all school track meets and just kept it exciting. When I got to high school, the teachers maybe stayed too long and didn't have the energy and just kind of went through the motions and didn't make it as fun as it should have been. It was a roll the ball out thing.

In sum, findings revealed that at some point during K-12 physical education all 15 participants (100%) experienced a competitive team sport curriculum and grades were determined by dressing out, attendance and participation. While some experiences differed among elementary and secondary levels, each participant consistently reported these two factors. Finally, as mentioned before, experiences during the acculturation stage do not directly impact one's teaching perspective because these individuals still only possess student perspectives. However, deeply rooted student perspectives are

important to examine because they influence one's beliefs about the expectations for teaching physical education.

Table 6.

**Data Summary Table:
PK-12 Physical Education Experiences: Watching
RQ #3: What factors influence the development of one's teaching perspective through all three stages of teacher socialization? (Acculturation)**

Category 3: Descriptors								
Pseudonym	Movement Based	Team Sport Game Play	Sport Skill Instr.	Fitness Model & Testing	Coop-Games Adv. Ed	Lifetime Activities	Grading Managerial Dress, effort, behavior	Grading NASPE standards outcomes
Acculturation Group								
Gary	X	X		X	X		X	X
Eric		X			X		X	
Bob		X					X	
Sean		X		X		X	X	
Frank		X		X		X	X	
Professional Group								
Ellen		X					X	
Will		X					X	
Chris		X				X	X	
Wendy	X	X					X	
Yvonne	X	X				X	X	X
Organizational Group								
Mark		X					X	
Greg		X		X			X	
Scott		X					X	
Paul		X					X	
Tom		X					X	
TOTAL (15)	3 (20%)	15 (100%)	0 (0%)	4 (27%)	2 (13%)	4 (27%)	15 (100%)	2 (13%)

4.3.4 Developing a Teaching Perspective: Learning (Professional Case)

When examining factors that impact the teaching perspectives of individuals specifically during the professional phase of teacher socialization, it is important to

clarify that this endeavor only considers participants in the professional and organizational stages. As previously discussed, respondents in the acculturation phase have had their teaching perspectives influenced significantly through their student experiences. However, they have not yet experienced the continued socialization that occurs during the professional socialization stage. Data for this case group in the professional phase simply does not exist yet. Therefore, what follows is a discussion of the factors that impacted teaching perspectives of the professional and organizational case groups during their experiences in the teacher education program. Findings suggested that physical education content courses, teaching methods courses, and field experiences had the greatest impact. The majority (9 of 10 [90%]) of participants discussed methods courses and field experiences as having the greatest impact on their teaching perspectives, while half of them (5 of 10 [50%]) talked about the impact of professional physical education content courses, which are more theory-based.

Will had a lot to say about his teacher education program and what he took from different courses and experiences:

Well I would say the methods classes are just, I don't know they're the best classes for impact I guess, just because you get to see what's going on in the classroom. They didn't really change my perspective on anything. They're just more reassuring that I'm doing everything that I need to be doing – I'm on the right track. But also, the Game and Rec Nights we do at the Village School has had a major impact on me just because you're involved, you're in complete control and that's just kind of motivated me to keep working and wanting to do what I'm doing...the classroom stuff is good. You can take what you get from

the class and apply it in the field, but definitely for me personally, learning as I go, seeing things as I do them, is the best way for me to learn... The classroom courses definitely are a huge factor just because like I said, they give you prior knowledge and without them, I wouldn't be able to apply the skills and techniques that I had learned in class.

Chris talks about the impact of one of his classes on his decision to change majors from criminal justice to physical education. He attributes one class to having the greatest impact on changing his perspective towards PE. "I had Designs for Fitness my first year as a freshman and that was one of those when I was a criminal justice major and that's like one of the reasons why I switched. I really enjoyed that class." Wendy talks about the cumulative impact of her courses rather than one particular class:

I don't think there's one specific class. I really think it was the combination of all of the classes that I've taken because each class I feel like I pulled little bits that kind of just helped, oh yeah, and that's why... and helped strengthen beliefs, but I don't think I can remember one specific class.

Wendy's analysis reminds me of Will's comments to some degree. They both talked about how their teacher preparation program didn't change their perspective as much as it reinforced their beliefs. Yvonne, on the other hand, talked about experiences that did have a big impact on her teaching perspective:

I think I just watching, like observing in the field, probably did it for me. Just like seeing somebody in action, like seeing something that you liked and what you saw, and be like I gotta remember this because I want to do it when I come out, become a teacher. I think that's something that really changed me. So methods

courses probably really did it for me 'cuz I went there every single day, I saw my mentor teacher do it every single day and it was awesome to like see the kids grow and see the content and then I got to do it. I got to teach like part of the unit so that was pretty cool and it makes you feel good inside because all that work and spending hours in the library is finally paying off to like not just write a paper about every single time, you can actually put it to use. Also, I taught a Game and Rec Night at the Village School. That was a big one because last year was the first time I taught a game and rec night, and that was awesome just to like have the gym aspect of it and seeing the kids having fun. Going out of their way to be there, not just because they're forced, so I think that was really cool. Just being able to teach 'cuz that's what I really like.

For both Yvonne and Will, the Game and Rec Night experience was powerful. This experience is a collaborative between a local middle school, grades 6-8 and the university. As part of two courses, one each semester, physical education majors plan and lead a physical activity program for two hours on Friday nights. This hands-on experience seemed to mirror some of the powerful learning that takes place in other more formal field experiences.

4.3.5 Developing a Teaching Perspective: Learning (Organizational Case)

The organizational case group participants reflected back on experiences that shaped their teaching perspectives while they were undergoing teacher training. Greg for example, identified instructional planning as an influential factor that contributed to the development of his teaching perspective. He also mentioned that field experiences played a large role in his growth as a teacher:

The sequencing is big. Just knowing how to put a unit together, how to scaffold. And just, I mean on an individual lesson, just how to progress through that lesson. In doing that here [college], like the whole big unit plan and stuff like that, really helped the process off putting together a program. So that was huge and that was the methods classes. And I think it was nice having a lot of experience outside of the classroom. That was huge. Just seeing different environments and being able to take what you want from there...I had a very narrow mindset on what phys ed was when I was a freshman. I thought it was for playing games, like most people do. But through the program at [the university] and really last year teaching, I like really realized that it's more than just team sports and playing.

Scott talked collectively about the overall impact of content courses, methods courses and especially field experiences. His comments also suggested that for him, these various elements of teacher education worked together to influence his teaching perspective:

A lot of the undergrad classes definitely helped. I think we had an interesting perspective where we were the students, we were college students, and at the same time, while we're learning all of the content and the learning expectations, what students should be able to do and how to teach it, you go and apply that also so it's kind of a transitional phase right there. But the biggest part for me was my student teaching. That's when it really hit me that this is what it takes to be a successful teacher and you need to do things and the reason it hit me right then is because I was actually doing it. It was not in a classroom in college anymore, I was in a school setting with school children and it was my responsibility to do all of these things and that was a very practical real life setting and that's when it

kind of sunk in big time then. Also, we did a course called Teaching Games and although often times we had to act like the students that we were supposed to teach, that kind of put me in a position where I had to organize my lesson plans and everything in order to meet that objective for the target group and then make it an easier transition I think where although it is completely different it also, like you said, it bridges between the two so the application courses that we took, stuff like that, more so than curriculum and instruction, although that's important, that's more background knowledge. That's not necessarily teaching per se. So I think when we had the opportunity to stand up apply those things in front of the group, those types of classes were more practical for me.

Paul also talked about the significant impact of performing teaching episodes during his PETE program. He specifically brought up the example of teaching in front of his own peers, going so far as to say that he would have benefitted from having more of those experiences:

I think the teaching aspects of what we did here [in college] helped out a lot, like even if it wasn't in the observing parts of classes or student teaching. I think teaching in front of your peers is also harder than teaching in front of students, so that helped a lot I think. If there was one thing I would change, it would be more teaching. I felt that I was nervous for student teaching because I had only taught like four or five times in front of students.

Tom agreed that for him, he would have benefitted from more teaching experiences while he was in college because those impacted his perspective the most. However, he also recognized that he could have sought out more of those experiences on his own:

So I think when I was at [university], I wish I had more time teaching and in the field. I felt, it could have been my own mistakes, from my not doing that, but I wish that I had been with the kids more and seen more teachers because when I got to student teaching, I learned so much and my elementary experience, you know, it changed the way I taught. It changed the way I thought about PE. I wished that I had more experiences like that throughout college instead of just at the end. I wished I was in the classroom more.

4.3.6 Developing a Teaching Perspective: Doing (Organizational Case)

The organizational phase of occupational socialization theory describes factors that influence teaching behaviors in the workplace (Lawson, 1983b). This stage relates to socialization processes that exist in schools and influence teachers towards a set of behaviors aligned with the norms of the school setting (Richards, Gaudreault & Templin, 2014). For this category, I asked the organizational case group how recent experiences as new teachers have impacted their teaching perspectives and teaching behaviors. I asked them what they are teaching and all five participants described their program's curriculum as standards-based and focusing on motor skills, fitness education and lifetime activities. Additionally, I asked these new teachers if any initiatives, resulting from Act 77 legislation have impacted their teaching.

Mark, who teaches at the middle school level talked about a district initiative to implement the national physical education standards and learning outcomes:

Well this past year as a district we took the new NASPE standards and we're working with and creating our curriculum off of them... We do a lot of activities and try to expose the middle schoolers to as many activities as possible, so they

can try and find something that they could do lifelong, or as they enter high school. We also do fitness stations.

Also at Mark's school, initiatives resulting from Act 77 are having an impact on his teaching, specifically regarding personalized learning plans and proficiency-based grading:

We gave up two classes and had 40 or so kids in the cafeteria on computers working on a PLP piece for PE. Now we've been able to actually successfully fight to get PE still part of the PLP process without losing PE time. Now it is done during teacher advisory (TA) time. PE has a place in the PLP and an evidence piece will be included so that parents can see during teacher conferences how PE fits into their child's overall learning plan.

Mark also talked about proficiency-based grading at his school. "Yes we report out standards-based. They get number grades from 1-4 which are related to how close they were to meeting the standards." Finally, Mark talked about how the purpose of PE has changed for him:

When I left college and entered the field, I started thinking, I need to get these kids fit and just loving PE and now I'm like, well, I need to teach them how to take care of their bodies, it is important to me that the kids take responsibility for their fitness and their wellness.

Greg, who just completed his first year of teaching at the high school level, described his PE program as being standards-based with a curriculum that focuses on fitness, health and lifetime activities:

When I got here it was traditional old school. We wanted to switch it up. One of our philosophies is not to do any of the varsity sports so we're not doing soccer, football, basketball, softball, stuff like that. So we'll do adventure ed, we'll do the high ropes, low ropes, we're doing ultimate Frisbee, golf, snowshoeing, cross country skiing. We're hoping to do geocaching this year too. We do a lot of fitness. That's one of our biggest things. We have kids do a personal fitness portfolio. It's funny 'cuz like coming from college, that's kind of how we were taught, change it up and it seemed like that's what everyone was doing but I guess not. Kind of eye opening I guess. So again we have this fitness portfolio. And we also do project-based learning. They can hike, or go mountain biking and they document it and there is criteria they have to fill out, like how this is beneficial to them, health related, supplies they need, how they need to prep for it, how this is a lifetime activity, how this is good for you later in life. So that's one way for lifetime fitness and health. Also, in the weight room they have to be able to tell us about form, what muscles they are working, and they need to be able to compile a workout that works on opposing muscle groups and they have to tell us like why this is opposing and how this is. And then they write down on their sheet during class and we check that.

Greg also talked about how personalized learning plans and proficiency-based grading practices are impacting his teaching:

We're moving towards proficiency-based grading. And actually our in-services and department meetings we have been writing out the proficiencies. We've had training on that. I think actually this year we're gonna have someone come,

probably in the fall, give us specifically, to our field, how to implement it. As for PLP's, that's what our portfolio is essentially. Every class, every department has to have a PLP and that's our version of that. So we're trying actually this year, we'll soon be revising it and trying to simplify it even more, make it more relevant, so I think it's an ever-changing process. But for the most part, I'm pretty happy with how far we've come, through just on year.

Scott, who teaches K-5 physical education, also described his teaching as being aligned with the SHAPE standards and learning outcomes and how that has been a key factor to the development of his teaching perspective:

We go by the national standards. I try to reinforce as many skill based things as I can. I do a lot of small-sided games and activities as a culmination. I don't start out doing those things. We have to talk a lot about concepts, spacing so that they understand when we get to that culminating activity, not everyone's bunched together and no one has fun that way when only one person succeeds. I do a lot of small-sided games where they're still active, still practicing skills and then we do a lot outdoor activities even in the wintertime. Snowshoeing, cross country skiing. We use heart rate monitors. I try to cover various activities, but not necessarily team sports. I won't do a football unit but we'll practice throwing and catching skills. One of the highlights is seeing how much progress they can make since it's skill-based. It's exciting. I'm really proud of them to see what they can accomplish. I'd say I have a more mature perspective now. When I first became a PE major I didn't know the teaching aspect of it, the teaching side of it. I thought it would just be what I imagined from the student side where you get to

hang out with students and sometimes play games with them and have some fun throughout the day. But as I went through undergrad and especially student teaching, that's where I really saw I have a great opportunity to really make a difference and if you do it the right way, I think you do.

While Act 77 legislation has not directly impacted Scott at the K-5 level he does report student learning through a standards-based report card, which has been developed in accordance with the national standards and learning outcomes. Regarding proficiency-based grading, Scott is already doing that. He also talked about the impact of teaching experiences on his perspective:

I think what changed for me is that I became more student centered. What do those kids really need? I learned so much from teaching that sometimes you'll have that great lesson plan with standards aligned and the objectives and you might throw it out the next day because you have 50% of your class that can do it, but then you're not teaching to the other half of your class, so and you might have a whole unit that you want, you're trying to get through, and I did that through student teaching and you're like I need to get to this last lesson but in reality you gotta rewind sometimes and you gotta go back and teach those kids that, or find a different way to get it so that they understand it and different activities and it just changes your whole planning and how you learned to plan.

Finally, Scott's love for working with children is something that not only influenced him to enter the field, but also has enhanced his teaching:

Being with students and seeing them progress and succeed is something that changed my perspective because they're little people. They have their own

problems, their own failures, their own successes and when you can frame something in a way that really makes them happy and lights up their day, that's a cool experience. That's something that I hadn't anticipated before. They truly look to you to be a person that helps them through their day and it's very rewarding.

When asked what factors influenced this change of perspective, Scott credited his teacher education program and the rigor involved in making it through that program:

Well of all the schooling in undergrad, I didn't realize coming in, how difficult it would be. Again, that's that perspective, but there's some pretty hard coursework that you have to complete. There's a lot of requirements that a lot of people don't finish. When I started, we had like 26 in my class and by the time we got through student teaching there was five of us. So that kind of goes to show you that perspective of what people expect versus a reality of it and how it filters people out.

Interestingly, Pam, who is the PETE program coordinator, provided some insight that directly supports Scott's perspective:

Students change over time regarding their belief in PE. I think they begin to respect it more. They recognize it's hard. Once they get into some of the 3000 level classes that are difficult, they realize that you know this isn't for everybody. It's not easy stuff. It's not about just playing games.

Paul also discusses a change in his teaching perspective and connects much of that shift to his undergraduate training in college:

From coming out of high school, yes, it has changed a lot. I think it was more of the let's just play games kind of thing and even if it was a wide range of activities, it was more right to the games and now I see more of the purpose and how it's important to teach skills. I think from my college program the focus has been more on wellness, and helping them get in better shape was definitely a bigger thing.

School initiatives driven by Act 77 are also starting to influence Paul's teaching a little. His school has implemented PLP's and they have talked about developing a proficiency-based grading system:

We started PLP's, so personalized learning, and we meet I think it's once a month or once like every month and a half, you meet with your homeroom and we do specific things to kind of see what they'd like to do, how they can get there and the different paths they can take. We haven't started proficiencies yet but they are starting to talk about that. The foot's in the door but nothing's really happened yet with it.

Tom confirmed that the curriculum in his K-6 program is aligned with the SHAPE standards and that he emphasizes getting kids to enjoy lifetime activities. He also uses standards based rubrics to help his students achieve specific outcomes:

Yea, everything I do is to the standards, the new standards. It's more like getting the kids physically active, how can they be physically active in different ways other than team sports. I try to stay away from team sports because my belief is that not every kid likes team sports. Actually most kids don't and they probably will never participate in a team sport in their life so to keep them motivated and

enjoying PE and being physically active, I think it's important to avoid being that teacher who does football in the fall and basketball in the winter. I mean yea, you can teach those skills but I think it's important to do other things or if you're gonna teach those skills, teach it in a way that's creative. We grade two times a year with a standards based report card. I create a rubric for each unit. I post it before every unit and I tell the kids what they're being graded on. I read the rubric. It's up there for them to see; they know what they are being graded on. During and after the unit I'll make notes and then I'll give them a grade at the end. They get graded on a 1-4 scale.

Although Tom is using a standards-based grading system there has not been talk yet at his school about proficiency-based grading, or other elements of Act 77.

Oliver, who is a Vermont high school Principal, talked about school initiatives in his building that have been driven by Act 77. He started out by talking about what the PE Department is doing with personalized learning plans:

So the PE teachers have been working on this for the past two or three years, and they got training from people at the AOE. The goal was to create a digital or electronic PLP system that's really specifically built for phys ed. It's focused on what they're trying to do, which I think is even better than what we're trying to do school wide.

Oliver also discussed the extent to which proficiency-based grading is impacting curriculum, instruction and assessment in physical education:

In terms of grading systems, for sure, yup. The expectation that we are teaching and measuring through proficiencies and demonstrating mastery, I think they've

also really focused on the national standards and I think a lot of what they did initially was looking at those national standards and try to design clarity of expectations from those national standards. We have also worked on aligning the state's transferrable skills with each department's prioritized standards. And developing a computer system that would draw that information from all of the different classes and so communicate effectively is one of the transferrable skills, which could be part of PE as well. So we are trying to develop a scoring system that would show how well a kid is doing on different transferrable skills.

Clearly at Oliver's school, Act 77 is impacting how physical education teachers are doing their job.

Overall, the findings for theme three suggest that current students and graduates from this physical education teacher education program underwent significant changes regarding their teaching perspectives. The acculturation group entered college with a limited student perspective based on their K-12 experiences. The degree to which they experience teacher education hinges partly on their own orientations (Lawson, 1983b). While most of these participants recognize the importance of being active and fit, they struggle to articulate any other means to achieve that goal other than playing sports. The professional case group has a much broader perspective and is able to connect teaching methods with the goals and objectives for K-12 physical education. The organizational case group is quite eloquent in discussing the development of their teaching perspective over time. Further, they are able to identify specific courses and experiences during college, along with events in their teaching careers that have served as factors that influenced their teaching behaviors. In addition, the findings suggest that, particularly at

the secondary level, initiatives born from Act 77 legislation are being developed in schools and are beginning to impact the way physical education is taught. This is specifically the case regarding personalized learning plans and proficiency-based grading. In addition, Oliver’s school is also working on aligning the state’s transferrable skills with the physical education department’s priority standards.

Table 7.

**Data Summary Table:
Factors Influencing One’s Teaching Perspective: Learning & Doing
RQ #3: What factors influence the development of one’s teaching perspective through all three stages of teacher socialization? (Professional and Organizational)**

Category 4: Descriptors											
Pseudonyms	Teacher Education			Teaching Experiences							
	PE Content Courses	Methods Courses	Field Work	Student Behavior		Class Size		Facilities/Equip/Time		School Climate & Staff Relations	
				Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg
Professional Group											
Ellen	X	X	X								
Will	X	X	X								
Chris	X										
Wendy	X	X	X								
Yvonne		X	X								
Organizational Group											
Mark		X grading	X				X				X
Greg		X	X	X	X			X		X	
Scott	X	X	X	X					X		
Paul		X	X	X	X					X	
Tom		X	X	X			X	X ^{ef}	X ^t	X	
TOTALS (10)	5 (10%)	9 (90%)	9 (90%)								

4.4 Theme 4: Agents of Change in Physical Education

This last theme emerged from data in both the interviews and the document review and related to custodial and innovative teaching perspectives. Custodial

orientations seek to reproduce one's own student experiences, while innovative orientations seek to transform physical education (Placek, et al., 1995). Respondents were asked if they wanted to carry on similar experiences they had as physical education students, or if they planned to change physical education by providing something different for their future students. The findings demonstrated that (1 of 5 [20%]) participants in the acculturation case held an innovative view towards teaching PE and (4 of 5 [80%]) possessed a custodial view. In comparison, (10 of 10 [100%]) of the professional and organizational case participants identified with an innovative perspective. Table 8 provides a visual display of the data collected in this category.

4.4.1 Agents of Change in Physical Education (Acculturation Case)

Document review was utilized, as an additional method for understanding more closely the factors that contributed to students' innovative versus custodial orientations towards physical education. One such document under review was the course syllabus for PED 1015: Introduction to Teaching Health and Physical Education, which freshman PE majors take in their first semester. Two of the study's participants were also students in this class and the content from their final papers was reviewed.

The findings indicated that the teaching orientations of these two students changed significantly in just one semester. In the course syllabus, there were three objectives that related to the enhancement of one's teaching perspective. The first one reads, "Upon completion of this course students will: Discuss the nature of contemporary physical education and show how it has evolved during the past five decades." The second objective states: "Upon completion of this course students will: Explore issues, challenges, and future trends in the field of physical education." The third objective

claims that, “Upon completion of this course students will: Identify career opportunities, self-assess strengths, interests, goals, and career preferences, understand professional preparation curriculum, and understand the importance of leadership and professionalism in one’s career.” These objectives required students to understand how the field has evolved over time and the direction in which it could be heading, while also getting them to think as professionals and future leaders.

The culminating assignment that came at the end of the semester was a Mission Statement Paper. Students were asked to reflect on their semester learning and describe their current beliefs and goals towards their career choice of physical education. Evidence of learning, as identified in the three previous course objectives, emerged from the examples of student work. When interviewed during his first week of college, Bob identified with a custodial teaching perspective aimed at reproducing his experiences in a traditional, competitive, team sport curriculum. “I would just probably keep it like what we did, like units each week of a sport or whatever.” However, just a few months later he articulates a much different perspective in his final paper:

I want to teach students lifelong fitness so that they may leave school having the knowledge to stay active for the rest of their lives. I will focus on activities like biking, kayaking or tennis. As a physical educator, I don’t want to continue to teach only team sports, like I was taught when I was younger. My goal will be to teach students the value of daily physical activity. I want to teach them long-term physical activities that they can do as long as they are capable.

When interviewed before his first week of college Gary also identified with a custodial teaching orientation. He credited his background in sports as the main reason for

becoming a PE major and said, “Pretty much I had a good experience and would keep things the same.” However, he never once mentions sports in his mission paper:

I want to not only be considered an educator, but a life coach of health promotion to all demographics of our youth. Health promotion is my passion because every child from all backgrounds and upbringings deserve to have the knowledge of how to live a physically fit life and feel good inside.

Upon entering the program Bob and Gary made clear their desire to reproduce for future students the same PE experiences that they had in school. However, after one semester, the findings from document review suggest that an innovative orientation is emerging for these two participants.

4.4.2 Agents of Change in Physical Education (Professional Case)

In the professional case group all (5 of 5 [100%]) of the participants expressed an innovative view towards teaching physical education. They were interested in changing the experience for their students compared to what they had as students themselves.

Ellen sees the value of adding cooperative games to her PE program:

I think I want to change the experience that I had. I really like adventure ed things and cooperative, not necessarily team things but activities because I think that’s really important and I’ve seen kids completely change after they’ve had a week of activities like that so I think, I want to include a lot of that in my curriculum.

Chris also articulated an innovative orientation when he said, “I want to offer other PE classes, more like recreational skills and maybe yoga or orienteering, not just like sports specifically. Or a sport can be individual, like racquet sports, not just like

team or football or soccer.” Wendy would like to make changes that not only meet the national standards, but also engage more students in physical education curriculum. “I’d definitely do things differently by teaching more lifetime activities. I think back to my classes and I think a lot more of my friends would have been more active and participated in more things if we had that experience.” Yvonne adds, “There’s so much that I would want to change. Like I wouldn’t want to be that person sitting on the sideline just barking out orders of what to do.”

4.4.3 Agents of Change in Physical Education (Organizational Case)

Similar to the professional case group, all (5 of 5 [100%]) of the organizational case group participants expressed an innovative view towards teaching, meaning, they want to make changes to how physical education is delivered in schools. Greg says, “I want them to get more of the lifetime activities aspect of it. I just want it to be a different experience than what they’re used to, the standard, stereotypical phys ed experience.” Scott would like to change physical education from a focus on competitive team sports to a more of cooperative atmosphere:

I don’t frame anything competitively with my students, even up through 5th grade. I try to make that explicitly clear, this is more of a cooperative class than a competitive session. They have other opportunities to compete and that’s fine, that’s healthy, but if I was to frame it in a competitive way, it would not be the type of environment that I wanted to create.

Paul would like to provide more teaching to increase student achievement of learning outcomes. Large classes that focused on game play characterized his K-12 experiences. “In the actual aspect of class I would like to offer something different because like I said

it was right to the game when I was a student. In class I would try to do more actual teaching of things.” Tom describes his commitment to teaching differently and being a different type of teacher than what he experienced in school. “I want to get away from the traditional throw the ball out. I don’t want to be that person because I remember what it felt like.”

Finally, Scott discusses not only how his teaching perspective has changed, but also his desire to be an agent of change for physical education in general:

I think my perspective being a teacher now, I used to have the generic perspective. I think a lot of people have, where it’s an easy thing to do and you just go out and roll the ball out and watch them play. Well, if you’re doing that, you’re not teaching, you’re not being a successful teacher and a lot of the people I interact with when I tell them I am a PE teacher, that’s their perception and I think that’s based on how they grew up. I think PE is definitely changing for the better but we have to get all of the upcoming people not only to implement it the correct way but to try and persuade the older faculty whose ways are kind of ingrained in the past to change as well. My perspective on what it takes to really be a good teacher has definitely changed from when I started, and I’m glad that it did. I really see a big difference in the way I look at it now.

Overall, the findings show that all of the participants (10 of 10 [100%]) in the professional and organizational cases hold innovative views on teaching PE. They want to teach physical education differently than they were taught. At the same time, the results demonstrate a custodial view for the majority (4 of 5 [80%]) of the acculturation participants. They are planning to offer something quite similar to what they experienced

in school. However, document review of Bob and Gary’s final papers from their freshman seminar course suggest that in their first semester of college their teaching perspectives may be already shifting from a custodial orientation to an innovative orientation.

Table 8.

**Data Summary Table:
Custodial or Innovative Perspective towards K-12 PE**

Category 5: Descriptors		
Pseudonym	Innovative View (Desire to change an aspect of one’s K-12 PE)	Custodial View (Desire to reproduce one’s own PE Experience)
Acculturation Group		
Gary		X
Eric	X	
Bob		X
Sean		X
Frank		X
Professional Group		
Ellen	X	
Will	X	
Chris	X	
Wendy	X	
Yvonne	X	
Organizational Group		
Mark	X	
Greg	X	
Scott	X	
Paul	X	
Tom	X	
TOTAL (15)	10 (67%)	4 (27%)

4.5 Analysis and Interpretation

This study’s analysis is aligned with the research questions, data codes, analytic categories, and findings. In the analysis I searched for thematic patterns and connections within and among the three case groups. Through cross-case analysis (Creswell, 2013)

the interpretation of findings keeps the study directly tied to the theoretical framework of occupational socialization. As an additional level of analysis, connections to relevant research will be explored, as the study's themes are compared and contrasted with issues raised by the literature. The interpretation of findings will be organized by the same thematic categories that emerged from the data analysis process. These include 1) Recruitment: Sports, Fun and People, 2) Wellness for Life, 3) Developing a Teaching Perspective: Watching, Learning, Doing and 4) Agents of Change in Physical Education. The purpose of this section is to provide an interpretation of the findings that were presented in the first part of this chapter with the goal of figuring out the deeper meaning of what was found.

4.5.1 Theme 1 - Recruitment: Sports, Fun and People

4.5.1.1 Sports

The results suggest that participation in sports programs influences one's decision to become a physical education teacher. Although this finding emerged across all three occupational socialization groups, it was a significant priority for participants in the acculturation group, not as strong for participants within the professional group and one of several other influences according to participants in the organizational case group. For the first-year students the question provides a snapshot into their present day thinking. For the other two groups retrospection and the influence of other stages of socialization may come into play and broaden their perspective. When Cindy was asked why her freshman students decided to major in PE she concurred that for many, a sports background is a determining factor. "One reason is because they've had a good high school athletic career." PETE program coordinator Pam offers a similar perspective,

“Some students they were athletes and they want to continue with an active lifestyle. They consider it fun to play their sport. They like how it feels.”

It was clear in this study that participants’ experiences in athletics served as a gateway into the field of physical education. In fact, most physical education teacher socialization research supports the notion that prospective PE teachers participate heavily in sport (Doolittle, et al., 1993; Hutchinson, 1993; Templin, et al., 1982). “It appears that to a large extent the major focus of the lives of many of the physical education entrants is sport. Therefore, the opportunity to enter a field which affords a continued association with what one loves is a significant occupational attractor” (Templin, et al., 1982).

Yet, there are signs in this study and more recent research, (O’Bryant, et al., 2000) indicating that attractors to the field of physical education may be expanding beyond just sports participation. It turns out that almost half of the participants (7 of 15[47%]) talked about wanting to teach and wanting to be teachers. Interestingly, 4 of 5 in the acculturation group responded this way, compared with 2 of 5 in the professional groups and 1 of 5 in the organizational group. This may indicate a slight shift in perspectives for in-coming students enrolled at this university who were participants in this study. It truly is notable that 80% of the participants in the acculturation group said that one of the reasons why they were choosing PE was because they wanted to teach. Respondents talked about teaching children and choosing a career as a teacher. Past research in physical education teacher socialization has pointed more heavily to an interest not only in keeping an association with sport, but also coaching (Placek, et al., 1995). The number of participants that admitted to enter PE because they want to coach was only (5 of 15 [33%]). This may indicate that an increasing number of students

coming into this PETE program possess a teaching perspective, and for those who want to coach, the interest is secondary to teaching.

It appears that participants in this study perceived their PK-12 physical educators as legitimate teachers first and possibly coaches second, or even not at all. While three of five (60%) participants expressed an interest in coaching, they said a desire to coach was not their reason for becoming a physical education teacher. When asked about coaching Gary responded, “I’ve thought about coaching if I was offered a position, or it was open, but it has not really influenced my decision to be a physical or health education teacher.”

Oliver, a Vermont high school Principal talked about changes he has seen regarding perceptions of physical education and what the physical education teachers are doing in his school:

Well I’ve seen it especially with the teachers themselves, how they are total professionals in how they look at instruction of physical education and what phys ed is. These three teachers that are here now, they really take it seriously. I think they’re three really good teachers... They’re really clear about what they’re shooting for and very clear about the beneficial skills and takeaways that the kids are gonna get out of this and the kids know what they’re trying to get out of this and so as far as the perception of what phys ed is, they’ve established that clearly with their classes and I think, at least over the past, I’m coming to my 8th year here, I think they realize that this is, that there are real academic goals in this class and you’re expected to try and get to them.

Interestingly, Gary graduated from the high school where Oliver is Principal.

Although Gary talked about sports as a reason for entering the field, he was also one of

the participants who specifically expressed a desire to teach as an attractor to the field. Two separate times he said, “I want to teach.” Perhaps what Oliver sees in his physical education department has impacted Gary’s perspective towards PE and influenced his decision to enter the field.

4.5.1.2 Fun in Physical Education

Two-thirds of this study’s participants (10 of 15 [67%]) attributed their enjoyment of physical education classes as a reason for becoming a physical education teacher. As mentioned in the findings section many of the responses indicated a connection between having fun through PE and choosing PE as a career. Yet, if we examine this finding more closely, a paradox exists.

The idea of what is a fun and enjoyable physical education experience from a student perspective may actually contradict the goals, purposes and learning outcomes from the perspective of a teacher or teacher educator. For example, many (10 out of 15 [60%]) respondents in this study made clear how much they enjoyed their traditional, competitive, team sport physical education curriculum as PK-12 students. At the same time most (4 of 5 [80%]) of the acculturation case group participants articulated a custodial perspective whereby they plan to perpetuate that experience for future students. On one hand they see health and fitness as the goals of PE, yet on the other hand they see team sports as the primary avenue for reaching that goal. These respondents have not yet learned about the technical culture of teaching.

Teacher education faculty member, Cindy describes this phenomenon. “The thought of did they have a good program or not, they don’t sometimes in that first semester know, when you’re talking about the characteristics of a good quality program.”

Cindy confirms that while in-coming students usually enter the major because they enjoyed PE, they may not have enjoyed a program that is meeting the national standards for quality PE.

The findings also indicate that an association of fun with physical education is extremely important to the participants in the professional and organizational case groups. While all ten of these individuals expressed an innovative perspective towards PE, or a desire to change the experience from their own, they also talked about the importance of keeping the experience fun. Scott discussed how he hopes his students have fun and he makes the connection between quality physical education outcomes and student enjoyment:

I want them to have fun and I try to make the connection that you can exercise and have fun. I think even at a young age, even more so now, there's this perspective that, there's a negative association between exercise and fun, where they can't combine and function together and when they're having fun, I sit them back down in their group together and they're sweating or their hearts are beating. We talk about all the different functions of the body and exercise and everything and then I'll ask them, are you having fun? And they realize yes, that was fun.

As participants move through the three stages of occupational socialization they start to articulate the realization that while they enjoyed their K-12 PE experiences (often characterized by competitive team sports) many of their classmates did not. The participants who talked about keeping PE fun, but changing how it is delivered seemed to be honing in on the notion that as the goals and purposes of physical education programs change, the fun associated with the subject also needs to be redefined. Greg describes his

thoughts on this. While he enjoyed his team sport PE experience very much as a student, his goal is to provide a different curriculum while still keeping it fun:

I think it's kind of a mix. I want them to have the same feeling that I did in the class. I want them to enjoy as much as I did. I want to have the same kind of relationships with my students that my teachers had. But I want them to get more of a lifetime activities aspect of it.

Greg's comments describe the challenge that comes with changing how PE is delivered, while also providing an enjoyable experience for students, one where they associate physical education with fun.

4.5.1.3 Mentors and a Desire to Work with Children

A love of sport and positive feelings towards one's physical education experience were important factors that attracted participants in this study to a career in physical education. Perhaps the influence of people, both mentors and children is an even more significant ingredient. A person can love sports and may have enjoyed PE, but if they are not attracted to working with children or perhaps their experience was void of an influential mentor, one who could have served as a career facilitator, they might not consider becoming a PE teacher. This study's findings are consistent with the research that points to the complex role of an influential mentor, suggesting that such people are powerful facilitators who impact one's decision to enter the field (Templin & Richards, 2014).

From a teacher educator perspective, Pam recognized the challenge that comes with teaching students about the characteristics of quality PE programs as new majors simultaneously reflect on their own experiences. The suggestion that an influential K-12

teacher fell short in delivering a quality PE program can be a challenge for first year physical education majors:

The intro class is a very telling class with their perceptions and sometimes it's just hard to convince them that that's what professionals in the field call appropriate practice. You have all these professionals that say no, this is correct, or this is not the best practice and they don't want to believe it sometimes because again, they might have liked it, or their favorite teacher taught that way. We don't want to be negative on their role models. But sometimes it takes some convincing that appropriate means something different in the professional sense in our field so that kind of buying into our mission of what quality PE is, that happens at different times for different students. And some students don't get it 'til really late.

Pam suggests that during early course work in one's teacher education program some of her students are examining how their love of sport served as a paradoxical attractor to teaching physical education, while others are trying to reconcile the notion that an influential mentor, one who facilitated their entry into the profession, may not be a model teacher after all.

Findings from this study also suggest that in addition to, and perhaps as a result of the influence of mentors, participants were attracted to the field because of a desire to be a mentor to others. The findings section detailed how several participants talked about the positive impact they felt through working with kids in summer jobs, or school to work experiences and how those opportunities helped them realize that physical education was

the right path for them. From the perspective of a teacher education faculty member, Cindy supports this notion:

I've heard more students who have had experiential experiences when they were in high school so they helped, if they were in a K-12 school, so they helped with PE. They helped the elementary PE teacher, execute some classes. They shadowed teachers and they helped in this or that, or their work over the summer was with children, so they have some experiences, which have impacted their decision as well.

4.5.2 Theme 2 – Wellness for Life

Participants were asked what they believe to be the goals and purposes of K-12 physical education programs. The results from this category suggest that across all three cases, participants agree that the goals and purposes of physical education are to teach students how to be healthy and active throughout life. This is an interesting finding with several implications that are worth looking at more closely. The results also suggest that perspectives broaden as one travels through each phase of occupational socialization. The acculturation group identified a total of seven different responses to the question regarding the goals and purposes of K-12 PE, whereas the professional group listed twelve areas and the organizational group discussed fourteen different items.

4.5.2.1 Wellness for Life: Acculturation Case

As mentioned earlier, acculturation refers to the phase of teacher socialization that happens in the years preceding college entry and is also termed the recruitment phase (Hutchinson, 1993). During this phase individuals develop strong beliefs towards the purposes of physical education and teaching. Despite the fact that these beliefs are deeply

rooted, they do not provide recruits with a complete understanding of the technical culture of teaching, and are solely based on student experiences, not teacher experiences (Templin & Schempp, 1989). As a result, this phase can be problematic.

For years, the literature suggested that students enter PETE programs with more of a sport-based perspective, meaning they believe that playing games is the outcome in and of itself, or that developing sport skills is achieved through large-sided competitive activities (Placek, et al., 1995). Historically, there has been little to no evidence that the majority of future physical educators were entering the field based on an interest in developing the knowledge, skills, and attitudes necessary for health promotion and lifetime physical activity.

Recently, between 2000-2015, researchers became increasingly curious whether or not the modern day PETE major was any different in their acculturation from their predecessors (McCullick, Lux, Belcher, & Davies, 2012; O'Bryant, O'Sullivan, & Raudensky, 2000; Ronspies, 2011; Spittle, Jackson, & Casey, 2009; Spittle, Petering, Kremer, & Spittle, 2012). The results of these studies indicate that perhaps a slight shift in acculturation is occurring.

Consistent with more recent research, it was not surprising to see that in this study all (5 of 5 [100%]) of the acculturation case group participants identified health, fitness and getting kids active as the primary purposes of PE. This finding is extremely encouraging, suggesting that in-coming PE majors in this study are in fact entering the field with perspectives that are moving toward alignment with the SHAPE standards. However, it is also somewhat paradoxical because the majority (4 of 5 [80%]) of this group still identified with a custodial perspective, indicating that they would like to

reproduce their traditional, competitive team sport experiences for their future students in K-12 physical education settings. This indicates that for the in-coming freshmen a disconnect may exist between the process and outcomes of teaching physical education. They believe that health, fitness, and physical activity are important objectives for students. However, they seem to think that this outcome is attained through playing team sports; a notion not supported by research on best-practice physical education methods. While this analysis proves paradoxical it also makes a lot of sense. It would be unrealistic to expect individuals with student perspectives to be able to articulate the nuances that exist for individuals who possess a teaching perspective and have been trained in the technical aspects of teaching.

Overall, the results are promising because they further contribute to recent findings in other studies, which suggest that students are entering college with a different perspective than in the past, one that may be easier to develop during professional socialization and one that is more closely aligned with today's professional standards for teaching physical education. In this study's PETE program, first year seminar professor Cindy, articulates a similar shift or change that she has seen in student perspectives recently:

Well, I'd have to say, this past year of first year students, they were just really good. They were a really good group and many of them are pursuing health as well, so maybe it's just a good group that sees the connection and are more receptive to changes in the SHAPE standards. I really think they did OK. Last year was the first time that predominantly the entire class just about had declared

physical education teaching as their major. And this year again with the new group coming in.

The acculturation case participants possess student perspectives, as expected. However, according to Cindy, it appears that this population may see the outcomes of physical education differently than PETE students from years prior. They have more of a health-enhancing, fitness-oriented perspective. They don't know how to get students to achieve those learning outcomes yet, that is the job of the teacher education program, but they are seeing the same goals and purposes.

4.5.2.2 Wellness for Life: Professional and Organizational Cases

These two case groups also identified life-long health and fitness outcomes as the goals and purposes of physical education programs. The professional case group was able to connect their K-12 PE experiences with some of the course work and learning that took place during their teacher education program. They have specific ideas about what they would change and how they might change it. As mentioned in the findings section, some of these participants discussed the role of lifetime activities as a means to achieve health outcomes for students. Where they differ from the acculturation group is that they can start to talk about what to teach and how to teach. The organizational group also believes strongly in health, fitness and lifetime activities, but we also see an importance placed on building a positive association between fitness, health, and fun. Not only do these young teachers want to teach in these areas, but they also want their students to enjoy the experience so that it transfers over into their life outside of, and beyond school. In addition, the young teachers in this study are not only talking about PE outcomes in a theoretical or futuristic way. They are in the field practicing these techniques and

methods. The next section will explore this finding further by taking a closer look at specific factors that influenced and changed one's teaching perspective over time.

4.5.3 Theme 3 – Developing a Teaching Perspective: Watching, Learning, Doing

In this section I discuss how teaching perspectives develop over time and identify certain factors that appeared in each phase of occupational socialization to influence these perspectives.

4.5.3.1 Developing a Teaching Perspective: Watching

Past research findings have argued that new recruits enter college with student perspectives rather than teaching perspectives (Hutchinson, 1993; Placek, et al., 1995). They arrive with a student perspective that is influenced most heavily by their acculturation experiences. It appears that their teaching perspective is simply a projection of the factors that influenced their decision to enter the field. When looking at it from this point of view it appears that recruitment factors and teaching perspectives are intertwined as students arrive on the doorstep of the professional socialization stage. This explains why the acculturation interviews were by far the shortest of all the case groups. These participants have very limited teaching perspectives and as a result had less to draw upon in their responses. Most of their comments were based solely on their student experiences. On the other hand, this also reinforces the notion that our K-12 PE teachers play a significant role both influencing students into a career in PE and also influencing their initial perspectives towards teaching PE. Whether inadvertent or deliberate, the decisions and practices of current PE teachers are significant because they orient future teachers towards teaching perspectives that either influence change or perpetuate longstanding practices.

4.5.3.2 Developing a Teaching Perspective: Learning

These findings suggest that maybe there is an upside to the idea that in-coming freshmen have narrow and limited teaching perspectives or that they enter the field for paradoxical reasons. Perhaps this provides an opportunity to increase the impact level of the teacher preparation program, especially in the first year or semester of their college careers. We see this in the examples of Bob and Gary from the acculturation case. Review of their mission paper assignment revealed that their teaching perspectives were significantly transformed within just one semester. Cindy describes this as one of the goals of her first year seminar course for physical education majors:

We spend time at the beginning of the semester talking about the state of health and physical activity in our nation and so we're looking at these big issues of concern in our society, particularly K-12 students and then it's a kind of wow, what can we do about that? How can we help? How can we be agents of change as future PE teachers.

In addition to these findings, which indicate a targeted impact on the professional socialization of students in their first semester, it appears that other course work and field experiences are major factors in the development of teaching perspectives. Participants talked about the background knowledge they gained from the core professional content courses, the technical skills of planning, instruction and assessment that they gained in methods courses, and the application of learning that was provided in field experiences and student teaching.

Based on the findings in this study it appears that students feel they are gaining valuable knowledge and skills during their professional training. Data also points to how

these changing perspectives continue well into the organizational phase of employment as a physical education teacher.

4.5.3.3 Developing a Teaching Perspective: Doing

Analysis of the findings suggests that the professional training that occurs for participants within this case study plays a significant role in the development of these candidates teaching perspectives. Findings suggest that courses and field experiences may have a large impact on student beliefs and teaching behaviors. In fact, all (5 of 5 [100%]) of the in-service teachers who graduated from this university's PETE program went on to teach lifetime activities and fitness education in their physical education programs. This is happening despite their competitive team sport experiences as K-12 students. In addition, all (5 of 5 [100%]) of these teachers are implementing standards-based units of instruction in their programs, while more than half of them (3 of 5 [60%]) are using standards-based and/or proficiency-based grading methods. While these findings reflect positively on the impact of this PETE program, it is also important to look at the impact of the school contexts where these graduates start their teaching careers.

The findings from this study may be suggesting that administrative support, and school initiatives are also influencing the teaching of physical education in Vermont K-12 public schools. For example, in his first year teaching, Greg helped transform the high school physical education department's curriculum at his school from one of traditional team sports and game play, to one that focuses on lifetime activities, fitness and health. Greg attributes some of his teaching behaviors to school-wide initiatives. When asked about Act 77 initiatives he immediately started talking about the work he is doing

developing personalized learning plans and the process of moving towards proficiency-based grading for physical education. He added that the in-service training scheduled for the up-coming year was going to focus on developing learning proficiencies. The findings show that these efforts are not only happening across the school, but they are impacting the work of the physical education teachers.

Such findings look similar at the school where Oliver is Principal. He talked about the implementation of PE specific PLP's in his school and it sounds like they are already implementing and reporting a proficiency-based grading system. Oliver also spoke with positive and generous endorsement of his PE teacher's great work. He praised them for their professionalism and effectiveness as instructors. Oliver talked about the goals and purposes of his school's PE program by identifying many of the learning outcomes articulated in the SHAPE standards:

Teaching kids knowledge about healthy choices...nutrition, how to take care of your own body and exercise. As I become an adult am I going to have these lifelong attitudes that support me being a healthy person? I think there is skill development, but that's secondary to health. I see teamwork, teaching kids how to work together, collaboration, which is another transferrable skill, teaching kids how to get along with each other and work towards a central goal. The last thing I would say is developing a positive attitude towards physical activity and just enjoying it.

This Principal's perspective is very telling. He's supportive towards physical education, he's complimentary of his PE teachers, and he understands the goals and objectives of standards-based physical education. At Oliver's school Act 77 initiatives

are not just being explored, they are being implemented. The PE program under Oliver's supervision is delivering a standards-based curriculum that uses proficiency-based grading, while also incorporating transferrable skills. In addition, his teachers have designed a PE specific personalized learning plan.

Greg identified similar support and guidance that he received from his building Principal as a critical factor that impacted his teaching. Greg has re-defined physical education in his school after the retirement of a long-time teacher whose program was the stereotypical roll the ball out model:

There's actually great support from administration in terms of just getting equipment, getting grant money, getting support from the board. Like we've gotten that new fitness room in the past half-year. We got new elements on the high ropes course. The Principal, he's a very active guy. He's just a super health nut, he really makes things happen.

Data that emerged from this study in the organizational case group suggests that physical education teachers, supported by the leadership practices of their school administrators, may be changing how physical education is delivered and perceived in their respective schools.

4.5.4 Theme 4 – Agents of Change in Physical Education

One interesting finding that emerged from all three stages of occupational socialization was the role of the physical education teacher as an agent of change. First, through pupil observation in the acculturation phase, data from this study suggests that PK-12 teachers influence the beliefs of their students and impact the perceptions about teaching PE for those who choose to enter the field. For example, the majority (4 of 5

[80%)] of participants in the acculturation group reported a custodial perspective, which indicated a desire to reproduce their own K-12 PE experiences. Therefore, for this study's participants, their PK-12 PE teachers played a powerful role in the socialization processes that attracted them into the field in the first place. Secondly, findings in this study that were related to professional socialization suggest that the teaching orientations of pre-service candidates change from custodial to innovative during their teacher education program. The participants in this study decide that they want to change how physical education is delivered in schools and it is during this phase that they begin to learn why and how they should do this. Lastly, all five participants in the organizational case group not only expressed a desire to change how PE is taught, but they also discussed how they were doing that in their positions as physical education teachers in their schools.

Further, results from both the organizational and acculturation phases of this study suggest that through their teaching practices, physical education teachers have the ability to influence student's perceptions towards physical education. The notion that acculturation and organizational socialization occur simultaneously is an important point of consideration (Lawson 1983b, Templin, et al., 1983). It is at this intersection that we see the potential for changing the perspectives of K-12 PE students by recognizing that the role of the physical educator is also that of a change agent and recruiter.

Early in this study an interesting connection emerged between Greg and the school where he teaches and Oliver and the school where he is Principal. Eric from the acculturation group just graduated from the school where Greg teaches and as mentioned earlier, Gary just graduated from the school where Oliver is Principal. This was a

completely random occurrence because there was no background information about the in-coming freshmen until their participant agreements were made available. Throughout the study I wasn't sure if any significant findings would emerge regarding cross-case participants from the same school. However, through analysis of this study's data it appears possible that within both of these case settings physical education teaching practices and school leadership may be influencing student perceptions of K-12 physical education.

Clearly there are various factors at both of these schools that impacted Eric and Gary's decision to enter the field beyond their interest in sports. The curriculums, teaching strategies, facilities and equipment, all factor into their socialization during the acculturation phase. The findings demonstrate that these two programs may have influenced the recruitment and perspectives towards teaching for these two participants. Gary and Eric both reported that they chose PE because of an influential mentor, desire to teach, and their interest in working with children. Eric actually spoke about the impact that Greg had on his perspective towards PE. Greg's first year teaching was Eric's senior year:

Then my senior year we had PE with [Greg] who came in. I had already found the interest in phys ed teaching so I would, when I'd have study halls or stuff like that, I would go in and sit in on his classes and I would either participate in the class or just sit there and watch and talk to him about what it's like and stuff like that, and the way he taught was so much different than Mr. B. [Greg] was more about just everybody getting involved and everybody working together and stuff

like that, and so it was a big difference between the two that I saw. You could see the leap from how it used to be to how it's changed.

For Eric and Greg we actually see the overlap of all three phases of teacher socialization. Greg teaches at the school where Eric was a high school student. Now Eric is an undergraduate student in the PETE program from which Greg graduated. This interplay of stages could be impacting both of their teaching perspectives in similar ways and across stages.

Overall, the findings within this section suggest that for some participants in this study, their teaching perspectives during the organizational phase may have been influenced by factors both within the school context and from one's teacher preparation program. Interestingly, in this stage teachers are perhaps not only impacted by contextual workplace factors present within their school, but they may also function as participating factors of impact onto their students (Lawson, 1983b).

4.5.5 Conclusion

This chapter reports the findings from this study and attempts to analyze those findings to understand them more clearly. Theme one focused on the three parts of recruitment: sports, fun, and people and suggests that participants in this study are perhaps choosing to enter physical education for different reasons than found in previous research (Templin, et al., 1982; Hutchinson, 1993). A desire to teach and achieve health and fitness outcomes for students seems to be replacing the notion found in prior studies that one teaches PE primarily because they like sports and want to coach (Placek, et al., 1995). Also, participants in the professional and organizational cases emphasized the importance of linking student fun to physical activity rather than linking it to competitive

games. Additionally, the influence of mentors appeared significant yet complex and related to one's desire to serve as a mentor to kids themselves. Finally, opportunities for high school students to engage in hands-on learning experiences were identified as influential recruitment experiences into the field and included the assisting of elementary PE teachers with their classes and working with children through summer camps, recreation programs and youth sports.

Wellness for Life emerged as the second theme after exploring participants' beliefs regarding the goals and purposes of physical education. All of the participants expressed a health-oriented perspective, which also suggests a shift from past research findings where sports were identified as the primary focus in physical education (Templin, et al., 1982). It was interesting to see that the acculturation group possessed a paradoxical, custodial view towards the goals and purposes of PE. They want to reproduce the competitive sports programs they experienced as K-12 students even though they see health and fitness as the primary student outcomes. The professional and organizational case groups possess innovative views and they are very clear about their desire to change PE from their K-12 experiences.

Developing a Teaching Perspective: Watching, Learning, Doing, emerged as theme three during analysis of the data that sought to understand how teaching perspectives develop over time. Participants in the acculturation case proved to have limited student perspectives about teaching, reflective of the same school experiences that attracted them to the field in the first place. In the professional socialization phase data from this study suggests that several factors such as course work, and field experiences have major impacts on teaching perspectives. In the organizational case, school

leadership practices helped facilitate positive changes to the delivery of physical education in two schools. These findings suggest that while these teachers were impacted by factors of socialization within the context of their school setting, they were simultaneously contributing to the acculturation socialization of their students.

The notion that physical education teachers see themselves not only as teachers, but also as agents of change, emerged as theme four. One big difference when contrasting the professional and organization cases with the acculturation group is the fact that all (10 of 10 [100%]) participants in the former two cases reported an innovative perspective, whereas the majority (4 of 5 [80%]) of participants in the later group possess custodial views. As these participants move through each phase of teacher socialization they increasingly become more committed to changing physical education to better meet the needs of students.

CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion of Findings

The purpose of this phenomenological case study was to explore how physical education recruits and recent graduates from a small public university in Vermont, perceive their movement through three phases of occupational socialization, and to better understand how this complex phenomenon occurs. Data collection included semi-structured interviews and document review. The sample population and units of analysis consisted of fifteen physical educators in various stages of occupational socialization. Three secondary participants included a Vermont Principal and two faculty members from the same university PETE program. Ultimately, this work aims to improve the health of PK-12 children, by increasing the effectiveness of the physical education teacher education. Perhaps similar PETE programs will be able to transfer certain elements from this case study to their own program.

The conclusions drawn from this study resulted from the study's research questions and findings. Research questions included: 1) Why does one become a physical education teacher? 2) What do freshmen, juniors, and new teachers, respectively, believe to be the goals and purposes of PK-12 physical education? 3) What socialization processes are involved in the development of one's teaching perspective? Two sub-questions based on the theory of occupational socialization, also guided this study. 4) How does a physical education teacher preparation program contribute to the occupational socialization of its students? 5) How do Vermont PK-12 school settings impact the occupational socialization and teaching behaviors of physical educators in their first five years of service?

Consequently, the following four themes are addressed in this chapter: 1) Recruitment: Sports, Fun and People, 2) Wellness for Life, 3) Developing a Teaching Perspective: Watching, Learning, Doing and 4) Agents of Change in Physical Education. What follows is a discussion of these findings and the subsequent conclusions drawn from this study. This discussion is followed by recommendations for professional practice, further research and policy.

5.1.1 Theme 1: Recruitment: Sports, Fun and People

The first major finding of this study is that all fifteen participants in each of the three case groups were attracted to a career in physical education because of their background experiences in sport, enjoyment they felt during K-12 physical education, influence of a mentor and/or a desire to work with children. These factors acted as attractors and facilitators for entry into the field and are consistent with results found in similar studies (Templin, et al., 1982, Placek, et al., 1995). For respondents in this study the decision to enter a PETE program is multifaceted and heavily influenced by a variety of childhood experiences both in and out of the PE classroom. Based on their life experiences the participants in this study arrived at college with deeply formed student perspectives towards the requirements and expectations for teaching physical education. While PETE programs are designed to train recruits to be competent teachers, some studies have found that the degree to which these individuals are receptive to the messages espoused during teacher training depends on the background beliefs they form prior to college (Doolittle, Dodds & Placek, 1993). In contrast to this, a conclusion that can be drawn from this study suggests that while all (10 out of 10 [100%]) of the professional and organizational participants' K-12 PE experiences were based on a team

sports curriculum, they nonetheless developed innovative teaching orientations during the professional socialization phase. For the organizational case group participants, this innovative perspective continued into their teaching careers. For example, all (5 out of 5 [100%]) of these respondents described their physical education programs as standards based, with a focus on lifetime activities and health-related fitness.

Overall, teacher candidates are attracted to careers in physical education for a number of reasons, including sports, positive K-12 PE experiences, influential teachers, coaches or family members and a desire to work with children. Despite the fact that findings from prior studies (Doolittle, et al., 1993; Placek, et al., 1995) argue that beliefs formed during acculturation often persist through professional and organization phases of teacher socialization, the findings in this study point to a different phenomenon. In this study, pre-service teachers were mostly receptive to teacher education curriculum and their teaching orientations shifted from custodial to innovative. This conclusion is supported by the findings of similar studies that were conducted in more recent years (O'Bryant, et al., 2000; Ronspies, 2011, McCullick, et al., 2012).

5.1.2 Theme 2: Wellness for Life

The second major finding in this study suggested that an overwhelming majority (14 out of 15 [93%]) of the participants believe that the ultimate goal of K-12 physical education is for students to demonstrate the knowledge, skills and dispositions required for lifetime health and fitness. In addition, all (5 out of 5 [100%]) of the participants in the organizational case group reported the implementation of a lifetime activities curriculum model in their schools. A conclusion to be drawn from this finding is that participants' beliefs reflect current changes to the profession because they identify

lifetime wellness as the primary learning outcome of physical education. In other words, the beliefs of participants in this study are comparable to recent findings in similar studies aimed at student wellness. In contrast, this study's findings differ with the results found in similar studies from twenty years or more, which emphasized sport-based PE curricula.

For example, research from two decades ago found that physical education teacher candidates believed that the purpose of PE was primarily playing games and developing sport skills through large-sided competitive activities (Doolittle, et al., 1993; Placek, et al., 1995;). There was little to no evidence that the majority of future physical educators believed that the goal of physical education was to develop the knowledge, skills, and attitudes necessary for health promotion and lifetime physical activity.

However, in findings from more recent studies between 2000-2015, researchers found that the beliefs of teacher candidates towards K-12 physical education learning outcomes were shifting towards a focus on health and wellness (McCullick, Lux, Belcher, & Davies, 2012; O'Bryant, O'Sullivan, & Raudensky, 2000; Ronspies, 2011; Spittle, Jackson, & Casey, 2009; Spittle, Petering, Kremer, & Spittle, 2012).

One further but related conclusion that can be drawn from this finding is based solely on the ideas of participants within this case study. While the majority of them identified wellness as the goal of PE, the degree to which they could articulate teaching strategies that are designed to accomplish this purpose varied among each case. For example, in the acculturation group participants described the importance of physical activity and health, but they also expressed a custodial orientation to teaching, which suggests that they would rely on a competitive team sports curriculum to accomplish this goal since that is mostly what they experienced as K-12 students. Some (2 out of 5

[40%]) of the participants in the professional stage started talking about the importance of teaching lifetime activities as a means for meeting the goals of wellness for life in PE. This may reflect a broadening perspective. Finally, in the organizational case group all (5 out of 5 [100%]) of the participants discussed the importance of lifetime activities and they reported that they were actually implementing this curricular model into their daily teaching. The ideas of participants in each case group reflect a deepening set of beliefs towards the goals and purposes of physical education, particularly as they move through each phase of teacher socialization. The next section examines the findings related to specific factors that may be impacting those changes.

5.1.3 Theme 3: Developing a Teaching Perspective: Watching, Learning, Doing

The study's third major finding suggested that participants' teaching perspectives changed as they moved through all three phases of occupational socialization and there were specific factors in each stage that impacted these changes. Three primary conclusions can be drawn from this finding. First, in the acculturation case, participants appeared to have limited student perspectives about teaching, reflective of the same school experiences that attracted them to the field in the first place. In the professional socialization phase participants developed an innovative teaching orientation based on several factors such as professional course work, methods classes and field experiences. Lastly, for all (5 out of 5 [100%]) of the in-service participants, learning outcomes from the university teacher education program persisted into the organizational phase. Additionally, school leadership practices that were examined during this study helped to facilitate positive changes to the delivery of physical education in those schools. The overall conclusion from these findings is that participants start out with custodial

orientations that develop into innovative perspectives and ultimately result in teaching physical education differently than how they were taught.

5.1.4 Theme 4: Agents of Change in Physical Education

The study's fourth finding suggests that participants not only develop innovative teaching orientations, but in doing so they become agents of change in physical education. One conclusion that can be drawn from this finding is that the training of a physical education teacher should go beyond just developing the technical teaching skills required for the discipline. If PE teachers are striving to redefine the goals and purposes of physical education through innovative teaching practices, success in this endeavor will ultimately depend on their ability to navigate the socio-political climate of the public school, whose organizational structures historically operate towards maintaining the status quo, rather than allowing for changes to it (Richards, et al., 2014). Therefore, aspiring physical educators may need to understand that success in their field depends on more than the development and refinement of long-standing teaching skills because enacting change in schools is a much more complicated challenge.

Another related conclusion that can be drawn from this finding is that PE teachers not only have the potential to influence the profession through their teaching, but they also may have a positive and long lasting effect on the development of new recruits' teaching perspectives as they become the next generation of physical education teachers. This is an extremely important point to consider because physical education teacher socialization research has long suggested that the acculturation phase is the most powerful and therefore the most difficult to change of all three stages (Lawson, 1983a). Perhaps physical education teachers should be cognizant of their ability to recruit future

PE teachers and contribute to their deeply rooted background beliefs in ways that advance the field.

5.2 Addressing Limitations

As previously discussed in Chapter 3, this study contains certain limitations, which will be revisited here. First, the overall research design, which included attention to the interrelationship between research questions, data collection methods and data analysis was critical to addressing issues of subjectivity related to qualitative research. Measures to maintain trustworthiness and reduce researcher bias have been accounted for in this study. In addition to potential issues of subjectivity posed by qualitative research design, another limitation of this study is the fact that the findings are not generalizable. However, they may be transferrable to similar contexts. Based on thorough analysis and interpretation, individuals may determine that connections from elements and ideas within this study are applicable to similar or related conditions that exist in other settings. Additional limitations include a small sample size of eighteen participants and problems that could result from self-reported interview data. Finally, another limitation to this study relates to the study's setting. It could be deemed a limitation that this case study was bound within one institution and one state, particularly when considering participant and institutional diversity. Replicating this study or ones that are similar at a variety of private and public institutions, particularly those that differ in size and rural or urban settings, may help address issues around limitations of diversity.

5.3 Recommendations

The following researcher recommendations are based on the findings, analysis and conclusions from this study and focus on implications for future practice, future

research and future policy. These recommendations are intended for physical education teacher education faculty and PK-12 physical education teachers.

5.3.1 Recommendations for Physical Education Teacher Education Programs

1) The findings from this study suggest that participants' teaching perspectives were impacted by a variety of factors during teacher training. Teacher education faculty may benefit from thinking more about the population they teach and how they can tailor instruction to be most effective. Knowing this, it is recommended that PETE faculty look more specifically at factors within their program that may or may not be contributing to the development of their candidates' teaching orientations. Since this process occurs over several years it might make sense for PETE faculty to examine the professional socialization phase in sub-categories or sub-stages rather than one big stage. For example, the first semester may be an ideal time to provide students with the rationale for quality physical education, based on public health data, and the needs of society. Students may in turn see the deeper reasons why PE is changing the way it is. Perhaps professional socialization is something that needs to be mapped out and imbedded more deliberately into the PETE curriculum through a progression of targeted outcomes specific to the development of one's teaching perspective. As a result, PETE programs may consider identifying and scaffolding learning opportunities that are specifically aimed at developing teacher orientations. The following recommendation builds more specifically on this.

2) This recommendation for future practice is aimed at higher education teacher preparation and based on the findings from this study and a scholarly article from Richards, Gaudreault and Templin (2014). This recommendation consists of developing

and implementing a four-year seminar series that could stand-alone or exist as a series of topics that are carefully embedded into selected courses in the undergraduate program. The purpose would be aimed at developing deeper attitudes and dispositions in PETE candidates to prepare them for the challenges of induction into teaching (Richards, et al., 2014). Each year the seminar could have a primary goal, aligned with pre-existing course work and/or field experiences.

For example, year one could introduce the role of teacher and provide an opportunity for candidates to reflect on their own backgrounds. Students would also be introduced to teacher socialization theories and discuss the role of PE in schools (Richards, Lux Gaudreault, Templin, 2014). The second year could examine literature on the first years of teaching, including an analysis of case studies on issues faced by physical educators (Richards, et, al., 2014). The third seminar could use students' field experiences to continue conversations about effective and ineffective teaching practices. Based on their field observations students could select and research a problem related to teaching physical education. In addition, students could be introduced to socialization strategies that help new teachers when they are inducted into school cultures that may not be pedagogically in line with their beliefs (Richards, et, al., 2014). The fourth and final seminar would occur during the student teaching practicum and focus on the transition from student to teacher. Implementing this type of curricular initiative helps support student teachers as they complete their final field experience and complete required licensure artifacts such as the teacher portfolio. The fourth seminar also provides an important opportunity for students to reflect back to previous seminars and think about their growth and development over four years.

This recommended practice for physical education teacher education would create a new strand of learning within the teacher preparation program that may help define the purposes of physical education, describe the challenges and issues associated with teaching physical education, and connect learning to student's backgrounds and beliefs.

3) Finally, participants in this study identified field experiences as one of the most influential factors in their development as teachers. Some lamented that they would have liked more teaching experiences prior to student teaching. While the PETE program in this study requires eighty hours of formal, approved field experiences prior to student teaching, graduates of the program offer some important points for consideration. Perhaps it would be worth examining how much teaching students actually get in the field before their semester long practicum. Looking at the balance between the requirements for field observations and the requirements for field teaching experiences may provide PETE programs with critical information in regards to the overall value of these experiences.

5.3.2 Recommendations for K-12 Physical Education Teachers and Administrators

1) One of the findings from this study suggested that K-12 PE teachers play a significant role in the recruitment of the next generation of physical educators. This is particularly the case at the secondary level. K-12 PE teachers should receive training on occupational socialization theory so that they may better understand their role in this process. This could be provided through in-service training or other professional development endeavors. This is particularly relevant for K-12 teachers because they simultaneously interact with both organizational socialization and acculturation. They experience organizational socialization within their school setting and they contribute to the

acculturation of their students through their teaching decisions and behaviors. If PE teachers were made aware of their participation in this process, and specifically their role in recruitment, perhaps a raised level of consciousness would result in changes to their teaching, or implementation of new initiatives.

2) Participants in this study identified influential experiences working with younger children as key factors that facilitated their decision to become physical education teachers. If recruitment into a career in physical education can be enhanced by providing high school students with opportunities to work with children in physical education and physical activity settings, it is possible that PE teachers who serve as influential mentors could play an even larger or more organized role than they do now in facilitating these types of experiences for potential recruits. Specifically at the secondary level in Vermont schools, perhaps implications exist that could connect physical education experiences to the development of personalized learning plans and providing flexible pathways to graduation as articulated in Vermont Act 77 legislation. As physical education teachers work with students to develop personalized learning plans, it is worth considering new opportunities aimed at meeting both the content proficiencies for PE, as well as skills that might lead to college and career recruitment and readiness.

5.3.3 Recommendations for Future Research

Further studies are necessary to develop a larger understanding of how physical educators are currently experiencing teacher socialization through all three phases of occupational socialization. What follows are several recommendations for future research.

1) Based on the limitations of this study's qualitative design, bounded case setting and possible researcher bias, it is recommended that a quantitative instrument be designed to survey a large sample of participants regarding reasons for entering the field, beliefs towards the goals of PE, factors that impacted teaching perspectives and experiences teaching in schools. Most of the studies in this research area are qualitative so adding a mixed or quantitative design may uncover new information or provide similar information in greater numbers. Extending research methodology to include quantitative measures may perhaps yield more generalizable findings that can add to the current body of research.

2) Another recommendation for further research is to replicate or conduct similar case studies at other institutions. This would allow for the potential to see if findings across different types (public or private) of institutions of different sizes in a variety of locations are transferrable. Expanding this research to other institutions could present opportunities to compare rural and urban communities and look more closely at issues regarding gender, race and equity. In addition, findings from multiple institutions could provide information that helps advance physical education teacher education practices in general and on a larger scale.

3) An additional recommendation for future research is to take the findings from this study, which focused on teacher perspectives and teaching decisions and shift the focus to student achievement. Participants in the organizational case made clear that they are implementing a standards-based curriculum, which emphasizes lifetime activities and health-related fitness. Knowing that, I wonder how well PK-12 students are doing meeting these standards? How is this teaching perspective impacting student learning,

student performance and student achievement, relative to the national standards and learning outcomes? The findings from this study point to positive changes towards the perceptions and teaching methods of physical education. However, we need to know what this means for students. While decades of public health data exist providing statistics on obesity, physical activity levels and many other health measures, there is a lack of data regarding student outcomes in physical education programs.

4) The final recommendation for further research is to expand on this study by conducting longitudinal studies that build off of this one. Since data and findings already exist for participants in specific case groups, there is great potential to track and follow these individuals as they continue to move through the process of occupational socialization. In the current design, findings represent snapshots that capture what individuals experience in their present day stage of teacher socialization, with some retrospection included too. A longitudinal study has the potential to capture the same real-time perspectives but in multiple stages and from the same individuals. Depending on the college and career persistence of this study's acculturation case group participants, it could be possible to collect this type of data over a long period of time, with tremendous implications for understanding how individuals experience this fascinating phenomenon. In addition, a related avenue for further study is to examine teachers in the organizational phase over long teaching careers. Much of the organizational socialization research focuses on issues related to induction and factors that impact teachers early in their careers. More research is needed to understand how teachers experience socialization in their first ten years, their mid-career years and their late career years.

5.3.4 Policy Recommendation – PLP Wellness Component

It was previously mentioned as a recommendation for practice, that in Vermont PK-12 schools, physical education teachers are working with students to develop personalized learning plans (PLPs) as a result of Act 77 legislation. The findings from this study suggest that this process is starting to happen slowly and on a small scale. I would recommend further state policy, or at the least, district policy, aimed at linking high school health and physical education learning outcomes with student's PLPs. For example, personalized learning plans could have a required "Wellness" component that students must address. Health and physical education teachers could be involved in the design of this thread and help students create individualized, realistic learning plans that meet the required proficiencies of the health and physical education program. Through additional opportunities the PLP wellness component could also serve as a springboard to enhance learning already occurring in health and physical education classes. Districts could decide at the local level how they want to implement this policy, but ultimately it would require students to incorporate a wellness component into their PLP and demonstrate growth and progress towards their plan over time.

5.4 Researcher Reflection

I would like to conclude this study by offering some final reflections on this long and meaningful endeavor. I believe that including my own researcher perspective strengthens the overall value of this study. In this section I will discuss how I came to this research, my professional background as a high school teacher and as physical education teacher educator, what the study means to me, and what I learned about qualitative research, my profession and myself.

Looking back now, it's difficult to pinpoint the moment when I discovered this research area. It feels like something that has been with me for a long time. I have been captured more deeply by the topic of teacher socialization into physical education than any of my other research interests. I'm sure this will change over time. However, when I started exploring potential dissertation topics, teacher socialization was the one that I kept coming back to time and time again. I knew that I was on to something special when I found myself getting really excited to read new journal articles, or to finally get my hands on a landmark study I'd seen cited in numerous publications. I must admit that I even felt slightly star-struck at a conference, when it occurred to me that I was sitting with and listening to several researchers whose work I had been mesmerized by for many months. Eventually I realized that my passion for this topic was enough to sustain the necessary commitment required for completing a dissertation. Further, I truly became excited at the notion that this work may contribute to the bigger conversations around the topic.

I believe my interest in teacher socialization is connected to my experiences teaching at the high school level for thirteen years and also in higher education where I have been working in physical education teacher preparation for six years. During my career I have observed first hand some of the socialization processes described by occupational socialization researchers. When I taught in the public school system I could feel the affects of organizational socialization. Further, in the school setting I could see different ways that students might be experiencing acculturation. When I moved into my current role as a teacher educator I became consumed with the professional socialization process. As I became increasingly fluent with the literature on occupational socialization I experienced a powerful conflation of ideas and experiences. From my perspective I felt

that this area of investigation was shedding light on some of the invisible realities that impact teaching and learning.

This research project has meant a great deal to me in part, because it was conducted at the institution where I work. I'm highly interested in learning more about my students, my program and the work I do and this endeavor has allowed me to examine all of these elements in great detail. From a professional standpoint, this study has reinforced in my mind, the responsibility of teacher education programs. I've been reminded that this process is complicated, more knowledge is needed and the responsibility that comes with teacher training is not something to take lightly.

I have an enhanced appreciation for the role that teacher socialization plays in the preparation of our future physical educators. I will approach this work through a newly polished lens of occupational socialization that attempts to understand candidate's thoughts and behaviors in relation to their experiences moving through each stage of teacher socialization. Perhaps this will enhance and inform my ability to positively impact the development of my students' teaching perspectives. Further, it is important to share the findings from this study with my colleagues and start conversations about the broader implications for change that may exist within our own department.

As a result of conducting this study, I have experienced tremendous professional growth in my job as a practitioner of physical education teacher education. In addition, I also gained significant experience as a qualitative researcher. In fact, this was a major impetus for my decision to pursue doctoral studies in the first place. While my background in public school education has been a great asset to my work in teacher education, I was lacking experience as a researcher. I realized that learning how to

conduct research would provide greater professional balance for me as professor in higher education and improve my overall effectiveness. In retrospect, I would say that the biggest upside to conducting this type of independent research study is the way it has impacted my thinking. For example, I find that I avoid making conclusive statements about anything unless there is reasonable evidence to do so. Previously, I was more apt to be subjective in my analysis of many issues and I often relied on my opinions and personal experiences to draw conclusions. Now I am more careful to emphasize evidence over opinion and I am more comfortable suggesting possibilities rather than making claims. As a result, I believe that this research project has improved my critical thinking skills. This has increased my desire to conduct further research. As my interests expand from this study, I find that I am thinking about new research questions and the kinds of data that might provide answers to those questions. I suppose that I have come to appreciate the research process in ways I did not anticipate prior to this study.

One goal of this study was to seek publication in a journal for PETE professionals. I hope to consult with mentors and researchers in my field to discuss strategies for developing this work into manuscripts that could be submitted for publication. Some potential journals that might be a good fit for submission include: The Journal of Physical Education, Recreation, and Dance; Journal of Teaching in Physical Education; Strategies; Quest; and Research Quarterly for Exercise and Sport. Another avenue for dissemination is presenting at local, regional, and national conferences. The Society of Health and Physical Educators in Vermont (SHAPE-VT) hosts a conference every November. This would be an excellent venue to submit a presentation proposal. In addition, The SHAPE America National Conference is another opportunity to

disseminate findings to a broader audience. I look forward to pursuing these opportunities for sharing new knowledge.

Finally, the purpose of this study was to learn more about the individuals who are currently choosing to become PE teachers so that PETE programs can train them most effectively. This work was aimed at finding ways to improve the health of PK-12 children, by improving the teaching practices of physical educators in our schools. Knowing that physical education is vital to the development of the whole child, pursuing research like this, aimed at improving PE, is incredibly valuable and can make a positive difference for children. In addition to these admirable and worthy goals, I must also conclude by acknowledging that this research experience has undoubtedly had the greatest impact on my own personal and professional growth and development. I am grateful for all that I have learned and all that I will continue to learn through future research endeavors.

REFERENCES

- Barbuto, D., M. (1999). American settlement houses and progressive social reform: An encyclopedia of the American settlement movement. Phoenix, AZ: The Oryx Press.
- Blankenship, B., & Coleman, M. M. (2009). An examination of “washout” and workplace conditions of beginning physical education teachers. *The Physical Educator*, 66(2), 97–111.
- Bloomberg, L.D., & Volpe, M. F. (2012). *Completing your qualitative dissertation: A road map from beginning to end*. (2nd ed.). Los Angeles: SAGE Publications.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches* (3rd ed). Los Angeles: SAGE Publications.
- Curtner-Smith, M. (1999). The more things change the more they stay the same: Factors influencing teachers’ interpretations and delivery of the National Curriculum in Physical Education. *Sport, Education and Society*, 4, 75–97.
- Curtner-Smith, M. D. (2001). The Occupational socialization of a first-year physical education teacher with a teaching orientation. *Sport, Education and Society*, 6(1), 81–105. <https://doi.org/10.1080/713696040>
- Curtner-Smith, M. D., Hastie, P. A., & Kinchin, G. D. (2008). Influence of occupational socialization on beginning teachers’ interpretation and delivery of sport education. *Sport, Education and Society*, 13(1), 97–117. <https://doi.org/10.1080/13573320701780779>
- Doolittle, S. A., Placek, J. H., & Dodds, P. (1993). Persistence of beliefs about teaching during formal training of preservice teachers. *Journal of Teaching in Physical Education*, 12, 355–365.
- Ennis, C. D. (2006). Curriculum: Forming and Reshaping the Vision of Physical Education in a High Need, Low Demand World of Schools. *Quest*, 58(1), 41–59. <https://doi.org/10.1080/00336297.2006.10491871>
- Halsey, E. (1964). *Inquiry and invention in physical education*. Philadelphia: Lee & Febiger.
- Hodges, M., Kulinna, P. H., van der Mars, H., Kwon, J. Y., & Lee, C. (2015). Knowledge in action: Physical education teacher perceptions on teaching health-related fitness knowledge. *Journal of Teaching Physical Education*.

- Hushman, G., Napper-Owen, G., & Hushman, C. (2013). Exploring the Process of Conceptual Change of Pre-Service Teachers in a Physical Education Teacher Preparation Program - ProQuest. *Teacher Education Quarterly*, 109–124.
- Hutchinson, G. (1993). Prospective Teachers' Perspectives on Teaching Physical Education: An Interview Study on the Recruitment Phase of Teacher Socialization. *Human Kinetics Journals*. Retrieved from <http://journals.humankinetics.com/jtpe-back-issues/jtpevolume12issue4july/prospectiveteachersperspectivesonteachingphysicaleducationaninterviewstudyontherecruitmentphaseofteachersocialization>
- Ingersoll, R. (2003). *Is there really a teacher shortage?* Seattle: University of Washington, Center for the Study of Teaching and Policy.
- Lacey, C. (1977). *The socialization of teachers* (1st publ). London: Methuen.
- Lawson, H. A. (1982). Toward a Model of Teacher Socialization in Physical Education: The Subjective Warrant, Recruitment, and Teacher Education. *Journal of Teaching in Physical Education*, 2(3), 3–16.
- Lawson, H. A. (1983). Toward a Model of Teacher Socialization in Physical Education: Entry into Schools, Teachers' Role Orientations, and Longevity in Teaching (Part 2). *Journal of Teaching in Physical Education*, 3(1), 3–15.
- Lawson, H., A. (1989). From rookie to veteran: Workplace conditions in physical education and induction into the profession. In *Socialization into physical education: Learning to teach*. (pp. 145–164). Indianapolis, IN: Benchmark Press.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago [Ill.]: University of Chicago Press.
- Macdonald, D. (1999). The “Professional” Work of Experienced Physical Education Teachers. *Research Quarterly for Exercise and Sport*, 70(1), 41–54. <https://doi.org/10.1080/02701367.1999.10607729>
- McCullick, B. A., Lux, K. M., Belcher, D. G., & Davies, N. (2012). A portrait of the PETE major: re-touched for the early twenty-first century. *Physical Education & Sport Pedagogy*, 17(2), 177–193. <https://doi.org/10.1080/17408989.2011.565472>
- Mechikoff, R. A., & Estes, S. (2005). *A history and philosophy of sport and physical education: from ancient civilizations to the modern world*. New York; London: McGraw-Hill.
- Miles, M. B. (2014). *Qualitative data analysis: a methods sourcebook* (Third edition). Thousand Oaks, California: SAGE Publications, Inc.

- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook* (Third edition). Thousand Oaks, California: SAGE Publications, Inc.
- O'Bryant, C. P., O'Sullivan, M., & Raudensky, J. (2000). Socialization of Prospective Physical Education Teachers: The Story of New Blood. *Sport, Education and Society*, 5(2), 177–193.
- Ogden, C. L., Carroll, M. D., Kit, B. K., & Flegal, K. M. (2014). Prevalence of Childhood and Adult Obesity in the United States, 2011-2012. *JAMA*, 311(8), 806. <https://doi.org/10.1001/jama.2014.732>
- Pike, S., & Fletcher, T. (2014). A review of research on physical education teacher socialization from 2000-2012. *PHEnex Journal*, 6(1).
- Placek, J. H., Doolittle, S. A., Ratliffe, T. A., Dodds, P., Portman, P. A., & Pinkham, K. M. (1995). Teaching recruits' physical education backgrounds and beliefs about purposes for their subject matter. *Journal of Teaching in Physical Education*, 14, 246–261.
- Richards, K. A. R. (2015). Role socialization theory: The sociopolitical realities of teaching physical education. *European Physical Education Review*, 21(3), 379–393. <https://doi.org/10.1177/1356336X15574367>
- Richards, K. A. R., Gaudreault, K. L., & Templin, T. J. (2014). Understanding the Realities of Teaching: A Seminar Series Focused on Induction. *Journal of Physical Education, Recreation & Dance*, 85(9), 28–35. <https://doi.org/10.1080/07303084.2014.958251>
- Richards, K. A. R., & Templin, T. J. (2011). The influence of a state mandated induction assistance program on the socialization of a beginning physical education teacher. *Journal of Teaching in Physical Education*, 340–357.
- Ronspies, S., M. (2011). Who wants to be a Physical Education Teacher? A Case Study of a Non-traditional Undergraduate Student in a Physical Education Teacher Education Program. *The Qualitative Report*, 16(6), 1669–1687.
- Schempp, P. G., & Templin, T. J. (1989). *Socialization into physical education: learning to teach*. Dubuque, IA: Brown & Benchmark.
- SHAPE America (Organization), Couturier, L., Chepko, S., & Holt/Hale, S. A. (Eds.). (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, Illinois: Human Kinetics.

- Solmon, M. A., & Ashy, M. H. (1995). Value orientations of preservice teachers. *Research Quarterly for Exercise and Sport*, 66(3), 219–230.
- Spittle, M., Jackson, K., & Casey, M. (2009). Applying self-determination theory to understand the motivation for becoming a physical education teacher. *Teaching and Teacher Education*, 25(1), 190–197.
<https://doi.org/10.1016/j.tate.2008.07.005>
- Spittle, M., Petering, F., Kremer, P., & Spittle, S. (2012). Stereotypes and self-perceptions of physical education pre-service teachers. *Australian Journal of Teacher Education*, 37(1), 19–42.
- Stroot, S., A., Faucette, N., & Schwager, S. (1993). In the beginning: The induction of physical educators. *Journal of Teaching in Physical Education*, 12, 375–385.
- Stroot, S., K., & Willimson, K., M. (1993). Issues and Themes of Socialization Into Physical Education. *Journal of Teaching in Physical Education*, 12, 337–343.
- Stylianou, M., Hodges Kulinna, P., Cothran, D., & Kwon, J. Y. (2013). Physical Education Teachers' Metaphors of Teaching and Learning. *Journal of Teaching in Physical Education*, 32, 22–45.
- Tashakkori, A., & Teddlie, C. (Eds.). (2010). *Sage handbook of mixed methods in social & behavioral research* (2nd ed). Los Angeles: SAGE Publications.
- Templin, T. J., & Richards, K. A. R. (2014). C. H. McCloy Lecture: Reflections on Socialization Into Physical Education: An Intergenerational Perspective. *Research Quarterly for Exercise and Sport*, 85(4), 431–445.
<https://doi.org/10.1080/02701367.2014.964635>
- Templin, T., J., & Schempp, P., G. (1989). *Socialization into Physical Education: Learning to Teach*. Indianapolis, IN: Benchmark.
- Templin, T., J., Woodford, R., & Mulling, Carol. (1982). On Becoming a Physical Educator: Occupational Choice and the Anticipatory Socialization Process. *Quest*, 34(2), 119–133.
- Trost, S., G. (2004). School physical education in the post-report era: An analysis from public health. *Journal of Teaching Physical Education*, 23(4), 318–337.
- Weston, A. (1962). *The making of american physical education*. New York: Appleton Century Crofts.

Williams, J. A., & Williamson, K. M. (1998). The socialization strategies of first-year physical education teachers: Conflict and concessions. *The Physical Educator*, (55), 78–88.

Wood, T., Denison, & Cassidy, R., Frances. (1927). *The new physical education: A program of naturalized activities for education toward citizenship*. New York: MacMillan.

Wright, S. C., Grenier, M., & Channell, K. (2015). Physical Education Teacher Education Students' Perceptions of Their Own Teaching. *Journal of Physical Education and Sports Management*, 2(1). <https://doi.org/10.15640/jpesm.v2n1a3>

Wuest, D. A. (2012). *Foundations of physical education, exercise science, and sport* (17th ed). Dubuque, Iowa: Mcgraw-Hill.

Interview Protocol Project: Acculturation Interview

Examining the Socialization of Physical Education Teachers: A Case Study

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Signed Consent Form: _____

(Briefly Describe the Project)

1. What attracted you to the field of physical education?
2. What makes you well suited to be a physical education teacher?
3. Describe your PE experiences in school. What was taught? How were you graded, etc...?
4. What were some of your favorite and least favorite experiences as a physical education student?
5. In your opinion, what are the goals and purposes of physical education?

6. Do you hope to carry on the experiences you had as a physical education student, or do you hope to change physical education by providing something different for your future students? Why?

7. In what ways, if any, have your experiences participating in sports influenced your decision to become a physical education teacher?

8. How has your interest in coaching (if there is one) influenced your decision to be a physical education teacher?

Interview Protocol Project: Professional Socialization Interview

Examining the Socialization of Physical Education Teachers: A Case Study

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Signed Consent Form: _____

(Briefly Describe the Project)

1. What attracted you to the field of physical education?
2. What makes you well suited to be a physical education teacher?
3. Describe your PE experiences in school. What was taught? How were you graded, etc...?
4. In your opinion, what are the goals and purposes of physical education?
5. Have any of your college courses, assignments, or experiences impacted or changed your beliefs about physical education? If so, how? Which ones?

Interview Protocol Project: Organizational Socialization Interview

Examining the Socialization of Physical Education Teachers: A Case Study

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Signed Consent Form: _____

(Briefly Describe the Project)

1. What attracted you to the field of physical education? What was your K-12 PE experience like? (Teachers, classes, etc...)
2. Describe the physical education curriculum at your school? Is it standards-based?
3. What are some of the challenges to teaching physical education that exist at your school?
4. What are some of the highlights to teaching physical education that exist at your school?

5. How are you reporting student learning through assessments and grades?

6. In your opinion, what are the goals and purposes of physical education? Has your view on this changed since beginning your teaching career?

7. Do you hope to carry on the experiences you had as a physical education student, or do you hope to change physical education by providing something different for your future students? Why?

8. What components from your teacher preparation program are you using now or are helping you in some way as a teacher?

9. Are you coaching? If so, how well are you balancing both coaching and teaching duties?

10. What type of initiatives is your school involved in regarding Act 77? (PLPs, Flexible Pathways, Proficiency-based grading, transferable skills) How is that impacting PE?

Interview Protocol Project: Faculty Acculturation Interview

Examining the Socialization of Physical Education Teachers: A Case Study

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Signed Consent Form: _____

(Briefly Describe the Project)

1. What are some reasons why your students are choosing physical education?
2. How familiar are you with your student's PK-12 physical education experiences?
3. Can you talk about the degree to which you see a change in your student's beliefs towards the purposes of PE during their first semester? In what ways? How do you know?
4. To what degree are your students receptive to the program curriculum?
5. Can you talk about the role that the SHAPE National Standards and Act 77 legislation has on your course and program objectives?

Interview Protocol Project: Professional Socialization Faculty Interview

Examining the Socialization of Physical Education Teachers: A Case Study

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Signed Consent Form: _____

(Briefly Describe the Project)

1. In your opinion, what are the reasons why your students choose physical education?
2. How familiar are you with your student's PK-12 physical education experiences?
3. What is the mission or goals of your program?
4. Do you see much change in your student's beliefs towards PE during their four years? In what ways? How do you know?
5. To what degree are your students receptive to the program curriculum?
6. Do your classes incorporate the PE National Standards into the course objectives? If so, how?
7. To what extent is Act 77 legislation impacting your courses and program goals and outcomes?

Interview Protocol Project: Organizational Socialization Principal Interview

Examining the Socialization of Physical Education Teachers: A Case Study

Time of Interview:

Date:

Place:

Interviewer:

Interviewee:

Position of Interviewee:

Signed Consent Form: _____

(Briefly Describe the Project)

1. Can you talk about what systems or structures, if any, are in place at your school, which are designed to support new teachers?

2. Can you share with me the types of professional development opportunities that exist at your school for physical education teachers?

3. Can you discuss the degree to which your PE Department has developed or been a part of Personalized Learning Plans (PLPs)?

4. Can you discuss the degree to which your PE Department has developed or is using proficiency-based grading?

5. How, if at all, are educational changes required as part of Act 77, impacting physical education curriculum, instruction, and assessment?

6. In your mind, what do you see as the goals, purposes, and outcomes for a school physical education program?

7. Have you seen the perceptions towards the value of PE change during your career, and if so, how?

**Appendix G
Consent Form**

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the study entitle: Examining the Socialization of Physical Education Teachers: A Case Study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting your relationship with the Department of Health, Human Movement and Sport, Professor Geisler, or the university.

The purpose of this study is to explore how students, and recent graduates from one physical education teacher education program undergo the process of occupational socialization into their profession as physical education teachers. The procedure will be a case study design.

Data will be collected using semi-structured interviews. The only individual involved in the data collection is Professor Geisler.

Do not hesitate to ask any questions about the study either before participating or during the time that you are participating. I would be happy to share the findings with you after the research is completed. However, your name will not be associated with the research findings in any way, and only the researcher will know your identity as a participant. There are no known risks and/or discomforts associated with this study.

Please sign your consent with full knowledge of the nature and purpose of the procedures. A copy of this consent form will be given to you to keep.

Date _____

Signature of Principal Investigator _____

Appendix H
Recruitment Letter Sample

July X, 2016

Dear Name,

You have been identified as a potential candidate to participate in a research study being conducted within the physical education program at your University because you are either an in-coming or current student, or a recent graduate currently teaching physical education in a Vermont school. The study is titled: Examining the Socialization of Physical Education Teachers: A Case Study.

The following information is provided for you to decide whether or not you wish to participate in the study. Please note that I am not involved in the study myself, but I am sending this letter on behalf of the Principal Investigator. You should be aware that you are free to decide not to participate, or if you do agree to participate, you may withdraw at any time without any negative consequences.

The purpose of this study is to explore how students, and recent graduates from one University's physical education teacher education program undergo the process of occupational socialization into their profession as physical education teachers. The procedure will be a case study design. Data will be collected using semi-structured interviews, which should only take approximately 30 minutes to conduct. Please know that your name will not be associated with the research findings in any way, and only the researcher will know your identity as a participant. There are no known risks and/or discomforts associated with this study.

If you are willing to take part in this study please respond accordingly to this email so that your involvement and contact information can be shared with the principle investigator, who will contact you shortly about scheduling the interview.

Thank you,

Dr. X, Associate Professor, Coordinator of Health Education
Department of Health, Human Movement and Sport

OR

Dr. L, Professor, Coordinator of Physical Education Program
Department of Health, Human Movement and Sport

Appendix I
Coding Legend/Schema

ACCULTERATION GROUP	PROFESSIONAL GROUP	ORGANIZATIONAL GROUP	FACULTY GROUP
Category 1: Decision to Enter Physical Education Teacher Education Program RQ #1	Category 1: Decision to Enter Physical Education Teacher Education Program RQ #1	Category 1: Decision to Enter Physical Education Teacher Education Program RQ #1	Category 1: Decision to Enter Physical Education Teacher Education Program RQ #1
Descriptor 1: Influence of Teacher/Coach/Family Codes: [A-INFL-T] [A-INFL-C] [A-INFL-F]	Descriptor 1: Influence of Teacher/Coach/Family Codes: [P-INFL-T] [P-INFL-C] [P-INFL-F]	Descriptor 1: Influence of Teacher/Coach/Family Codes: [O-INFL-T] [O-INFL-C] [O-INFL-F]	Descriptor 1: Influence of Teacher/Coach/Family Codes: [F-INFL-T] [F-INFL-C] [F-INFL-F]
Descriptor 2: Sport/Athletic Experiences Code: [A-SPORT]	Descriptor 2: Sport/Athletic Experiences Code: [P-SPORT]	Descriptor 2: Sport/Athletic Experiences Code: [O-SPORT]	Descriptor 2: Sport/Athletic Experiences Code: [F-SPORT]
Descriptor 3: Enjoyed K-12 Physical Education Code: [A-LIKED-PE]	Descriptor 3: Enjoyed K-12 Physical Education Code: [P-LIKED-PE]	Descriptor 3: Enjoyed K-12 Physical Education Code: [O-LIKED-PE]	Descriptor 3: Enjoyed K-12 Physical Education Code: [F-LIKED-PE]
Descriptor 4: Desire to Coach Code: [A-COACH]	Descriptor 4: Desire to Coach Code: [P-COACH]	Descriptor 4: Desire to Coach Code: [O-COACH]	Descriptor 4: Desire to Coach Code: [F-COACH]
Descriptor 5: Like Children Code: [A-LIKE-KIDS]	Descriptor 5: Like Children Code: [P-LIKE-KIDS]	Descriptor 5: Like Children Code: [O-LIKE-KIDS]	Descriptor 5: Like Children Code: [F-LIKE-KIDS]
Descriptor 6:	Descriptor 6:	Descriptor 6:	Descriptor 6:

Want to Teach Code: [A-TEACH]	Want to Teach Code: [P-TEACH]	Want to Teach Code: [O-TEACH]	Want to Teach Code: [F-TEACH]
Descriptor 7: Easy Job, Schedule Code: [A-EZ-JOB]	Descriptor 7: Easy Job, Schedule Code: [P-EZ-JOB]	Descriptor 7: Easy Job, Schedule Code: [O-EZ-JOB]	Descriptor 7: Easy Job, Schedule Code: [F-EZ-JOB]
Category 2: Goals and Purposes of K12-PE: RQ #3	Category 2: Goals and Purposes of K12-PE: RQ #3	Category 2: Goals and Purposes of K12-PE: RQ #3	Category 2: Goals and Purposes of K12-PE (student perceptions): RQ #3
Descriptor 1: Lifetime Health/Fitness Code: [A-HLTH]	Descriptor 1: Lifetime Health/Fitness Code: [P-HLTH]	Descriptor 1: Lifetime Health/Fitness Code: [O-HLTH]	Descriptor 1: Lifetime Health/Fitness Code: [F-HLTH]
Descriptor 2: Cooperation Code: [A-COOP]	Descriptor 2: Cooperation Code: [P-COOP]	Descriptor 2: Cooperation Code: [O-COOP]	Descriptor 2: Cooperation Code: [F-COOP]
Descriptor 3: Sport Skill Development Code: [A-SPRT-SKLS]	Descriptor 3: Sport Skill Development Code: [P-SPRT-SKLS]	Descriptor 3: Sport Skill Development Code: [O-SPRT-SKLS]	Descriptor 3: Sport Skill Development Code: [F-SPRT-SKLS]
Descriptor 4: Fun/Activity Code: [A-FUN-ACT]	Descriptor 4: Fun/Activity Code: [P-FUN-ACT]	Descriptor 4: Fun/Activity Code: [O-FUN-ACT]	Descriptor 4: Fun/Activity Code: [F-FUN-ACT]
Category 3: K-12 PE Experiences: RQ #2	Category 3: K-12 PE Experiences: RQ #2	Category 3: K-12 PE Experiences: RQ #2	Category 3: K-12 PE Experiences: RQ #2
Descriptor 1: Movement-Based Curriculum Code:	Descriptor 1: Movement-Based Curriculum Code:	Descriptor 1: Movement-Based Curriculum Code:	Descriptor 1: Movement-Based Curriculum Code:

[A-MOV]	[P-MOV]	[O-MOV]	Code: [F-MOV]
Descriptor 2: Team Sports/Game Play Code: [A-SPRT-GAME]	Descriptor 2: Team Sports/Game Play Code: [P-SPRT-GAME]	Descriptor 2: Team Sports/Game Play Code: [O-SPRT-GAME]	Descriptor 2: Team Sports/Game Play Code: [F-SPRT-GAME]
Descriptor 3: Skill Development Code: [A-SKILL-DEV]	Descriptor 3: Skill Development Code: [P-SKILL-DEV]	Descriptor 3: Skill Development Code: [O-SKILL-DEV]	Descriptor 3: Skill Development Code: [F-SKILL-DEV]
Descriptor 4: Fitness Code: [A-FIT-ED]	Descriptor 4: Fitness Code: [P-FIT-ED]	Descriptor 4: Fitness Code: [O-FIT-ED]	Descriptor 4: Fitness Code: [F-FIT-ED]
Descriptor 5: Lifetime Activities Code: [A-LIFE-ACT]	Descriptor 5: Lifetime Activities Code: [P-LIFE-ACT]	Descriptor 5: Lifetime Activities Code: [O-LIFE-ACT]	Descriptor 5: Lifetime Activities Code: [F-LIFE-ACT]
Descriptor 6: Cooperative Games Code: [A-COOP-GMS]	Descriptor 6: Cooperative Games Code: [P-COOP-GMS]	Descriptor 6: Cooperative Games Code: [O-COOP-GMS]	Descriptor 6: Cooperative Games Code: [F-COOP-GMS]
Descriptor 7: Teacher Style (Roll out ball/Standard-based) Codes: [A-TEACH-OS] [A-TEACH-SB]	Descriptor 7: Teacher Style (Roll out ball/Standard-based) Codes: [P-TEACH-OS] [P-TEACH-SB]	Descriptor 7: Teacher Style (Roll out ball/Standard-based) Codes: [O-TEACH-OS] [O-TEACH-SB]	Descriptor 7: Teacher Style (Roll out ball/Standard-based) Codes: [F-TEACH-OS] [F-TEACH-SB]
Descriptor 8: Grading (Managerial/Standard-Based)	Descriptor 8: Grading (Managerial/Standard-Based)	Descriptor 8: Grading (Managerial/Standard-Based)	Descriptor 8: Grading (Managerial/Standard-Based)

Codes: [A-GRADE-MANG] [A-GRADE-SB]	Codes: [P-GRADE-MANG] [P-GRADE-SB]	Codes: [O-GRADE-MANG] [O-GRADE-SB]	Based) Codes: [F-GRADE-MANG] [F-GRADE-SB]
	Category 4: Factors that influenced teaching perspective RQ #4	Category 4: Factors that influenced teaching perspective RQ #4	Category 4: Factors that influenced teaching perspective RQ #4
	Descriptor 1: Teacher Education (content curriculum, methods, field exp.) Codes: [P-CONT-CURR] [P-INST-METH] [P-FIELD-EXP]	Descriptor 1: Teacher Education (content curriculum, methods, field exp.) Codes: [O-CONT-CURR] [O-INST-METH] [O-FIELD-EXP]	Descriptor 1: Teacher Education (content curriculum, methods, field exp.) Codes: [F-CONT-CURR] [F-INST-METH] [F-FIELD-EXP]
		Descriptor 2: Teaching Experience (students, time, facilities, climate) Codes: [O-TCH-STUDENTS] [O-TCH-TIME] [O-TCH-FACIL] [O-TCH-CLIM]	
Category 5: Custodial or Innovative Perspective RQ #4	Category 5: Custodial or Innovative Perspective RQ #4	Category 5: Custodial or Innovative Perspective RQ #4	Category 5: Custodial or Innovative Perspective RQ #4
Descriptor 1: Custodial View Code: [A-CUSTODIAL]	Descriptor 1: Custodial View Code: [P-CUSTODIAL]	Descriptor 1: Custodial View Code: [O-CUSTODIAL]	Descriptor 1: Custodial View Code: [F-

			CUSTODIAL]
Descriptor 2: Innovative View Code: [A-INNOVATE]	Descriptor 2: Innovative View Code: [A-INNOVATE]	Descriptor 2: Innovative View Code: [A-INNOVATE]	Descriptor 2: Innovative View Code: [A- INNOVATE]
Descriptor 3: Blended View Code: [A-BLENDED]	Descriptor 3: Blended View Code: [A-BLENDED]	Descriptor 3: Blended View Code: [A-BLENDED]	Descriptor 3: Blended View Code: [A- BLENDED]

Selected Studies Related to Acculturation
(table adapted from Templin & Richards, (2014))

Author(s)	Year	Purpose	Theoretical Framework	Participants	Data Collected	Results
Templin, Woodford & Mulling	1982	Investigate factors that attract an individual's entrance into physical education.	Occupational Choice & Anticipatory Socialization (Lortie, 1975)	120 PE students, 21 PE students, 223 PE students (analysis of 3 separate studies)	Surveys and Interviews	Attractors include: Interpersonal & service dimensions of teaching, desire for continued association with sport, time compatibility, job security, ease of entrance.
Hutchinson	1993	Investigate high school student's perspectives on the role of PE teachers.	Meaning Making (Blumer, 1969)	10 high school students	Interviews and role plays	Students have limited, custodial perspective based on observations of teachers and coaches
Placek, Doolittle, Ratliffe, Dodds, Portman, & Pinkham	1995	Describe recruits background and beliefs about the purposes for physical education	Occupational Socialization Theory (Lawson, 1983)	476 physical education students	51-Item forced response survey/questionnaire	Purpose of PE is mostly learning sport skills. Most want to coach. De facto national curriculum exists.
O'Bryant, O'Sullivan, & Raudensky	2000	Identify what attracted graduate students to pursue a career in PE and what beliefs they hold about PE and PE teachers.	Occupational Socialization Theory (Lawson, 1983)	8 students in M.Ed. program	Identify what attracted graduate students to pursue a career in PE and what beliefs they hold about PE and PE teachers.	Participants were committed to teaching over that of coaching and for the purpose of helping young people appreciate the importance of physical activity.
Spittle,	2008	Explore the	Self-	324 physical	Academic	Interpersonal

Jackson, & Casey		reasons people choose physical education teaching as a profession and the relationship of this choice with motivation.	Determination Theory (Deci & Ryan, 1985)	education majors	Motivation Scale (AMS) - 28 Likert scale questions. Attractors and Facilitators for PE (AFPE) – 44 item Likert scale questionnaire.	service reasons related to intrinsic motivation, sport and activity reasons were related to external motivation and choosing PE because it was perceived to be easy related to amotivation.
Ronspies	2011	Identify what attracted the participant to physical education; identify what situational/social factors facilitated the career choice, and the beliefs of the participant about what it meant to be a physical educator.	Occupational Socialization Theory (Lawson, 1983)	1 non-traditional PE student (age 46)	Autobiographical form, interview, Rainbow of Life Roles form.	Participant has a teaching orientation, open to various student beliefs, significant others have been motivators, sport experiences served as an avenue into the field.
McCullick, Lux, Belcher, Davies, & Nigel	2012	Update the profile of modern PE students – demographics, motivations for choosing PE, and beliefs about the purposes of PE.	Teacher Socialization (Lortie, 1975)	798 PE Majors across the U.S.	34 Question Open-ended survey	4 themes emerged: students are paternally altruistic, possess paradoxical professional positions, own vocational aptitudes, see a disconnect between coaching and teaching.

Selected Studies Related to Professional Socialization
(table adapted from Templin & Richards, (2014))

Author(s)	Year	Purpose	Theoretical Framework	Participants	Data Collected	Results
Placek	1983	Perceptions that PETE students engaged in early field and student teaching experiences have related to success and nonsuccess in their teaching.		29 PE majors	Critical incident reports on one success and nonsuccess during teaching. Interviews	PETE students were mostly concerned about keeping pupils busy and happy, to the detriment of meeting learning objectives.
Doolittle, Dodds, & Placek	1993	Investigate potential changes students' beliefs relative to the goals purposes of PE.	Occupational Socialization Theory (Lawson, 1983b)	3 PE majors who were tracked during their teacher preparation program.	Initial questionnaire, Interviews and written class assignments.	Based on acculturation , students differed in their beliefs regarding the purposes of PE. They adopted some PETE messages and rejected others based largely on their pre-existing notions.
Solmon & Ashy	1993	Investigate the value orientations of preservice teachers.		16 preservice students enrolled in an elementary methods course.	Value orientations inventory, writing assignments, observations, and field notes.	Students entered field experiences with defined values, but they changed during the semester. Beliefs of recruits may not be stable and methods course can

						change students' value systems and beliefs.
Curtner-Smith	1996	Describe the impact of an early field experience on PE majors' beliefs about teaching.		28 physical education students	Critical incident forms, and a questionnaire.	Students were initially concerned with management but also instruction, motivation, student enthusiasm, and to a lesser extent, lesson outcomes. Eventually, they became more concerned with teaching effectiveness
Wright, Grenier, & Channell	2012	Describe PE student perceptions of their own teaching experiences during field experiences and student teaching.	Occupational Socialization Theory (Lawson, 1983b)	58 PE students from a public university in the Northeast of the U.S.	Tape-recorded post-teaching conferences, including 28 early placement transcripts, and 48 student teacher transcripts, for a total of 108 transcripts.	Students felt better about their lessons as they moved from early field to student teaching. Perceived success related to issues of pupils not participants and changed over time from a focus on pupil enjoyment to pupil learning.
Hushman, Napper-Owen, & Hushman	2013	Investigate the process of conceptual change	Conceptual Change Model (Kuhn, 1962)	Primary: 2 PE majors during student teaching.	Interviews, observations, documentation and physical artifacts	One student demonstrated successful conceptual change, while the

		related to PETE program experiences (classroom and field).		Secondary: Cooperating and University teachers.	(student teacher journals).	other did not. The one who did not demonstrated wash out due to the teaching practices at the field site.
--	--	--	--	---	-----------------------------	---

Selected Studies Related to Organizational Socialization
 (table adapted from Templin & Richards, (2014))

Author	Year	Purpose	Theoretical Framework	Participants	Data Collected	Results
Macdonald	1999	This study investigates whether experienced physical education teachers perceive the same frustrations and negative orientations as beginning teachers.	Professionalization, de-professionalization tension.	Eleven physical education teachers with at least fifteen years of experience.	In-depth interviews	Working conditions and orientations are more supportive and positive than those reported for beginning physical educators. Teachers' perspectives in terms of their sense of commitment, competence, and power, suggest that the professional satisfaction of these experienced teachers can be instructive for improving the working conditions of all teachers.
Curtner-Smith, Hastie, & Kinchin	2008	Understand how first year teachers implemented a sport education model.	Occupational Socialization Theory (Lawson, 1983b)	Six U.S. and four British beginning PE teachers.	Semi-structured interviews.	Teachers' delivery of the model varied based on their acculturation, teacher education, and/or working conditions.

						Three versions of the model were observed: full, watered-down, and cafeteria-style.
Blankenship & Coleman	2009	Determine the extent of washout in two beginning teachers and identify workplace condition that impacted washout.	Interactive factors influencing workplace conditions (Lawson, 1989).	Two elementary teachers in their first and second years of teaching.	Interviews, videotaped lessons, field notes, documents, and survey instruments	Factors that contributed to washout included poor facilities, lack of prestige and respect, and desire for student acceptance. Factors that inhibited washout were team teaching, a new gym, administrative support, and content autonomy.
Richards & Templin	2011	Investigate the socialization of one first-year PE teacher as she experienced state-mandated, (formal) and colleague-based, (informal) induction assistance.	Occupational Socialization Theory (Lawson, 1983a, 1983b)	One first year PE teacher, mentor teacher, principal, and assistant superintendent.	Interviews and document analysis.	Participant rejected the state mandated induction program because it was not specific to PE, but was successfully inducted informally by her colleagues.
Stylianou, Kulinna, Cothran, & Kwon	2013	Examine in-service PE teachers' initial (before teaching), current, and ideal metaphors of teaching, related factors,	Occupational Socialization Theory (Lawson, 1983a, 1983b)	66 PE teachers from southwest and Midwest USA.	Survey with close-ended and short-answer questions, and teacher interviews	Initial Metaphor – guiding, Current Metaphor – providing tools, Ideal Metaphor – nurturing, providing

		and potential differences in participant metaphors based on teaching experience.			.	tools, engaging in community.
--	--	--	--	--	---	-------------------------------