

PEDAGOGY

In-Depth Analysis of a Teacher's Experience Implementing Sport Education in an After-School Context

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Abstract

The Comprehensive School Physical Activity Program approach has been suggested to provide students with additional opportunities for physical activity (PA) outside of traditional physical education (PE). Although research suggests that this program is successful at increasing children's levels of PA, research on implementing pedagogical models to provide additional benefits has been limited. The purpose of this study was to analyze a teacher's experience of implementing Sport Education (SE) in an after-school context. The participant in this study was the PE teacher at the elementary school where the SE program occurred. Data were gathered from document analysis, formal interviews, and reflective journaling. Data analysis occurred through coding and categorizing each data set using analytic induction and constant comparison. The results of this study identified three main themes: specific features of SE that were utilized successfully, how community collaborations helped the success of the club, and constraints that were faced during implementation. The after-school setting in which this club was carried out provided an opportunity for an elongated season that increased the levels of festivity and affiliation. Furthermore, it is recommended that university programs expose preservice teachers to this model.

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Within physical education (PE) and sport pedagogy research, researchers have been paying attention to the increasing number of school-aged youth who are overweight and live sedentary lifestyles. In 2008, the U.S. Department of Health and Human Services recommended that all children participate in a minimum of 60 min of daily physical activity (PA). In recent years, children and young adults' PA levels have continuously declined, which has further resulted in observed health risks (Knuth & Hallal, 2009). With additional research indicating that children spend less than 50% of PE class time engaged in moderate to vigorous PA (Fairclough & Stratton, 2006), it is essential that children be provided with additional opportunities to engage in PA within the school setting outside of traditional PE.

Comprehensive School PA Programs

Recently, many professional organizations including the Centers for Disease Control and Prevention, the National Association for Sport and Physical Education, and the Society of Health and Physical Educators have campaigned for a more comprehensive approach to school-based PA. Promoting and providing students with opportunities to be physically active within the school setting is no longer the sole responsibility of the PE teacher. Scholars have recently suggested that focusing on opportunities throughout the day to increase PA may be the correct approach (Beighle et al., 2010; Castelli & Beighle, 2007). Schools can achieve this objective by implementing a whole-school approach to PA in the form of a Comprehensive School Physical Activity Program (CSPAP; Elliot, Erwin, Hall, & Heidorn, 2013).

The CSPAP framework comprises five components that operate autonomously to intensify PA levels in children: (a) PE, (b) PA within classrooms during the school day, (c) PA opportunities before and after school, (d) staff involvement, and (e) family and community engagement. The before- and after-school component is included to offer children PA opportunities that supplement traditional PE.

Initial research on after-school programs has focused primarily on PA levels (Beets, Beighle, Erwin, & Huberty, 2009; Beighle et al., 2010). These studies have found that such before- and after-school programs have successfully increased children's PA levels throughout the day by offering fun and engaging fitness activities. Although these programs have proven successful in raising activity levels,

many lack a strong cognitive or affective emphasis. More recently, scholars have focused their attention on factors that contribute to the effectiveness of such programs and increase the likelihood of sustainability (Garn et al., 2014). Although the CSPAP literature base has grown substantially over the past few years, the majority of studies have focused exclusively on increasing PA levels, which has left the cognitive and affective domains underdeveloped. Additionally, few have indicated that after-school programs are integrating pedagogical models aimed to provide children with additional benefits outside of solely increasing PA levels.

To date, many CSPAP before- and after-school programs have used preservice teachers to organize and lead these initiatives, because of the sizable time demands already placed upon PE teachers (Chan, 2003; McMullen, van der Mars, & Jahn, 2014; Richards & Templin, 2012). Although Garn et al.'s (2014) examination involves PE teachers leading instruction, there is little evidence focused on the residual effect of such programs. With strong evidence suggesting a positive relationship between role overload and burnout among teachers, it appears that before- and after-school programs run primarily by PE teachers may lead to additional stress and possible burnout (Richards, Templin, Levesque-Bristol, & Blankenship, 2014).

Sport Education Pedagogical Model

Sport Education (SE) is a popular pedagogical model designed around “play education” (Siedentop, 1968) aimed at educating the whole child through gameplay, sport, and PE (Siedentop, Hastie, & van der Mars, 2011). The primary objective of the model is to provide a unique and authentic sporting experience for students within PE while allowing them to be highly autonomous (Wallhead, Garn, & Vidoni, 2014). Other key objectives of SE are to improve students’ competency, literacy, and enthusiasm surrounding sport. To achieve these goals, students should be competent performers, demonstrate their literacy by showing an understanding and appreciation for sport, and display enthusiasm by promoting a positive sporting culture (Siedentop et al., 2011).

SE is unique to other curriculum models, utilizing longer unit lengths and providing students with more opportunities to develop psychomotor and cognitive skills, along with a stronger sense of team

affiliation (Sinelnikov & Hastie, 2010). In SE, teams stay consistent, with students competing together for the entire season, which allows students to create robust friendships and camaraderie with their teammates (Hastie & Sinelnikov, 2006; Wahl-Alexander, Sinelnikov, & Curtner-Smith, in press). In SE, students perform various roles (i.e., coach, statistician, team manager, and official), the structure of gameplay can be modified to make it more conducive for all students, an authentic atmosphere is created throughout the season (i.e., a preseason, regular season, playoffs, and culminating event), and team records and student statistics are maintained throughout the season (Siedentop et al., 2011).

Researchers have suggested that students are highly enthusiastic following participation in a single season (Sinelnikov & Hastie, 2008) and following multiple seasons (Sinelnikov & Hastie, 2010; Wahl-Alexander et al., in press), and others have postulated improvements in students' game performance and understanding during their participation within SE. Hastie (1998) determined that students improved skill competency, received higher success in receiving passes, and exhibited gains in tactical awareness following a sixth grade Ultimate Frisbee season (Hastie, 1998). Others found that student who participated in SE improved more rapidly over time than did those who were taught with traditional teaching (Pritchard, Hawkins, Wiegand, & Metzler, 2008).

Context and Purpose

Although SE has been comprehensively investigated since its inception, several researchers have called for further exploration of SE in contexts other than traditional PE (Hastie, de Ojeda, & Luquin, 2011; Wallhead & O'Sullivan, 2005). With the emergence of CSPAP, it seems logical to explore the opportunity to combine SE into an after-school program. Although the primary objectives of SE do not align entirely with CSPAP's main priority of solely increasing PA levels, research has confirmed that SE is successful in providing students with sufficient levels of moderate to vigorous PA (Hastie & Trost, 2002; Perlman, 2012). This study did not focus on determining the activity levels of the students within this iteration of SE, because research already suggests SE fits within the CSPAP framework of increasing children's PA levels. Therefore, the purpose of this study was to analyze a teacher's experience of implementing SE in

an after-school context. Three subquestions that the study addressed were (a) how did the teacher utilize the features of SE, (b) how were collaborations formed within the community, and (c) what were the teacher's perceived main limitations of the program?

Method

Setting

The study site was an elementary school (Grades K–4) located in the Midwestern United States. This school had 386 students (200 males, 186 females), who were predominantly Caucasian (70%), with African American (18%), Hispanic (6%), Asian (5%), and other (1%) making up the rest of the student cohort. Of the students enrolled in this elementary school, 63% received free or reduced lunch.

Participants

The participant in this study, Derek (pseudonym was used), was the PE teacher at High River, an elementary school situated in the Midwestern United States. Prior to participating in the study, Derek provided written consent to participate in the study, which was approved by the authors' institutional review board of research involving human subjects. At the time of this study, Derek was 28 years old, with 5 years of elementary teaching experience and a master's degree from a large public research university. Derek was selected to participate in this study because of his willingness to conduct an after-school program, his capacities as a teacher (for his city, he was named educator of the year in 2015), and his after-school program integrating the SE model.

Data Collection

Data were collected with four qualitative techniques. All of the written materials including lesson plans, stat sheets, and any other documentation produced by the teacher were collected and subjected to a thorough *document analysis*. Derek participated in three *formal interviews* throughout the school year. The initial interview occurred before the commencement of the sports club, lasted 45 min, and focused on his proposed implementation of the club. The second formal interview occurred 12 weeks into the sports club, lasted 75 min, and concentrated on reflections of past lessons, student involvement,

limitations, and community engagement. The final interview, which transpired 5 days after the final session, lasted 60 min and focused on general reflections, limitations, and the teacher's role during the program. The interviews were recorded and then transcribed verbatim upon completion.

Finally, Derek was also asked to make one unguided entry into a *reflective journal* following each sports club meeting. Three sub-questions the study addressed were (a) how did this program utilize the features of SE, (b) how did the teacher create collaborations within the community, and (c) what were the major limitations to the program?

Data Analysis

The data from all four sources were categorized into the following groupings: (a) program description, (b), how collaborations within the community were forged, and (c) major constraints. Each data set was coded and categorized using analytic induction and constant comparison (Goetz & LeCompte, 1984). The categories within each of the data sets were then collapsed into subthemes. To establish trustworthiness and credibility, the researchers checked for discrepant cases and through triangulation compared and cross-checked the consistency of data derived at separate times and by different data sources (Goetz & LeCompte, 1984).

Season Plan

The after-school sports club transpired once a week for 25 weeks, with each session lasting 65 min. Table 1 provides a descriptive curriculum plan for the entire season. Prior to the start of the season, the teacher made daily announcements to obtain the highest level of participation possible. Following these announcements, 34 students (19 females, 15 males; predominantly Caucasian, 53%, and African Americans, 35%, with Hispanic, 9%, and Asian, 3%) joined the sports club. After the commencement of the season, there was no student turnover; all students who began the club participated until completion. These students were from low- and middle-income families, and at the time of data collection, all of the students were in either the third or fourth grade ($M_{\text{age}} = 8.9$ years).

Table 1*SE Season Outline*

Sessions	Lesson outline
1–3	Team assignment, roles, SE overview, creation of team cheers
4–9	Soccer and running competition
10	Mini award ceremony
11–15	Zumba and dance competition
16	Mini award ceremony
17–24	Flag football competition
25	2-hr culminating event and award ceremony

Following traditional SE protocols, the teacher placed students on three teams at the beginning of the season and remained with these teams throughout the duration of the season. The students served as captain and in a variety of other roles throughout the season. To ensure that the “three highest qualified students would be chosen for the role of captain,” all of the students interested in this position needed to complete a “team captain application” (Derek, Formal Interview 1). In the first phase of the season (training camp), which consisted of three lessons, students were placed on teams, chose the remaining roles (score updater, warm-up leader, attendance general, and team players), were introduced to lesson protocols, and participated in team practices. During the last lesson in this phase, all of the team captains led their team in creating a team cheer, which was performed during the regular season and counted toward the overall standings.

The second phase (formal competition) lasted 21 lessons and consisted of formal competition in a variety of team and individual events. During team sporting competitions, each team was fragmented into three smaller subgroups that played other teams to ensure high participation. Points were rewarded for winning, fair play, and miscellaneous displays of sportsmanship, in addition to the “most spirited team cheer for the day” (Derek, Reflective Journal). The final phase (culminating event) consisted of a 2-hr final event with parents, school administrators, and community members on hand to watch each team complete in a final cheer session, fitness relay race, and final award ceremony recognizing their accomplishments throughout the year.

Results

The results from the after-school sports club are presented in three sections: how key facets of the SE model within the teacher's after-school sports club were utilized, how collaborations within the community were created to ensure success, and the major constraints faced by the teacher.

Significant Features of SE

Team affiliation. Within this context, a strong sense of team affiliation was created through many purposeful actions. Three teams were created and remained intact throughout the season. Every team was responsible for “creating a team name, poster, banners, signs and for wearing their team color each meeting” (Derek, Reflective Journal). As in previous research (Hastie & Sinelnikov, 2006; Ko, Wallhead, & Ward, 2006; MacPhail & Kinchin, 2004; Mowling, Brock, & Hastie, 2006), this strong sense of team affiliation increased as the season continued, leading to more positive interactions among teammates and improvements in camaraderie:

The students buy into the season really quickly. But it gets ramped up a notch once the club gets rolling. Since half of the club [the third graders] was new this year, the first few lessons were structural in nature and focused on management and lesson structure. Once we get to the formal competition, especially once we have started, you can see strong bonds forming amongst each team. (Derek, Formal Interview 2)

It is really cool to see the students in the hallway toward the end of the school year. At some schools you work at, all the children wear similar gear from one or two local teams. The cool thing about my club is, without knowing which students are on which teams you can tell who is teammates with who. You see a third or fourth grade class walk by, or in the cafeteria, and immediately you can pinpoint who's on what team by their colors, and who they are sitting with. (Derek, Formal Interview 3)

These ostensible displays of team affiliation are typical occurrences in most SE seasons, but Derek explained that his sports club goes beyond building team unity:

As a teacher, I feel that the affective domain is really important, so it's something I stress not just during PE but also after school. Yes, the teams have spirit, and do all the normal SE stuff. My children take the concept of team a step further. I got an email from a parent this year explaining that her son was having a hard time making friends at school. She told me her son had a sleepover with a bunch of boys from his "sports club team." She was so grateful because those boys wouldn't have interacted if it weren't for being on that same team. (Derek, Reflective Journal)

This demonstration of team affiliation was exceptional, and likely uncommon, but presents the unyielding purpose behind creating a strong sense of team affiliation and represents why it is vital to the success of a season.

Record keeping. Derek incorporated record keeping into his sports club in several ways to provide his students with extrinsic rewards to motivate them. Because this sports club incorporated a wide range of team and individual sports and fitness challenges, personal statistics were not kept. In lieu, an extensive league standings chart was established, and teams had ample opportunities to accrue points. Derek noted, "Each class started with the attendance taker completing roll, which can earn them points. I also generally awarded points based on cooperation and hard work during warm-up sessions" (Formal Interview 2). At times, getting 9- and 10-year-old children to "successfully perform all their duties was a challenge, so integrating these roles into the point system was an accountability measure which worked very well" (Derek, Formal Interview 2).

Concepts like cooperation, teamwork, and effort are a tough sell to 9- and 10-year-olds without some extrinsic motivation to help them focus. I could probably have my students pulling weeds for 20 minutes if I told them it was a competition for points. If they knew the student with the most weeds pulled would win points for their team, they'd dive in headfirst without questions. (Derek, Formal Interview 1)

One major variation between this sports club and the SE model was the lack of a duty team. Derek described, "I place a lot of empha-

sis on record keeping and scoring; I don't want to put those items in the hands of a 9-year-old." He continued, "I believe it would be too much pressure and a poor situation to have a duty team attempt to officiate and score matches between other teams in our format" (Formal Interview 2). During a typical competition day, the teams would compete in modified gameplay while also running to accumulate points:

On a soccer day, for example, all three teams would divide into mini teams. Orange would play Black for 10 minutes on the fields while the White team runs the track. After that first round of games we rotate so now White might play Orange in soccer while Black runs the track. We'll rotate a third time so each team plays both opponents and while the other team runs the track. I keep count of the soccer results for point purposes. The team that is running the track is also competing for points. During their 10-minute run, I have a preservice teacher [from a local university] hand out Popsicle sticks as each student completes a lap. After the 10-minute run, each student counts his or her sticks (laps) and we come up with a team average. Points are awarded for first, second, and third place averages. (Derek, Formal Interview 3)

The traditional method of awarding points based upon the outcome of gameplay was combined with fitness activities, which "served the purpose of also increasing students' PA levels exponentially each day" (Derek, Reflective Journal). This club provided students with additional opportunities to be physically active instead of being stationary officials during gameplay.

Another differentiation between traditional SE seasons and this sports club was the addition of designated rehearsed cheer sessions. These were instrumental in providing festivity; they "occurred at the beginning of the club each week and counted toward the league standings"(Derek, Reflective Journal). Each session provided the teams with additional opportunities to score points and created a festive environment dissimilar to other pedagogical models.

Festivity. In a study of longitudinal autobiographical memories, Sinelnikov and Hastie (2010) found that students most memorable event of the SE seasons in which they participated was creating their

own game T-shirt. This demonstrates the importance of promoting festivity as a key feature of every SE season. In this study, Derek described festivity as “extremely important, possibly the most significant indicator of the success of the club” (Reflective Journal). He incorporated two strategies to ensure that a high level of festivity was created and maintained throughout the duration of the club. From the beginning, teams wore custom T-shirts representing their team names and colors, team posters hung in the gym, and each team created special team flags and banners that they carried around on formal competition days. Derek described that he “[leaned] a lot on the festivity aspects because that pulled in many students [who] maybe aren’t as skilled as others” (Reflective Journal). To further promote this atmosphere, the sports club held three small-scale award ceremonies every other month, which were aimed at recognizing students who went above and beyond in support of their team:

These mini award ceremonies were an idea I came up with because I want to add excitement to the season. Sometimes, it’s hard for them to wrap their head around an award ceremony that is so far away. Having smaller one’s where I recognize students who have really shown great sportsmanship, teamwork, or have done something special really helps. For me, with this club it helps provide some extra motivation for the students. (Derek, Formal Interview 3)

These mini award ceremonies, which are attended by teachers, parents, and community partners, are effective in providing high levels of festivity throughout the season.

One unique aspect of this after-school sports club was the integration of formal cheer intermixed within formal competition. Once the season commenced, teams competed in cheer competitions at the start of each session, “with points being awarded to the team with the best cheer” (Derek, Formal Interview 2).

These cheers differed from the typical “Go team!” or “Good job.” Cheers involved songs, dance, jokes, and choreographed movements among the whole team. The cheering competition really gave the girls a chance to shine and dominate in a way that some of the males often do during sports. (Derek, Formal Interview 2)

Another cool part of the cheer session was that it helped to create a special bond between teammates. Creating cheers like this takes a lot of time. Kids come up to me all the time, telling me how they created a certain cheer on a play date, or how their team practiced all recess to perfect a dance. I don't give them any time to work on these during the club; we have too much going on, so it's up to them to find the time to practice. (Derek, Formal Interview 3)

Combining traditional festive qualities and integrating a unique cheer competition that “was loved by the boys too, not just the girls,” provided this sports club with a level of festivity that was “never matched during my traditional SE seasons in regular physical education” (Derek, Reflective Journal).

Culminating event. This 2-hr event is the “lasting impression of a year’s worth of hard work” and is something “the students never stop talking about. They asked me questions about it the first meeting of the year, and it’s mentioned each week” (Derek, Formal Interview 1). The culminating event began with formal introductions of each team:

I set up a tunnel for all the teams to run through, complete with smoke, their very own entrance music, and a team banner that they get to rip through. I announced the teams on the loud speaker and explained to the crowd what the event would look like, and also announced the scores. (Derek, Reflective Journal)

Subsequently, each team was provided 5 min to complete their final cheer session, “which was judged by a celebrity cheer panel consisting of teachers, the principal, and local business owners who helped fund the club” (Derek, Formal Interview 3). After the cheer session was completed, the final fitness event began:

I designed the relay by making different stations that tie into various elements of our club. The relay started with each captain taking the baton and running the track. After the opening lap, the baton is passed to the next teammate who has to complete a sport or fitness activity. These activities included things like shooting baskets, jumping hurdles,

performing push-ups, scaling the jungle gym, and making a disc golf putt. This continued all over our school grounds; the baton traveled from one student to the next, who performed their assigned task. The very last station is a pie-eating contest between the three captains. All three teams, all parents, and all classes watched these three students, who are roped off and separated from the crowd, go to town on a chocolate pie without being allowed to use their hands or any silverware. The pie contest is obviously not about fitness, just about having fun, but it's the highlight of the event and is talked about all year long by the kids. The player who finished their pie first received a dramatic rising of the hand to the crowd signaling them as the winner. At this point, the noise level and excitement was enough to knock you over. (Derek, Formal Interview 3)

Following this 2-hr culminating event, all students, participants, parents, and community partners on hand participated in an award ceremony recognizing a plethora of accomplishments including "MVPs, most improved, most spirited, best dressed, Rudy award, and many more" (Derek, Formal Interview 3). These were yearlong awards that were presented on the final day of the sports club, in addition to the awards given at the six smaller scale ceremonies.

To create the most authentic atmosphere, the sports club abandoned its traditional time after school, and the teams competed during the middle of the school day:

For two hours, the sports club was the center of attention; the administration, parents, community partners, and university students all attended. Every class in the school watched, and the teachers and I divided up all classes to root for specific teams. They created signs; the classes wore the colors of the team they cheered for. It was better than I had expected. (Derek, Reflective Journal)

The final event was strategically situated in the middle of the day to increase exposure. Previous research describes the success of recruiting as vital to the long-term survival of the club (Garn et al., 2014). Derek wanted it to be special, as it was "the students' lasting impression of a year's worth of hard work" (Reflective Journal), yet

the overarching benefit of recruiting future students also played into the decision to plan the event during the school day:

The main reason why I pushed to have it during the school day was to help with recruitment for next year. The younger students will watch their peers, students they idolize, competing in front of the whole school and want to participate in it themselves. They watch the team captains leading their team in cheers, and they say to themselves, “I want to do that.” That’s what I want, and it’s one of the main reasons I believe our numbers are so high. (Derek, Formal Interview 3)

Not only was this beneficial for recruiting future students, but it also fostered and promoted community engagement:

The administration, parents, and [community] partners all looked forward to seeing what this yearlong club was all about. The culminating event, in front of the wide audience helped sell my vision for the future. Not only were the younger students interested in the club by attending the finale, but teachers saw the scope and scale of the event, and that helped sell not only the club, but the entirety of my PE program. Parents also are more willing to help support the club financially with sponsorships in the future once they see the production involved in the final event. (Derek, Formal Interview 3)

Creating Community Collaborations

Derek created three main collaborations within the local community to help organize, fund, and facilitate his sports club. These partnerships were with (a) a local university PETE program, (b) parents, and (c) the parks and recreation department. Utilizing and developing these relationships was instrumental to the success of the sports club.

University PETE program. The collaborative relationship developed by Derek with his local university PETE program was mutually beneficial. Designing and implementing the club individually provided many challenges, so this partnership provided much needed

structural support. “The preservice teachers [PTs] that were on hand each session [were] helpful from a management and supervision standpoint. I had parents who would volunteer, but nothing structured” (Derek, Formal Interview 3). Having these volunteers allowed Derek to focus his attention more on intricate details and having students obtain the goals of SE:

The local university sent me 15 PTs, and I would say two or three of them came most sessions. One of the nicest things about having the college students on hand was I knew I could have them officiate, keep track of statistics, or deal with some disputes between students. Having so many children at one time was such a challenge, especially since I wanted my students to reach the main goals of SE: competent, literate, and enthusiastic sportspeople. Having the PTs helped free me up to focus my attention to smaller details that are necessary within SE. (Derek, Formal Interview 2)

This symbiotic relationship was mutually beneficial for the PTs who volunteered to provide assistance on a regular basis. Initially, witnessing firsthand the breadth of this club provided excitement and enthusiasm about their future profession. On multiple occasions, these college students would exclaim, “I can’t wait to do that when I teach” or “I never thought of doing it that way; this is amazing” (Derek, Formal Interview 2). In addition to rekindling excitement, the sports club provided an authentic learning experience to the PTs, who had never witnessed SE:

I love working with my students, but one reason I love doing this club so much is for the PTs. It is so rewarding showing them what SE is all about, how excited students get, the benefits for low-skilled students, and how eager the girls are to compete. Seeing these college students so into it and asking questions about the model makes my day. Love that part of the club. (Derek, Reflective Journal)

The SE model is in stark contrast to the traditional PE that PTs are used to. “Many PTs observe, and rely on a teacher-centered structure, and were unaware of other ways to teach” (Derek, Formal Interview 1). This experience not only presented them with informa-

tion about the structure, goals, and features of SE, but also provided them an opportunity to learn that “there are other ways to teach outside of what they are used to” (Derek, Reflective Journal). Derek described that “many of the PTs come in thinking teacher-centered lessons were required; all left seeing how SE can create something bigger than themselves and the classroom” (Formal Interview 2).

PE taught the right way can be all-inclusive and can extend beyond the walls of your gymnasium. The whole school and even parts of your community can become involved in what you’re doing. This experience showed them how giving the students more responsibility and ownership in their learning can be so powerful. Beginning teachers often start in survival mode, thinking only about their teaching techniques and lesson plans, giving little or no thought to what the students are really getting out of it. The SE model moves the teachers away from being the focus and puts the students’ interests front and center. Our club definitely shows them that. (Derek, Formal Interview 3)

The relationship between the sports club and a local university PETE program was essential not only to the continued success of the program, but also to the development of these future PE teachers.

Parental partnerships. Consistent parental involvement provided the sports club with sustained monetary support and much needed managerial and supervision assistance. Derek spoke at numerous PTA meetings and sent home objectives for the year to create exposure and increase parental immersion. “I tried to flood the market as much as I could. Every opportunity in front of parents I took, because I knew I would need a lot of support” (Formal Interview 3). These efforts were successful in getting a base of parents dedicated to the success of the club:

I would say about six or seven families were adamant about helping in any way they could. They liked what the club stood for, the goals of it, and [they] were very active in assisting in any way possible and were very vocal about it. (Derek, Formal Interview 2)

Because of a lack of funding for many extracurricular school activities, locating monetary support to carry out such a program was a challenge. Derek “decided that the easiest path to get the necessary capital was to fundraise and obtain sponsorships” (Reflective Journal). Prior to the commencement of the club, each child and his or her parents participated in a “substantial fundraising drive selling NCAA, MLB, and NFL cups, where the parents obviously had to do most of the legwork” (Derek, Reflective Journal). Additionally, the parental partnerships were successful in helping obtain numerous sponsorships and local business donors:

I had a few parents sponsor the club themselves, and others got friends to help out. I made a few calls, and we were able to buy the different colored shirts for each team, some new equipment, and a lot of the accessories used for the festivity, like the poster board, some face paint, hair dye that sort of thing. One parent’s company donated all the food for the culminating event. (Derek, Reflective Journal)

The overarching financial assistance and support provided by the parents directly led to the success of such an intricate sports club.

The parental partnerships that were forged provided more than financial assistance. Consistently, parents of club participants volunteered to supervise and provide guest instruction in specialized areas. Frequently throughout the year, the club participated in special events including “bike to school day and multiple off-site trail runs” (Derek, Formal Interview 3), and parent volunteers were essential in providing transportation, supervision, and assistance in other managerial tasks:

Today was our bike to school day event for the club. Everyone who participated earned points for their team. It was hard to get it all supervised, but we had about 10 parents there riding with the students, and I would not have been able to do this without them. The kids loved it. (Derek, Reflective Journal)

In addition to offering much needed managerial assistance, on several occasions “parents with a specialized background would provide guest instruction” (Derek, Formal Interview 2). Parents with a unique skill set inquired about leading certain activities. At multiple

instances throughout the season, “different parents would come in, teach Zumba, yoga, or a dance, and the teams would have to learn them and compete, with that parent and teachers serving as guest officials” (Derek, Formal Interview 2). These opportunities forged a special bond between the parents and the sports club while providing unique and exciting experiences for the children.

Parks and recreation department. The partnership between the sports club and the local parks and recreation department was mutually beneficial. Derek secured solitary access to many running and biking trails, along with other facilities when needed, in one local park. Additionally, the parks and recreation department “brought their mascot . . . to our culminating event and got our student body pumped up about the final event” (Derek, Formal Interview 3).

One of the best things about the relationship I forged with the parks and recreation department is that it benefits us both. We get access to all their facilities, they donate food, let me borrow equipment whenever I need, and the young kids get so excited about sport and fitness that most join the rec’s sport camps, clubs, and summer programs. It works well for both of us. (Derek, Formal Interview 1)

Programmatic Limitations

Derek expressed two major constraints to creating and implementing the after-school SE sports club. These main limitations were students’ limited knowledge base and time constraints.

Students’ limited knowledge base. All of the students who participated in the after-school club were in either the third or fourth grade. Prior to enrolling, a majority of these students had no previous experience with sport, fitness, or recreational competitive sports outside of Derek’s PE classes:

Only a handful of my students have played structured sports in a league, much less competitively. This is advantageous at times because I find that my students are good at keeping fun and exercise the top priorities, but it hurts us at times as it takes quite a bit of instruction and repetition for us to get a simple game of soccer or flag football rolling. (Derek, Formal Interview 2)

This lack of experience proved to be limiting. First, it deteriorated the time that students spent participating in gameplay or the fitness activity. Second, it restricted the students' autonomy in terms of taking on specific roles. One key tenet of SE that was not incorporated into this club was officiating. As described earlier, Derek decided to forgo student officials:

I have to keep in mind that 90% of my students' sporting experience is what they get at school during my physical education class and during recess intramural games. Some of my students have never heard of a referee, let alone [know] what their job is. Having students with such a limited knowledge base of sports really makes integrating the Sport Education model difficult. (Derek, Formal Interview 3)

Although Layne and Hastie (2014) suggest that as early as fourth grade, children can officiate with attentiveness, accuracy, and a high success rate, this element was not used during this club.

Burnout. Research suggests a positive association between role overload and burnout among PE teachers who continually take on supplementary roles in addition to regular instruction (Richards et al., 2014). Derek explained how the expansive nature of this club became overwhelming, with planning becoming extremely consuming. Initially, time spent preparing each session was exhilarating and novel; however, as the season continued, this became exceedingly taxing:

I just got done teaching for the day and planned for our first formal competition in the club. I also met with all of the coaches today and went over the rundown for tomorrow, who will cheer first, etc. It takes forever putting all this together, but it's awesome. (Derek, Reflective Journal)

I have to learn to balance the amount of time I spend preparing my weekly after-school lessons with the 42 other physical education lessons that I teach each week. I enjoy the club, but have to keep it in perspective. My after-school club is only for a small number of students compared to the amount of students [who] are in my physical education program. I have

to try to limit the amount of time I allow myself to spend on it. (Derek, Reflective Journal)

Derek's willingness to designate inordinate amounts of time to planning this season is demonstrated by these two journal reflections. As the year progressed, Derek became less enamored with the expanse of time required to continue such a large undertaking, expressing multiple signs of burnout:

You know, to be honest, I am just exhausted. It is exhausting teaching a full day, 14 classes with only a 35-minute lunch, then have to prepare and facilitate the club. The only thing getting me through sometimes is the knowledge of how much the club means to the kids and the benefits they get from it. But sometimes, knowing all that, I ask myself, is it worth it? How much more of this can I do? (Derek, Formal Interview 2)

The one thing I want to express is how happy I am that this is all over. It's not that the school year is almost over, it's the SE club thing being off my plate. It seeps into my head constantly, whether its preparation, planning, on the phone with parents, or meeting with students during my lunch. I couldn't do this, run such an elaborate club without the help of all the volunteers, you know, the PTs, and mostly all the parental help. Their assistance saved me, but I am still emotionally exhausted from giving my heart to this club. (Derek, Formal Interview 3)

At the conclusion of the year, Derek described a constant feeling of "exhaustion," a feeling of being "emotionally drained," and an "overall sense of fatigue" stemming from the inordinate amount of time that he dedicated to this club on top of his already strenuous workload. Although not directly stated, it is apparent that Derek is beginning to exhibit signs of burnout from the excessive commitments of the after-school SE program.

Discussion

Many authors have requested research examining SE in contexts outside of traditional PE (Hastie et al., 2011; Wallhead & O'Sullivan,

2005). Because of CSPAP's primary objective of increasing PA opportunities in schools beyond PE, incorporating SE into the school setting is mutually beneficial. This study responds to this call and to date is one of the only studies to provide significant contributions to our understanding of one experienced PE teacher's experience implementing SE in an after-school context.

The results of this study revealed an exceptionally strong level of festivity, which was the foundation of the club, and students exhibited a robust sense of team affiliation throughout the season. These findings were similar to those in previous research (Sinelnikov & Hastie, 2010; Wahl-Alexander et al., in press), describing both features as critical to the success of any SE season (Siedentop et al., 2011). Conducting this season in this unique context provided the teacher the opportunity to elongate the season, which further increased the levels of festivity and affiliation often reached in normal SE seasons. This finding gives further credence to the necessity for SE seasons to be longer than traditional PE units (Siedentop et al., 2011), even in nontraditional contexts.

One limitation of this SE season was the absence of students officiating their own gameplay. Layne and Hastie (2014) discovered that fourth grade students with no officiating background were more involved and successful and improved their ability to officiate correctly as the season progressed. In this study, the instructor decided to withhold this responsibility and officiate himself, along with having the PTs officiate, because the season incorporated a variety of fitness and sporting activities. This decision to remove a key feature of his season is counterintuitive from the main purpose of SE; however, he carried it out to decrease the time reserved to teaching student officials and to increase PA opportunities. Future studies within this context focused on one sport with student officials may provide additional benefits.

In this study, Derek conveyed being "overwhelmed, consumed, and exhausted" at times while balancing his teaching and extracurricular duties. Previous research has established that role overload may correlate positively with teacher burnout, emotional exhaustion, and depersonalization (Chan, 2003) and has recognized burnout as a fundamental reason for teachers leaving the profession (Lachman & Diamant, 1987). Although Derek successfully integrated SE into

the after-school club, he expressed burgeoning feelings of burnout. This may have been attributed to the age of the students enrolled in his after-school sports club. This limitation caused Derek to take on additional responsibilities normally completed by students such as officiating. Although he was using the oldest students in his elementary school, using older students who had already participated in SE seasons during traditional PE may have led to more success and less strain.

One notable constraint of CSPAP's call to provide additional PA opportunities before and after school is the lack of clear facilitators for such programs. In an earlier study (McMullen, van der Mars, & Jahn, 2014), the creation of a similar program relied on a university partnership and a PT's ability to instruct. In this instance, Derek obtained assistance from parent volunteers and ancillary aid from local PTs; however, there was a lack of consistency in time spent volunteering, which left him as the primary facilitator. Having the PTs support was beneficial, but this lack of consistency kept Derek from distributing substantial roles, which may have led to feelings of exhaustion. In the future, consistency may be acquired among PTs if they earn required internship or service-learning time while leading such activities. Having this continuing assistance would offer teachers support and likely reduce feelings of burnout.

One essential issue for future exploration is how roles such as leading these programs affect teachers' perceptions of role stress and burnout (Richards et al., 2014). These implications suggest that it may be necessary for PE teachers to partner with PETE students at a local university for after-school programs in a similar capacity to be successful.

A distinguishable element of this SE season was the creation and utilization of collaborations with multiple community partners. Derek relied on monetary aid and sponsorships from local businesses, managerial support from parents, and assistance of local PETE students to carry out the season. Research suggests that facilitating an after-school PA program can be exhausting; however, with sufficient, well-trained staff members, the load placed on the teacher can be alleviated (Kelder et al., 2005). This study gives further credibility to these implications, suggesting that it would be demanding for PE teachers to carry out an exhaustive SE-based sports club similar to this without assistance and funding from community partners.

The results of this study uncovered the after-school setting as another potential opportunity for PTs to develop effective teaching practices and gain experience teaching using the SE model. Research suggests that PTs who witness students' positive responses to the model are more likely to implement it in the future (Glotova & Hastie, 2014). The PTs who aided in facilitating this season did not lead instruction, but they were involved in the planning process and made daily managerial contributions. It seems mutually imperative for schools designing similar programs to partner with a local university to help in a similar capacity. Future studies examining the effect of such a partnership on PTs' perceptions of the SE model and their ability to teach it would be beneficial.

This study presents many implications for future PE teachers interested in introducing before- or after-school programs at their school. The findings indicate that the SE model in this context has the potential to be extremely successful, with the elongated season providing students with high levels of team affiliation and festivity, along with numerous affective benefits documented in the plethora of SE literature. With the main goal of CSPAP being to promote and increase PA levels in children (Kelder, Goc Karp, Scruggs, & Brown, 2014), and with previous work detailing SE as effective at producing sufficient levels of MVPA (Hastie & Trost, 2002), a coupling of these two features seems logical.

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