

A CASE STUDY ON TEACHING PRACTICES IN PHYSICAL EDUCATION

BY

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THESIS

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ABSTRACT

Scholars in physical education state that there needs to be a change in teaching practices. Over the past 20 years there have been new pedagogical models to support innovative teaching practices. This study was designed to explore one high school's physical education teachers' teaching practices and explain how educators' teaching career cycle, teaching socialization, and teaching efficacy impacts teaching practices. Two physical education teachers from one high school were observed for a period of one month. Teaching career cycle, teacher socialization, and teaching efficacy were measured by formal and informal interviews, observations, field notes, and surveys. It was found that there were minimal teaching strategies occurring, shortcuts were being taken to abide by state standards, teachers were both in the career stability stage, marginalization of physical education was occurring in the school, teachers had high teacher efficacies, and there was a misconception of what teachers thought was occurring in the classroom and what was actually transpiring. These findings support literature in teaching career cycle, teacher socialization, and teaching efficacy. Additionally, some findings such as a high teaching efficacy and low teaching effectiveness and misconceptions of teaching have not been discussed in the field of physical education literature.

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CHAPTER I: INTRODUCTION

Griffey (1987) states some physical education programs are in excellent condition as they have both a substantial curriculum and motivated students. However, this is unfortunately the exception to the rule. A conference in Orlando, Florida in 1992 discussed high school physical education and the current state of peril. Conference participants stated that “all was not well in secondary physical education, and an effort was made to identify concerns and suggest strategies and structural framework for improvement” (Stroot, 1994, p. 334). Subsequently, Stroot suggested current physical education teaching methods needed a complete overhaul as curriculum and contextual factors were found to be hindering progress. One may wonder if physical education teaching has advanced after this conference.

Not teaching in physical education is malicious to the content area. Physical education is much more than game play as teachers need to be able to express fundamental concepts to students in order to facilitate an active learning environment. According to the National Association for Sport and Physical Education (2007), quality physical education is characterized by (a) engaging in the reflective process, (b) being professional, (c) assessing and providing adequate feedback, (d) meeting the needs for a diversity of learners and empowering students to maintain and achieve a healthy lifestyle, (e) possessing the skills, knowledge, and values outlined by NASPE standards to improve teaching practices, and (f) establishing high expectations to learn the psychomotor, affective, and cognitive domain.

Various other pedagogical teaching styles such as Teaching Games for Understanding (Thorpe, Bunker, & Almond, 1986), Tactical Games Model (Griffin, Mitchell, & Oslin, 1997), Sport Education Model (Siedentop, 1994) and Skill Theme Approach (Graham, Holt-Hale, & Parker, 1993) have been successful in educating students and give more meaningful content.

Furthermore, minimal teaching is self-perpetuated by current teachers being unwilling to change their ways. With lack of accountability, the likelihood of actual reform being brought to physical education curriculums is slim at best (Lund, 1992; Redelius & Hay, 2012; Stroot, 1994; Veal 1992).

Additionally, colleagues have a degree of influence over other teachers in physical education; “There was pressure from one co-worker ‘take it easy’ ” (Lee & Curtner-Smith, 2011, p. 307). This pressure can often affect curricula in schools as experienced teachers receive a level of respect from their young, recently hired colleagues. Physical education teachers are often marginalized, and the need to feel accepted among colleagues is important (Christiansen, 2013; Lee & Curtner-Smith, 2011; Lynn & Woods, 2010). As educators enter the teaching profession their new ideas maybe proposed to current staff and perceptions of what acceptable physical education may change.

Teaching efficacy is important for physical educators in regards for their ability to effectively educate students from diverse backgrounds. Teaching efficacy is the “judgment of his or her capability to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 202). The development of self-efficacy is vital for creating effective, committed and enthusiastic teachers (Woolfolk-Hoy, 2000). Teachers with high teaching efficacy consider learning capabilities, enthusiasm, and attitudes in designing a curriculum to effectively guide students in achieving their learning goals (Tschannen-Moran & Woolfolk Hoy, 2001).

Teachers move through stages or phases of their professional lives, holding individual attitudes, knowledge, skills, behaviors, and self-efficacy levels at various points during their careers (Fessler, 1992; Henninger, 2007). Fessler and Christensen (1992) proposed a career cycle

model in which the following stages are identified: pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind down and career exit. Through career cycles, physical educators change their perceptions about their job's enjoyment and other contextual factors.

Purpose

The state of secondary physical education has been under scrutiny in recent years. One may wonder if physical education is still in a state of ambiguity because more methods and models for teaching have been developed and extensive research has continually furthered the advancement of the subject. Lives of physical educators are multifaceted and are influenced by factors such as their socialization into the profession, perceptions of their teaching efficacy, and their career stage. The primary purpose of this study was to examine teachers in one high school physical education program and gain an understanding of their socialization into the profession and their perceived teaching efficacy. A secondary purpose was to examine their career cycle, and the environmental factors that both enhanced and constrained his career development.

CHAPTER II: REVIEW OF LITERATURE

Physical education teaching has had numerous issues. It is important to understand how teachers develop throughout their careers and see how educators. Factors such as career cycle, teaching efficacy, and teachers' socialization effect the educator's development.

Minimal Teaching

Stroot (1994) argues reform in secondary physical education is needed, along with revised curriculum and a more supportive context. Minimal teaching style is problematic because the teaching is geared to mainstream sports and tournament play, resulting in many life long activities to subsequently not be covered. Lack programmatic outcomes such as skill development and physical fitness have been associated with this teaching style. The minimal teaching style continues to exist because of lack of accountability and other contextual factors inhibit reform.

Teachers who rely on minimal teaching methods often give little instruction and depend on game play to take up most of the class period. Unfortunately, students who are not skilled are often bored and lack the motivation to engage in the activity (Himberg, Hutchinson, & Rousell, 2003; Siedentop & Tannehill, 2000). Additionally, this non-teaching model is heavily geared toward the most popular sports such as basketball, football, baseball and low organized games such as dodge ball. Students are generally limited to learning and playing only a few games throughout a year, which may discourage them from participating in sport and other physical activity. This is depicted in the study when a student states in an interview "I don't like to play basketball. I'm bad at basketball" (Garn, Cothran, & Jenkins, 2011, p. 230). The traditional model fails to address the motivational needs that are essential to develop and sustain a healthy lifestyle (Chen, Martin, Ennis, & Sun, 2008; Wallhead & Ntoumanis, 2004). Students need multiple options to be able to choose which activity suits them for a life of physical activity.

Lack of assessment is a problem in minimal teaching style. In a recent study, Redelius and Hay (2012) examined curriculum in a high school. Only 41 out of 355 students found physical education had to do with theoretical knowledge, that is, “know how to treat injuries, know about nutritious food, and know how the body works” (p. 212). In an interview, a student divulges this statement, “No, I don’t think you need to know that much . . . you mostly need to be positive (laughs)” (p. 224). This exemplifies the lack of value in physical education perceived by students. In fact, the three most important categories students theorized in getting a good grade in physical education were being good, doing ones best, and being a good athlete. Being graded on these three principles is a paradox of physical education NASPE (2007) standards state “ongoing formative and summative assessments provide students with adequate feedback regarding progress towards the specified learning goals” (p. 2) is essential for grading.

Additionally, only 55% of students knew when the teacher was grading which is simply not the case in other subjects (Redelius & Hay, 2012). Students know when they are being graded in math, social studies or any other academic subject due to concrete criteria being laid out by the teacher. This forthcoming approach should be applied to physical education as it has been recently stated that “physical education from multiple cognitive, social, and physical skill objectives need to become more focused and aligned with public health needs” (Pate et al., 2005, p. 1583). However, in minimal teaching curriculum, teachers determine grades with arbitrary criteria. Grading was seldom conducted in the physical education setting in several studies (Hensley et al., 1987; Imwold, Ridler, & Johnson, 1982; Morrow, 1978). Likewise, Ennis (1995) found that dress and participation were criteria that teachers usually relied on for grading purposes. This finding is replicated in numerous other studies where grading focused on attendance and dress instead of on skill development and performance (Bayless, 1978; Imwold et

al., 1982; Lund, 1992). Grading in physical education has also been shown to be a rare occurrence (Hensley et al., 1987; Imwold et al., 1982; Morrow, 1978). Ennis (1995) noted that among the teachers' she studied the curriculum initially focused upon teaching motor skills, but over the course of the year, grades came to reflect students' motivation and the extent to which they could be managed within the classroom. This was primarily due to the fact that the teacher's perceptions of students changed. This type of grading is not only harmful to the teacher's credibility, but it takes away from physical education and its standing in academia. A comparison is a student showing up to biology with a paper and a notebook and automatically receiving an A as long as she/he remained positive and was not disruptive.

Additionally, minimal teaching curriculum detracts from the development of skills as it is more directed towards gameplay. This invariably results in ineffective physical education as students who are not skillful in the activity are not given enough time to properly develop necessary skills. Researchers note smaller team sizes facilitated learning of games because it kept students more engaged (Garn et al., 2011). This allows students to become more involved in the game as there are fewer players, resulting in a higher need for participation. On the other hand, within the minimal teaching style team sizes typically remain large with students even sitting out at times. Investigators note opportunities to practice, along with competitiveness were main factors contributing to students liking an activity and developing individual interest (Garn et al., 2011). This means if skills are not practiced, students may not be drawn towards the activity. Also, perceived confidence with a skill is a factor for interest. When students like an activity they will be more likely to participate in that activity outside of class (Garn et al., 2011). A student spoke about how much she enjoys physical education:

“I’m just not good at gym and I just don’t find interest in things that I’m not good at. I spend a lot more time on other classes because of the things I’m interested in and I end up not spending much time on gym because I’m not interested in gym and so I’m not good at gym and then I’m not interested in gym and so it’s a big circle” (Garn et al., 2011, p. 231).

If this student had adequate practice time to become successful at a skill, then he or she could gain a positive view of the skill. Minimal teaching methods turn students off by depriving them of essential practice time needed to properly develop their abilities.

As previously noted, issues of minimal teaching methods have persisted throughout the years. For example, the same issues of grading criteria being based on dress and participation were noted in Ennis (1995) and in Bayless (1978). Locke (1992) argued that in order to reform physical education, teachers need respect, support and resources, empowering them to initiate change. Additionally, the lack of accountability in physical education has a negative effect on curriculum, making it less likely that change will actually be implemented (Lund, 1992; Veal 1992; Stroot, 1994).

There are vast contextual issues in the realm of physical education as stated by Goodlad, Soder and Sirotnik (1990). Class size, room size, equipment, health of students, number of absentees, socioeconomic factors combined with racial make-up and whether the students are multi-graded are just a few examples. Griffin (1985) also noted outdoor activity space, central office policies and school-based professional support for teaching as important contextual factors. Griffin (1985) urges teachers to be proactive about these examining such factors and their implications for teaching. Additionally, she emphasizes how empowering teachers and addressing systematic constraints are essential for reforming physical education. These issues

that physical education teachers have to combat are problematic and may not allow for change in curriculum. Additionally, numerous authors note the lack of accountability in physical education as a widespread challenge (Lund, 1992; Stroot, 1994; Veal, 1992).

Further examination of the impact of the minimal teaching style can occur through the lenses of teacher career cycle, occupational socialization and teaching efficacy. Investigation of these factors is warranted as they could elucidate why it is so difficult for physical educators to change.

Teaching Career Cycle

Teachers experience various cycles as their careers progress. These career cycles are shaped by their personal environment and organizational environments (Fessler and Christensen, 1992). Factors included in the personal environments include: individual dispositions, family, positive critical incidences, crisis, cumulative experiences, and potential outlets (Fessler & Christensen, 1992). Factors within the organizational environments include: unions, regulations, management styles, public trust, social expectations and professional organizations (Fessler & Christensen, 1992). Teachers move in and out of cycles due to the influence of these personal and organizational factors (Fessler & Christensen, 1992). Lynn, (2002) suggests that a supportive, nurturing environment will encourage a positive career progression. On the other hand, an environmental atmosphere that includes negative pressures and conflicts can have an antagonistic effect on educators' career path. Appendix A shows the career cycle model developed by Fessler and Christensen (1992).

Every teacher experiences these career cycles differently. An example of a unique career path is noted in Woods and Lynn (2001) as Everett who tries to hone his teaching skills by becoming a National Board Certified teacher (this is not representative) when he is in the career

frustration stage. It is important to note that movement does not follow a certain pattern, but rather is dynamic and flexible through career cycles (Lynn, 2002). This means a person experience career stages multiple times. Teachers go through several career stages which have an effect on their teaching such as pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind down and career exit (Fessler & Christensen, 1992).

The initial stage teachers may experience is the pre-service stage. This is the stage in which teachers learn about the profession and includes preliminary study in a college or retraining for a new role or assignment. This stage typically takes place in an institute of higher learning or in staff development programing within the work setting (Lynn, 2002). Curtner-Smith (1998) reported on a teacher, who stated,

I just was not familiar with education at all really. What I figured I would do would be a coach somewhere and teach physical education. But I had no idea. I probably would have been a ball roller if I hadn't learned another way of doing it (p. 85).

The pre-service stage allows students to gain insight and philosophies on teaching.

The next stage a teacher may experience is the induction stage. This is usually the first few years of a teacher's career at a particular school. Teachers in this stage are usually attempting to incorporate what they learned in the preservice stage into real world application. Templin (1989) reported about a teacher named Sarah in her first year of teaching. In order to gain a foothold in the profession, Sarah implemented a discipline strategy recommended by several of her colleagues, who were veteran teachers. This method was implemented even though it significantly contrasted the philosophy promoted by her pre-service program. In another study, Lynn and Woods (2010) described a new teacher named Patsy who had two

induction stages. The induction stage is an important part of occupational socialization and will be covered more in depth in the section that denotes this concept.

Fessler and Christensen (1992) discuss competency building as a critical time in a teacher's career. During this stage, teachers seek out new methods, materials and strategies. This is also when teachers are the most receptive to new ideas. In Woods and Lynn (2013), Everett moved into competency building by his third year of teaching. He stated that his principal was excellent at providing feedback. Other positive experiences such as competing for the state championship in softball were factors in the competency building stage for Everett.

In the enthusiastic and growing stage, teachers love their jobs. Fessler and Christensen (1992) stated that during this time teachers are typically excited to go to work and interact with students. Positive incidents can affect the enthusiastic and growing stage even that occur outside of work such as having a child (Woods and Lynn (2010). Additionally, changing schools may positively affect teachers causing them to be more enthusiastic for their jobs (Lynn & Woods, 2010). Patsy changed schools and this critical incident encouraged a shift into the enthusiastic and growing stage.

Career frustration is marked by a lack of job satisfaction. Macdonald (1995) indicates that teachers often become frustrated due to the limited access of resources in physical education. Lynn and Woods (2010) found movement into the career frustration stage to be instigated by feelings of marginalization, need for novelty, need for accountability, and the teacher's inability to reach the entire class. In their study, Patsy felt disrespected because of the subject she taught, ultimately resulting in her switch into third grade teaching. Lynn (2002) notes Erika, a fifth grade teacher, harbors profound frustration with the factors that make the job problematic such as large classes, state testing of students, limited resources for classroom materials, a plethora of

paperwork, and a low salary. Furthermore, Woods and Lynn (2001) conducted a longitudinal study of six teachers. They note that three of the teachers left during the career frustration stage.

The career stability stage includes either stagnation or renewed growth (Lynn, 2002). Lynn suggests environmental factors often determine which direction in which a teacher will go. Some educators in this stage have lost their passion for teaching and make it through the day only by going through the motions. Other teacher's experience in the career stability stage may entail a period of time to reflect and reaffirm their commitment to educating students.

The career wind down stage is a period of time during which a teacher reflects on experiences and may be looking forward to retirement. Some teachers may reflect on the enjoyment of teaching and be appreciative for the time they had working with children (Lynn 2001). Career wind down is usually a precursor to leaving the profession. This stage can last from weeks to years (Lynn, 2002).

During the career exit stage the individual ultimately leaves the teaching position. When this occurs involuntarily, it can wreak havoc on the individual (Lynn, 2002). However, most career exits promote some form of gratification. A teacher may leave teaching to take an administrative roll as well.

Organizational Socialization

Lawson (1986) defined occupational socialization, as "all of the kinds of socialization that initially influence persons to enter the field of PE, and that are later responsible for their perceptions and actions as teacher educators and teachers" (p. 109). The three components comprising occupational socialization are acculturation, professional socialization, and organizational socialization. Acculturation starts at birth and is a continuous process that impacts future teachers even before they begin physical education teacher education (PETE) (Lawson,

1983a). Experiences growing up along with influences of significant people can lead to the development of an understanding of what it means to be a physical education teacher.

Professional socialization refers to the influence of PETE programs (Lawson, 1983a).

Organizational socialization is the influence when entering the workforce as they are educated by learning the logistics of a particular organizational role (Lawson 1986b; Van Maanen & Schein, 1979). Marginalization, isolation, role conflict, reality shock, and washout are factors that affect organizational socialization (Stroot, Faucette, & Schwager, 1993). Stroot and Whipple (2003) additionally note workload as another factor. Those factors along with the teacher's need to feel accepted will be examined in this literature review.

As with any profession, the need to feel accepted by fellow colleagues is important in physical education. Christensen (2013) conducted a case study on two induction teachers Millie and Sally. Millie did not feel comfortable speaking up and subsequently decided "going with the flow and not rocking the boat" to be her best option to fit in (p. 77). However, Sally's friends allowed her to become a "curriculum person". Sally had a dichotomy of teachers that were split into teaching into a certain curriculum and doing minimal teaching practices. As previously mentioned, Sarah (Templin, 1989) decided to oppose her physical education philosophies in an attempt to appease her coworkers. Moreover, Lynn (2002) states "during the induction period new teachers strive for acceptance by students, peers, and supervisors and attempt to achieve comfort and security in dealing with everyday problems and issues" (p. 2).

Marginalization can often develop in cases in which physical educators begin to perceive that their subject does not matter to others. Physical education teachers have often been marginalized by their fellow coworkers (Smyth, 1995, Solomon, Worthy, & Carter, 1993; Stroot, Collier, O'Sullivan, & England, 1994; Woods & Lynn, 2001). A lack of support from

administration can contribute to a teacher's perceptions of marginality (Stroot et al., 1994). As noted earlier, Patsy felt marginalized in physical education and switched subjects wherein she felt more importance in the classroom setting (Lynn & Woods, 2010). In Lux and McCullick (2011), one teacher fostered diplomatic relationships with colleagues, made relationships with other teachers, secured planning time, teaching space, and instructional assistance and formed bonds with parents, students and community to reduce the likelihood of being marginalized.

Marginalization can affect curriculum because there may not be access to space to conduct class or have the proper equipment for the intended lesson (Lux & McCullick, 2011).

Physical isolation from other adults may occur because physical education teachers spend so much time with the students (Kurtz, 1983; Ryan, 1979). Stroot (2001) suggests that physical education teachers are sometimes the only ones in their content areas in the building. This makes it difficult to get feedback on their teaching and such lack of socialization often has negative effects on individuals (Williams & Williamson, 1995). With the lack of outside input, it soon becomes difficult to hone teaching skills as no sources of evaluation are present.

Role conflict has been experienced by some physical educators. Investigators (Stroot et al., 1993) states that the rewards for being a good coach often outweigh the rewards for being a good teacher. This can lead to the physical educator identifying with the role of coach more than the role of physical educator (Kwon, Pyun, & Kim, 2010; Templin, Sparks, Grant, & Schempp, 1994). Encouragement from administrators and colleagues to coach and teach can lead to an extra commitment (Konukman et al., 2010). Many physical educators find themselves in a position where the added obligations of coaching make the "weight of their responsibilities heavy, and at times, crushing" (Schempp, Sparks, & Templin, 1993, p. 458). This role conflict can inevitably negatively influence their teaching.

Reality shock is described as “the collapse of missionary ideals found during teaching training by the harsh reality of classroom life” (Veeman, 1984 p. 134). This means strategies learned in pre-service may not be implemented as they do not seem applicable to real world situations. Reality shock is more likely to occur when the preparation program does not present the PETE student with adequate vision of real-world teaching (Stroot & Whipple, 2003). Giving students a diverse background in PETE programs will help lessen the impact of reality shock (Stroot & Whipple, 2003).

Washout is the period of time in a teacher’s career during which the influence of educational program lessens (Zeichner & Tabachnick, 1981). Some factors that may induce washout are: lack of facilities, lack of prestige and respect, a sub-culture of other teachers, and teacher’s desire for acceptance (Blankenship & Coleman, 2009). Etheridge (1989) states that washout begins when new teachers dropped their standards so that they can fit in the teaching culture within their schools. Although teachers’ intentions was for strategic adjustment, these short term adjustments eventually become permanent because of “strategic adjustment”. A lack of support from colleagues can contribute to washout Smyth (1992), as can lack of prestige, lack of respect, lack of equipment, the culture of students, and teacher desire for acceptance and enthusiasm (Blankenship & Coleman, 2009) . Teachers sometimes lower expectations to appease students (Ennis, 1995). Some subculture of students may make life difficult for induction-stage teachers, invoking negative feelings towards the profession and ultimately resulting in washout (Lawson, 1989). This simplification of curriculum degrades physical education programs as teachers no longer implement strategies learned in PETE programs.

Workload can also influence teachers’ organizational socialization. According to Stroot and Whipple (2003) some secondary teachers have nine classes per day. A lack of time is

concern for new teachers (Solomon et al., 1993). Smyth, (1992) found that teachers did not have time to organize for upcoming grade levels. This can affect the quality of physical education programs as curriculum may become interdependent on what is being taught earlier in the day.

The need to feel accepted, marginalization, isolation, role conflict, reality shock, washout, and workload are factors that affect professional socialization. This study will examine these factors and their relationship to curriculum and teaching.

Teaching Efficacy

According to Bandura (1997, p. 3), “perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments”. In other words, self-efficacy is the measure of a person's belief that he or she can succeed in a certain situation. This means that self-efficacy is modifiable. An increase in self-efficacy tends to lead to more positive outcomes. The main sources of self-efficacy information ranked in order include: performance experience, vicarious experience, verbal persuasion, and physiological and affective states (Bandura, 1986; 1997). Performance experience is the most important factor of self-efficacy. Successful performance increases self-efficacy; consequently, an unsuccessful attempt will decrease self-efficacy for that given situation (Bandura, 1986). Vicarious experience can be explained as modeling in physical education wherein seeing a desired behavior and observing the consequences (Bandura, 1997). Social persuasion is the impact of self-efficacy by encouragement or discouragement from outside sources (Bandura, 1986). The final concept of the four self-efficacy factors is physiological state. This is when people tend to look at physiological signs, such as levels of arousal or tension, as signs of being not being ready for a task or poor performance. The higher these intrinsic or extrinsic factors are, the higher the self-efficacy in an individual. Bandura's framework paved the way for teaching efficacy.

Teaching efficacy is a teacher's "judgment of his or her capability to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998, p. 202).

Teacher efficacy consists of general teacher efficacy and personal teaching efficacy. General teaching efficacy is an individual's perception of how their teaching abilities positively influence students (Gibson & Dembo, 1984). General teaching efficacy refers to a teacher's belief in their ability to positively influence student learning. Bandura (1977) defines personal self-efficacy as a person's perception of his/her ability to perform a behavior.

Bandura (1977; 1993) notes personal teaching efficacy as a teacher's belief that he or she personally has skills essential to effect positive student results even if there is difficulty (Guskey, 1987; Guskey & Passaro, 1994; Hebert, Lee, & Williamson, 1998; Tschannen-Moran et al., 1998). An increase in general teaching efficacy does not mean personal teaching efficacy increases. Ross (1994), for example, found that general teaching efficacy improved after an eight month training on cooperative learning. However, personal teaching efficacy remained the same.

Teaching efficacy has numerous positive aspects. Additionally, this high teaching efficacy leads to positive teaching strategies. Teaching efficacy has been explored in field experience in physical education with many notable studies which will be discussed subsequently. Lastly, only one study has examined teaching efficacy in high school.

A high teaching efficacy brings with it a plethora of benefits. Consistent findings suggest teachers who report a higher sense of efficacy tend to be more likely to enter the field, report higher overall fulfillment with their jobs, display greater effort and motivation, take on added roles in their schools, and are more resilient across the span of their careers (Ross, 1998); Goddard, Hoy, & Woolfolk Hoy, 2000; Labone, 2004; Wheatley, 2005) . Personal teaching

efficacy has been found to influence student learning outcomes with an increase in student learning directly corresponding with a teacher's high sense of personal teaching efficacy (Dembo & Gibson, 1985). Individuals with a high sense of personal teaching efficacy are more apt to continue professional development and are more likely to have better teaching practices and students' performance (Allinder, 1994; Chacon, 2005). Recently, Bordelon, Phillips, Parkison, Thomas, and Howell, (2012) state teaching efficacy has also shown a positive effect on students' behavior. Researchers note a high self-efficacy for teachers translates to better results from students, even from low achievement students (Bordelon et al.,2012).

Research indicates that teachers with a high sense of general and personal teaching efficacy exhibit many positive teaching strategies. These educators use various strategies to keep students involved in their learning, and use dynamic and progressive methods when engaging with students (Bordelon, et al., 2012; Chacon, 2005; Gorozidis & Papaionnou, 2011). Gibson and Dembo (1984) also note similar findings in that teachers with increased levels of efficacy are more willing to use innovative strategies for teaching, utilize management strategies that provide for student autonomy, set achievable student goals, persist in the face of student failure, willingly offer support to low achieving students, and design teaching strategies that develop students' self-perceptions of their academic skills. Moreover, Woolfolk Hoy and Davis (2005) note that teaching efficacy has been shown to positively correlate with teachers attitudes in the implementation of instructional innovations (Ghaith & Yaghi, 1997). Moreover, educators with high self-efficacy also consider students' basic learning aptitudes, motivations, and attitudes in designing a curriculum to successfully lead students in achieving their learning goals (Tschannen-Moran & Woolfolk Hoy, 2001). This means teachers with higher self-efficacies are more aware of student learning capabilities in their classes and can adapt curriculum towards

their students. Gorozidis and Papaionnou (2011) note teachers with higher personal efficacy spend more time and effort in preparation than teachers with the same curriculum who possess lower levels of personal teaching efficacy. Other studies note that teachers' self-efficacy beliefs played a vital role in affecting and supporting their commitment to their teaching practices and job satisfaction (Caprara, Barbaranelli, Borgogni, & Steca, 2003). Lastly, personal teaching efficacy has been shown to affect the way teachers perceive their roles in the classroom and even show an inclination to persist despite obstacles as they have the ability to circumvent such intrusions (Bandura, 1982; Guskey, 1988).

Teaching efficacy has shown to have a positive role in physical education pre-service teaching. Curtner-Smith (1996) conducted a study that examined the impact of early field experience on students, "Moreover, it appeared that at the beginning of the course, many of the PTs (pre-service teacher) possessed custodial orientations toward physical education teaching and were simply expecting to be taught sophisticated ways of throwing out the ball" (p. 246). However, throughout the course, students made significant learning gains in focusing on elements related to student learning. He concluded "a well-supervised secondary school EFE, within which PTs are given opportunities to reflect on their experiences, combined with a theoretical methods course developed from the knowledgebase on effective teaching can be utilized to train physical education PTs to focus on teaching effectiveness in terms of promoting pupil learning" (p. 246). Relatedly, Curtner-Smith (1997) looked at another early field experience through the lens of a critically oriented 6-week methods course and a 9-week early field experience with 24 participants. Results showed students were able to reflect at a technical and practical level and achieved many of the goals at which conventional methods courses are aimed. This furthers the notion that students do obtain valuable information from early field

experience. O'Sullivan and Tsangaridou (1992) suggested that by the end of an early field experience, most teachers' theoretical position were similar to that advocated by the course instructor. This means the earlier a student is able to learn these philosophies, the earlier they are able to implement such concepts. As with riding a bike, the more someone practices the better they become.

Henninger (2007) was one of the few studies that looked at teaching efficacies for physical education teachers in the school and the relation to contextual factors. Two teachers were categorized as lifers and troupers. Lifers were committed to teaching, expressed continued enthusiasm for teaching, believed they were making a difference, and were trying to make the system better. Lifers knew that students came from a tough background and tried to design curriculum around students. Conversely, troupers were teachers in physical education that had lost their commitment and enthusiasm for teaching. Furthermore, these teachers also felt like they were no longer making a difference. Troupers would complain about work conditions and administration to justify the lack of teaching. Interestingly, when taking into a factor like student enthusiasm, lifers often always had a positive outlook, while troupers had the exact opposite feeling. Lifers can be characterized with high teaching efficacy and troupers with low teaching efficacy. This study suggests that educators who believe they can make a difference within their students and within the system are at an increased chance to preserve their commitment to teaching in spite of occasional setbacks.

Rationale

Altering pedagogical views are conditions such as cooperating teachers (Templin 1979; Edgar, & Waren; Hoy 1968), bureaucratic structure (Pruit & Lee, 1978), environment of classroom and students (Copeland, 1980; Doyle & Ponder, 1975). However, understanding an

educator's aptitude to adjust in harsh situations, while increasing competence and motivation despite opposing conditions and marginalized feelings is needed (Gordon & Coscarelli, 1996; Moreira et al., 2002; Sparkes & Templin, 1990). This study will seek to understand how teachers navigate being marginalized and see if this affects their curriculum.

Research states that teachers develop differently and have separate attitudes, knowledge, skills, behaviors, and self-efficacy levels at various points during their careers (Burden, 1982; Burke, Greenglass, & Schwarzer, 1996; Fessler, 1992; Henninger, 2007; Sparkes & Templin, 1990; Super, 1994). However, effects of these factors have not been mentioned in relation to physical education curriculum or in relation to the teacher career cycle.

The Fessler and Christensen (1992) model provides this framework and may help us to understand the relationships between teachers in different career cycles. There has been little research on what transpires in the middle years of the career cycle because research discusses initial and later years of teaching (D'Aniello, 2008; Hobson, Ashby, Malderez, & Tomlinson, 2009, Luft, 2001; Perry, Hutchinson, & Thauberger, 2008; Singer & Willett, 1996; Watt & Richardson, 2008; Zeichner & Gore, 1990).

Recent research for teaching efficacy has looked at teaching efficacy quantitatively along with pre-service teachers in a college setting (Humphries, Hebert, Daigle, & Martin, 2012; Zach, Harari, & Harari, 2012; Wang & Xu, 2008; Gurvitch, & Metzler, 2009). More research is needed for physical educators when they are in the profession and research is also needed on the qualitative side for teaching efficacy.

Research Questions

1. What career stage are these teachers in? How does this effect curriculum?

2. How has their pedagogy shifted over time? What were the causes? What is the current status?
3. What is their teaching efficacy? How does that impact their curriculum?

CHAPTER III: METHODS

There were various tools used in this study which allowed the researcher to gain insight on the participants. Gaining information on participants was influential in drawing conclusions because of the limited number of participants. The methods used provided reliability, credibility, and trustworthiness.

Participants

Participants are two Caucasian physical education teachers from a northeastern high school. Ages of participants are 29 and 48. Participants work in a suburban school. Both participants have their master's degree. Selection was based on convenient sampling as the school is in close proximity to the researcher's home. None of the participants have personal or professional relationships with the researchers involved within this study. There were no benefits given to participants who were in this study. The participants were able to stop the study at any time they wish. One participant did decline to be in the study. Two out of three teachers in one high school were examined in regards to their teaching career cycle, organizational socialization and teaching efficacy and the impact on curriculum.

Instruments

Various instruments were used in this study that includes quantitative methods and qualitative methods. Tools used in the study are Quality Measures of Teaching Performance Scale (QMTPS), Teaching Efficacy Scale for Physical Education (TESPE), Attitudes Survey Towards Curriculum in Physical Education (ASTCPE), interviews, informal interviews, observations and field notes. These tools were utilized to gain an understanding of teachers' performance in relation to teaching and a concept of extrinsic factors that may shape their

teaching. Important trends, patterns, and themes were identified. Interpretations of these trends, patterns, and themes will be made by the researchers, and conclusions were drawn.

QMTPS (Rink and Werner, 1989) is a reliable measure (Gusthart & Rink 1997) used to indicate the overall effectiveness of a teacher for a given lesson. This instrument has been used in various studies (Andrews, 2003; Rink, 1994; Rink & Werner, 1989; Woods & Lynn 2001, Woods, 2013). Gusthart, Kelly, & Graham (1995) described that students of teachers who scored above 55 on a scale of 100 points were more successful than students of teachers who scored lower than 55. QMTPS is in Appendix B.

Teaching efficacy survey called Teacher Efficacy Scale for Physical Education was created by Chase, Lirgg, and Carson (2001) and has proven to be a reliable measure. This scale measures motivation, analysis of skills, preparation, and communication's impact on physical education teaching efficacy and has been implemented in research (Buns, 2010; Chase et al., 2001). The scale is listed in Appendix C.

Attitudes Survey towards Curriculum in Physical Education survey was created by Kulinna, and Silverman (1999) to assess attitudes toward physical education curriculum. This survey has also been used in subsequent studies (Hicks, 2004; Subramaniam & Silverman, 2000). The survey also asks for background information such as how long teachers have been teaching in the profession, ethnicity, and how long their class periods are. The scale is listed in Appendix D.

Interviews were based on the literature of teaching career cycle, professional socialization, and teaching efficacy. There were three interviews. Each interview has a corresponding theme. The first interview's questions all pertain to career cycle, second interview's questions all pertain to professional socialization, and the third interview's question

pertains to teaching efficacy. Interview one is labeled Appendix E, interview two is labeled Appendix F, and interview three is labeled Appendix G. Additionally, informal interviews transpired as questions arose from the researcher's standpoint. These questions were not written down but answers were noted in the researchers' field notes.

Field notes were used in this study. Anything that seemed pertinent to the study was taken note of in a field journal. These items written down were observed or stated which furthered helped triangulation.

Observations served multiple purposes. The primary researcher observed for one month of school. Observations for curriculum looked at feedback, teaching strategies and practices, teachers' interaction with colleagues and interaction with students.

Design and Data collection

Data were collected over a period of a month starting in May 13, 2013 through June 7th, 2013. For this study QMTPS scores was obtained 6 times through observations. Each observed teacher was scored for 3 classes. Each QMTPS score that was obtained had similar class sizes to keep transferability with both teachers. QMTPS were collected for physical education lessons. Instructors were asked to teach their lesson as if the researcher was not there. The researcher observed the teachers previously which may have allowed for the teachers to feel comfortable. ASTCPE and TESPE surveys were given out the first day of observation. Teachers had as much time as they needed to complete both surveys. When both surveys were completed, they were subsequently handed into the researcher. Each interview lasted approximately 45 minutes. Interviews were transcribed and analyzed by the primary researcher. Field notes were written down in a journal based on observations and informal interviews. An access of 100 informal interviews transpired.

Data Analysis

Trends, patterns, and themes were identified based on the tools previously cited. QMTPS scores were calculated to allow for comparison from present literature. Interviews were transcribed by the researcher. Various techniques were used to ensure reliability, trustworthiness, and credibility.

Member checking (Lincoln & Guba, 1985) was implemented to validate all transcripts from interviews. Reliability of QMTPS was checked with another researcher before measurements commence (Patton, 2002). Coding occurred and an independent audit was conducted by another researcher for credibility (Lincoln & Guba, 1985; Patton, 2002). Triangulation of data was present with the tools that are used in this study (Patton, 2002). In order to comprehensively look at the teacher career cycle, there will be interviews, observations, field notes, and informal interviews. Professional socialization tools that are used are ASTCPE survey, QMTPS, observations, interviews, informal interviews, and field notes. Lastly, for teaching efficacy, triangulation will be achieved through the TESPE survey, observations, interviews, informal interviews, and field notes. Coding and theme generation used the process of Miles and Hubberman (1984). This four stage process consists of data generation, data reduction, data display, and data and theme analysis. Additionally, constant comparison (Lincoln & Guba, 1985) will also be utilized when acquiring themes. The results here may be transferable to other situations with similar context (Lincoln & Guba, 1985).

CHAPTER IV: RESULTS

The purpose of this study was to examine the career cycles, occupational socialization and teaching efficacies of teachers at one school and to understand how these factors affect teachers. Additionally, this study sought to understand the contextual factors that were a catalyst for success or hindered the teachers' positive career progression.

The proceeding questions directed the study:

1. In which career stage are the teachers? To what extent does the teacher stage affect the curriculum that s/he provides to students?
2. In her/his view has her/his pedagogy changed over the course over the years? If so, what prompted these changes?
3. What is their teaching efficacy? How does that impact their curriculum?

Participants in this study were two physical education teachers from a suburban school in the northeastern part of the United States. One of the physical education teachers in the department declined to participate. Observations, surveys, and QMTPS scores were not gathered for this individual however; verbal information on this teacher provided by the other two participants was included in the data. Teachers of grades 9-12 were observed for over four continuous weeks of teaching. Each participant was observed three class periods a day teaching physical education. Lessons related to kickball, basketball, fitness center, cornhole, and kanjam were observed during the four weeks. Classes were 45 minutes in length. Class sizes for regular physical education classes ranged from eight to thirty five students. Classes met every other day. There was one adaptive physical education class with eight students.

Researcher Bias

The primary researcher was placed at this location for his student teaching. Student teaching was for a total of 8 weeks. The researchers time was also split between health and physical education. This was not seen as a detriment to this study because participants were comfortable with the researcher and not likely to change their teaching styles as a result of his presence in their classes.

Participants

Lori is a 28-year-old Caucasian female who graduated from a private Northeastern college. Lori has taught six years, all but one at this current school. She substituted in a city school her first year, and was engaged to be married that summer. She regularly exercises and is an averaged sized young woman. Lori enjoys being creative and spends spare time engaged in arts and crafts. She is outgoing and likes to get to know her students on a personal level. Additionally, Lori coaches women's volleyball and men and women outdoor track and field at the varsity level. When asked to describe herself as a teacher and how it impacts the way she teaches Lori stated:

I am very easy going. I like to have organization. I am very laid back and I don't know like swearing in the classroom. You warn them and if it becomes excessive then you start yelling at them. For the most part they are highschoolers. I got to give and take. I feel like I have a pretty good sense of humor and take that and I interact with them. And I find about what they do and there home life and get to know them on a personal level and you build that relationship with them.

Rick is a 52-year-old Caucasian male who graduated from a private Northeastern college. He has taught for 17 years. He taught for three years at a suburban school, after which he took a 10-year hiatus from teaching and worked at an insurance company. Currently he taught in the

school districts middle school for 11 years and presently at the high school for three years. He has been divorced twice and is currently is married and has three children ages 26, four, and two. Rick played football and lacrosse in college and was in great shape. Now with two young children he finds it more difficult to exercise, but still finds time when he can. Rick has a domineering and sarcastic personality. Students listen to him when he speaks, but they will also joke around with him too. When asked to describe himself as a teacher and how it impacts the way he teaches Rick stated:

I am pretty much very sarcastic. Generally do care, but I am very sarcastic individual that loves to look at things on a reality base. I do not like the, I like to call it the fluffy, where everything is wonderful and you can achieve all this (goals in life). The reality is that not everyone will achieve the greatest thing. Everyone has a point in the life they are going to get to. They are going to get there, and hopefully I can be a factor in that. But I am a really sarcastic at times and humorous.

Shane did not choose to participate in the study. However, it is important to note he is a 35-year-old Caucasian male who graduated from a state university. He is currently married and has two daughters ages six and four. He is more quite than the other two physical educators, but will join students in game play and activity. Shane works out periodically, but is not in great shape.

Results

Four main themes emerged from the data, and included: (a) a misconceptions of teaching from reality, (b) minimal teaching, (c) shortcuts taken to adhere to standards, and (d) perceptions of marginalization of PE. Themes were generated through interviews, informal interviews, field notes, observations, and surveys.

Misconception of Teaching Practices

Teachers' expressed perceptions of their teaching were incongruent with actual practice. Rick and Lori were confident in their teaching abilities yet, little student learning related to psychomotor, cognitive and affective objects was apparent. Teachers did not have an accurate reflection where they were on their teaching career cycle either. Minimal teaching practices were occurring and teachers did not realize student learning was not occurring. Items of what appropriate curriculum was not taught in the researchers observations there.

ASTCPE Survey

The participant's attitudes toward physical education curriculum were assessed through the their completion of the ASTCPE survey. ASTCPE measure their attitude towards curriculum with 1 being important to their curriculum and 5 being least important. The questions in the survey aligned with what the teachers were stating in the interviews.

Table 1. Lori's ASTCPE survey

ASTCPE Survey Question	Answer	Interview Themes
The attitudes of students determine participation in life long physical fitness	1	Interested in students engaging in life long fitness
Physical education should allow students to enjoy physical activity	1	Students should enjoy physical activity
The primary purpose of PE is to develop self confidence	1	Students develop confidence so they may utilize knowledge in the future
A goal of PE is to develop personal growth	1	Students should enjoy physical activity so they can choose to utilize the knowledge

Table 2. Rick's ASTCPE survey

ASTCPE Survey Question	Answer	Interviews Themes
The purpose of PE is to develop health related fitness	1	Interested in students engaging in fitness activities
At the primary level, it is important for the physical improvement of students	1	
At the primary level, it is important for the development of mental aspects	2	Students need to understand fitness
The knowledge held by an individual of the benefits of regular participation in physical activity	2	
The purpose of physical education is to develop activity habits in students	1	Students should know how to engage in fitness
Physical education should provide large amounts of activity time for participation in activities leading to development of physical fitness in students	1	Students should be moving in PE

The surveys were congruent with interviews. Rick was more focused on the cognitive domain and increasing physical activity among students while Lori was more focused on the affective domain and valuing activity. Rick was passionate about getting the students active and moving as shown in the table above. Rick's scores were all the highest possible score when describing students engaging physical activity. Also, the second highest score was also assessed by Rick when divulging students should understand concepts in physical education. Lori explained she was more into fitness rather than teaching activities yoga in an informal interview. These showed up high on the survey as important along with Rick stating his philosophy was:

Um, basically, in a nut shell, to get everyone involved and active in as much as possible, to try and improve on them wholeistically, their physically fit, and also educate so they understand fitness and basic activities that go on and lifetime activities so they know it not only physically but they also know it mentally.

Similarly, Lori valued having students enjoy the activity and maximizing students opportunities to learn. This shows in the survey because she answered questions dealing with the affective domain the highest possible score which was a five. Lori's teaching goal is to be able to give her students the tools to succeed later in life. Lori states her philosophy is:

Basically it is to keep every kid active and doing something or doing some physical fitness or physical activity for the short amount of time that we have. Ultimately, I hope they take some activity they learned in class and use it after they graduate. You may see some students that come back and lost 20 or 30 pounds and are like I work out all the time.

The ASTCPE survey for curriculum include items such as teachers attitude related to the: develop of students' personnel growth, develop of increased self-confidence, develop attitudes of an individual towards physical activity, value of health related physical activity approach, and improve levels of health and fitness. Although teachers indicated that they valued these concepts, the curricula they enacted did not reflect these values.

This survey was not congruent with teaching practices in the researchers time at the school. Rick's focus on getting students moving and understanding physical fitness was not apparent in any of the "choice days", which included the fitness center, basketball, and kick ball or the cornhole/kanjam unit. There was no discussion of fitness and even some of the activities have low physical activity. Vaguely apparent was Lori's enjoyment of physical activity because students were able to choose their activity. However, there was no discussion on how to engage in these activities with a life long physical fitness, which is, paramount in what Lori believed in. Further descriptions of lessons will be provided when discussion of QMTPS scores are discussed.

Teaching Efficacy Survey

Lori and Rick in this study have extremely high teaching efficacy scores (scored high on the scale). When Rick answered teaching questions about his own teaching efficacy on a scale of 1-7 with 7 being extremely confident 1 being no confidence at all Rick answered the questions on the 5-7 range indicating that his perceptions of his teaching efficacy was high. Ricks median teaching score was 6. Lori answered all her questions for physical education in the 6-7 range. Lori median score was 6 as well. Both teachers stated they were confident in their teaching during informal interviews. Observations of these individuals did not reveal that were enacting the teaching behaviors identified in the TESPE. Teaching Efficacy Scale for Physical Education

survey included items such as the teacher is confident in providing information for his/her feedback in a positive manner, adjusting his/her teaching style when necessary, and watching students perform skills and to analyze ways in which they can improve. The researcher did not observe any of these physical education skills during his tenure at the school.

QMTPS Scores

It is important to note that teaching efficacy has been linked to teacher effectiveness.

Both teachers state they are effective teachers. Rick stated he was effective because:

I am so involved in what they (students) do. Any teacher at any time that has a problem with a student that is an athlete of mine can get in touch with me. Not only do they (students) hear it from their teacher but they are going to hear it from me. So they know they got to ride the ship properly.

Lori says she is effective because:

I am definitely confident in what we teach, but I always go to the conferences and try to continue education. You find some school (highlighted at the conference) you're like, 'oh cool they are teaching fly fishing and they are doing canoeing.' And you're like, 'oh that's awesome.' I would really like to do mountain biking so I always want to get better or get new interesting units to get these kids more active.

Additionally, in an informal interview both stated that Shane was also confident in his teaching. With these philosophies and confidence in delivering these philosophies one would expect high student learning occurring. The first QMTPS score on May 15th was collected during a "free choice day" for Rick. This was a day on which the students could either play basketball or work out in the fitness center. Rick was in the gymnasium with the basketball students, and even though it was an unstructured day in which students could choose to either

play basketball or work out in the fitness center, Rick gave directions on what to do. The directions were understood so Rick received a perfect score, 100, for his clarity of directions. QMTPS most desirable score is 100. Most students did participate in the game however, two students were sitting out and two students did not participate in the game. The rest of the categories were not covered and subsequently received a 2 or a 3 (meaning it was not covered). These topics are shown in the table below however, it is important to note that there were no cues present in any of the lessons. The lack of implementation of these categories (demonstration, number of cues, accuracy of cues, qualitative cues, appropriate response to task, and specific congruent feedback) resulted in a total QMTPS score of 14.2.

Table 3. QMTPS for Rick on May 15th

Type of task	Clarity	Demonstration	Number of cues	Accuracy of cues	Qualitative Cues	Student response to appropriate to focus	Specific Congruent Feedback
Informing	Yes=1	None=3	None Given=3	None Given=3	No=2	Partial=2	No=3
Most desirable	1	1	1	1	1	1	1
Percent of Most Desirable	100	0	0	0		0	0

$100/7=14.2$ Overall QMTPS

The QMTPS score on May 30th Rick sat down and started to talk to one of his students about track. The teacher did not have explicitness, demonstrations, cues, or congruent feedback. Some of the students came up to the researcher and asked them how to play. This goes back to

the first day of the unit where Rick told the students they could do cornhole, kanjam, or walk the track. There were no directions after that. The teacher received a 0 on the QMTPS because none of the categories were explained. On June 5th the QMTPS was taken the teacher sat down half the class and then got up to play a match of cornhole with one of the students. Rick received another 0 for QMTPS as well because the categories that QMTPS encompasses were not present in Rick's lesson.

Table 4. QMTPS for Rick on May 30th

Type of task	Clarity	Demonstration	Number of cues	Accuracy of cues	Qualitative Cues	Student response to appropriate to focus	Specific Congruent Feedback
Informing	No=2	None=3	None Given=3	None Given=3	No=2	Partial=2	No=3
Most desirable	1	1	1	1	1	1	1
Percent of Most Desirable	100	0	0	0		0	0

0/7= 0 Overall QMTPS

Table 5. QMTPS for Rick on June 5th

Type of task	Clarity	Demonstration	Number of cues	Accuracy of cues	Qualitative Cues	Student response to appropriate to focus	Specific Congruent Feedback
Informing	No=2	None=3	None Given=3	None Given=3	No=2	Partial=2	No=3
Most desirable	1	1	1	1	1	1	1
Percent of Most Desirable	100	0	0	0		0	0

0/7= 0 Overall QMTPS

Similarly, Loir's first QMTPS on May 15th occurred during a "free choice day". Lori was in the gymnasium fitness center with the students who chose to work out. The teacher stated to the students that they should moving around. If the teacher saw students not moving around she told them to get moving. Lori also spent this time asking questions about students' lives. She was trying to get to know them on a personnel level. An example of a question she asked a student was why the girl was dating a certain student. Related to her task presentations, she helped demonstrate one machine to a student. Her first QMTPS score was also a 14.2.

Table 6. QMTPS for Lori on May 15th

Type of task	Clarity	Demonstration	Number of cues	Accuracy of cues	Qualitative Cues	Student response to appropriate to focus	Specific Congruent Feedback
Informing	Yes=1	None=3	None Given=3	None Given=3	No=2	Partial=2	No=3
Most desirable	1	1	1	1	1	1	1
Percent of Most Desirable	100	0	0	0		0	0

100/7=14.2 Overall QMTPS

On May 30th Lori's second QMTPS analysis occurred, she asked the other teachers if they had covered how to play cornhole and kanjam during the previous class (she was not there this period last time because she had an IEP meeting). Shane did not actually go over the information, but Lori took his word when he said that he had covered the information during the previous class for her. Because of this, Lori did not present any tasks, therefore scored a zero. Lori, however, participated in a game with a few of the students. During this class period Shane left the classroom and did not return, therefore Lori taught 65 students. Lori was not able to cover any of the topics (demonstration, number of cues, accuracy of cues, qualitative cues, appropriate response to task, and specific congruent feedback) and a zero. June 5th was the next day on which Lori's tasks presentations were examined via QMTPS analysis. The same situation arose where students played cornhole or kanjam with no direction. Lori played cornhole with an off-task student in hopes of motivating the student. This strategy worked and this student

was not a problem during that class period, however she neglected all the other students. One example of a behavior that was going on while Lori focused on the individual was some students were in the inside of a giant tire that was being rolled around the gymnasium.

Table 7. QMTPS for Lori on May 30th

Type of task	Clarity	Demonstration	Number of cues	Accuracy of cues	Qualitative Cues	Student response to appropriate to focus	Specific Congruent Feedback
Informing	No=2	None=3	None Given=3	None Given=3	No=2	Partial=2	No=3
Most desirable	1	1	1	1	1	1	1
Percent of Most Desirable	100	0	0	0		0	0

0/7= 0 Overall QMTPS

Table 8. QMTPS for Lori on June 5th

Type of task	Clarity	Demonstration	Number of cues	Accuracy of cues	Qualitative Cues	Student response to appropriate to focus	Specific Congruent Feedback
Informing	No=2	None=3	None Given=3	None Given=3	No=2	Partial=2	No=3
Most desirable	1	1	1	1	1	1	1
Percent of Most Desirable	100	0	0	0		0	0

0/7= 0 Overall QMTPS

Shane would leave class from time to time which was noted in several informal interviews with Lori and Rick..

Overall, both teachers QMTPS scores were a 5. These were low scores (considering 55 is needed for learning to occur) indicating that the learning environments may not be promoting student learning. There was a clear disconnect between the teacher's sense of teaching efficacy and their QMTPS scores. Teachers believed that they were effective teachers however, their teaching effectiveness scores suggests that they are not effective.

Career Stage

Additionally, the teachers' perceptions of their current career stages were not evidenced by their professional behaviors. During interviews, after the researcher extensively explained the career cycle model, both teachers identified themselves as positioned in the enthusiastic and growing career stage. Each teacher expressed love for their job through formal and informal

interviews. Rick initially had a disappointing teaching experience in which he did not perceive the administration as supportive for the first three years of his first job and took an 11-year hiatus from teaching and instead sold insurance. Rick stated, "I am probably at the best satisfaction or the highest satisfaction that I have ever had." He discusses that this relates back to his home life.

Because the first family I had while teaching was not a pleasant thing so I was miserable most of the time and I was miserable to the kids a lot of the times. I had short fuses. But now with my present family I am much happier, much happier guy. I can see things on a more realistic basis in the sense that my expectations and what this generations about. Before I had expectations, but I never saw or could see that other stuff and it was very upsetting when they couldn't meet those expectations.

Lori explained, "I love my job" when discussing her level of job satisfaction. She said that she often discussed her teaching with her sister, who is an English teacher. Lori was engaged during this time and said she is happy her fiancé supported her in her professional role.

Despite the teachers' espousal of greatly enjoying their jobs, these teachers appear to the researcher to be positioned in career stability stage. "Wow! Philosophy, I haven't discussed that in a long time" divulged Rick. This statement indicates that perhaps Rick has not developed a strong physical education philosophy. In contrast, a teacher in enthusiastic and growing career stage would openly discuss philosophy and attend conferences that are not mandatory. Similarly, they would both have a love for the job that both expressed.

Both teachers stated that they often implemented new ideas into their teaching; however, this was not evident in the researcher's tenure at the school. Lori and Rick used their free time to plan for and engage in their coaching. Rick used his time to come up with line-ups for track and field. Lori often talked to her athletes and strategize about how to improve performance. She

used her free time to plan for teaching health, as this was a new teaching assignment.

Additionally, these teachers attended professional development workshops only when they were mandatory. The school made conferences mandatory for new teachers. Rick complained to the researcher about spending half of the day at in-service school training. Furthermore, teachers appeared to have a daily routine and did not go above and beyond what was expected from them at school. Lori, for example, every day asked Shane or Rick what they planned to teach for the day and then she would teach the same content.

Career stability was depicted in the teachers grading as it related to minimal teacher practices of grading on dress and attitude. Both teachers kept grading simple and easy so that the workload would not overwhelm them.

Minimal Teaching Strategies

The teachers used minimal teaching strategies to convey messages to their students. For instance, this was observed on the first day of the lesson that focused on kanjam and cornhole. Rick shouted, “(you) kanjam, cornhole, or walk the track the whole period.” There was no direction on how to play either game, leaving students who have never participated in these games without information on how to correctly play. Additionally, the teachers had a wide range of units, which in physical education may be perceived as a positive because a teacher can introduce a student to a multitude of activities. However, these units basically ran themselves without teachers. For example, the entire basketball unit consisted of tournament play, with no instruction or movement tasks/drills related to skillful play. “Free days” were also apparent in this schools’ curriculum. During free days teachers simply put out basketballs or a kickball and let the student play games. There were four free days in a four-week span during the time that the researcher observed. Furthermore, teachers lowered standards and modified the curriculum

around students. Rick stated “What an appropriate curriculum and what a curriculum are can be two different things. An appropriate curriculum in my eyes is very difficult to run with these kids. It is because in their eyes you are asking too much.”

During some units, like the cornhole and kanjam, the teachers did not require the students to change clothes so that they would get better grades. Teachers primarily asked the students to change clothes and have a good attitude, which would ensure the students good grades. Despite this not all students complied because either they : (a) did not care, (b) would make up the points at the end of the school year, or (c) thought that guidance would still pass them. These reasons were noted in informal and formal interviews. The teachers explained that units such as cornhole and kanjam were included in the curriculum primarily because they could be performed in street clothes. Not having to change clothes for PE made it easier for students to get better grades. Teachers asked that the students change clothes and project positive attitudes, which would ensure students good grades.

Related to grading, Lori stated in an interview,

So now were on an 11 point system. Now we incorporate the changing. Are they not a good sport? Are they not causing a problem? Do they actually try? There are a lot of other things that they are graded on now.

This grading system is convenient for all the teachers as it makes it easier to grade the students in their classes. Rick explained when discussing the workload in PE:

I have no problem with it. I don't foresee it as a struggle or anything. 30. Guys either do it right or take a 0. Um, because of how we are it is relatively simple. I have been doing it long enough where I pretty much have an eye for what a kid is doing and what a kid is capable of.

Teachers also had a sense of surviving certain periods of the day. Teachers alluded to having trouble managing upwards to 90 students in their gymnasium. This triggered teachers revert to minimal teaching strategies. Lori stated when discussing other teachers' perceptions of PE:

That it is just gym all we do is roll the ball out. And you know sometimes not that you throw the ball out, it is more can you keep a room of 60 kids under control. In classrooms you have 20 students sitting down in a chair. Where I have 60 kids in one room and there is no fighting, there is nothing. It is a different atmosphere, but they feel just because you don't have a curriculum, you don't have tests, than you are not as important.

Lastly, most often teachers did almost nothing when students were active. This means the teachers sat down and watched the students "play", providing minimal feedback. The feedback was never congruent to the task. Feedback was mostly general statements such as, "good job" or "way to go." At times Shane would leave the classroom and have Lori all by herself with two classes full of students. Sitting down or talking with students about their sports teams was the normal behavior for the teachers, although at times they participated in game play with the students.

Minimal teaching was developed through occupational socialization. Rick describes being a beginning teacher: "It was pretty much an unspoken rule to do what we do and do not speak" when you are a beginning teacher." This quote depicts teachers are suppose to follow what the other teachers do as far as grading, curriculum and teaching. This attitude will lead new teachers to follow what has previously been done at the school. Additionally, teachers may not know strategies on grading or lack skills in curriculum development. Lori states what she learned

from her teacher education program: “Grading probably nothing at all. Curriculum...not a lot either.” This is another example of how occupational socialization of teachers can lead to induction teachers to be passive and not vocal about changes that need to be made. Not being taught best practices on how to grade will likely prompt teachers to adopt the system of the school. This is shown with Lori and when she started at the school. Lori identified that “It does help a lot that we have coworkers that we can really rely on and they help out the first few years. If something doesn’t work we can modify it as a department.” This indicates that if colleagues are not teaching for student learning, then they will likely prompt their beginning colleague to use minimal teaching strategies, as well.

Short Cuts When Adhering to Standards

Short cuts were apparent when adhering to any standards. APPR is a system that makes teachers demonstrate that their students are learning. The purpose of APPR is to “is to improve student achievement through improved teacher performance”(“Annual Professional Performance Review,” 2013). Rick discussed that the guidelines were bogus and that teachers can make up information to put into the system. Rick exclaims, “I don’t think it is good for teaching period. I think it is a joke”. Much of the guidelines set in place to show that learning was occurring, the teachers found their way around. Rick spent much of his off time dealing with sports. A log he used to prove he talked with parents for APPR were conversations he had with parents were about parent’s kids and sports.

Additionally, making sure student learning is occurring is another item APPR is trying to accomplish. Teachers were required to give a pre-test and a post-test to show improvement. Both teachers found a way around this by making the pretest very hard and tell the students they were grading on improvement. Students being witty would try to get a low grade on the pretest and for

the final try a little bit to get a better score. This made it seem like the students were improving tremendously when in reality they were not trying on the pretest. Both teachers divulged the same anecdote about another teacher giving a post-test that was either all true or all false to ensure learning was occurring on the post-test.

Teachers are also required to have a certain amount of students pass or risk being fired. Teachers did not show evidence of any maleficence however, one of the teachers did state

We are doing the APPR and this is a joke. I can play with these numbers so much and nobody would ever know. I can go through see how many have passed and see if it's below then I can go back through it and adjust certain ones.

This shows that if this teacher ever needed to adjust scores to keep his/her job they would be able to do so.

Lastly, APPR made teachers give examples of teaching tools. Rick would take student teachers lesson plans and units plans and submit them as his own. Lori would go to Rick if she had anything missing from her portfolio and ask him to print out a copy whether it was a lesson plan or a pretest. Some sheets that had in their portfolio such as learning objectives or proof to show that students were learning were exact replicas with just different names at the top. This would lead one to believe they teach exact same material. However, Lori states

Rick does a lot with other sports. And Shane and I we have a younger minds almost. No offence but hey lets teach yoga or teach this new aerobics thing or where Rick is very fitness oriented and gets them in the fitness center and gets them working out.

It is worth noting that Shane would engage in this behavior as well. Teachers made short cuts to get around standards set in place.

Rick discussed that he thought that the guidelines were bogus, and that teachers can make up information to put into the system. Rick states, "I don't think it is good for teaching period. I think it is a joke." These teachers found ways to circumvent the APPR procedures. Rick spent much of his planning time dealing with sports. One of the categories in APPR is to have conversations with parents. The one log he used to provide discussion with parents for APPR, were in fact conversations he had with parents were about parent's kids and sport participation. Additionally, when he was required to submit lesson plans to meet APPR guidelines, he frequently submitted his student teachers' lesson plans and unit plans as his own. Lori approached Rick if she had anything missing from her portfolio and ask him to print out a copy of student teachers' work such as lesson plans or pretests. Both teachers made the pretest very hard and informed the students they were grading on improvement. Students being witty would try to get a low grade on the pretest and for the final try a little bit to get a better score. This made it seem like the students were improving tremendously when in reality they were not trying on the pretest. Teachers made short cuts to get around standards set in place.

Marginalization

Marginalization is apparent throughout this school. Marginalization occurs at Woodberry through administration, teachers, and parents. This means physical education in this school is second tier and has to take a back seat if something is perceived to be more important. Lori divulged a story in an interview in which she said she was making copies for health one day:

I have got comments this year like if I am making photocopies for something they are like: 'What are you doing making copies?' Oh I need them for health. 'Oh that's right you teach this year.' I have gotten comments this year. They see it now that you're in a classroom sitting at a desk that I am now a legit teacher.

Teachers at Woodberry gave little respect when it comes to teaching physical education. This was also apparent through Rick's every day teaching. When Rick was confronted by colleagues about going outside and "playing" sports with students, his reply was "You had the same opportunity to become a teacher. It is not my fault, I just chose the right type." This did not help the case of marginalization, as he did not defend his content area.

Additionally, physical education marginalized because of new APPR standards set in the state in which administration has to abide by. APPR is a system that makes teachers demonstrate that their students are learning. Although this sounds like a good idea, teachers were forced to pass kids to meet state standards or lose school funding. Students were even given PE days towards the end of the year on weekends to come in and make up classes so that they could pass. Rick states:

They are upfront with us that the core curriculums generate the labels that the school gets from the state. Yes they need phys. ed. to pass but if it comes down to crunch time if a kid to graduate with honors they will ask us to help hem out phys. ed. wise.

Both teachers stated it was hard to discipline students in informal interviews. During teaching the only time they would yell at students was when they were not being safe. Both teachers felt if they wrote a student up for not behaving or even skipping class the principal just may let it go. Lori divulges:

Sometimes you might write up a student and you may never get that referral back. Yes in terms of athletically and other terms and they support us in the curriculum we are doing. But seeing as were phys. ed. its like just get them out of here.

The guidance office did not think of PE as a subject of merit either. The guidance office, which does scheduling, would put students in PE wherever it fit, leading to some large classes. Lori again discusses her frustration:

We have very large classes and very small classes. It is every which way. There is no cohesion or continuity in the class sizes, which is kind of b.s because in the other classes they max out at 25 people where we are the bottom of the barrel, The kids get thrown in after all there other classes.

Lori said that it hard sometimes and if it is a small class the teachers often have to combine with another physical education class that is going that period just so they have enough students to participate in a unit. Some class sizes would also be extremely large. In an informal interview Lori and Rick said they had about 90 students in a class. They divulged it was hard to get anything done and was also a safety issue depending on the unit they were doing. Lori states that "It is definitely treated like an elective/ just a place to throw anybody and everybody just because were in the gym its like okay. If they're in a study hall its like yea you can go in there."

Marginalization also comes from the parents. Rick states, "When they come for open house it is 'gym class' and what do you mean people can fail gym class." Both teachers felt that parents do not care about physical education. However, when it came to sports parents were behind the school. Lori explains

Inadvertently I think they support the sports and they want to see the sports teams. So I guess in a way, that is being physical active but for being aka gym class probably not. I have had problems with parents on why an A student who doesn't do anything in here and then its like why is he failing gym and that's why I don't think gym should be part of their grade and everything. So I mean some of them but then other ones don't really care.

Rick explains how good of a good teacher is contingent upon whether you are a good or not. “Um, if you coach and you’re successful then they support you. If you don’t coach and their kid is struggling in your class then they don’t support you.” This means in the parents’ eyes if the physical education teacher is horrible but winning games then the parents will support you.

CHAPTER V: DISCUSSION

There are multiple valuable findings as a result from this study; among them some teachers are not aware of their lack of teaching. This study also gives insight on teachers with high self-efficacy and suggestions in why teachers engage in minimal teaching. Features like lack of accountability and occupational socialization are mentioned as factors that perpetuate minimal teaching. This study further demonstrates how marginalization is occurring through administration, other teachers, and parents. Teaching career cycle is also examined in the study. Lastly, this study portrays an insight about guidelines set up by this state. These standards have flaws in which teachers can make short cuts and find their way around. Physical education, often being isolated, may have no governing body to guide adherence to standards.

This study gave an insight on minimal teaching. Although this curriculum incorporated modern activities that mark for quality physical education programs (Siedentop & Tannehill, 2000), it still had very little teaching presence because of lack of teacher involvement. Teachers often sat on the side and had conversations with students. Additionally, there was a lack of assessment with grading on attitude and changing, similar to Redelius and Hay (2012). The study shows the absence of administration will allow physical education to continue minimal teaching. The administration cooperated with physical education department because the physical education teachers would assist the administration when they requested a change of grade for individual students: “Yes they need phys. ed. to pass, but if it comes down to crunch time, if a kid to graduate with honors they will ask us to help him out phys. ed. wise.”

Additionally, with the minimal teaching curriculum teachers may adjust curriculum based on student’s expectations. This is also shown in Ennis (1995) where teachers started with high standards and over time these expectations lowered because of students. This shows that

teachers do need continuous support from faculty and community otherwise students' behaviors may lower expectations. In this study Rick divulges that students have changed over time as Rick discusses athletes. Comparing his students now to 2003 he states

An athlete did not miss class. An athlete would not even consider sitting out. They wanted to be active. They were hyper. So whatever you wanted them to do they did it. They would take a shower if they needed to.

Rick contributes this to the types of family that have moved into Mayberry. In an informal interview he states that these new families come from low socioeconomic backgrounds. Instead of Mayberry administration keeping the same standards as the past such as not giving extra days to make up physical education or not increasing students grades to get a label, Mayberry has lowered standards to keep funding. Intern the teachers have lowered teachers standards because they are not getting the support. Students knew that they would not get punished severely in physical education. This is one example of how teachers are socialized through the school system to lower expectations because the student would not get in trouble. Once a teacher starts to lower his or her expectations of the students then they also lower their expectations as a teacher.

This study also sheds light on how minimal teaching curriculum is perpetuated. New teachers tend to be compliant and heed the advice of more experienced teachers. Schempp, Sparkes and Templin (1993) suggest that these *cultural codes* that new teacher learn related to fitting in are usually informally passed to them by established teachers. They are much like, Sarah, the beginning teacher examined by Templin, (1989) who decided to oppose her physical education philosophies in an attempt to appease her coworkers. In the current study Rick stated, "It was pretty much an unspoken rule to do what we do and do not speak" when you are a

beginning teacher.” This quote depicts teachers are suppose to follow what the other teachers do as far as grading, curriculum and teaching. Beginning teachers may believe that they are supposed to oblige by the older teachers lead because they know the student population. Teachers may believe that it is to their advantage to make friends with the people in their content area and sacrifice teacher education such as Mille in the study by Christensen (2013). Millie did not use teacher education principles because she wanted to fit in and not upset her coworkers. Millie believed, much like Rick, that if you are new you do not want to rock the boat.

These teachers are able to take short cuts because of the administration’s absence in physical education and the trust the school leadership has for the teachers leading the program. Rick states:

For the most part we are pretty successful at these kids activity and getting the most activity. Trying to get the most activity out of them. They (administration) are pretty hands off and kind of let us do our own thing.

This shows that the administration is hands off because they are successful with students passing and as previously mentioned help administration when students need an increase in GPA to receive a label. The absent administration allows the teachers to cut corners with no repercussions to their actions. This lack of administration in physical education is noted in various studies (Henninger, 2007; Lund, 1992; Stroot, 1994; Veal 1992). Physical education is often isolated, and often the individual assigned to lead the physical education department is the athletic director who is typically more concerned with sports than physical education. In Woodberry, the only time the athletic director came to the PE classroom was to talk about how preparation for the upcoming football season was going.

The teaching career cycle of the participants was also examined in this study. Both teachers loved their jobs and ranked themselves as “highly satisfied” with their jobs. Being in career stability, teachers generally go through the motions or have stagnation (Lynn, 2002). This means the minimal teaching will be perpetuated by their teaching practices because they are comfortable with their job. The teaching career cycle did not seem to affect curriculum choices. This is because curriculum choices were discussed as a group. Also, teachers were made to go to the state conferences if they did not have tenure. However, career cycle did affect the way in which the teachers taught the curriculum. The culture of the school was minimal teaching and hence Lori and Rick were content with teaching this way. There was stagnation in teaching practices which means that teachers in career stability are not likely to change teaching practices because they are comfortable with what is occurring in the school.

Furthermore, Lori was in two career cycles simultaneously. Health was new to Lori as she was learning the foundation. Lori was often asking the other health teacher for ideas, researching health ideas, and spending much of her time getting comfortable with health. Informally interviewing Lori she stated she was not as comfortable teaching health as she was physical education. This dual career cycle is not discussed in physical education literature. However, Lynn and Woods (2010) discussed how Patsy switched from being a physical education teacher to an elementary school teacher. This switch prompted Patsy career cycle to switch from career wind down and pre-service to an induction teacher. Physical education career cycle literature has been discussed as teachers only occupying one career cycle at a time (Lynn, 2002, Lynn & Woods, 2010; Woods & Lynn, 2001).

Additionally, these teachers placed themselves in the enthusiastic and growing stage. This was simply not the case because teachers did not partake in conferences unless they were

obligated to. It is important to note that there was a misconception of career stage. This shows that these teachers had not only a misconception about themselves but also a misconception about their teaching.

Another significant finding is that there is the misconception between what the teachers thoughts of what transpired in the classroom and what was actually happening. This misconception was demonstrated through the teachers' high teaching efficacies, two surveys and interviews. In contrast to teachers in the current study, other investigations of educators with high self-efficacy revealed that such teachers consider students' basic learning aptitudes, motivations, and attitudes in designing a curriculum to successfully lead students in achieving their learning goals (Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Teaching efficacy was shown as a predictor of teaching effectiveness which was not the case in this study (Allinder, 1994; Chacon, 2005) Additionally, contrary to the classic study of Gibson and Dembo (1984) increased levels of efficacy for the teachers in this study did not indicate a willingness to use innovative strategies for teaching, utilize management strategies that provide for student autonomy, set achievable goals, persist in the face of student failure, and design teaching strategies that develops students' self-perceptions of their academic skills. Observations of these teacher indicated that they did not teacher to promote student learning, yet they genuinely thought that they were effective teachers.

Both teachers clearly believe they are effective teachers, yet there is evidence to the contrary. This phenomenon has not been rarely been discussed in the physical education literature. Lori discussed how she would like to incorporate fly-fishing, canoeing, and mountain biking into their curriculum despite lacking the equipment and facilities to do so. With no pool in the school, the closest lake 10 minutes away, and flat terrain, these curricular additions are

extremely challenging to incorporate. Additionally, Rick thought he was an effective teacher because he can make the athletes do well in their classes. Physical education is about turning people onto physical fitness and not just a select few.

Physical education teachers have often been subject to being marginalized by their fellow coworkers (Solomon, Worthy & Carter, 1993; Smyth, 1995; Stroot, Collier, O'Sullivan, & England, 1994; Woods & Lynn, 2001). A lack of support from administration can lead to physical educators' perceptions of marginality (Stroot et al., 1994). This study further supported the notion that administrators, coworkers, and parent's actions that demonstrated a lack of respect for PE can contribute to the marginalization of physical education. Physical education teachers need the support of these individuals. More education or certifications may help in minimizing marginalization. Gaudreault and Woods (2012) found that possessing National Board Certification was a status symbol and helped reduce perceptions of marginality. Similarly, the teachers in the current study felt like having standards helped PE and reduced marginality.

Rick states:

I think they (other teachers) are getting to see it (physical education as an academic subject) and understand it better, but I would say when I first started absolutely they view it as a joke and they were resentful because all the work they have to do. Now they are starting to see it in a sense of what we have to do with the standards and assessments and number of kids we have. I think were getting more respect because the three of us have really pushed for that respect.

Interestingly the very same standards that are helping reduce marginality are the same standards that they are short cutting and complaining about. These short cuts were unanimous with all the physical education teachers of this school. Short cuts that occurred were handing in student

teachers lesson plans as their own, sharing documents, or creating documents that were misleading such as the phone log of Ricks conversation with parents.

This study resulted in multiple findings. These findings include minimal teaching can be perpetuated by teachers' occupational socialization, misconceptions of teaching, multiple career cycles, and marginalization. It is important that there is an adherence to standards set by the state however teachers found ways around them. These standards in APPR were set so that student learning may occur and did not seem much help. Teacher education programs can also help with eliminating minimal teaching practices. Teacher education programs need to teach pre-service teachers how to compromise. An example is when Rick said it is an unspoken word that new teachers do not speak up during their induction years. , For progress to occur, new teachers need to be able to compromise with more veteran teachers. Lori also stated that beginning teachers should trust their colleagues and follow their lead. To counter this mindset, teacher education programs should teach their students to be proactive as they enter new teaching settings. This is important because a teacher with significant tenure at a school will not want a new teacher telling him or her what to do. The new teacher will eventually keep bringing expectations down because of socialization until the vicious cycle repeats itself again.

Additionally, data from instructional tools such as the QMTPS continue to be valuable to teachers throughout their teaching cycles. Such observational instruments are prevalent in the education of pre-service teachers, however these tools seldom make it into the practical environment for teachers use. Lastly, the on-site administration, perhaps through enforcement of state guidelines should hold physical education accountable for student learning. It is important to improve guidelines over time, which will ensure teachers are not providing false evidence of

student learning such as making easy posttests to ensure learning is occurring. Administration is a key component in acting as a catalyst for change in PE.

This study adds to the current literature with the topics of minimal teaching and how the system can be perpetuated, misconception of teaching, teaching career cycle, marginalization, and short cuts in teaching with the lack of accountability. For the current study, the teacher's sense of high teaching efficacy did not result in an effective teaching program. More importantly the culture at Woodberry is one of that that allows these things to happen. For change to happen teachers would either need to be held accountable or new teachers that are outgoing and vocal need to be hired.

Limitations

There were various limitations to this study. There were only two teachers observed and therefore make findings difficult to generalize. One of the participants did decline to participate in the study making it inconclusive if his teaching practices were similar. Similarly, this was only a snap shot of the schools curriculum because the researcher observed for one month straight. The last limitation that maybe perceived is that the researcher did his student teaching this location and the researcher may have a bias in one way or another depending on their experience at the school.

Future Studies

Very little research has been dedicated to adherence to standards. Standards are becoming more prevalent in the realm of physical education however, if teachers do not abide by these standards set up at the state or national level then progress for the subject is stationary. Additionally, more research is needed into these misconceptions of what teachers may think is going on and is actually occurring. This will better help educators to understand and maybe

implement strategies to negate self-misconceptions of teaching practices. An example is giving a teacher a QMTPS sheet to use on him or herself. Too often these beneficial tools are used in higher education and then neglected when real world situations arise. Lastly, studies of teachers teaching multiple subjects and career cycles should be examined more extensively.

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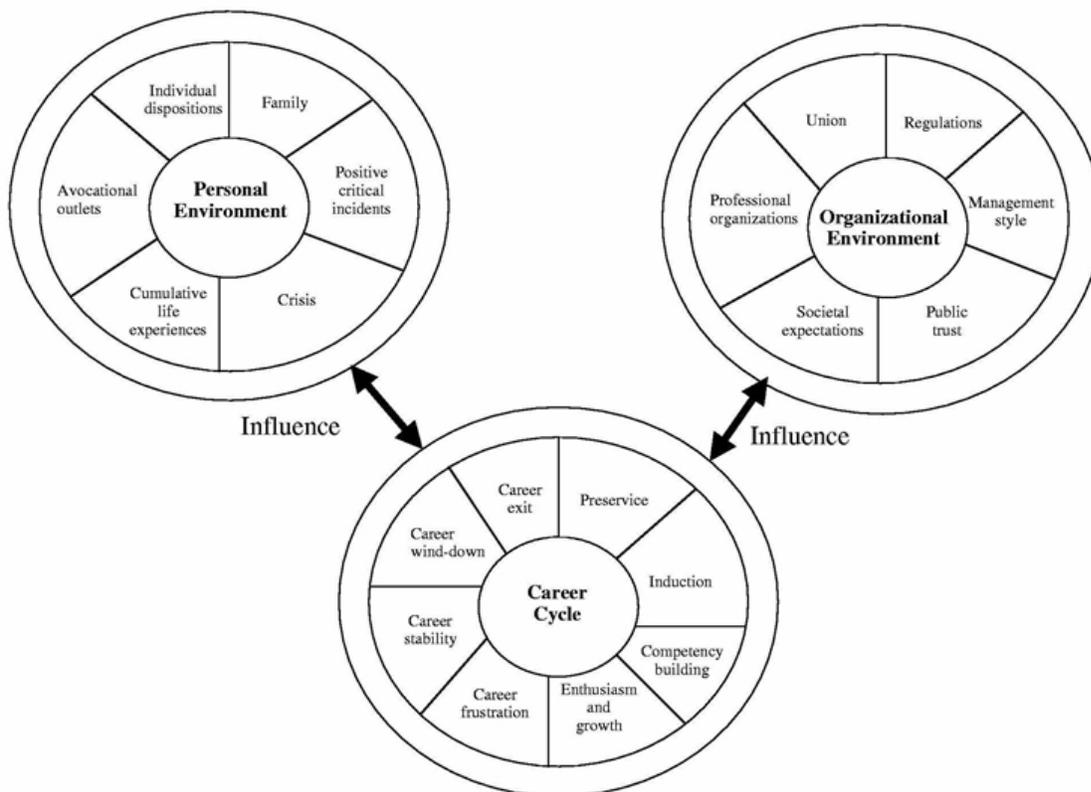
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APPENDIX A: TEACHER CAREER CYCLE

This figure is taken from the work of Lynn (2002).

FIGURE 1. Model of the Teacher Career Cycle and Environmental Influences



APPENDIX B: QUALITATIVE MEASURES OF TEACHING PERFORMANCE SCALE

Teacher									Coder	
Task		Presentation of task								
N u m b e r	T a s k	E	D	N	A	Q	a	S		
		x	e	u	c	u	S	p		
		p	m	m	c	a	t	p		
		l	n	b	r	l	d	f		
		i	s	e	y	t	p	c		
		c	t	r		t	t			
		t	r	r			r	C		
		n	a	C	C	C	s	n		
		e	t	u	u	u	p	f		
		s	i	e	e	e	n	r		
		s	o	e	e	s	s	t		
			n	s	s			k		
									Type of Task I - Informing E - Extend (variety) R - Refine (quality) Re - Repeat (repeat same task) A - Apply (self-testing)	
									Explicitness 1 - Fully Explicit (all 3 elements) 2 - Partially Explicit (2 elements) 3 - Implicit (1 element)	
									Demonstration 1 - Full 2 - Partial 3 - None	
									Number of Cues 1 - Appropriate (3-fewer) 2 - Inappropriate (more than 3) 3 - None given	
									Accuracy of Cues 1 - Accurate (correct) 2 - Inaccurate (1 or more incorrect) 3 - None Given	
									Qualitative Cues 1 - Yes (at least 1 aspect-qualitative) 2 - No (no information on process)	
									Student Responses 1 - All (no more than 2 inappropriate) 2 - Partial (3 or more inappropriate) 3 - None (no appropriate)	
									Specific Congruent Feedback 1 - Yes (more than 2 instances) 2 - Partial (1 - 2 instances) 3 - No (no instances)	
Totals		1- 2- 3-	1- 2- 3-	1- 2- 3-	1- 2- 3-	1- 2-	1- 2- 3-	1- 2- 3-	Comments:	

Percent for each category	1-	1-	1-	1-	1-	1-	1-
	2-	2-	2-	2-	2-	2-	2-
	3-	3-	3-	3-	3-	3-	3-

Percent
desirable

Total QMTPS _____

APPENDIX C: TEACHER EFFICACY SCALE FOR PHYSICAL EDUCATION

Teaching efficacy is defined as how confident you are that you can positively affect the learning of your students. Reflect upon a typical teaching situation and then rate how sure you are about your teaching ability for each of the items below. Please be honest in your evaluation. **Please note that a low number does not mean you are a below average teacher, just less confident in that area of teaching.** Your answers will be kept completely confidential.

1 = no confidence at all 4 = moderately confident 7 = extremely confident

- | | | | | | | | |
|---------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|
| 1. adjust your teaching style, when necessary, to motivate your students..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. analyze what is wrong with a movement..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. prepare lesson plans using behavioral objectives that promote learning..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. provide students information feedback about their performance
in a positive manner..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. motivate your students to persist after failing in skill attempts..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. watch students perform skills and analyze what improvements
they should make..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. plan a developmentally appropriate curriculum for all grades that you teach..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. explain instructional cues and strategies to your students
in ways that they will understand..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. break down or extend certain skills to match the ability level
of your students..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. prepare lessons that match the ability levels of your students..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. correctly explain technique cues for skills to your students..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. talk with students in ways that allows them to feel that you care
about them as a student..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. appropriately describe ways in which your students can improve
their performance..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. organize quick transitions from one activity to another..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. organize activities in class so that your students frequently feel successful..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. motivate your students to attempt new skills..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

APPENDIX D: ATTITUDES TOWARD CURRICULUM IN PHYSICAL EDUCATION

Demographic Information:

Please provide the following information:

1. **Name:**

2. **Gender:**

female _____ male _____

3. **Ethnicity** (please check):

African-American _____ Hispanic-American _____

Asian-American _____ Pacific Islander _____

Caucasian _____ Other (please specify) _____

4. **How long have you taught physical education?**

5. **Name of school (s):**

6. **Grade levels that you teach** (please include the name of the school if you are teaching at more than one school):

Elementary _____ Middle School _____

Junior High _____ High School _____

7. **How many times do your classes meet each week?**

8. **How long is each class session?** (please include the name of the school if you are teaching at more than one school):

< or = 15 minutes _____ 16-20 minutes _____

21-25 minutes _____ 26-30 minutes _____

31-35 minutes _____ 36-40 minutes _____

41-45 minutes _____ 46-50 minutes _____

51-55 minutes _____

56-60 minutes _____

> 60 minutes _____

9. **Do you hold National Board Certification?**

Yes____ No____

There are 36 questions on the Attitudes Toward Curriculum in Physical Education questionnaire. It should take you approximately 10-15 minutes to complete. Please scroll down to the next page. Thank you for participating in this study!

Teachers' Attitudes Toward Curriculum in Physical Education

This instrument consists of sets of statements that describe values and beliefs related to physical education. Please read the items in each group and rate them according to importance to you as a future physical education teacher. The scores will be used to identify groups of physical educators with similar values and beliefs.

DIRECTIONS:

1. Please read each statement carefully before answering the question.
2. Consider the importance of each statement to you as a future physical education instructor.
3. Please try to provide some variation in your responses. Use the 1 rating only for items you feel are extremely important.
4. Mark one number for each response (bold, underline or highlight). The response scale is listed below.

- 1 = Extremely Important
- 2 = Very Important
- 3 = Somewhat Important
- 4 = Not Very Important
- 5 = Not Important

SET 1:

How important are the following goals for physical education?

1 = Extremely Important 5 = Not Important

- | | | |
|----|-----------------------------------------------------------|-----------|
| 1. | To develop components of Health-Related Fitness | 1 2 3 4 5 |
| 2. | To develop social awareness and concern | 1 2 3 4 5 |
| 3. | To develop motor skill proficiency | 1 2 3 4 5 |
| 4. | To develop personal growth (e.g., increased self-concept) | 1 2 3 4 5 |

SET 2:

How important are the following as programmatic foci for physical education?

1 = Extremely Important 5 = Not Important

- | | | |
|----|-----------------------------------------------------------------------------------------------|-----------|
| 5. | Promoting the development of motor skills for participation in a variety of sport activities | 1 2 3 4 5 |
| 6. | Promoting concern over gender equity and equal opportunities for all students to participate. | 1 2 3 4 5 |
| 7. | Promoting increased self-esteem in students | 1 2 3 4 5 |
| 8. | Promoting regular physical activity habits in students | 1 2 3 4 5 |

SET 3:

How important are the following physical education outcomes in promoting participation in physical activities?

1 = Extremely Important 5 = Not Important

- | | | |
|-----|-----------------------------------------------------------------------------------------------|-----------|
| 9. | Developing positive social interactions among students | 1 2 3 4 5 |
| 10. | Developing increased self-confidence or self-efficacy in students | 1 2 3 4 5 |
| 11. | Developing health-benefits from regular participation in physical activities | 1 2 3 4 5 |
| 12. | Developing motor skills that can be used to participate in a variety of sports and activities | 1 2 3 4 5 |

SET 4:

How important are the following outcomes of physical education?

1 = Extremely Important 5 = Not Important

- | | | |
|-----|---------------------------------------------------------------------------------------------------------------|-----------|
| 13. | Improved levels of health and fitness in students. | 1 2 3 4 5 |
| 14. | Improved motor skill performance needed for participation in a variety of sports and activities. | 1 2 3 4 5 |
| 15. | Improved social interactions and acceptance between students | 1 2 3 4 5 |
| 16. | Improvement in the emotional release opportunities and a reduction in anxiety levels for individual students. | 1 2 3 4 5 |

SET 5

How important are the following objectives for physical education at the primary level?

1 = Extremely Important 5 = Not Important

- | | | |
|-----|----------------------------------------------------------|-----------|
| 17. | Mental development of the students (e.g., understanding, | 1 2 3 4 5 |
|-----|----------------------------------------------------------|-----------|

thinking skills)

- | | | | | | | |
|-----|-------------------------------------------------------------------|---|---|---|---|---|
| 18. | Physical development of the students (e.g., fitness) | 1 | 2 | 3 | 4 | 5 |
| 19. | Object handling development of the students (e.g., ball handling) | 1 | 2 | 3 | 4 | 5 |
| 20. | Social development of the students (e.g., social responsibility) | 1 | 2 | 3 | 4 | 5 |

SET 6

How influential are the following factors in determining student participation in physical activities?

1 = Extremely Important 5 = Not Important

- | | | | | | | |
|-----|------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 21. | The attitudes of an individual toward physical activities | 1 | 2 | 3 | 4 | 5 |
| 22. | The social, cultural, political & economic conditions an individual faces | 1 | 2 | 3 | 4 | 5 |
| 23. | The motor skills an individual possesses for sports participation. | 1 | 2 | 3 | 4 | 5 |
| 24. | The knowledge held by an individual of the benefits of regular participation in physical activities. | 1 | 2 | 3 | 4 | 5 |

SET 7

How important are the following characteristics of a physically educated person?

1 = Extremely Important 5 = Not Important

- | | | | | | | |
|-----|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 25. | Performs at an optimal physical level during sport performance | 1 | 2 | 3 | 4 | 5 |
| 26. | Enjoys participation in physical activities | 1 | 2 | 3 | 4 | 5 |
| 27. | Maintains a level of physical fitness consistent with health benefits | 1 | 2 | 3 | 4 | 5 |
| 28. | Demonstrates responsible personal and social behavior during participation in physical activities | 1 | 2 | 3 | 4 | 5 |

SET 8

How important are the following curricular foci for physical education?

1 = Extremely Important 5 = Not Important

- | | | | | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 29. | A traditional physical education approach to the curriculum including games, sports, gymnastics and dance. | 1 | 2 | 3 | 4 | 5 |
| 30. | A health-related physical activity approach to the curriculum promoting levels of physical fitness for health benefits. | 1 | 2 | 3 | 4 | 5 |
| 31. | A humanistic approach to the curriculum promoting the personal growth of students. | 1 | 2 | 3 | 4 | 5 |
| 32. | A social reconstruction approach to the curriculum including social awareness and advocacy. | 1 | 2 | 3 | 4 | 5 |

SET 9**How important are the following objectives for physical education classes?**

1 = Extremely Important 5 = Not Important

- | | | | | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 33. | Providing large amounts of activity time for students to practice motor skills. | 1 | 2 | 3 | 4 | 5 |
| 34. | Providing large amounts of activity time for students to work together in groups solving problems. | 1 | 2 | 3 | 4 | 5 |
| 35. | Providing large amounts of time for students to work on their own gaining confidence in their movement abilities. | 1 | 2 | 3 | 4 | 5 |
| 36. | Providing large amounts of activity time for participation in activities leading to the development of physical fitness in students. | 1 | 2 | 3 | 4 | 5 |

APPENDIX E: INTERVIEW 1

1. Please describe your philosophy of teaching physical education? What are the main goals of your program?
2. How many years have you been teaching physical education? How many at this current school?
3. Can you describe your physical education program in college for undergraduate? For graduate school? Have you completed any work beyond your graduate degree?
4. Where was your first physical education teaching position? Please describe that experience? Can you recall any specific experiences that made you feel successful/unsuccessful as a physical education teacher?
5. Can you describe any personal experiences while teaching that have affected your teaching?
6. How has having a family or people you care about impacted your teaching? Can you give me some examples?
7. Give me some characteristics that describe yourself. How does this impact your teaching?
8. Tell me about any hobbies outside of teaching? Do those pastimes influence your professional practice?
9. How would you describe the administration at this school? Are they supportive of your program? What actions have they taken to demonstrate support/lack of support? Do you feel like your principal (or administrators) are interested in what you have to say? Why (or why not)?
10. Are there regulations such as a dress code and rules you have to follow when interacting with students?

11. Describe the actions that you take to develop professionally. Are you a member of any professional organizations? Do you read professional journals? Do you use the internet to look for new teaching ideas?
12. What are your views on parents of the children in this school? Is there parental support?
13. Talk to me about the amount of satisfaction that your work brings you. Can you think of a time when you were highly satisfied? Highly unsatisfied?
14. At which level do you currently teach (elementary, middle, high school)? Over your career have you taught on other levels? Other content areas (health, biology...)?
15. Do you currently coach a sport? Have you coached in the past?

APPENDIX F: INTERVIEW 2

1. What did you learn about the purpose of physical education in your undergraduate program?
Did you agree with the preparation program's views on the purpose of PE? Has your view on the purpose of PE changed over the years?
2. What did you learn about curriculum, management and grading in your undergraduate program? How about in the first few years of teaching? Did anyone else help shape this knowledge? Have your views changed throughout the years of teaching?
3. Were there concepts or practices that you learned in your undergraduate program that you decided to not to incorporate into your current teaching?
4. Thinking back, what was your view of curriculum when you were in your college preparation program? When you started teaching? Has your view changed?
5. Have your students shaped your curriculum or your perspectives on what an appropriate curriculum involves?
6. Who in particular has had the most influence? Do the teachers you work with shape your curriculum?
7. Has administration shaped curriculum? If so can you give some examples.
8. Can you openly express professional ideas to your colleague? Did you feel this way when you were a new teacher?
9. Do you feel PE is important as an academic subject in your school? Has this always been the case?
10. Describe your role as a PE teacher and a coach. Do you feel like your role is ever conflicted between a coach and a teacher?

11. Was teaching what you thought it would be when you entered the field from your teacher preparation program?

12. Can you describe your workload you have as a PE teacher?

13. Do you have adequate resources available to you (equipment and space) in order to enact the curriculum?

APPENDIX G: INTERVIEW 3

1. How much freedom do you have to decide how to do your work while at school? What sorts of things are within your control? What sorts of things are outside of your control?
2. Please describe why you chose physical education as a college major? How did you come about this choice? Were there other majors you thought of?
3. Are your current class sizes appropriate? How does this impact your ability to teach?
4. Could you describe why you agree to host student teachers? How does supervising student teachers impact your teaching? Curriculum?
5. Are your cooperating teachers helpful for ideas such curriculum and if you're having issues with a student in the classroom?
6. How has your experience in the field shaped your managerial aspects of your class?
7. Do you think the community supports physical education? Describe the degree to which you feel you are important to other people at school.
8. Describe your job satisfaction?
9. Do you think you can get through difficult students who do not want to participate?
10. Currently and in the past have there been any other teachers that you have looked up to?
11. What do you think makes you different from other teachers in your school?
12. How would you rate your teaching effectiveness relative to yourself as a beginning teacher?
Relative to other physical educators?
13. Do you believe that with extra effort on your part you can get through to even the most difficult students? Describe an experience in which you "got through" to a difficult student.
14. Talk to me about the amount of satisfaction that your work brings you. Can you think of a time when you were highly satisfied? Highly unsatisfied?

15. Describe an experience that really made you feel like you were an in/effective teacher.